

UTAH STATE BOARD OF EDUCATION MEETING



August 6, 2026

Utah State Board of Education Building
250 East 500 South
Salt Lake City, Utah

MEMBERS OF THE PUBLIC MAY VIEW THE MEETING LIVE AT
<https://www.youtube.com/c/USBEMedia>

1. Opening Business - 9:00 to 9:30 AM

- 1.1. Pledge of Allegiance
- 1.2. Board Member Message
- 1.3. Employee Recognition
- 1.4. Education Highlight

2. Public Comment for USBE - 9:30 to 10:00 AM. The public is welcome to send written comments to publiccomment@schools.utah.gov.

- 2.1. INFORMATION: Public Comment

3. Finance Committee Report/Recommendations - (Items duplicated from the June 5, 2026, meeting) - 10:00 to 11:00 AM

- 3.1. INFORMATION: Summary of Actions
- 3.2. ACTION: 2027 Legislative Funding Request Information
- 3.3. ACTION: R277-462, Comprehensive School Counseling Program (Amendment)
- 3.4. ACTION: R277-110, Educator Salary Adjustment (Amendment)
- 3.5. ACTION: R277-626, Carson Smith Scholarships Funding and Procedures (Amendment)
- 3.6. ACTION: R277-445, Classifying Small Schools as Necessarily Existent (Amendment & Continuation)
- 3.7. ACTION: R277-460, Distribution of Substance Abuse Prevention Account (Amendment & Continuation)
- 3.8. ACTION: R277-486, Professional Staff Cost Program (Repeal)
- 3.9. ACTION: R277-108, Annual Assurance of Compliance for Local Education Agencies (Amendment)
- 3.10. ACTION: R277-465, Cardiopulmonary Resuscitation (CPR) in Schools (Amendment)
- 3.11. ACTION: R277-927, Teacher and Student Success Act (TSSA) Program (Amendment)
- 3.12. ACTION: Board Policy 5007 Trust Lands Advisory Committee (Amendment)
- 3.13. INFORMATION: UTREx Specification Updates
- 3.14. INFORMATION: FY26 Final Estimates (Minimum School Program)

3.15. INFORMATION: Recognition of Progress, Achievements, or Improvements

3.15.1. INFORMATION: Program Monthly Report (PMR) on the Utah Schools Information Management System

3.15.2. INFORMATION: Program Monthly Report (PMR) on Utah Grants

4. Standards and Assessment Committee Report/Recommendations (Items duplicated from the June 5, 2026, meeting) - 11:00 AM to 12:00 PM

4.1. INFORMATION: Summary of Actions

4.2. INFORMATION: P-12 Physical Education Standards Revision Update

4.3. ACTION: R277-334, Classroom Technology (New)

4.4. ACTION: R277-717, High School Course Grading Requirements (Amendment)

4.5. ACTION: Child Sexual Abuse and Human Trafficking Instructional Materials Approval

4.6. ACTION: Standards Revision Process

4.7. ACTION: Sensitive Materials Model Policy Update

4.8. ACTION: USEAP Recommendation: Special Education Teacher Recruitment and Retention

5. Law and Licensing Committee Report/Recommendations (Items duplicated from the June 5, 2026, meeting) - 12:00 to 12:30 PM

5.1. INFORMATION: Summary of Actions

5.2. ACTION: Alpine School District Waiver Request (New)

5.3. ACTION: Amendment to Data Sharing Agreement with Department of Health and Human Services and Juvenile Courts (USB220035MOU Amendment 1)

5.4. ACTION: Board Policy 3006: USBE Data Governance Plan (Amendment)

5.5. ACTION: R277-322, Local Education Agency (LEA) Codes of Conduct (Amendment) *Item postponed*

5.6. ACTION: R277-301, Educator Licensing (Continuation & Amendment) *Item postponed*

5.7. ACTION: R277-304, Teacher Preparation Programs (Amendment) *Item postponed*

5.8. ACTION: R277-306, Educator Preparation Programs for School Psychologists, Audiologists, Speech-Language Pathologists, Speech-Language Technicians, Counselors, and School Social Workers (Amendment) *Item postponed*

5.9. ACTION: R277-101, Public Participation in Utah State Board of Education Meetings (Continuation) *Item postponed*

5.10. ACTION: R277-409, Public School Membership in Associations (Continuation) *Item postponed*

5.11. ACTION: R277-121, Board Waiver of Administrative Rules (Amendment) *Item postponed*

5.12. ACTION: R277-211, Utah Professional Practices Advisory Commission (UPPAC), Rules of Procedure: Notification to Educators, Complaints and Final Disciplinary Actions (Amendment) *Item postponed*

5.13. ACTION: Board Policy 6001: Utah Professional Practices Advisory Commission (UPPAC) Code of Conduct (New) *Item postponed*

5.14. ACTION: Board Policy 6002: Utah Professional Practices Advisory Commission (UPPAC) Staff Requirements (New) *Item postponed*

5.15. DISCUSSION: Policy Request Items

6. Lunch - 12:30 to 1:00 PM

7. Law and Licensing Committee Report/Recommendations - PM (Items duplicated from the July 14, 2026, meeting.) - 1:00 to 2:00 PM

7.1. INFORMATION: Summary of Actions

7.2. ACTION: R277-322, Local Education Agency (LEA) Codes of Conduct (Amendment)

7.3. ACTION: R277-301, Educator Licensing (Continuation & Amendment)

7.4. ACTION: R277-304, Teacher Preparation Programs (Amendment)

7.5. ACTION: R277-306, Educator Preparation Programs for School Psychologists, Audiologists, Speech-Language Pathologists, Speech-Language Technicians, Counselors, and School Social Workers (Amendment)

7.6. ACTION: R277-101, Public Participation in Utah State Board of Education Meetings (Continuation)

7.7. ACTION: R277-409, Public School Membership in Associations (Continuation)

7.8. ACTION: R277-121, Board Waiver of Administrative Rules (Amendment). *No action was taken.*

7.9. ACTION: R277-211, Utah Professional Practices Advisory Commission (UPPAC), Rules of Procedure: Notification to Educators, Complaints and Final Disciplinary Actions (Amendment)

7.10. ACTION: Board Policy 6001: Utah Professional Practices Advisory Commission (UPPAC) Code of Conduct (New). *No action was taken.*

7.11. ACTION: Board Policy 6002: Utah Professional Practices Advisory Commission (UPPAC) Staff Requirements (New). *No action was taken.*

7.12. ACTION: Sensitive Materials Timeline Update

7.13. DISCUSSION: Policy Request Items

8. Superintendent's Report - 2:00 to 2:30 PM

8.1. Acknowledgement of Student Art Work

8.2. INFORMATION: Superintendent Report

9. Monthly Budget Report - 2:30 to 3:00 PM

9.1. INFORMATION: Monthly Budget Report

9.2. INFORMATION: Discretionary Funds Report

10. 2027 General Session Legislative Preparation - 3:00 to 4:30 PM

10.1. ACTION: Reporting Requirements Study

10.2. ACTION: Requests for Statutory Changes

10.3. ACTION: Legislative Funding Requests for the 2027 General Session

10.4. ACTION: Legislative Priorities

11. General Consent Calendar - 4:30 to 5:00 PM

11.1. ACTION: Contracts/Agreements for Approval

11.2. ACTION: Approval of Meeting Minutes

11.3. INFORMATION: Contracts/Agreements for Review

11.4. ACTION: Fund for the Improvement of Post-secondary Education — Basic Needs for Post-secondary Students Program

12. Executive Session (closed in accordance with the Utah Open and Public Meetings Act) - 5:00 to 6:00 PM

12.1. ACTION: Executive Session

13. Executive Session Action Items - 6:00 to 6:15 PM

13.1. ACTION: Educator Licenses

13.2. ACTION: Committee Appointments

14. Board Chair's Report - 6:15 to 6:30 PM

15. Board Member Comments - 6:30 to 7:00 PM

16. Adjournment - 7:00 PM

UTAH STATE BOARD OF EDUCATION

Subject:

Board Member Message

Agenda item type:

Procedural

Recommended Action:**Purpose of Memo:**

Recommended by leadership

Background:

Member Randy Boothe will share the education message of the month.

Contact:

Randy Boothe

Spanish Fork

Phone: (801) 318-4316

randy.boothe@schools.utah.gov

Attachments:

None

UTAH STATE BOARD OF EDUCATION

Subject:

Employee Recognition

Agenda item type:

Procedural

Recommended Action:**Purpose of Memo:**

Recommended by leadership

Background:

The Superintendent of Public Instruction will introduce the employee of the month.

Contact:**Molly Hart, Ed.D.**

State Superintendent of Public Instruction

Utah State Board of Education

250 E. 500 S.

P.O. Box 144200

Salt Lake City, UT 84114-4200

(801) 538-7510 office

Attachments:

1. July 2026 EOM Slide
2. August 2026 EOM Slide

Milo Maughan

July 2026 Employee of the Month



Rebecca Nielsen

August 2026 Employee of the Month



UTAH STATE BOARD OF EDUCATION

Subject:

INFORMATION: Public Comment

Agenda item type:

Information Item

Recommended Action:

N/A

Purpose of Memo:**Background:****Board Meeting Public Comment**

The Utah State Board of Education (USBE) appreciates your interest in sharing your public comments at the monthly board meeting. Individuals may sign up one week before the specified board meeting by e-mailing a request to: publiccomment@schools.utah.gov.

You are welcome to send written comments to the Board at any time: board@schools.utah.gov. Please include the city where you live in your e-mail because your recognized board member may choose to reply personally.

Public Comment Disclaimer

1. Public comments are limited to 2 minutes per person.
2. A comment can express simple support or dissent about regulatory action. However, a constructive-comment supported by evidence, data, and information is more likely to-influence regulatory decision-making.
3. Individuals should not use the public comment to complain about personnel issues or attack or defame an individual.
4. Speakers making a highly detailed or complex comment should also consider providing a written outline of their words to the Board.
5. Please remember that children may hear your comments. Be thoughtful and professional.
6. Keep your comments appropriate for a general audience. If you have material with explicit language/content, submit such material in writing to the Board at publiccomments@schools.utah.gov

Standing Committee Meeting Public Comment

Individuals who want to comment on a specific agenda item(s) during the committee meetings, please get in touch with the following people for the specific committee:

- Law and Licensing Committee

Vanessa Hatton vanessa.hatton@schools.utah.gov

- Standards and Assessment Committee

Andrea Curtin andrea.curtin@schools.utah.gov

- Finance Committee

Cammy Wilcox cammy.wilcox@schools.utah.gov

Contact:

Name: Cybil Prideaux
Title: Executive Assistant to the Board
Phone: 801-538-7517
Email: publiccomment@schools.utah.gov

Attachments:

None

UTAH STATE BOARD OF EDUCATION

Subject:

INFORMATION: Summary of Actions

Agenda item type:

Information Item

Recommended Action:

No action.

Purpose of Memo:

Committee request

Background:

Summary of actions from the previous standing committee meeting.

Contact:

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Utah State Board of Education
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Scott Jones
Deputy Superintendent of Operations
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Attachments:

1. 6-5-26 Finance Committee - Summary of Actions

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The meeting was conducted in hybrid format.

Members Present: Cindy Davis, Cole Kelley, Matt Hymas, Christina Boggess, and Randy Boothe.

Committee Staff: Scott Jones, Deborah Jacobson, and Noralee Green.

Others Present: Sam Urie, Michael Iwasaki, Jared Felt, David To, Bethany Marker, Paula Plant, Joe Borrack, Tim Davis, Rebecca Nielsen, Dale Frost, Clarissa Stebbing, Melissa Preziosi, Greg Connell, Tanya Albornoz, Ryan Bartlett, Winona Moss, Todd Hauber, Sara Harward, Mark Waddoups, Julie Clark, Royce Van Tassel, and Jerry Record.

Committee Chair Davis called the meeting to order at 8:35 a.m.

USBE Staff Highlights:

- Winona Moss, MSP Financial Manager, Financial Operations
- Joseph Borrack, Contract Specialist, Financial Operations

Public Comment:

There were no requests for public comment.

3.2 2027 Legislative Funding Request Information

Committee Discussion: The Utah State Board of Education Finance Committee is beginning the process of identifying recommended funding requests for the Utah Legislature's 2027 General Session.

Committee Action:

Member Davis Motion:

That the Committee add in a 10-year phase in plan for the Additional WPU's for SPED Self-Contained Funding Formula funding request.

Motion: Passed unanimously.

Member Boggess Motion:

That the Committee directs staff to create funding requests for items 2-4 (Beverly Taylor Sorenson, K-8 Literacy/Numeracy, and USBE Critical FTE Funding Requests) from the Board Funding Requests 2026 Session document and bring them to the board.

Motion: Passed unanimously.

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Member Davis Motion:

That the Committee directs staff to create a funding request for the Master Pilot Program and bring it to the board.

Motion: Passed unanimously.

MOTION FOR THE BOARD: No motion for the Board. The motion for this agenda item was made during the June 5, 2026, Study Session meeting.

3.3 R277-462, Comprehensive School Counseling Program (Amendment)

Committee Discussion: Staff presented R277-462, Comprehensive School Counseling Program, Draft 1, for review and approval. The rule establishes the standards and procedures for LEAs to apply for and receive Comprehensive School Counseling Program funding. The proposed amendments are intended to align the rule with funding and budget directives enacted through S.B. 2 during the 2026 General Legislative Session, including revisions to program funding distribution formulas.

Authorizing, and Implemented or Interpreted Law: [Art X Sec 3](#); [53E-2-04\(2\)\(b\)](#); [53E-3-401\(4\)](#)

Committee Action:**Member Kelley Motion:**

That the Committee approve R277-462, Comprehensive School Counseling Program, Draft 1, on first reading and forward to the Board for approval on second and final reading, with additional information about application timelines.

Motion: Passed unanimously.

Member Davis Motion:

That the Committee add, “with additional information about application timelines” after final reading.

Motion: Passed unanimously.

MOTION FOR THE BOARD: That the Board approve R277-462, Comprehensive School Counseling Program, Draft 1, on second and final reading, with additional information about application timeframes.

3.4 R277-110, Educator Salary Adjustment (Amendment)

Committee Discussion: Staff presented R277-110, Educator Salary Adjustment, Draft 1, for review and approval. The rule establishes procedures for administering

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Educator Salary Adjustment funding and distributing funds to eligible educators through LEAs. The proposed amendments align the rule with H.B. 374, enacted during the 2026 General Session, which modified licensing requirements for school-based hearing and speech professionals and expanded eligibility for the Educator Salary Adjustment program. Additional amendments update reporting and verification procedures, revise statutory compensation references, and remove outdated language.

Authorizing, and Implemented or Interpreted Law: [Art X Sec 3](#); [53E-3-401\(4\)](#); [53F-2-405\(5\)](#)

Committee Action:**Member Boothe Motion:**

That the Committee approve R277-110, Educator Salary Adjustment, Draft 1, on first reading and forward to the Board for approval on second and final reading.

Motion: Passed unanimously.

MOTION FOR THE BOARD: That the Board approve R277-110, Educator Salary Adjustment, Draft 1, on second and final reading.

3.5 R277-626, Carson Smith Scholarships Funding and Procedures (Amendment)

Committee Discussion: Staff presented R277-626, Carson Smith Scholarships Funding and Procedures, Draft 1, for review and approval. The rule provides the administrative framework for implementing the Carson Smith Opportunity Scholarship Program and outlines the responsibilities of the Scholarship Granting Organization (SGO). The proposed amendments align the rule with S.B. 54, enacted during the 2026 General Session, which modified program eligibility requirements and established additional administrative and transparency requirements for the SGO. Amendments include updates to residency verification procedures, scholarship expenditure limitations, appeals processes, fee restrictions, and public disclosure requirements.

Authorizing, and Implemented or Interpreted Law: [Art X, Sec 3](#); [53E-3-401\(4\)](#); [Title 53E, Chapter 7, Part 4](#)

Committee Action:**Member Hymas Motion:**

That the Committee approve R277-626, Carson Smith Scholarships Funding and Procedures, Draft 1, on first reading and forward to the Board for approval on second and final reading.

Motion: Passed unanimously.

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MOTION FOR THE BOARD: That the Board approve R277-626, Carson Smith Scholarships Funding and Procedures, Draft 1, on second and final reading.

3.6 R277-445, Classifying Small Schools as Necessarily Existent (Amendment & Continuation)

Committee Discussion: Staff presented R277-445, Classifying Small Schools as Necessarily Existent, Draft 1, for review and continuation. The rule is undergoing its required five-year review prior to its August 19, 2026, expiration date. The proposed amendments remove the oversight category, and no other substantive changes have been made to the rule.

Authorizing, and Implemented or Interpreted Law: [Art X Sec 3](#); [53E-3-401](#)(4); 53F-2-304(1)

Committee Action:

Member Kelley Motion:

That the Committee continue and approve R277-445, Classifying Small Schools as Necessarily Existent, Draft 1, on first reading and forward to the Board for continuation and approval on second and final reading.

Motion: Passed unanimously.

MOTION FOR THE BOARD: That the Board continue and approve R277-445, Classifying Small Schools as Necessarily Existent, Draft 1, on second and final reading.

3.7 R277-460, Distribution of Substance Abuse Prevention Account (Amendment & Continuation)

Committee Discussion: Staff presented R277-460, Distribution of Substance Abuse Prevention Account, Draft 1, for review and continuation. The rule governs the distribution and administration of the Board's share of the state Substance Abuse Prevention Account and establishes funding and application procedures for LEAs. The rule is undergoing its required five-year review to prevent expiration. The proposed amendments are technical in nature and include formatting updates, terminology revisions, and clarifications to improve readability and consistency. No substantive changes to program requirements or funding distributions are proposed.

Authorizing, and Implemented or Interpreted Law: [Art X Sec 3](#); 53G-10-405; 51-9-405

Committee Action:

Member Boothe Motion:

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That the Committee continue and approve R277-460, Draft 1, on first reading and forward to the Board for continuation and approval on second and final reading.

Motion: Passed unanimously.

MOTION FOR THE BOARD: That the Board continue and approve R277-460, Draft 1, on second and final reading.

3.8 R277-486, Professional Staff Cost Program (Repeal)

Committee Discussion: Staff presented R277-486, Professional Staff Cost Program, for review and repeal. The rule governed eligibility requirements and funding formulas for the Professional Staff Cost Program. The proposed repeal is necessary because H.B. 2, Public Education Budget Amendments, enacted during the 2025 General Session, eliminated funding for the program and repealed the underlying statutory authority. As a result, the rule is no longer operative and is being repealed to align Board rule with current state law.

Authorizing, and Implemented or Interpreted Law: [Art X Sec 3](#); 53F-2-305(2); [53E-3-401](#)(4)

Committee Action:

Member Kelley Motion:

That the Committee repeal R277-486, Professional Staff Program, on first reading and recommend the Board repeal the rule on second and final reading.

Motion: Pass unanimously.

MOTION FOR THE BOARD: That the Board repeal R277-486, Professional Staff Program, on second and final reading.

3.9 R277-108, Annual Assurance of Compliance for Local Education Agencies (Amendment)

Committee Discussion: Staff presented R277-108, Annual Assurance of Compliance for Local Education Agencies, Draft 2, for consideration and approval. The proposed amendment updates the incorporated "Compliance and Assurance" document for the 2026-2027 school year.

Authorizing, and Implemented or Interpreted Law: [Art X Sec 3](#); [53E-3-401](#)(4)

Committee Action:

Member Kelley Motion:

That the Committee approve R277-108, Annual Assurance of Compliance for Local

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Education Agencies, Draft 2, on first reading and forward to the Board for approval on second and final reading.

Motion: Passed unanimously.

MOTION FOR THE BOARD: That the Board approve R277-108, Annual Assurance of Compliance for Local Education Agencies, Draft 2, on second and final reading.

3.10 **R277-465, Cardiopulmonary Resuscitation (CPR) in Schools (Amendment)**

Committee Discussion: Staff presented R277-465, Cardiopulmonary Resuscitation (CPR) in Schools, Draft 1, for consideration and approval. S.B. 244 requires LEAs to develop and maintain Cardiac Emergency Response Plans (CERPs) and directs the Board to monitor those plans. The proposed rule establishes the requirements for LEA CERPs and outlines the Board's process for monitoring compliance with the statutory requirements.

Authorizing, and Implemented or Interpreted Law: [Art X Sec 3](#); [53E-3-401\(4\)](#); [53G-10-408\(2\)](#)

Committee Action:

Member Kelley Motion:

That the Committee approve R277-465, Cardiopulmonary Resuscitation (CPR) in Schools, Draft 1, on first reading and forward to the Board for approval on second and final reading.

Motion: Passed unanimously.

MOTION FOR THE BOARD: That the Board approve R277-465, Cardiopulmonary Resuscitation (CPR) in Schools, Draft 1, on second and final reading.

3.11 **R277-927, Teacher and Student Success Act (TSSA) Program (Amendment)**

Committee Discussion: Staff presented R277-927, Teacher and Student Success Act (TSSA) Program, Draft 1, for review and amendment. The rule governs the administration of the TSSA Program and provides guidance for LEAs in developing and approving school-level success plans. The proposed amendments align the rule with S.B. 241, Early Literacy, enacted during the 2026 General Session. Changes require LEAs to ensure that schools not meeting the state's third-grade reading benchmark allocate a portion of their TSSA funding to evidence-based literacy interventions and clarify that TSSA funds may not be used for instructional practices prohibited under state law.

Authorizing, and Implemented or Interpreted Law: [Art X Sec 3](#); [53E-3-401\(4\)](#); [53F-2-](#)

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[416](#); [53G-7-1304](#); [53G-7-1306](#)

Committee Action:**Member Boggess Motion:**

That the Committee add to section 6 of Draft 1:

“() During the 2026-2027 school year, LEAs may amend and approve the LEA framework, set up funding allocations to address literacy if needed, and address the TSSA plan development and approval process to fully implement amended requirements in 53G-7-1304 and 53G-7-1305 at the start of the 2027-2028 school year.

() For TSSA plans that will be approved during the 2027-2028 school year, LEAs may use the finalized 2025-2026 Acadience Reading data to determine if a school is below the statewide reading goal.”

Motion: Failed 4 to 1, with Member Boggess in Favor and Members Davis, Kelley, Hymas, and Boothe opposed.

Member Hymas Motion:

That the Committee reconsider the previous motion that failed.

Motion: Passed unanimously.

Member Hymas Amended Motion:

“() During the 2026-2027 school year, LEAs may amend and approve the LEA framework, set up funding allocations to address literacy if needed, and address the TSSA plan development and approval process to fully implement amended requirements in 53G-7-1304 and 53G-7-1305 at the start of the 2027-2028 school year.

() For TSSA plans that will be approved during the 2027-2028 school year, LEAs may use the finalized 2025-2026 Acadience Reading data to determine if a school is below the statewide reading goal.”

And that the committee direct staff to prepare a policy request that would clarify a graduated timeline for use of TSSA funds for reading interventions in state code (as outlined below):

() Beginning in the 2027-2028 school year, a school that falls below the designated annual student proficiency benchmarks shall dedicate **50% of its TSSA plan funds** to evidence-based reading interventions, measured by the following escalating benchmark targets:

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(a) fewer than **60%** of third grade students reading on grade level based on the finalized 25-26 Acadience Reading data for the **2027-2028** school year;

(b) fewer than **70%** of third grade students reading on grade level based on the finalized 26-27 Acadience Reading data for the **2028-2029** school year; and

(c) fewer than **80%** of third grade students reading on grade level based on the finalized 27-28 Acadience Reading data by the **2029-2030** school year."

Motion: Passed unanimously.

Member _____ Motion:

That the Committee approve R277-927, Teacher and Student Success Act (TSSA) Program, Draft 1, as amended, on first reading and forward to the Board for approval on second and final reading.

Motion: This motion was not made in committee.

MOTION FOR THE BOARD: That the Board approve R277-927, Teacher and Student Success Act (TSSA) Program, Draft 2, on first and final reading.

3.12 **Board Policy 5007 Trust Lands Advisory Committee (Amendment)**

Committee Discussion: This is a proposed amendment coming from the Trust Lands Advisory Committee (TLAC) to allow TLAC to assemble a task force to solicit feedback from stakeholders and the public regarding Board policies, programs, rules, and procedures.

Committee Action:

Member Kelley Motion:

That the Committee approve Board Policy 5007 Trust Lands Advisory Committee, Draft 1, as amended, on first reading and forward to the Board for approval on second and final reading.

Motion: Passed unanimously.

Member Boggess Motion to Amend:

That the Committee amend Board Policy 5007 to replace "taskforces" in part 2(a)(v) with "working group."

Motion: Passed unanimously.

MOTION FOR THE BOARD: That the Board approve Board Policy 5007 Trust Lands Advisory Committee, Draft 2, on second and final reading.

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3.13 UTREx Specification Updates

Committee Discussion: Every six months, the data governance specialist provides an overview of the most recent updates to the UTREx specifications document. This presentation provided this update to stakeholders.

3.14 FY26 Final Estimates (Minimum School Program)

Committee Discussion: Following reconciliation of tax collections, staff have prepared the Final Estimates for the Minimum School Program for LEA distributions for FY26 and shared those with the Committee.

3.15 Recognition of Progress, Achievements, or Improvements**3.15.1 INFORMATION: Program Monthly Report (PMR) on USIMS**

Committee Information: Staff provided an update on the Utah Schools Information Management System (USIMS) project and ongoing efforts to modernize USBE data systems and improve data access and reporting.

3.15.2 INFORMATION: Program Monthly Report (PMR) on Utah Grants

Committee Information: Staff provided an update on Utah Grants, USBE's grant management system used for applications, awards, payments, and monitoring for USBE staff, LEAs, and CBO partners.

Adjournment

The meeting adjourned at 12:00 p.m.

UTAH STATE BOARD OF EDUCATION

Subject:

ACTION: 2027 Legislative Funding Request Information

Agenda item type:

Action Item

Recommended Action:

MOTION FOR THE BOARD: No motion for the Board.

The motion for this agenda item was made during the June 5, 2026, Study Session meeting.

Purpose of Memo:

Staff recommendation

Background:

The Utah State Board of Education Finance Committee is beginning the process of identifying recommended funding requests for the Utah Legislature's 2027 General Session.

Contact:

+1 801-538-7615

Name: Scott Jones
Title: Deputy Superintendent of Operations
Phone: 801-538-7615
Email: Scott.Jones@schools.utah.gov

Attachments:

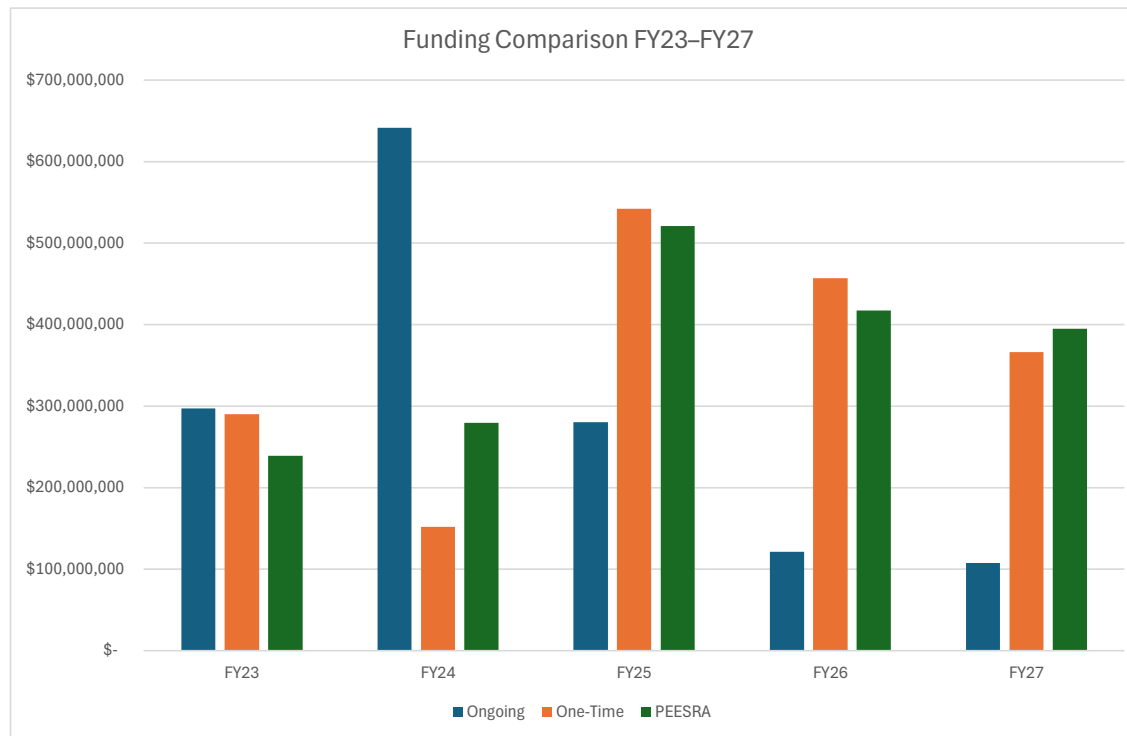
1. 2026 Session Funding Comparisons PEESRA Distributions
2. Funding Request - Additional WPU's for SPED Self-Contained Funding Formula (DRAFT) 5.29.2026
3. Funding Request - Additional WPU's for the SPED Self-Contained Funding Formula 8.3.2026

Board Funding Requests 2026 Session

Priority	Funding Initiative	Summary of Request	Ongoing Funds Requested	One-Time Funds Requested	New Ongoing Funded	New One-Time Funded	Notes
1	Paraprofessional K-3 Grant Program	Statewide competitive grant to provide matching funds for K-3 paraprofessionals	\$ -	\$ 20,000,000	\$ 25,644,300	\$ -	SB241 Early Literacy Program
2	Beverly Taylor Sorenson	Expand program to 23 waitlisted schools	\$ 1,728,000	\$ -	\$ -	\$ -	No new funding, existing remains
3	K-8 Literacy/Numeracy	Supports instructional strategies for reading/math achievement	\$ 9,600,000	\$ 34,300,000	\$ -	\$ -	
4	USBE Critical FTE Funding Requests	Critical capacity needs	\$ 3,479,300	\$ -	\$ -	\$ -	
5	Master Pilot Program	Extend funding for two years	\$ -	\$ 4,800,000	\$ -	\$ 2,400,000	
		TOTAL	\$ 14,807,300	\$ 59,100,000	\$ 25,644,300	\$ 2,400,000	

FY2023 to FY2027 Funding Comparisons

Year	WPU Value	Percent Inflationary Increase	Percent Discretionary Increase	Total WPU Percent Increase	Ongoing Funding Increase (Total Income Tax + Uniform School Fund + TSSA)	One Time Funding (includes reallocations)	PEESRA
FY23	\$ 4,038	2.4%	3.6%	6.0%	\$ 297,187,300	\$ 290,415,500	\$ 239,380,000
FY24	\$ 4,280	3.4%	2.6%	6.0%	\$ 641,351,100	\$ 151,921,500	\$ 279,685,000
FY25	\$ 4,494	3.8%	1.2%	5.0%	\$ 280,336,000	\$ 542,365,900	\$ 521,035,600
FY26	\$ 4,674	4.0%	0.0%	4.0%	\$ 121,202,400	\$ 457,108,800	\$ 417,643,900
FY27	\$ 4,870	4.2%	0.0%	4.2%	\$ 107,631,100	\$ 366,472,000	\$ 394,996,900



FY2027 Public Education Economic Stabilization Account Distributions (PEESRA)

Item	Amount
APEX/Catalyst Centers	\$ 100,000,000
Educator Professional Time	\$ 78,300,000
Enrollment Growth Hold Harmless	\$ 77,000,000
Utah Cyber Center	\$ 28,000,000
School Fees Funding Restoration	\$ 17,768,900
Stipends for Future Educators	\$ 12,400,000
HB312 School Curriculum	\$ 12,000,000
Teacher Supplies and Materials	\$ 8,800,000
Adobe Creative Cloud	\$ 6,750,000
Grow Your Own Special Educators	\$ 5,000,000
Rural School Sports Facilities Grant	\$ 5,000,000
USDB Enrichment Program Correction	\$ 4,800,000
Comprehensive School Improvement Pilot	\$ 4,500,000
Student Credential Account Statewide Usage	\$ 3,800,000
Charter Base Funding Amendments	\$ 3,600,000
School Data Collection and Analysis	\$ 3,600,000
STEM Endorsement Incentives	\$ 3,600,000
Early Intervention for Dyslexia	\$ 3,500,000
Reduced Price School Lunch	\$ 2,516,900
Mentoring and Supporting Teacher Excellence MASTER	\$ 2,400,000
Small High School Support	\$ 2,339,000
3DE by Junior Achievement	\$ 1,500,000
Research, Writing, and Responsible AI Solution	\$ 1,400,000
Research Supported Social Health Instruction	\$ 1,300,000
State Technology Contract Oversight	\$ 1,000,000
Education and Leadership Matching Grants	\$ 1,000,000
Rural Utah Student Initiative	\$ 660,200
University Academy - Huntsman Mental Health	\$ 620,000
American Exchange Project	\$ 500,000
AP and Other Test Prep Software	\$ 500,000
Antibullying Colation - Stand4Kind	\$ 300,000
Cardiac Emergency Response Plans in Schools	\$ 200,000
Software in Education Study	\$ 159,000
Classroom Technology Amendments	\$ 127,900
Public and Higher Education Collaboration	\$ 55,000
TOTAL	\$394,996,900

Agency: UTAH STATE BOARD OF EDUCATION

Request Title: *Additional WPU s for SPED Self-Contained Funding Formula*

Purpose Statement: *Provides an additional 1.5 Weighted Pupil Units (WPUs) per student who qualifies for the SPED Self-Contained funding formula.*

What is the nature of your request?

Select one:

POLICY REQUEST – You are seeking changes to Utah State Code to improve your program/services.

FUNDING REQUEST – You are seeking new or additional financial resources to support a program/service for education.

BOTH POLICY and FUNDING – You are proposing a new program or expansion of an existing program that will require new/amended state code and financial resources.

Questions? Please contact:

Dale Frost – USB E Minimum School Program Administrator –
dale.frost@schools.utah.gov

Current Funding for FY 2027: *\$58,089,400 ongoing*

FY 2028 Ongoing Funding = \$145,311,600 (\$87,222,200 ongoing additional)

FY 2028 One-Time Funding = \$0

Projected Results:

- LEAs will be able to cover much more of the costs for SPED services for Utah students whose services are the costliest without having to utilize other unrestricted funding sources.

Rationale: *The SPED Self-Contained formula currently provides 1.0 WPU per full-time student who receives more than 180 minutes of SPED services according to the student's Individualized Education Plan (IEP). These are the students in Utah's system that need the most SPED services and, therefore, generate the highest SPED costs. Currently, many LEAs must supplement SPED funding with other unrestricted funds to cover these high SPED costs. With these additional funds, many more of these high-cost SPED services can be covered with SPED funds.*

Is there a current funding source that could be reduced or reallocated to fund this request?

No. Not without causing other funding shortfalls in other programs that would negate the benefits of this funding increase.

If not funded/approved: *Many LEAs will need to continue to supplement SPED funding with other unrestricted funds to cover these high SPED costs.*

USBE Lead Point of Contact:

Name: Dale Frost

Email Address: dale.frost@schools.utah.gov

Phone Number: 801-538-7606

USBE Section: School Finance

Additional USBE points of contact (*as needed*):

Name: Sam Urie

Email Address: sam.urie@schools.utah.gov

Phone Number: 801-538-7545

USBE Section: School Finance

Deputy Superintendent Name: Scott Jones

Email Address: scott.jones@schools.utah.gov

Phone Number: 801-538-7616

USBE Section: Financial Operations

FUNDING REQUEST

This section only needs to be completed if you are seeking new or additional funding.

Board Action for Request: (Date/Board Item/Committee)

1. Summarize the request, the specific problem it will solve, and how it will solve the problem.

The SPED Self-Contained formula currently provides 1.0 WPU's per full-time student who receives more than 180 minutes of SPED services according to the student's Individualized Education Plan (IEP). These are the students in Utah's system that need the most SPED services and, therefore, generate the highest SPED costs. Currently, many LEAs must supplement SPED funding with other unrestricted funds to cover these high SPED costs. With these additional funds, many more of these high-cost SPED services can be covered with SPED funds.

2. Is there a funding source that could be reduced or reallocated to fund this request?

No. Not without causing other funding shortfalls in other programs that would negate the benefits of this funding increase.

3. Amount Requested:

Funding Source	Amount (\$)
FY 2028 one-time funding	\$0
FY 2028 ongoing funding	\$87,222,200 ongoing
TOTAL funding requested	\$87,222,200 ongoing

4. Provide an itemized budget, including revenue and expenditure sources, for how the funding will be utilized.

Funding Source(s): Uniform School Fund

Cost Category	FY 2027 (Current fiscal year)	FY 2028
Personnel Services	\$	\$
Travel/In State	\$	\$
Travel/Out State	\$	\$
Current Expenses	\$	\$
Data Processing Current Expenses	\$	\$
Data Processing Capital Outlay	\$	\$
Capital Outlay	\$	\$
Other Charges/Pass Through	\$0	\$87,222,200 ongoing
Transfers	\$	\$
Other	\$	\$
Total	\$0	\$87,222,200 ongoing
NEW USBE FTEs being requested as part of the funding request	FY 2027 (Current fiscal year)	FY 2028
NEW USBE FTEs	0	0

5. To what extent is this request scalable? Articulate the impacts if lower funding amounts were provided for this request.

This funding request is scalable. However, the lower the amount of new funding provided, the more LEAs will need to continue to supplement SPED funding with other unrestricted funds to cover high SPED costs.

6. Summarize the current budget for the project or program that is being funded. If this is a new project or program, summarize resources that are available for like-objectives within USBE.

The SPED Self-Contained formula currently provides 1.0 WPUs per full-time student who receives more than 180 minutes of SPED services according to the student's Individualized Education Plan (IEP). For FY27, the total amount appropriated ongoing from the Uniform School Funding for the SPED Self-Contained program is \$58,089,400.

7. Does this request create any future funding obligations (operations and maintenance, multi-year scale up, etc)?

The only additional future funding obligations would be future WPU value increases for these additional SPED Self-Contained WPUs.

8. Describe how the funding case supports the goals and metrics of the [USBE Strategic Plan](#).

9. What value will additional resources create for Utah? What performance measures for that value will be reported or are already reported?

10. Provide details, sources, research, and analysis to which forms evidence-basis for this request or the associated program (e.g, cost benefit analysis, program evaluation, results from pilot program, etc).

11. Which populations or geographic areas will benefit most from this request? What safeguards will be implemented to prevent inequities or other unintended distributional consequences as it relates to this request?

The LEAs that will benefit the most from this request are those that have high percentages of students who qualify for the SPED Self-Contained formula.

12. Which stakeholders have you engaged and coordinated with during the development of this request?

- **Last Step:** When the Legislative Request Form is complete and has been reviewed by your Deputy Superintendent, email Greg Connell, Greg.Connell@schools.utah.gov to inform him the request is ready for next steps.

Agency: UTAH STATE BOARD OF EDUCATION

Request Title: *Additional WPU s for the SPED Self-Contained Funding Formula*

Purpose Statement: *Provides an additional 1.5 Weighted Pupil Units (WPUs) per student who qualifies for the SPED Self-Contained funding formula. Phases in the costs for this request over ten years.*

What is the nature of your request?

Select one:

POLICY REQUEST – You are seeking changes to Utah State Code to improve your program/services.

FUNDING REQUEST – You are seeking new or additional financial resources to support a program/service for education.

BOTH POLICY and FUNDING – You are proposing a new program or expansion of an existing program that will require new/amended state code and financial resources.

Questions? Please contact:

Dale Frost – USB E Minimum School Program Administrator –
dale.frost@schools.utah.gov

Current Funding for FY 2027: *\$58,089,400 ongoing*

FY 2028 Ongoing Funding = \$66,389,400 (\$8,300,00 ongoing additional)

FY 2028 One-Time Funding = \$0

This request phases in the costs over ten years as follows:

Fiscal Year	Additional WPU's for the SPED Self-Contained Funding Formula - 10-Year Phase-In Costs
FY28	\$ 8,300,000
FY29	\$ 17,200,000
FY30	\$ 26,800,000
FY31	\$ 37,200,000
FY32	\$ 48,300,000
FY33	\$ 60,300,000
FY34	\$ 73,200,000
FY35	\$ 87,000,000
FY36	\$ 101,800,000
FY37	\$ 117,600,000
FY28 PV	\$ 82,600,000

Projected Results:

- LEAs will be able to cover much more of the costs for SPED services for Utah students whose services are the costliest without having to utilize other unrestricted funding sources.

Rationale: *The SPED Self-Contained formula currently provides 1.0 WPU's per full-time student who receives more than 180 minutes of SPED services according to the student's Individualized Education Plan (IEP). These are the students in Utah's system that need the most SPED services and, therefore, generate the highest SPED costs. Currently, many LEAs must supplement SPED funding with other unrestricted funds to cover these high SPED costs. With these additional funds, many more of these high-cost SPED services can be covered with SPED funds.*

Is there a current funding source that could be reduced or reallocated to fund this request?

No. Not without causing other funding shortfalls in other programs that would negate the benefits of this funding increase.

If not funded/approved: *Many LEAs will need to continue to supplement SPED funding with other unrestricted funds to cover these high SPED costs.*

USBE Lead Point of Contact:

Name: Dale Frost

Email Address: dale.frost@schools.utah.gov

Phone Number: 801-538-7606

USB Section: School Finance

Additional USBE points of contact (as needed):

Name: Sam Urie

Email Address: sam.urie@schools.utah.gov

Phone Number: 801-538-7545

USB Section: School Finance

Deputy Superintendent Name: Scott Jones

Email Address: scott.jones@schools.utah.gov

Phone Number: 801-538-7616

USB Section: Financial Operations

FUNDING REQUEST

This section only needs to be completed if you are seeking new or additional funding.

Board Action for Request: (Date/Board Item/Committee)

1. Summarize the request, the specific problem it will solve, and how it will solve the problem.

The SPED Self-Contained formula currently provides 1.0 WPU per full-time student who receives more than 180 minutes of SPED services according to the student's Individualized Education Plan (IEP). These are the students in Utah's system that need the most SPED services and, therefore, generate the highest SPED costs. Currently, many LEAs must supplement SPED funding with other unrestricted funds to cover these high SPED costs. With these additional funds, many more of these high-cost SPED services can be covered with SPED funds.

2. Is there a funding source that could be reduced or reallocated to fund this request?

No. Not without causing other funding shortfalls in other programs that would negate the benefits of this funding increase.

3. Amount Requested:

Funding Source	Amount (\$)
FY 2028 one-time funding	\$0
FY 2028 ongoing funding	\$8,300,000 ongoing
TOTAL funding requested	\$8,300,000 ongoing

This request phases in the costs over ten years as follows:

Fiscal Year	Additional WPU's for the SPED Self-Contained Funding Formula - 10-Year Phase-In Costs
FY28	\$ 8,300,000
FY29	\$ 17,200,000
FY30	\$ 26,800,000
FY31	\$ 37,200,000
FY32	\$ 48,300,000
FY33	\$ 60,300,000
FY34	\$ 73,200,000
FY35	\$ 87,000,000
FY36	\$ 101,800,000
FY37	\$ 117,600,000
FY28 PV	\$ 82,600,000

4. Provide an itemized budget, including revenue and expenditure sources, for how the funding will be utilized.

Funding Source(s): Uniform School Fund

Cost Category	FY 2027 <i>(Current fiscal year)</i>	FY 2028
Personnel Services	\$	\$
Travel/In State	\$	\$
Travel/Out State	\$	\$
Current Expenses	\$	\$
Data Processing Current Expenses	\$	\$
Data Processing Capital Outlay	\$	\$
Capital Outlay	\$	\$
Other Charges/Pass Through	\$0	\$8,300,000 ongoing
Transfers	\$	\$
Other	\$	\$
Total	\$0	\$8,300,000 ongoing
NEW USBE FTEs being requested as part of the funding request	FY 2027 <i>(Current fiscal year)</i>	FY 2028
NEW USBE FTEs	0	0

5. To what extent is this request scalable? Articulate the impacts if lower funding amounts were provided for this request.

This funding request is scalable. However, the lower the amount of new funding provided, the more LEAs will need to continue to supplement SPED funding with other unrestricted funds to cover high SPED costs.

- 6. Summarize the current budget for the project or program that is being funded. If this is a new project or program, summarize resources that are available for like-objectives within USBE.**

The SPED Self-Contained formula currently provides 1.0 WPU per full-time student who receives more than 180 minutes of SPED services according to the student's Individualized Education Plan (IEP). For FY27, the total amount appropriated ongoing from the Uniform School Funding for the SPED Self-Contained program is \$58,089,400.

- 7. Does this request create any future funding obligations (operations and maintenance, multi-year scale up, etc)?**

The only additional future funding obligations would be future WPU value increases for these additional SPED Self-Contained WPUs.

- 8. Describe how the funding case supports the goals and metrics of the [USBE Strategic Plan](#).**
- 9. What value will additional resources create for Utah? What performance measures for that value will be reported or are already reported?**
- 10. Provide details, sources, research, and analysis to which forms evidence-basis for this request or the associated program (e.g, cost benefit analysis, program evaluation, results from pilot program, etc).**
- 11. Which populations or geographic areas will benefit most from this request? What safeguards will be implemented to prevent inequities or other unintended distributional consequences as it relates to this request?**

The LEAs that will benefit the most from this request are those that have high percentages of students who qualify for the SPED Self-Contained formula.

- 12. Which stakeholders have you engaged and coordinated with during the development of this request?**

UTAH STATE BOARD OF EDUCATION

Subject:

ACTION: R277-462, Comprehensive School Counseling Program (Amendment)

Agenda item type:

Action Item

Recommended Action:

MOTION FOR THE BOARD: That the Board approve R277-462, Comprehensive School Counseling Program, Draft 1, on second and final reading.

Purpose of Memo:**Background:****Background:**

Rule R277-462 establishes the standards and procedures for a Local Education Agency (LEA) to apply for and receive funds appropriated for the Comprehensive School Counseling Program. To qualify for funding, an LEA must meet rigorous program criteria, including implementing a Plan for College and Career Readiness for students in grades 7-12, maintaining an approved student success framework, and submitting an annual school-based data project demonstrating program effectiveness.

Reason for Proposed Changes:

Rule R277-462 is being brought before the Committee for review and amendment to align with the funding and budget directives passed in S.B. 2 during the 2026 General Legislative Session. S.B. 2, which serves as the base budget for public education, impacts the distribution formulas for programmatic funding.

Staff will present R277-462, Comprehensive School Counseling Program, Draft 1, for consideration and approval.

Authorizing, and Implemented or Interpreted Law: [Art X Sec 3](#); [53E-2-304\(2\)\(b\)](#); [53E-3-401\(4\)](#)

Contact:

Name: Greg Connell
Title: Policy Analyst
Phone: 801-538-7957
Email: greg.connell@schools.utah.gov

Attachments:

1. R277-462 - Draft 1 - June 2026 Committee
2. R277-462 Reporting Burden and Fiscal Impact Estimate Form

R277. Education, Administration.

R277-462. Comprehensive School Counseling Program.

R277-462-1. Authority^[,] and Purpose^[,] ~~and Oversight Category~~.

(1) This rule is authorized by:

(a) Utah Constitution Article X, Section 3 which vests general control and supervision over public education in the Board;

(b) Subsection 53E-3-401(4), which allows the Board to make rules to execute the Board's duties and responsibilities under the Utah Constitution and state law; and

(c) Subsection 53E-2-304(2)(b) which directs local boards to develop policies for the implementation of student Plan for College and Career Readiness.

(d) Section 53F-2-317, which directs the distribution of the weighted pupil units for college and career counseling.

(2) The purpose of this rule is to establish:

(a) standards and procedures for an LEA applying for funds appropriated for the School Counseling Program;

(b) the minimum counselor to student ratios within an LEA; and

(c) provisions for an LEA not meeting the minimum counselor to student ratios;

~~[(3) This Rule R277-462 is categorized as Category 3 as described in Rule R277-111.]~~

R277-462-2. Definitions.

(1) "LEA" means, for purposes of this rule, an LEA that serves students in any of grades 7-12.

(2) "Program" means an LEA's school counseling program that shall be consistent with the program model described in Section R277-462-3.

(3) "School Counselor" means an educator licensed as a school counselor consistent with Rule R277-306 and assigned to provide direct and indirect services to students consistent with the program.

_____ (4) "Secondary School" means, for purposes of this rule, a school serving students in grades 7-12.

~~[(4)]~~(5) "Student" means, for purposes of this rule, only students in grades 7-12.

R277-462-3. Incorporation of Utah K-12 Comprehensive School Counseling Program Components Document.

(1) This rule incorporates by reference the Utah K-12 Comprehensive School Counseling Program Components Document, April 2024.

(2) A copy of the current Utah K-12 Comprehensive School Counseling Program Components Document is located at:

- (a) <https://schools.utah.gov/administrativerules/documentsincorporated>; and
- (b) the Utah State Board of Education -- 250 East 500 South, Salt Lake City, Utah 84111.

R277-462-4. School Counseling Program Approval and Qualifying Criteria.

(1) To qualify for a funding distribution outlined in Subsection (2), an LEA shall:

(a) have a plan for college and career readiness consistent with Sections 53E-2-304 and R277-462-5;

(b) have an approved student success framework described in Section 53G-7-1304;

(c) at least once every six years, participate in an on-site program review conducted by the Superintendent which shall assess the components of the program as outlined in Section R277-462-3:

- (i) collaborative classroom instruction;
- (ii) implementation of the plan for college and career readiness;
- (iii) program contribution to achieving the student success framework;
- (iv) systemic dropout prevention; and
- (v) overall administration of the program.

(d) at least once every three years conduct an internal on-site review consistent with elements of the on-site review conducted by the Superintendent;

(e) ensure the school's program is self-evaluated annually;

(f) participate in statewide trainings provided by the Superintendent;

(g) provide adequate resources and program management to each program within the LEA;

(h) conduct a program needs assessment with relevant stakeholders at least once every three years;

(i) submit an annual school-based data project demonstrating program or intervention effectiveness by June 15;

(j) provide evidence of LEA governing board approval of the program;

(k) demonstrate parental involvement in the program including advisory council participation;

(l) integrate collaborative classroom instruction consistent with standards identified by the LEA;

(m) maintain the required school counselor to student ratio described in Section R277-462-6;

(n) design a program that includes the needs of diverse students; and

(o) provide assistance for students in career literacy and future decision-making skills.

(2) An LEA that meets the requirements in Subsection (1) may receive a funding distribution as follows:

(a) a WPU base for the first 400 students; and

(b) a per student distribution for each additional student beyond 400 students, up to 1,200 students.

(3) An LEA shall use the October 1 enrollment count of the previous fiscal year when determining the distribution amount to request.

R277-462-5. Plan for College and Career Readiness.

(1) To qualify for funding described in Section R277-462-4 an LEA shall ensure each student within the LEA has a plan for college and career readiness.

(2) A student, student's parent, and school counselor shall collaboratively develop the student's plan for college and career readiness.

(3) A plan for college and career readiness shall:

(a) be a four-year plan; and

(i) initiated at the beginning of a student's seventh grade year; or

(ii) within the first year the student is enrolled in grades 7-12;

(b) include parents in the individual planning meetings with a student;

(c) be maintained by the counseling department in each school;

(d) follow a student as the student progresses through each grade; and

(e) when applicable, transfer with a student between LEAs.

(4) An LEA shall ensure that a student's course registration and class schedule is consistent with the student's plan for college and career readiness.

(5) An LEA shall require all schools within the LEA to document parental involvement in a student's planning meetings.

(6) An LEA shall ensure the implementation of a plan for college and career readiness is consistent with the LEA's program goals and includes the following conference meetings:

(a) at least one individual and one group conference meeting with a parent, school counselor and student during the student's:

(i) grades 7 and 8;

(ii) grades 9 and 10; and

(iii) grades 11 and 12.

(b) other meetings as needed.

R277-462-6. School Counselor to Student Ratios.

(1) To qualify for funding described in Section R277-462-4 an LEA shall have at least one school counselor for every 350 students.

(2) For purposes of counting toward fulfillment of this ratio, a school counselor shall be:

(a) a full-time equivalent within an LEA; and

(b) Board certified and licensed as a school counselor.

(3) An LEA may be considered compliant with Subsection (1) if less than .25 school counselors would be needed for the LEA to meet the required ratio.

(4) No later than October 1 of each year an LEA shall certify to the Superintendent the school counselor to student ratio.

(5) No later than May 1 from submitting the LEA's certified ratio, an LEA that does not meet the required ratio in Subsection (1) shall submit to the Board a plan outlining a reasonable timeline and method for achieving compliance.

(6) If an LEA fails to fulfill the plan described in Subsection (5), the LEA may be placed on a corrective action plan described in Rule R277-114.

(7) If an LEA fails to complete the corrective action plan described in Subsection (6), the LEA shall be referred to the Board for further corrective action including loss of distributed funds.

R277-462-7. Allowable Use of Distributed Funds.

(1) An LEA shall ensure all funds distributed are used for any of the following purposes:

(a) collaborative classroom and small group curriculum;

(b) personnel costs, including clerical positions that support the plan for college and career readiness process;

(c) career center equipment or materials such as computers, media equipment, computer software, or occupational information;

(d) professional development for personnel involved in the program;

(e) expenses of extended hours which are required to run the program; and

(f) membership in Utah School Counselor Association, Utah Association for Career and Technical Education Association, and the Association for Career and Technical Education for one or more school counselors per school per year.

(2) An LEA may not use funds to supplant currently existing personnel or programs.

(3) An LEA may not use funds as part of a matching requirement.

(4) Restricted rate of indirect costs will be used.

R277-462-8. Variances, Accountability, and Reporting.

(1) A new LEA or existing LEA with a new program, may receive funding under Rule R277-462 if the new LEA:

(a) has received accreditation pursuant to Rule R277-410; and

(b) has an approved program pursuant to Rule R277-462.

(2) A new LEA or existing LEA with a new program, that does not meet the school counselor to student ratio described in Section R277-462-6 may receive a funding distribution after two years of planning, training, and program implementation.

(3) No later than October 1, an LEA shall certify annually all previously qualified schools continue to meet the program criteria.

(4) An LEA shall provide data and information about the LEA's program as requested by the Superintendent.

R277-462-9. Disbursement of Funds.

(1) An LEA shall meet all requirements of this rule to be eligible for College and Career Counseling (CCR) funding.

(2) The proportion of total CCR funding allocated for a participating LEA shall be determined by the formula described in 53F-2-317.

(3) CCR funds are restricted and shall be allocated to an LEA for an approved school counseling program as follows:

(a) an annual base amount of \$20,000.00 per eligible secondary school; and

_____ (b) an additional allocation that is proportional to the LEA's grades 7-12 prior school year's October 1 headcount in comparison to all other LEAs with an approved program;

_____ (4) An LEA shall annually complete a funding application as defined by the Superintendent with assurances that the LEA meets the school counseling program standards as described in this rule.

KEY: public education, counselors

Date of Last Change: December 10, 2024

Notice of Continuation: April 15, 2024

Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53E-2-304(2)(b); 53E-3-401(4); 53F-2-317

Utah State Board of Education

Reporting Burden and Fiscal Impact Estimate

R277-462 – Comprehensive School Counseling Program (Amendment)

1. Reporting Burden for LEAs

This rule change does not add any reports for LEAs.

2. Estimated Fiscal Impact on USBE

This rule change is not estimated to have fiscal impacts on USBE.

3. Estimated Fiscal Impact on LEAs

This rule change is not estimated to have fiscal impacts on LEAs. The rule indicates how to distribute CCR funding based on 53F-2-317.

Author: Sam Urie

UTAH STATE BOARD OF EDUCATION

Subject:

ACTION: R277-110, Educator Salary Adjustment (Amendment)

Agenda item type:

Action Item

Recommended Action:

MOTION FOR THE BOARD: That the Board approve R277-110, Educator Salary Adjustment, Draft 1, on second and final reading.

Purpose of Memo:

Result of legislative action

Background:**Background of the Rule and H.B. 374**

Rule R277-110 establishes consistent procedures for administering the Educator Salary Adjustment program and distributing allocated funds to Local Education Agencies (LEAs). The rule makes sure that state funding is shared equally among eligible educators. It also includes strict protections to guarantee that school districts pass this money directly to the educators, rather than keeping it to cover other district expenses.

During the 2026 General Session, the Utah Legislature passed H.B. 374, Speech, Language, and Hearing Occupations Licensing Amendments. This legislation restructures the licensing pathways for school-based hearing and speech professionals. Effective May 6, 2026, the State Board of Education may no longer issue credentials for individuals performing the functions of an audiologist or a speech-language pathologist. Instead, these professionals will be licensed strictly through the Division of Professional Licensing (DOPL).

To maintain equitable compensation, H.B. 374 amended Utah Code Section 53F-2-405 to explicitly include DOPL-licensed audiologists, speech-language pathologists, and social workers as eligible "educators" for the Educator Salary Adjustment. The legislation also established new, scaled baseline adjustment amounts for fiscal year 2026.

Summary of Proposed Changes to R277-110

The proposed amendments modify R277-110 to ensure fidelity to the newly enacted statutory requirements in H.B. 374. The primary modifications include:

Licensure and Tracking Alignment: Updates administrative and reporting procedures (such as CACTUS and USIMS verification) to ensure LEAs can seamlessly verify and receive funding for audiologists and speech-language pathologists who now hold DOPL licenses rather than Board credentials.

Technical Safeguard Adjustments: Updates language within the LEA anti-supplanting and windfall provisions (Subsection 11). The amendments replace the historical compensation benchmarks with the updated statutory adjustment baselines enacted for fiscal year 2026.

General Clean-Up: Removes outdated effective dates from previous legislative cycles to clarify current statutory distributions.

Staff will present R277-110, Educator Salary Adjustment, Draft 1, for consideration and approval.

Authorizing, and Implemented or Interpreted Law: [Art X Sec 3](#); [53E-3-401\(4\)](#); [53F-2-405\(5\)](#)

Contact:

Name: Elisse Newey
Title: Deputy Superintendent of Policy
Phone: 801-538-7764
Email: Elisse.newey@schools.utah.gov

Attachments:

1. R277-110 - Draft 1 - June 2026 Committee
2. R277-110 Reporting Burden and Fiscal Impact Estimate Form

R277. Education, Administration.

R277-110. Educator Salary Adjustment.

R277-110-1. Authority^[,] and Purpose^[,] ~~and Oversight Category~~.

(1) This rule is authorized by:

(a) Utah Constitution Article X, Section 3, which vests general control and supervision over public education in the Board;

(b) Subsection 53E-3-401(4), which allows the Board to make rules to execute the Board's duties and responsibilities under the Utah Constitution and state law; and

(c) Subsection 53F-2-405(5), which authorizes the Board to make rules to administer the educator salary adjustment program.

(2) The purpose of this rule is to outline a consistent method for enacting educator salary adjustments in accordance with Section 53F-2-405.

~~[(3) This Rule R277-110 is categorized as Category 2 as described in Rule R277-444.]~~

R277-110-2. Definitions.

(1) "Educator" has the same meaning as defined in Subsection 53F-2-405(1).

(2) "Educator Salary Adjustment" or "Adjustment" means funds allocated by the Board to an LEA in accordance with Subsection 53F-2-405(3).

(3) "LEA" includes, for purposes of this rule, the Utah Schools for the Deaf and the Blind.

(4) "USIMS" has the same meaning as defined in Subsection R277-312-2(6).

R277-110-3. Procedures.

(1) An LEA shall:

(a)(i) have employee evaluation procedures consistent with Title 53G, Chapter 11, Part 5, School District and Utah Schools for the Deaf and the Blind Employee Requirements; or

29 (ii) if an LEA is exempt from the requirements of Subsection (1)(a)(i), have
30 employee evaluation procedures in place to receive funds under Section 53F-2-405;

31 (b) put the adjustment appropriation into the LEA's salary schedule each year
32 that funds are appropriated by the Legislature;

33 (c) ensure the amount of the adjustment is the same for each eligible full-time-
34 equivalent educator position in the LEA;

35 (d) ensure that each eligible employee who is not a full-time educator receives a
36 proportional salary adjustment based on the number of hours the employee works in the
37 employee's current assignment as an educator; and

38 (e) ensure that each educator who receives an adjustment has not received an
39 unsatisfactory rating on the educator's three most recent evaluations as described in
40 Subsection 53F-2-405(4)(c).

41 (2) Notwithstanding Subsection (1)(e), an LEA may grant an adjustment to a
42 new hire who has successfully completed the position hiring process and been selected
43 for an educator position.

44 (3) Once an educator qualifies for an adjustment in a designated school year,
45 the adjustment becomes an ongoing part of the educator's salary.

46 (4)(a) [~~Beginning July 1, 2023, an~~] An educator shall receive at least the amount
47 described in Subsection 53F-2-405(4)(a) for the educator salary adjustment.

48 (b) [~~Beginning July 1, 2024, an~~] An educator shall receive an annual adjustment
49 of an amount equal to the amount described in Subsection 53F-2-405(4)(d) based upon
50 legislative funding allocations.

51 (c) The Superintendent shall distribute funds to LEAs for the educator salary
52 adjustment based on LEA educator data submitted by October 15.

53 (d) An LEA may be required to provide funding to meet benefit costs for
54 educators under this program.

55 (5) A school building level administrator shall receive an annual adjustment of
56 \$2,500 and benefits as provided in Subsection 53F-2-405(7).

57 (6) Each LEA shall annually note on the appropriate salary schedule:

(a) the amount of the educator salary adjustment;
(b) the positions qualifying for the adjustment; and
(c) performance rating requirements in accordance with Subsection 53F-2-405(4)(c).

(7) Each LEA shall annually maintain record of performance ratings for an educator receiving an adjustment in accordance with this rule.

(8)(a) The Superintendent shall remit to LEAs an estimated educator salary adjustment allotment through monthly bank transfers and allotment memos beginning in July of each year.

(b) The Superintendent shall adjust the allotment amount in November of each year to match the number of qualified educators in CACTUS or USIMS, including eligible educators licensed by the Division of Professional Licensing as described in Subsection 53F-2-405(1).

(9) An adjustment to CACTUS or USIMS made after October 13 may not count toward an LEA's amount for educator salary adjustments until the following year.

(10) An LEA may not include educator salary adjustments when calculating the weighted average compensation adjustment for non-administrative licensed staff.

(11) For purposes of ensuring that an LEA may not reduce or artificially limit an educator's salary to convert the salary supplement in this section into a windfall to the LEA as required in Section 53F-2-405 an LEA shall:

(a) increase the total wage compensation of each educator, including salary and stipends, by [at least \$4,200,] the applicable baseline adjustment amount described in Section 53F-2-405, from the educator's compensation in fiscal year [2022-23] from the educator's compensation in the prior fiscal year; and

(b) appropriately code educator salary and payroll provided through the educator salary adjustment to the educator salary adjustment program code in accordance with Rule R277-113 and the LEA's program accounting policy.

KEY: educators, salary adjustments

87 **Date of Last Change: October 8, 2024**

88 **Notice of Continuation: April 15, 2022**

89 **Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53E-3-401(4); 53F-**
90 **2-405(5)**

91

92

Utah State Board of Education

Reporting Burden and Fiscal Impact Estimate

R277-110 – Educator Salary Adjustments (Amendment)

1. Reporting Burden for LEAs

This rule change does not add any reports for LEAs.

2. Estimated Fiscal Impact on USBE

This rule change is not estimated to have fiscal impacts on USBE.

3. Estimated Fiscal Impact on LEAs

This rule change is not estimated to have fiscal impacts on LEAs.

Author: Sam Urie

UTAH STATE BOARD OF EDUCATION

Subject:

ACTION: R277-626, Carson Smith Scholarships Funding and Procedures (Amendment)

Agenda item type:

Action Item

Recommended Action:

MOTION FOR THE BOARD: That the Board approve R277-626, Carson Smith Scholarships Funding and Procedures, Draft 1, on second and final reading.

Purpose of Memo:

Result of legislative action

Background:**Background of the Rule and S.B. 54**

Rule R277-626 provides the administrative framework and guidelines for the Superintendent and the contracted Scholarship Granting Organization (SGO) to implement the Carson Smith Opportunity Scholarship Program. The rule governs the SGO's responsibilities, including managing scholarship funds, disbursing tuition payments, and reporting program metrics.

During the 2026 General Session, the Utah Legislature passed S.B. 54, Carson Smith Opportunity Scholarship Program Amendments. This legislation significantly overhauls the scholarship's accessibility and administration. Notably, S.B. 54 eliminates family income-based eligibility requirements, removes sibling eligibility, and more closely aligns the program's allowable expenses with the Utah Fits All Scholarship Program. To protect consumers and ensure proper stewardship of funds, the bill also places several new administrative requirements directly on the SGO.

Summary of Proposed Changes to R277-626

The proposed amendments update R277-626 to ensure the Board's administrative rules perfectly reflect the new statutory mandates established in S.B. 54.

The primary modifications focus on Section 4 (SGO Responsibilities) and require the SGO to:

Implement strict Utah residency verification protocols using state tax data or approved documentation.

Establish firm deadlines for families to accept or decline scholarship offers.

Cap allowable scholarship expenditures for extracurricular activities and physical education at 20% of the total award.

Create a formal appeals process for families whose expense reimbursement requests are denied.

Cease charging processing fees to students or passing on third-party management fees.

Publicly disclose all third-party contracts and associated fees to ensure transparency.

These updates ensure statutory compliance, enhance transparency in how scholarship funds are managed, and provide clear protections for participating families.

Staff will present R277-626, Carson Smith Scholarships Funding and Procedures, Draft 1, for consideration and approval.

Authorizing, and Implemented or Interpreted Law: [Art X, Sec 3](#); [53E-3-401](#)(4); [Title 53E, Chapter 7, Part 4](#)

Contact:

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Attachments:

1. R277-626 - Draft 1 - June 2026 Committee
2. R277-626 Reporting Burden and Fiscal Impact Estimate Form

R277. Education, Administration.

R277-626. Carson Smith Opportunities Scholarship Program.

R277-626-1. Authority^[,] and Purpose^[,] ~~and Oversight Category~~.

(1) This rule is authorized by:

(a) Utah Constitution Article X, Section 3, which vests general control and supervision over public education in the Board;

(b) Subsection 53E-3-401(4), which allows the Board to make rules to execute the Board's duties and responsibilities under the Utah Constitution and state law; and

(c) Section 53E-7-404, which requires the Board to make rules to implement the Carson Smith Opportunities Scholarship Program.

(2) The purpose of this rule is to provide guidelines for contracted scholarship granting organizations and the Superintendent to implement the Carson Smith Opportunities Scholarship Program.

~~[(3) This Rule R277-626 is categorized as Category 4 as described in Rule R277-111.]~~

R277-626-2. Definitions.

(1) "Eligible student" has the same meaning as defined in Section 53E-7-401.

(2) "Home-based scholarship student" has the same meaning as defined in Section 53E-7-401.

(3) "Program donation" means a donation to a scholarship granting organization in accordance with Section 53E-7-405.

(4) "Qualifying provider" has the same meaning as defined in Section 53E-7-401.

(5) "Qualifying school" has the same meaning as defined in Section 53E-7-401.

(6) "Request for proposals" or "RFP" has the same meaning as defined Subsection 63G-6a-103(70).

(7) "Scholarship expense" has the same meaning as defined in Section 53E-7-401.

(8)(a) "Scholarship granting organization" or "SGO" has the same meaning as defined in Section 53E-7-401.

(b) An SGO may not be a qualifying school or qualifying provider.

(9) "Scholarship student" has the same meaning as defined in Section 53E-7-401.

R277-626-3. Superintendent Responsibilities.

(1) The Superintendent shall conduct an RFP for an SGO in accordance with Subsection 53E-7-404(2).

(2) The Superintendent shall provide all information required to the Utah State Tax Commission in accordance with Subsection 53E-7-404(3)(c).

(3) The Superintendent shall provide a tax credit certificate form, in accordance with Subsection 53E-7-404(2)(a) for use by an approved SGO.

(4) The Superintendent shall annually recommend to the Board a program donations cap for approval in accordance with Subsection 53E-7-407(4).

(5)(a) The Superintendent shall monitor an SGO chosen under Subsection (1) to ensure compliance with state law, including Title 53E, Chapter 7, Part 4, Carson Smith Opportunities Scholarship Program and this Rule R277-626.

(b) The Superintendent may recommend remedial action against an SGO in accordance with Rule R277-114 and Subsection 53E-7-404(5).

(6)(a) The Superintendent shall:

(i) recommend qualifying schools to the Board for approval in accordance with Subsection 53E-7-408(6); and

(ii) require, as a condition for approval, that a qualifying school reimburse scholarship money to an SGO if an eligible student discontinues enrollment early.

(b) The Superintendent shall post a list of approved qualifying schools on the Board website.

(c) The Superintendent may monitor eligible schools for on-going compliance with the requirements of Section 53E-7-408.

(7)(a) The Superintendent shall monitor SGO employees and officers in accordance with Subsection 53E-7-410(2).

(b) The Superintendent shall initiate corrective action against an SGO if an employee or officer of the SGO is facing charges for, or has been convicted or pled guilty or no contest to a violation of the following state laws or laws of another jurisdiction:

- (i) any felony; or
- (ii) an offense involving fraud, theft, embezzlement, breach of fiduciary responsibility, or other financial misconduct.

R277-626-4. SGO Responsibilities.

(1) An SGO approved in accordance with Subsection R277-626-3(1) shall administer the program in accordance with Section 53E-7-405.

(2)(a) An SGO shall maintain separate accounts for all scholarship donations, including any interest or other income from the scholarship funds.

(b) An SGO may not commingle the scholarship funds with any other funds and may only use funds from the account to cover scholarship expenses.

(3) Prior to awarding a scholarship, an SGO shall verify an eligible student's primary Utah residency using state tax data or other acceptable state-approved documentation.

(4) An SGO shall establish and enforce firm deadlines by which a parent or eligible student must accept or decline a scholarship offer.

~~[(3)]~~(5)(a)(i) Prior to an SGO paying expenses for tuition and fees, a parent of an eligible student shall personally approve a funds transfer to the qualifying school or qualifying provider.

(ii) A student may not approve a funds transfer under a power of attorney from the student's parent.

(iii) After approval as required under Subsection (3)(a)(i), an SGO shall pay costs for tuition and school fees for an eligible student directly to a qualifying school or qualifying provider.

(b) An SGO may disburse reimbursements to an eligible student's parent upon proof of payment of other approved scholarship expenses.

(6) An SGO shall ensure that allowable scholarship expenditures for extracurricular activities and physical education do not exceed 20% of a scholarship student's total award amount.

(7) An SGO shall establish and maintain a formal, written appeals process for a parent or eligible student to contest a denied scholarship expense reimbursement request.

~~[(3)](8)~~ If an eligible student discontinues enrollment in a qualifying school or qualifying provider, the SGO shall:

(a) notify the Superintendent; and

(b) obtain reimbursement of scholarship money from the qualifying school or qualifying provider.

(9) An SGO may not charge application or processing fees to a scholarship student or a scholarship student's parent, and may not pass on any third-party management or administrative fees to a scholarship student's account.

(10) To ensure program transparency, an SGO shall publicly disclose on the SGO's website all third-party contracts and associated administrative fees related to the management of the program.

~~[(4)](11)~~ An SGO shall provide the following information to the Superintendent biannually by January 31 and July 31:

(a) the amount of tuition and fees each qualifying school or qualifying provider charges annually;

(b) financial records of the SGO annually, including administrative costs incurred by the SGO to administer the program;

- 113 (c) the number of scholarship students from each school district of residence
114 annually;
- 115 (d) the number of first time scholarship students annually;
- 116 (e) the amount disbursed for scholarship expenses annually, provided with any
117 detail requested by the Superintendent;
- 118 (f) the standards used by the SGO to determine whether a student is an eligible
119 student;
- 120 (g) data reflecting savings to the state and LEAs, if any, as a result of
121 scholarship students exiting the public school system;
- 122 (h) demographic information on scholarship students, including:
- 123 (i) name;
- 124 (ii) date of birth;
- 125 (iii) gender;
- 126 (iv) race; and
- 127 (v) last public school attended, if applicable;
- 128 (i) whether the SGO has received complaints of discrimination, and any steps
129 taken by the SGO to remedy the complaints; and
- 130 (j) any other information requested by the Superintendent to facilitate monitoring
131 of the program and preparation of the annual report required by Section 53E-1-202.1.
- 132 ~~[(5)]~~(12) An SGO may not have a personal or professional relationship with a
133 qualifying school or qualifying provider or an employee of a qualifying school or
134 qualifying provider that would create a conflict of interest, favoritism, or bias in making
135 awards from program donations.
- 136 ~~[(6)]~~(13) An SGO is subject to monitoring and corrective action in the same
137 manner as a recipient under Rule R277-114.

138

139 **KEY: special needs opportunity scholarship**

140 **Date of Last Change: July 9, 2024**

141 **Notice of Continuation: October 7, 2025**

142 **Authorizing, and Implemented or Interpreted Law: Art X, Sec 3; 53E-3-401(4); Title**
143 **53E, Chapter 7, Part 4**
144
145

Utah State Board of Education

Reporting Burden and Fiscal Impact Estimate

R277-626 – Carson Smith Scholarships Funding and Procedures (Amendment)

1. Reporting Burden for LEAs

This rule change does not add any reports for LEAs.

2. Estimated Fiscal Impact on USBE

This rule change is not estimated to have fiscal impacts on USBE.

3. Estimated Fiscal Impact on LEAs

This rule change is not estimated to have fiscal impacts on LEAs.

Author: Sam Urie

UTAH STATE BOARD OF EDUCATION

Subject:

ACTION: R277-445, Classifying Small Schools as Necessarily Existent (Amendment & Continuation)

Agenda item type:

Action Item

Recommended Action:

MOTION FOR THE BOARD: That the Board continue and approve R277-445, Classifying Small Schools as Necessarily Existent, Draft 1, on second and final reading.

Purpose of Memo:

5-year review

Background:

Expiring 8/19/26 This rule is up for its 5 year review. The rule has been amended to remove the oversight category. No other amendments have been made.

Staff will present R277-445, Classifying Small Schools as Necessarily Existent, Draft 1, for consideration and approval.

Authorizing, and Implemented or Interpreted Law: [Art X Sec 3](#); [53E-3-401](#)(4); 53F-2-304(1)

Contact:

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Attachments:

1. R277-445 - Draft 1 - June 2026 Committee
2. R277-445 Reporting Burden and Fiscal Impact Estimate Form

R277. Education, Administration.

R277-445. Classifying Small Schools as Necessarily Existent.

R277-445-1. Authority~~[,]~~ and Purpose~~[, and Oversight Category]~~.

(1) This rule is authorized by:

(a) Article X, Section 3 of the Utah Constitution, which vests general control and supervision over public education in the Board;

(b) Subsection 53F-2-304(3), which requires the Board to adopt rules to adopt a formula to calculate a scale of operations weighting for each student enrolled in a school district in a county of the fourth, fifth, or sixth class as described in Section 17-50-501 or a school district in a county of the third class with fewer than 2,000 students; and

(c) Subsection 53E-3-401(4), which allows the Board to make rules to execute the Board's duties and responsibilities under the Utah Constitution and state law.

~~[(2) This Rule R277-445 is categorized as Category 4 as described in Rule R277-111.]~~

R277-445-2. Definitions.

(1) "ADM" means average daily membership derived from end-of-year data from the previous school year.

(2) "NESS" means Necessarily Existent Small School as defined in Subsection 53F-2-304(1).

(3) "Weighted Pupil Unit" or "WPU" means the basic unit used to calculate the amount of state funds a school district may receive.

R277-445-3. NESS WPUs.

(1) The Board shall award NESS Weighted Pupil Units as follows:

(a) A scale of operations WPU weighting based on a formula determined by a cost function analysis.

(b) No scale of operations weightings shall be awarded to a school district with an ADM greater than 7,700.

(2) Rural-school weightings for NESS schools that provide WPUs for each grade band in accordance with Subsection 53F-2-304(2).

(3) The funding for ADM that falls within the weighting factors described in Subsections (1)(a) and (1)(b) shall be computed under both weighting factors.

(4) In accordance with Subsection 53G-6-305(3)(b)(ii), the Superintendent shall use NESS Program funds to cover out-of-state tuition reimbursements under Rule R277-421.

R277-445-4. Splitting a School that Qualifies as a Necessarily Existent Small School.

(1) A school district that intends to split a school that qualifies as a necessarily existent small school or has qualified as a necessarily existent small school within the past five years shall submit a proposal to the Board as outlined in Subsection 53F-2-304(8).

(2) An LEA shall submit a proposal under Subsection (1), no later than July 1 of the fiscal year prior to the planned split.

(3) The Superintendent shall:

(a) review an LEA's waiver request; and

(b) may provide a recommendation to the Board.

(4) The Board Executive Committee may assign a waiver request made under this Rule R277-121 to a Board standing committee.

(5) The standing committee assigned in accordance with Subsection (2):

(a) may solicit additional information or testimony;

(b) shall review the request in an open meeting; and

(c) shall make a recommendation for consideration by the full Board.

(6) The Board shall consider available data in evaluating an LEA waiver request and shall consider whether the split is:

(a) educationally and operationally necessary; and
(b) not primarily motivated by financial considerations related to necessarily
existent small school funding.

(7) The Board may request an LEA that receives approval for a split in
accordance with this Rule R277-445 and Section 53F-2-304 to report the following to a
Board committee:

(a) data that supports continuation of the requested split; and
(b) data related to the data the LEA presented as a part of the LEA's request for
the split.

**R277-445-5. Incorporation by Reference of the NESS Scale of Operations
Weightings.**

(1) This rule incorporates by reference the NESS Scale of Operations
Weightings.

(2) A copy of this document is located at:
(a) <https://www.schools.utah.gov/administrativerules/documentsincorporated>;
and
(b) the offices of the Utah State Board of Education.

KEY: school enrollment, educational facilities, small schools

Date of Last Change: October 17, 2025

Notice of Continuation: August 19, 2021

**Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53E-3-401(4); 53F-
2-304(1)**

Utah State Board of Education

Reporting Burden and Fiscal Impact Estimate

R277-445 – Classifying Small Schools as Necessarily Existent (Amendment and Continuation)

1. Reporting Burden for LEAs

This rule change does not add any reports for LEAs.

2. Estimated Fiscal Impact on USBE

This rule change is not estimated to have fiscal impacts on USBE.

3. Estimated Fiscal Impact on LEAs

This rule change is not estimated to have fiscal impacts on LEAs.

Author: Sam Urie

UTAH STATE BOARD OF EDUCATION

Subject:

ACTION: R277-460, Distribution of Substance Abuse Prevention Account (Amendment & Continuation)

Agenda item type:

Action Item

Recommended Action:

MOTION FOR THE BOARD: That the Board continue and approve R277-460, Draft 1, on second and final reading.

Purpose of Memo:

5-year review

Background:**Background of the Rule**

Rule R277-460 outlines the distribution and administration of the Board's share of the state Substance Abuse Prevention Account. By statute, these funds are allocated to the Board to support proactive educational activities designed to eliminate the illegal use of alcohol, tobacco, electronic cigarettes, and controlled substances. The rule establishes the funding formula, reserving a portion of funds for state-level program administration, statewide prevention training, and educational materials. It also establishes the application procedures for Local Education Agencies (LEAs) to receive the remaining distributions (at least 55% of the fund) to supplement their local prevention and intervention efforts.

In accordance with the Utah Administrative Rulemaking Act, administrative rules must be reviewed and continued every five years to remain in effect. R277-460 is approaching its five-year expiration date and requires Board action to be continued.

Summary of Proposed Changes

Because the underlying statutes governing the Substance Abuse Prevention Account have not been substantially altered by recent legislation, staff is bringing R277-460 forward primarily for continuation to prevent the rule from expiring.

The proposed amendments are strictly technical in nature. The changes update stylistic formatting, replace awkward phrasing with standard "this rule" references, and align terminology regarding the Superintendent's grant application process to improve overall clarity for LEAs. No substantive programmatic or funding changes are being proposed at this time.

Staff will present R277-460, Distribution of Substance Abuse Prevention Account, Draft 1, for consideration and approval.

Authorizing, and Implemented or Interpreted Law: [Art X Sec 3](#); 53G-10-405; 51-9-405

Contact:

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Attachments:

1. R277-460 - Draft 1 - June 2026 Committee
2. R277-460 Reporting Burden and Fiscal Impact Estimate Form

R277. Education, Administration.

R277-460. Distribution of Substance Abuse Prevention Account.

R277-460-1. Authority and Purpose.

(1) This rule is authorized by:

(a) Utah Constitution Article X, Section 3, which vests general control and supervision over public education in the Board;

(b) Section 53G-10-405, which directs the Board to adopt rules providing for instruction on the harmful effects of alcohol, tobacco, electronic cigarette products, and controlled substances;

(c) Subsection 53E-3-401(4), which allows the Board to make rules to execute the Board's duties and responsibilities under the Utah Constitution and state law; and

(d) Section ~~[51-9-405]~~ 53E-3-522, which ~~[provides for funds from the Substance Abuse Prevention Account to be allocated to the Board for]~~ directs the Board to provide for:

(i) substance abuse prevention and education;

(ii) substance abuse prevention training for teachers and administrators; and

(iii) LEA programs to supplement, not supplant, existing local prevention efforts in cooperation with local substance abuse authorities.

(2) The purpose of this rule is to provide for the distribution of the Board's share of the money from the Substance Abuse Prevention Account.

R277-460-2. Definitions.

(1) "Educational materials" means visual and auditory media, curricula, textbooks, and other disposable or non-disposable items that enhance student understanding of the subject matter.

(2) "Electronic cigarette product" has the same meaning as that term is defined in Section 59-14-802.

(3) "Local substance abuse authority" means the person or group designated by the Legislature as the county authority to receive public funds for substance abuse prevention and treatment.

(4) "Substance abuse prevention education activities and intervention" means proactive educational activities designed to eliminate any illegal use of alcohol, tobacco, electronic cigarette products, and controlled substances.

R277-460-3. Fund Allocations.

(1) Before making the distributions described in Subsections (2) and (3), the Superintendent shall retain sufficient substance abuse prevention funds to pay for the salary, benefits, and indirect costs of a program administrator at a salary level to be determined by the Superintendent and support staff costs for the program administrator.

(2) After the allocation of substance abuse prevention funds is retained as described in Subsection (1), the Superintendent may use up to 45% to:

(a) purchase educational materials to support and supplement existing substance abuse prevention efforts;

(b) encourage and support statewide substance abuse prevention training for school district and charter school teachers and administrators; and

(c) promote substance abuse prevention in the classroom.

(3) At least 55% of the substance abuse prevention funds remaining after the allocation described in Subsection (1) shall be distributed to LEAs for use by the LEAs or individual schools within the LEA based on application.

R277-460-4. Applications.

(1) The Superintendent shall develop an application for LEAs that are interested in applying for substance abuse prevention funds available as described in this ~~[R277-460]~~ rule.

(2) An LEA shall submit the LEA's application to the specialist designated by the Superintendent.

(3)(a) Substance abuse prevention funds shall be distributed to LEAs based on funds available from the Substance Abuse Prevention Account.

(b) The Superintendent shall describe the available funding amounts in the [Board] application described in Subsection (1).

(4) An LEA's application for substance abuse prevention funds shall include the following:

(a) the applicant's intention to collaborate with the local substance abuse authority and community groups, including shared plans and strategies for substance abuse prevention education, activities, and intervention;

(b) the applicant's plan for professional development on substance abuse;

(c) the use of funds to implement applicant's plan;

(d) teacher reports of classroom implementation and plans for classroom monitoring visits;

(e) applicant's enhancement of substance abuse curriculum with additional substance abuse activities and strategies; and

(f) applicant's implementation of substance abuse curriculum with school-based behavioral/health or coordinated school health initiatives.

R277-460-5. Limitations on Funds.

(1) The Superintendent and LEAs shall use substance abuse prevention funds exclusively for purposes set forth in Section ~~[51-9-405]~~ 53E-3-522.

(2) Transfer of funds between line items or the extension of project completion dates may be made only with prior written approval of the Superintendent.

(3) An LEA may not use funds received under this ~~[R277-460]~~ rule to supplant:

(a) funds currently available to the LEA; or

(b) funds available from other state or local sources.

R277-460-6. Evaluation and Reports.

(1) An applicant that receives substance abuse prevention funds shall provide ~~the Superintendent with a year-end report on or before July 1 of the fiscal year in which the award was made~~ an end-of-year report in a form and within the deadlines specified by the Superintendent outlined in R277-439.

(2) The ~~year-end~~ end-of-year report described in Subsection (1) shall ~~include:~~
—— ~~(a) an expenditure report;~~
—— ~~(b) a narrative description of activities funded; and~~
—— ~~(c) an action research or data project report]~~ account for the use of funds and include data demonstrating the effectiveness of the LEA's use of those funds in accordance with Section 53F-2-525(5)(i).

(3) The Superintendent may require additional evaluation or audit procedures from an award recipient to demonstrate the use of funds consistent with the law and Board rules.

~~[(4) The Superintendent shall annually report the following information to the Board's Finance Committee:~~

~~—— (a) the number of LEAs receiving substance abuse prevention funds;~~
~~—— (b) a summary of the LEAs' use of program funds; and~~
~~—— (c) a description of how the Superintendent is using the funds described in Subsections R277-460-3(1) and (2).]~~

KEY: public schools, substance abuse prevention

Date of Last Change: August 12, 2020

Notice of Continuation: August 19, 2021

Authorizing, and Implemented or Interpreted Law: Art X Sec 3; ~~[53G-10-405]~~ 53E-3-522; 53F-2-525; 51-9-405

Utah State Board of Education

Reporting Burden and Fiscal Impact Estimate

R277-460 – Distribution of Substance Abuse Prevention Account (Continuation)

1. Reporting Burden for LEAs

This continuation does not add any reports for LEAs.

2. Estimated Fiscal Impact on USBE

This continuation is not estimated to have fiscal impacts on USBE.

3. Estimated Fiscal Impact on LEAs

This continuation is not estimated to have fiscal impacts on LEAs.

Author: Sam Urie

UTAH STATE BOARD OF EDUCATION

Subject:

ACTION: R277-486, Professional Staff Cost Program (Repeal)

Agenda item type:

Action Item

Recommended Action:

MOTION FOR THE BOARD: That the Board repeal R277-486, Professional Staff Program, on second and final reading.

Purpose of Memo:

Result of legislative action

Background:**Background of the Rule and H.B. 2:**

Rule R277-486 was established to outline the eligibility requirements and formulas for Local Education Agencies (LEAs) to receive Weighted Pupil Unit (WPU) funding under the Professional Staff Cost Program. The rule detailed the acceptable experience, training, and licensure requirements necessary for an LEA's professional staff to qualify for this specific state funding allocation.

During the 2025 General Session, the Utah Legislature passed H.B. 2, Public Education Budget Amendments. This legislation eliminated funding for several specific programs, including the professional staff weighted pupil units. Consequently, H.B. 2 completely repealed Utah Code Section 53F-2-305, which served as the statutory authority and basis for the Professional Staff Cost Program.

Summary of Proposed Action:

Because the Legislature eliminated the funding and repealed the authorizing statute for the Professional Staff Cost Program, Rule R277-486 no longer has a statutory foundation or practical application. Therefore, staff proposes repealing R277-486 in its entirety to ensure the Board's administrative rules accurately reflect current state law and to prevent any confusion for LEAs regarding obsolete funding mechanisms.

Staff will present R277-486, Professional Staff Cost Program, Draft 1, for consideration and approval.

Authorizing, and Implemented or Interpreted Law: [Art X Sec 3](#); 53F-2-305(2); [53E-3-401](#)(4)

Contact:

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Attachments:

1. R277-486 - Repeal - June 2026 Committee
2. R277-486 Reporting Burden and Fiscal Impact Estimate Form

~~[R277. Education, Administration.~~

~~R277-486. Professional Staff Cost Program.~~

~~R277-486-1. Authority and Purpose.~~

~~———— (1) This rule is authorized by:~~

~~———— (a) Utah Constitution Article X, Section 3, which vests general control and supervision of public education in the Board;~~

~~———— (b) Subsection 53E-3-401(4), which allows the Board to make rules to execute the Board's duties and responsibilities under the Utah Constitution and state law; and~~

~~———— (c) Subsection 53F-2-305(2), which authorizes the Board to make a rule requiring a certain percentage of a LEA's professional staff to be licensed in the area the teacher teaches to receive full funding under the state statutory formula.~~

~~———— (2) The purpose of this rule is to outline the eligibility requirements for an LEA to receive WPUs for professional staff including the acceptable experience and training an LEA's staff should have.~~

~~R277-486-2. Definitions.~~

~~———— (1) "Comprehensive Administration of Credentials for Teachers in Utah Schools (CACTUS)" means the electronic file maintained on all licensed Utah educators that includes:~~

~~———— (a) personal directory information;~~

~~———— (b) educational background;~~

~~———— (c) endorsements;~~

~~———— (d) employment history;~~

~~———— (e) professional development information; and~~

~~———— (f) a record of any disciplinary action taken against the educator.~~

~~———— (3) "FTE" means full time equivalent.~~

~~———— (2) "National Board certified educator" means an educator who has been certified by the National Board for Professional Teaching Standards (NBPTS).~~

~~(3) "Weighted Pupil Unit (WPU)" means the same as that term is defined in Subsection 53F-2-102(7).~~

~~R277-486-3. Eligibility to Receive WPUs for Professional Staff.~~

~~(1)(a) An LEA shall only receive WPUs in accordance with the formula provided in Subsection 53F-2-305(1)(a):~~

~~(i) for an educator who holds at least a bachelor's degree; and~~

~~(ii) to the extent an educator is qualified to work in the area the educator is assigned consistent with R277-520.~~

~~(b) A full time educator who is appropriately qualified in only 75% of the educator's assignments would count as 0.75 FTEs in the calculation of an LEA's WPU.~~

~~(c) An LEA shall have an appropriately qualified educator in every assignment to receive full funding.~~

~~(2) An LEA may not receive WPUs for interns or paraprofessionals in any assignment.~~

~~R277-486-4. Acceptable Experience.~~

~~(1) Educator experience for purposes of this rule shall be measured in one year increments.~~

~~(2) For purposes of the professional staff cost calculation, an educator shall be credited by the Superintendent with one year of experience for every school year in which the educator is employed:~~

~~(a) at least half time (0.5 FTE) in a position that requires a Utah Educator License as described in R277-520; and~~

~~(b) in a public school in the State of Utah or in a regionally accredited:~~

~~(i) public school outside of the State of Utah;~~

~~(ii) private school; or~~

~~(iii) institution of higher education; or~~

~~(iv) regional service center.~~

~~—— (3) To obtain credit under Subsection (2), the LEA which employs the educator shall submit acceptable documentation verifying such experience to the Superintendent, including documentation of the school's or institution's regional accreditation.~~

~~—— (4) An educator who is employed in a prekindergarten position may not be counted for the purposes of determining an LEA's professional staff WPUS, unless the educator is or was employed in a special education position in an accredited school.~~

~~—— (5) None of the following experiences are considered acceptable for purposes of determining an educator's experience under this rule:~~

~~—— (a) unpaid volunteer service;~~

~~—— (b) paid consulting;~~

~~—— (c) employment in non-instructional or non-administrative positions in a school setting; or~~

~~—— (d) a school internship.~~

~~—— (6) The Superintendent may require an educator or LEA to provide documentation of an educator's experience in a private school, institution of higher education, or a regional service center to determine relevance of experience.~~

~~R277-486-5. Acceptable Training.~~

~~—— Acceptable training under this rule may include:~~

~~—— (1) Any degree at the bachelor's level or above or credit beyond the current degree from a regionally accredited institution of higher education.~~

~~—— (2) Any professional development activity consistent with R277-500 and approved in writing by the Superintendent.~~

~~R277-486-6. Mapping Degree Summary Data to Statutory Formula.~~

~~—— (1) For purposes of inputting degree summary data, an LEA shall use the coding provided by the Superintendent in correspondence with the Professional Staff Cost formula table in Subsection 53F-2-305(1)(a):~~

~~———— (2) In addition to credit received for degree categories corresponding with the Professional Staff Cost formula table in Subsection 53F-2-305(1)(a), an LEA shall be credited for an individual with National Board certification at the doctorate level.~~

~~**R277-486-7. Data Sources.**~~

~~———— (1) For an LEA that was in operation in the prior year, data shall be used from the June 29th update of CACTUS as required by Section R277-484-3.~~

~~———— (2) For an LEA that was not in operation in the prior year, data shall be used from the November 15th update of CACTUS as required by Section R277-484-3.~~

~~**KEY: professional staff**~~

~~**Date of Last Change: April 8, 2019**~~

~~**Notice of Continuation: February 5, 2024**~~

~~**Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53F-2-305(2); 53E-3-401(4)]**~~

Utah State Board of Education

Reporting Burden and Fiscal Impact Estimate

R277-486 – Professional Staff Cost Program (Repeal)

1. Reporting Burden for LEAs

This repeal does not add any reports for LEAs.

2. Estimated Fiscal Impact on USBE

This repeal is not estimated to have fiscal impacts on USBE.

3. Estimated Fiscal Impact on LEAs

This repeal is not estimated to have fiscal impacts on LEAs.

Author: Sam Urie

UTAH STATE BOARD OF EDUCATION

Subject:

ACTION: R277-108, Annual Assurance of Compliance for Local Education Agencies (Amendment)

Agenda item type:

Action Item

Recommended Action:

MOTION FOR THE BOARD: That the Board approve R277-108, Annual Assurance of Compliance for Local Education Agencies, Draft 2, on second and final reading.

Purpose of Memo:

Staff recommendation

Background:

Update Section R277-108-3 language on Incorporated Documents for 2026-2027 "Compliance and Assurance". The 2026-27 Compliance and Assurance document was already approved by the Finance Committee in March and then Full Board Finance Report-Out in April.

Staff will present R277-108, Annual Assurance of Compliance for Local Education Agencies, Draft 2, for consideration and approval.

Authorizing, and Implemented or Interpreted Law: [Art X Sec 3](#); [53E-3-401](#)(4)

Contact:

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Email: Elisse.newey@schools.utah.gov

Attachments:

1. R277-108 - Draft 2 - June 2026 Committee
2. R277-108 - Draft 1 - June 2026 Committee
3. R277-108 Reporting Burden and Fiscal Impact Estimate Form

R277. Education, Administration.

R277-108. Annual Assurance of Compliance by Local School Boards.

R277-108-1. Authority[,] and Purpose[, and Oversight Category].

(1) This rule is authorized by:

(a) Utah Constitution Article X, Section 3, which vests general control and supervision over public education in the Board; and

(b) Subsection 53E-3-401(4), which allows the Board to make rules to execute the Board's duties and responsibilities under the Utah Constitution and state law and allows the Board to interrupt disbursements of state aid to any district which fails to comply with rules adopted in accordance with the law.

(2) The purpose of this rule is to provide local school boards with a checklist of laws requiring local school board action and a means of assuring that local boards are in compliance.

~~[(3) This Rule R277-108 is categorized as Category 3 as described in Rule R277-411.]~~

R277-108-2. Definitions.

"Assurance document" or "checklist" means the Annual Assurances of Compliance checklist incorporated by reference in Section R277-108-3.

R277-108-3. Incorporation of Annual Assurances of Compliance.

(1) This rule incorporates by reference the Local Education Agency (LEA) Compliance and Assurance Checklist for ~~[2024-2025]~~ 2026-2027 School Year, which lists the required state and federal compliance information for identified programs and funds, including:

(a) Board Rule;

(b) State statute;

(c) Federal Code of Regulations; and

(d) Federal Law.

(2) A copy of the current Annual Assurances of Compliance List is located at:

(a) <https://schools.utah.gov/administrativerules/documentsincorporated>; and

(b) the Utah State Board of Education - 250 East 500 South, Salt Lake City, Utah 84111.

R277-108-4. Assurance Document Creation and Availability.

(1) The Superintendent shall provide a checklist of laws and State Board of Education Administrative Rules which require action or compliance by June 1 of each year to school district superintendents, the superintendent for the Utah School for the Deaf and the Blind and charter school directors.

(2) The checklist described in Subsection (1) shall be approved by the Board and shall identify laws and rules along with required compliance dates and reporting forms, if different or necessary than or in addition to the annual assurance document.

(3) The Superintendent shall consolidate all required reporting and compliance forms and provide for electronic reporting, to the extent possible and ensure the assurance document is available publicly.

R277-108-5. Process, Procedures, and Penalties.

(1) An LEA shall submit the required annual responses to the assurance document and other compliance forms on or before dates identified by the Board.

(2) An LEA's assurance document shall contain a signed attestation by the appropriate authority attesting to the accuracy and validity of all responses and assurances provided by an LEA.

(3) If an LEA cannot provide required assurances, compliance information or forms by required dates, an LEA shall provide to the Superintendent a written explanation of the LEA's inability and provide an anticipated submission date.

(4) An LEA's request for additional time to provide the assurance shall be reviewed by the Superintendent and accepted or rejected in a timely manner.

(5) The Superintendent shall request a written explanation from an LEA and identified schools that fail to meet the reporting and compliance deadlines and that have not provided an explanation and request for a delayed submission date.

(6) Following an opportunity to provide explanations and request a delayed submission date, an LEA and identified schools shall be notified of penalties assessed by the Board against the LEA in accordance with Rule R277-114, state law, or federal law.

R277-108-6. Reporting Deadlines.

(1) Responses for the assurance document from an LEA are due to the Superintendent no later than July 1 of each year.

(2) Failure to provide the assurance document by July 1 may result in federal funds/grants being withheld.

R277-108-7. Record Retention.

Responses to the assurance document, as required by the Board, shall be kept on file by the Superintendent for five years, together with letters of explanation and documentation of penalties, as directed by the Board.

KEY: local school boards, compliance, assurances

Date of Last Change: June 7, 2024

Notice of Continuation: December 13, 2022

Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53E-3-401(4)

R277. Education, Administration.

R277-108. Annual Assurance of Compliance by Local School Boards.

R277-108-1. Authority[, and Purpose], ~~and Oversight Category~~].

(1) This rule is authorized by:

(a) Utah Constitution Article X, Section 3, which vests general control and supervision over public education in the Board; and

(b) Subsection 53E-3-401(4), which allows the Board to make rules to execute the Board's duties and responsibilities under the Utah Constitution and state law and allows the Board to interrupt disbursements of state aid to any district which fails to comply with rules adopted in accordance with the law.

(2) The purpose of this rule is to provide local school boards with a checklist of laws requiring local school board action and a means of assuring that local boards are in compliance.

~~[(3) This Rule R277-108 is categorized as Category 3 as described in Rule R277-441.]~~

R277-108-2. Definitions.

"Assurance document" or "checklist" means the Annual Assurances of Compliance checklist incorporated by reference in Section R277-108-3.

R277-108-3. Incorporation of Annual Assurances of Compliance.

(1) This rule incorporates by reference the Local Education Agency (LEA) Compliance and Assurance Checklist for ~~[2024-2025]~~ 2026-2027 School Year, which lists the required state and federal compliance information for identified programs and funds, including:

(a) Board Rule;

(b) State statute;

(c) Federal Code of Regulations; and

(d) Federal Law.

(2) A copy of the current Annual Assurances of Compliance List is located at:
(a) <https://schools.utah.gov/administrativerules/documentsincorporated>; and
(b) the Utah State Board of Education - 250 East 500 South, Salt Lake City,
Utah 84111.

R277-108-4. Assurance Document Creation and Availability.

(1) The Superintendent shall provide a checklist of laws and State Board of Education Administrative Rules which require action or compliance by June 1 of each year to school district superintendents, the superintendent for the Utah School for the Deaf and the Blind and charter school directors.

(2) The checklist described in Subsection (1) shall be approved by the Board and shall identify laws and rules along with required compliance dates and reporting forms, if different or necessary than or in addition to the annual assurance document.

(3) The Superintendent shall consolidate all required reporting and compliance forms and provide for electronic reporting, to the extent possible and ensure the assurance document is available publicly.

R277-108-5. Process, Procedures, and Penalties.

(1) An LEA shall submit the required annual responses to the assurance document and other compliance forms on or before dates identified by the Board.

(2) An LEA's assurance document shall contain a signed attestation by the appropriate authority attesting to the accuracy and validity of all responses and assurances provided by an LEA.

(3) If an LEA cannot provide required assurances, compliance information or forms by required dates, an LEA shall provide to the Superintendent a written explanation of the LEA's inability and provide an anticipated submission date.

(4) An LEA's request for additional time to provide the assurance shall be reviewed by the Superintendent and accepted or rejected in a timely manner.

(5) The Superintendent shall request a written explanation from an LEA and identified schools that fail to meet the reporting and compliance deadlines and that have not provided an explanation and request for a delayed submission date.

(6) Following an opportunity to provide explanations and request a delayed submission date, an LEA and identified schools shall be notified of penalties assessed by the Board against the LEA in accordance with Rule R277-114, state law, or federal law.

R277-108-6. Reporting Deadlines.

Responses for the assurance document from an LEA are due to the Superintendent no later than July 1 of each year.

R277-108-7. Record Retention.

Responses to the assurance document, as required by the Board, shall be kept on file by the Superintendent for five years, together with letters of explanation and documentation of penalties, as directed by the Board.

KEY: local school boards, compliance, assurances

Date of Last Change: June 7, 2024

Notice of Continuation: December 13, 2022

Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53E-3-401(4)

Utah State Board of Education

Reporting Burden and Fiscal Impact Estimate

R277-108 – Annual Assurance of Compliance for Local Education Agencies (Amendment)

1. Reporting Burden for LEAs

This rule change does not add any reports for LEAs.

2. Estimated Fiscal Impact on USBE

This rule change is not estimated to have fiscal impacts on USBE.

3. Estimated Fiscal Impact on LEAs

This rule change is not estimated to have fiscal impacts on LEAs.

Author: Sam Urie

UTAH STATE BOARD OF EDUCATION

Subject:

ACTION: R277-465, Cardiopulmonary Resuscitation (CPR) in Schools (Amendment)

Agenda item type:

Action Item

Recommended Action:

MOTION FOR THE BOARD: That the Board approve R277-465, Cardiopulmonary Resuscitation (CPR) in Schools, Draft 1, on second and final reading.

Purpose of Memo:

Result of legislative action

Background:

SB 244 requires that LEAs have CERP plans in place and that the USBE monitor these plans. This rule seeks to lay out the requirements for the CERP plans and how the USBE will meet the legislative requirements to monitor the plans.

Staff will present R277-465, Cardiopulmonary Resuscitation (CPR) in Schools, Draft 1, for consideration and approval.

Authorizing, and Implemented or Interpreted Law: [Art X Sec 3](#); [53E-3-401](#)(4); [53G-10-408](#)(2)

Contact:

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Attachments:

1. R277-465 - Draft 1 - June 2026 Committee
2. R277-465 Reporting Burden and Fiscal Impact Estimate Form

R277. Education, Administration.

R277-465. CPR and Cardiac Emergency Response Plans in Schools.

R277-465-1. Authority and Purpose.

(1) This rule is authorized by:

(a) Utah Constitution Article X, Section 3, which vests general control and supervision over public education in the Board;

(b) Subsection 53E-3-401(4), which allows the Board to make rules to execute the Board's duties and responsibilities under the Utah Constitution and state law; and

(c) Subsection 53G-10-408(2), which requires the Board to make rules to develop and implement cardiopulmonary resuscitation (CPR) training as part of the core curriculum standards for instruction in health.

(d) Subsection 53G-9-216(7), which requires the Board to make rules to establish compliance and monitoring requirements for the Cardiac emergency response plan (CERP).

(2) The purpose of this rule is to provide:

(a) the requirements for the teaching of CPR in the health standards; ~~and~~

(b) the criteria and distribution method for CPR training grants; and

(c) the compliance and monitoring requirements for a school's CERP.

R277-465-2. Definitions.

(1) "AED" means the same as is defined in Subsection 53G-9-216(1)(a).

~~[(4)](2)~~ "Cardiopulmonary resuscitation" or "CPR" means the same as the term is defined in Subsection 53G-10-408(1)(b).

(3) Cardiac emergency response plan" or "CERP" means the same as is defined in Subsection 53G-9-216(1)(b).

(4) "Emergency response equipment" means durable medical hardware that is designed to withstand repeated use and is deployed for life-saving intervention during a cardiac or trauma emergency, limited to:

(a) Automated External Defibrillators (AEDs) meeting FDA standards;

(b) AED wall cabinets, weather-proof outdoor enclosures, and mounting hardware; and

(c) reusable training hardware, including CPR manikins and instructional simulation kits.

(5) "Medical supplies" means items that are consumable, disposable, or cannot withstand repeated use, and are required to address a specific medical disability, illness, or injury under a school's CERP, including:

(a) AED maintenance components, including replacement electrode pads and batteries;

(b) bleed kit components conforming to the requirements established in R698-13-7(1); and

(c) first aid kit supplies meeting or exceeding the minimum standards established in R698-13-7(2).

~~[(2)]~~(6) "Psychomotor skills" means the same as the term is defined Subsection 53G-10-408(1)(e).

~~[(3)]~~(7) "Specific material" means any material used by an LEA to comply with the Health Education Core Standards related to CPR.

R277-465-3. CPR Health Standards Requirements.

(1) An LEA shall provide the CPR instruction consistent with the Health Education Core Standards and as required in Subsection 53G-10-408(5)[;].

(2) An LEA that receives funding from the CPR Training Grant Program shall:

(a) ~~[using]~~ use a certified CPR instructor;

(b) ~~[following]~~ follow a current Emergency Cardiovascular Care (ECC) guidelines for CPR; and

(c) ~~[using]~~ use cognitive and psychomotor skills training.

~~[(2)]~~(3) An LEA shall provide the CPR instruction using the following ratios as closely as possible:

(a) a student to instructor ratio of no greater than 15:1; and

(b) a mannequin to student ratio no greater than 1:6.

~~[(3)](4)~~ An LEA shall provide high-quality, hands-on ~~[the]~~ CPR instruction at least once to each student between grades 9 through 12 except as provided for in Subsection 53G-10-408(7).

~~[(4)](5)~~ An LEA is not required to provide the psychomotor skills instruction if the student is in an online-only educational experience.

R277-465-4. CPR Training Grant Program.

(1) An LEA may apply to receive CPR training grant funds, subject to legislative appropriations.

(2) If an LEA chooses to apply for grant funds the LEA shall submit the following information as part of the LEA's application:

(a) LEA name;

(b) point of contact to oversee the use of the funds;

(c) the number of students the LEA will provide training;

(d) the total amount of requested funds; and

(e) which of the allowable uses of funding as described in Subsection (4) of this section the LEA plans to utilize.

(3) Except as provided for in Subsection (6), an LEA may not receive more than \$6 per student as the LEA's total award under this grant program.

(4) An LEA may only use awarded funds for the following purposes:

(a) to contract with the local emergency management system for a certified instructor;

(b) to certify an LEA employee as an instructor;

(c) compensate certified staff for training students in hands-on, high-quality CPR and AED training that is outside of their normal duties; or

(d) to contract with a third party or group who specializes in CPR and AED instruction to provide the instruction.

(5) Subject to legislative appropriation, an LEA may also apply to receive funds to replace or purchase specific materials or equipment for the CPR instruction.

(6) The Superintendent shall distribute the funds described in Subsection (5) to an LEA in an amount proportionate to the LEA's number of students compared to the total number of students of all LEAs applying for specific materials or equipment grant.

(7) The Superintendent may adjust the amount an LEA receives for a specific materials or equipment grant if the LEA demonstrates greater need through:

- (i) lack of enough necessary materials or equipment;
- (ii) low quality or deteriorated materials or equipment; and
- (iii) an extended period since the last update or purchase of materials or equipment.

R277-465-5. Cardiac Emergency Response Plan Compliance and Monitoring.

(1) Schools are required to develop a CERP that meets the requirements in Section 53G-9-216.

(2) Schools shall review and update their CERP by June 30th annually.

(3) Schools shall perform physical and maintenance checks on all emergency response equipment, including first aid kits, bleed kits, AED equipment, and other medical supplies as part of their annual CERP review and replenish the items as needed.

(4) Schools shall conduct CERP training and drills at least once annually.

(a) Drills shall include cardiac emergency response protocols for before, after and during school hours.

(5) For this section, CPR certification must be from an approved provider as is defined in R277-605-2 and include certification in both adult and pediatric CPR, first aid, and AED use.

(6) Schools shall keep copies of the CPR certification for those who are designated and trained in accordance with the school's CERP plan.

(7) Schools shall designate a CERP team which may include;

116 _____ (a) School nurses;
117 _____ (b) athletic trainers;
118 _____ (c) teachers; and
119 _____ (d) other school personnel the administration assigns.
120 _____ (8) Schools shall report their compliance with this section annually in accordance
121 with the School Health Workload Report as outlined in R277-415-3.
122
123

124 **KEY: health standards; CPR; cardiopulmonary resuscitation**

125 **Date of Last Change: October 11, 2023**

126 **Authorizing, and Implemented, or Interpreted Law: Art X Sec 3; 53E-3-401(4);**

127 **53G-10-408(2); 53G-9-216(7)**
128
129

Utah State Board of Education

Reporting Burden and Fiscal Impact Estimate

R277-465 – Cardiopulmonary Resuscitation (CPR) in Schools (Amendment)

1. Reporting Burden for LEAs

This rule change does not add any reports for LEAs. The cardiac emergency response plans are required in code and compliance is reported in the existing school health workload report (R277-415-3).

2. Estimated Fiscal Impact on USBE

This rule change is not estimated to have fiscal impacts on USBE.

3. Estimated Fiscal Impact on LEAs

This rule change is not estimated to have fiscal impacts on LEAs.

Author: Sam Urie

UTAH STATE BOARD OF EDUCATION

Subject:

ACTION: R277-927, Teacher and Student Success Act (TSSA) Program (Amendment)

Agenda item type:

Action Item

Recommended Action:

MOTION FOR THE BOARD: That the Board approve R277-927, Teacher and Student Success Act (TSSA) Program, Draft 2, on first and second reading.

Purpose of Memo:

Result of legislative action

Background:

Background of the Rule and S.B. 241 Rule R277-927 governs the administration of the Teacher and Student Success Act (TSSA) Program, providing guidelines for Local Education Agencies (LEAs) to develop and approve school-level success plans designed to improve school performance and student academic achievement.

During the 2026 General Session, the Utah Legislature passed S.B. 241, Early Literacy. S.B. 241 requires that if a school's third-grade students score below the statewide benchmark reading goal, the school must redirect a portion of its TSSA allocation to fund specific, evidence-based literacy interventions.

Summary of Proposed Changes to R277-927 The proposed amendments to R277-927 ensure fidelity to the new statutory requirements of S.B. 241.

The primary modifications include:

Front-End LEA Assurances: Introduces a dynamic cross-reference requiring LEAs to verify that schools falling below the state's early literacy benchmark allocate at least 50% of their TSSA funds to evidence-based literacy interventions before the LEA approves the school's Teacher and Student Success Plan. This relies on local oversight rather than creating new state-level reporting mandates.

Definition Alignment: Clarifies acceptable literacy interventions by explicitly prohibiting the use of TSSA funds for the "three-cueing" method, aligning program expenditures with the new statewide early literacy standards.

Staff will present R277-927, Teacher and Student Success Act (TSSA) Program, Draft 1, for consideration and approval.

Authorizing, and Implemented or Interpreted Law: [Art X Sec 3](#); [53E-3-401\(4\)](#); [53F-2-416](#); [53G-7-1304](#); [53G-7-1306](#)

Contact:

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Attachments:

1. R277-927 - Draft 2 - June 2026 Full Board
2. R277-927 - Draft 1 - June 2026 Committee
3. R277-927 Reporting Burden and Fiscal Impact Estimate Form

R277. Education, Administration.

R277-927. Teacher and Student Success Act (TSSA) Program.

R277-927-1. Authority[,], and Purpose[, and ~~Oversight Category~~].

(1) This rule is authorized by:

(a) Utah Constitution Article X, Section 3, which vests general control and supervision of public education in the Board;

(b) Subsection 53E-3-401(4), which allows the Board to make rules to execute the Board's duties and responsibilities under the Utah Constitution and state law; and

(c) Section 53F-2-416, which requires the Board to calculate and distribute student and teacher success program money to LEAs;

(d) Section 53G-7-1304, which requires the Board to make rules for an LEA governing board to calculate and distribute a school's allocation of program money for each school within the LEA; and

(e) Section 53G-7-1306, which requires the Board to determine:

(i) a threshold of points under the statewide school accountability system that designates a school as succeeding in school performance and student academic achievement; and

(ii) performance standards for certain schools; and

(f) Section 53G-7-1305, which establishes the requirements for a school to develop and an LEA governing board to approve a teacher and student success plan.

(2) The purpose of this rule is to:

(a) set standards for the Board's distribution of student and teacher success program money to LEAs;

(b) set standards governing an LEA's distribution of student and teacher success program money to each school within the LEA; and

(c) to establish certain accountability standards related to the student and teacher success program.

~~[(3) This rule is categorized as Category 2 as described in Rule R277-111.]~~

R277-927-2. Definitions.

(1)(a) As used in Section 53G-7-1304, "capital expenditures" are funds used to acquire, maintain, or upgrade physical assets like property, building, technology infrastructure, or equipment and may include:

- (i) improvements to a building or school grounds;
- (ii) a school bus;
- (iii) rent, lease, or bond payments; and
- (iv) a portable classroom or costs related to moving a portable classroom.

(b) "Capital expenditures" does not include student technology devices.

(2) "Early childhood education" as used in Subsection 53G-7-1304(1) includes preschool programs.

(3)(a) "Evidence-based literacy strategy" means an instructional practice or intervention that is supported by scientifically based literacy and reading research.

(b) "Evidence-based early literacy strategy" does not include the three-cueing instructional method, or any method that relies heavily on meaning, structure, syntax, and visual cues to teach reading.

(4) "LEA governing board student success framework" means the same as the term is defined in Section 53G-7-1304.

~~[(3)]~~(5) "Program" means the student and teacher success program created in Section 53G-7-1302.

~~[(4)]~~(6) "Satellite school" means the same as that term is defined in Rule R277-550.

~~[(5)]~~(7) "School personnel who work directly with and support students in an academic role" does not include:

- (a) school level administrative or operational staff;
- (b) building and maintenance staff, including custodial and grounds staff;
- (c) transportation staff;
- (d) child nutrition services staff;
- (e) operational or facility support staff;

- (f) financial staff;
- (g) information technology staff;
- (h) legal staff;
- (i) secretarial staff; or
- (j) other district level staff paid on an administrative salary schedule.

(8) "Teacher and student success plan" or "success plan" means the same as the term is defined in Section 53G-7-1305.

R277-927-3. Program Requirements and Board Distribution of Program Money.

(1)(a) The Superintendent shall distribute an LEA's annual program allocation, in equal payment amounts, to an LEA once the LEA submits the LEA's student success framework, developed in accordance with Section 53G-7-1304, through the Board's grant management system.

(b) If an LEA amends the LEA's student success framework, the LEA shall submit the amended student success framework through the Board's grant management system.

(c) An LEA governing board shall ensure that each school allocation is distributed only to a school that has a teacher and student success plan approved by the LEA governing board in accordance with Section 53G-7-1305.

(2) If the LEA previously submitted a student success framework, before the LEA receives the LEA's annual program allocation, the LEA shall submit annual assurances in accordance with the requirements of Rule R277-108.

(3) If an LEA fails to submit the LEA's student success framework as described in Subsection (1) or annual assurances described in Subsection (2) to the Superintendent:

- (a) the LEA may not receive a program allocation for that fiscal year; and
- (b) the undistributed balance will be included with the new year appropriation and distributed in the following fiscal year according to the formula described in Subsection 53F-2-416(3).

88 (4)(a) Before an LEA governing board approves a school's teacher and student
89 success plan, the LEA shall verify that if a school's third-grade students score below the
90 statewide reading benchmark goal, the school's teacher and student success plan
91 allocates at least 50% of the Teacher and Student Success Act (TSSA) program funds
92 toward evidence-based literacy strategies and practices as described in 53G-7-
93 1304(2)(e).

94 ~~[(4)]~~ (5) For purposes of calculating the formula described in Subsection 53F-2-
95 416(3), "weighted pupil units" means:

96 (a) for an existing LEA:

97 (i) the weighted pupil units for the prior year for the minimum school basic
98 program; minus

99 (ii) the weighted pupil units allocated for foreign exchange students; and

100 (b) for a new LEA or a charter school opening a new satellite campus:

101 (i) the weighted pupil units based on the LEA's projected enrollment for the
102 current year for the minimum school basic program; minus

103 (ii) the weighted pupil units allocated for foreign exchange students; and

104 (c) for the Utah Schools for the Deaf and Blind, the prior year October 1
105 headcount multiplied by two.

106 ~~[(5)]~~ (6) For a new LEA or a charter school opening a new satellite campus
107 during the second year of operation, the Superintendent shall increase or decrease the
108 LEA's first year distribution of funds to reflect the LEA's actual first year October 1
109 counts.

110 ~~[(6)]~~ (7) For purposes of determining whether a school district in a county of the
111 first, second, or third class has an approved board local levy for the maximum amount
112 allowed for the purposes described in Subsection 53G-7-1304(2)(c)(i)(A), the school
113 district meets the property tax requirements of Subsection 53G-7-1304(2)(a)(i) if in the
114 applicable fiscal year:

115 (a) the school district's rate imposed for the board local levy is equal to the
116 maximum amount allowed under Section 53F-8-302; or

(b)(i) the school district's board local levy rate meets or exceeds an amount equal to the certified board local levy rate; and

(ii) the school district's board local levy rate equaled the maximum amount allowed under Section 53F-8-302 sometime within the prior five fiscal years.

~~[(7)]~~ (8) For purposes of determining whether a school district in a county of the first, second, or third class increased the school district's board local levy by at least .0001 per dollar of taxable value as described in Subsection 53G-7-1304(2)(c)(i)(B), a school district that does not meet the property tax requirements of Subsection (6), the school district meets the requirements of Subsection 53G-7-1304(2)(c)(i)(B) if the school district's board local levy rate for the current fiscal year is at least .0001 per dollar of taxable value more than the school district's board local levy rate imposed in the prior fiscal year.

~~[(8)]~~ (9) The Superintendent shall determine the state average teacher salary using the most recent Superintendent's Annual Report of Average Teacher Salaries.

~~[(9)]~~ (10) For a new LEA in the new LEA's first or second year of operation, the new LEA's average teacher salary is equal to the state average teacher salary.

R277-927-4. LEA Financial Reporting and Prohibited Uses of Program Funds.

(1) An LEA shall report expenditures of program money by location according to the Board approved chart of accounts.

(2) An LEA may not use program money:

(a) for a purpose described in Subsection 53G-7-1304(1);

(b) to support adult education; or

(c) to pay for contracted services commonly performed by the following staff:

(i) school level administration staff;

(ii) building and maintenance staff, including custodial staff;

(iii) transportation staff;

(iv) child nutrition services staff;

(v) operational or facility support staff; ~~[or]~~

(vi) district level staff; or
(vii) literacy instruction, curricula, or interventions that utilize the three-cueing method.

(3) As used in Subsection 53G-7-1304(2), "district administration costs" does not include salary driven benefits for school personnel charged at the district level.

(4)(a) An LEA may carry over restricted program funds into the next fiscal year to support a purpose identified by the LEA governing board student success framework.

(b) If an LEA carries over funds as described in Subsection (4)(a), the LEA shall report the funds according to the Board approved chart of accounts.

R277-927-5. LEA Allocations to Schools.

(1) An LEA with two or more schools shall establish a policy that defines how the LEA will calculate and distribute program allocations based on prior year average daily membership as determined by the Superintendent, to all schools within the LEA, including how the LEA will calculate allocations for new schools within the LEA.

(2) For a new school within an LEA, the LEA shall calculate and distribute the school's allocation based on the school's projected October 1 headcount for the applicable school year.

(3) After calculating an LEA's school level allocations, an LEA may make adjustments to individual school ADM values and school level allocations due to changes in current year student enrollment for reasons including:

- (a) changes in school boundaries;
- (b) changes to feeder school patterns;
- (c) changes in grade levels offered; or
- (d) significant student growth of 30% or more.

R277-927-6. Accountability Performance Standards.

(1) For purposes of determining the threshold of points that designates a school as succeeding in school performance as described in Subsection 53G-7-1306(1)(a), a

school is succeeding in school performance if, in the most recently published school determinations, the school has:

(a) 43.5% or more of the total points possible for a school that is an elementary or middle school; or

(b) 46% or more of the total points possible for a school that enrolls students in grade 12.

(2) For purposes of determining the performance standards for a school described in Subsection 53G-7-1306(1)(b), a school meets the performance standards if the school meets the criteria described in Subsection 53E-5-203(2).

(3) During the 2026-2027 school year, LEAs may amend and approve the LEA framework, set up funding allocations to address literacy if needed, and address the TSSA plan development and approval process to fully implement amended requirements in 53G-7-1304 and 53G-7-1305 at the start of the 2027-2028 school year.

(4) For TSSA plans that will be approved during the 2027-2028 school year, LEAs may use the finalized 2025-2026 Acadience Reading data to determine if a school is below the statewide reading goal.

KEY: Teacher and Student Success Act (TSSA), program money, allocation

Date of Last Change: February 7, 2025

Notice of Continuation: November 16, 2023

Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53E-3-401(4); 53F-2-416; 53G-7-1304; 53G-7-1306

R277. Education, Administration.

R277-927. Teacher and Student Success Act (TSSA) Program.

R277-927-1. Authority[, and Purpose[, and Oversight Category].

(1) This rule is authorized by:

(a) Utah Constitution Article X, Section 3, which vests general control and supervision of public education in the Board;

(b) Subsection 53E-3-401(4), which allows the Board to make rules to execute the Board's duties and responsibilities under the Utah Constitution and state law; and

(c) Section 53F-2-416, which requires the Board to calculate and distribute student and teacher success program money to LEAs;

(d) Section 53G-7-1304, which requires the Board to make rules for an LEA governing board to calculate and distribute a school's allocation of program money for each school within the LEA; and

(e) Section 53G-7-1306, which requires the Board to determine:

(i) a threshold of points under the statewide school accountability system that designates a school as succeeding in school performance and student academic achievement; and

(ii) performance standards for certain schools; and

(f) Section 53G-7-1305, which establishes the requirements for a school to develop and an LEA governing board to approve a teacher and student success plan.

(2) The purpose of this rule is to:

(a) set standards for the Board's distribution of student and teacher success program money to LEAs;

(b) set standards governing an LEA's distribution of student and teacher success program money to each school within the LEA; and

(c) to establish certain accountability standards related to the student and teacher success program.

~~[(3) This rule is categorized as Category 2 as described in Rule R277-111.]~~

R277-927-2. Definitions.

(1)(a) As used in Section 53G-7-1304, "capital expenditures" are funds used to acquire, maintain, or upgrade physical assets like property, building, technology infrastructure, or equipment and may include:

- (i) improvements to a building or school grounds;
- (ii) a school bus;
- (iii) rent, lease, or bond payments; and
- (iv) a portable classroom or costs related to moving a portable classroom.

(b) "Capital expenditures" does not include student technology devices.

(2) "Early childhood education" as used in Subsection 53G-7-1304(1) includes preschool programs.

(3)(a) "Evidence-based literacy strategy" means an instructional practice or intervention that is supported by scientifically based literacy and reading research.

(b) "Evidence-based early literacy strategy" does not include the three-cueing instructional method, or any method that relies heavily on meaning, structure, syntax, and visual cues to teach reading.

(4) "LEA governing board student success framework" means the same as the term is defined in Section 53G-7-1304.

~~[(3)]~~(5) "Program" means the student and teacher success program created in Section 53G-7-1302.

~~[(4)]~~(6) "Satellite school" means the same as that term is defined in Rule R277-550.

~~[(5)]~~(7) "School personnel who work directly with and support students in an academic role" does not include:

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- (e) operational or facility support staff;

- (f) financial staff;
- (g) information technology staff;
- (h) legal staff;
- (i) secretarial staff; or
- (j) other district level staff paid on an administrative salary schedule.

(8) "Teacher and student success plan" or "success plan" means the same as the term is defined in Section 53G-7-1305.

R277-927-3. Program Requirements and Board Distribution of Program Money.

(1)(a) The Superintendent shall distribute an LEA's annual program allocation, in equal payment amounts, to an LEA once the LEA submits the LEA's student success framework, developed in accordance with Section 53G-7-1304, through the Board's grant management system.

(b) If an LEA amends the LEA's student success framework, the LEA shall submit the amended student success framework through the Board's grant management system.

(c) An LEA governing board shall ensure that each school allocation is distributed only to a school that has a teacher and student success plan approved by the LEA governing board in accordance with Section 53G-7-1305.

(2) If the LEA previously submitted a student success framework, before the LEA receives the LEA's annual program allocation, the LEA shall submit annual assurances in accordance with the requirements of Rule R277-108.

(3) If an LEA fails to submit the LEA's student success framework as described in Subsection (1) or annual assurances described in Subsection (2) to the Superintendent:

- (a) the LEA may not receive a program allocation for that fiscal year; and
- (b) the undistributed balance will be included with the new year appropriation and distributed in the following fiscal year according to the formula described in Subsection 53F-2-416(3).

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89 success plan, the LEA shall verify that if a school's third-grade students score below the
90 statewide reading benchmark goal, the school's teacher and student success plan
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95 416(3), "weighted pupil units" means:

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111 first, second, or third class has an approved board local levy for the maximum amount
112 allowed for the purposes described in Subsection 53G-7-1304(2)(c)(i)(A), the school
113 district meets the property tax requirements of Subsection 53G-7-1304(2)(a)(i) if in the
114 applicable fiscal year:

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116 maximum amount allowed under Section 53F-8-302; or

(b)(i) the school district's board local levy rate meets or exceeds an amount equal to the certified board local levy rate; and

(ii) the school district's board local levy rate equaled the maximum amount allowed under Section 53F-8-302 sometime within the prior five fiscal years.

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~~[(8)]~~ (9) The Superintendent shall determine the state average teacher salary using the most recent Superintendent's Annual Report of Average Teacher Salaries.

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(iv) child nutrition services staff;

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(3) After calculating an LEA's school level allocations, an LEA may make adjustments to individual school ADM values and school level allocations due to changes in current year student enrollment for reasons including:

- (a) changes in school boundaries;
- (b) changes to feeder school patterns;
- (c) changes in grade levels offered; or
- (d) significant student growth of 30% or more.

R277-927-6. Accountability Performance Standards.

(1) For purposes of determining the threshold of points that designates a school as succeeding in school performance as described in Subsection 53G-7-1306(1)(a), a

school is succeeding in school performance if, in the most recently published school determinations, the school has:

(a) 43.5% or more of the total points possible for a school that is an elementary or middle school; or

(b) 46% or more of the total points possible for a school that enrolls students in grade 12.

(2) For purposes of determining the performance standards for a school described in Subsection 53G-7-1306(1)(b), a school meets the performance standards if the school meets the criteria described in Subsection 53E-5-203(2).

KEY: Teacher and Student Success Act (TSSA), program money, allocation

Date of Last Change: February 7, 2025

Notice of Continuation: November 16, 2023

Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53E-3-401(4); 53F-2-416; 53G-7-1304; 53G-7-1306

Utah State Board of Education

Reporting Burden and Fiscal Impact Estimate

R277-927 – Teacher and Student Success Act (TSSA) Program (Amendment)

1. Reporting Burden for LEAs

This rule change does not add any reports for LEAs.

2. Estimated Fiscal Impact on USBE

This rule change is not estimated to have fiscal impacts on USBE.

3. Estimated Fiscal Impact on LEAs

This rule change is not estimated to have fiscal impacts on LEAs.

Author: Sam Urie

UTAH STATE BOARD OF EDUCATION

Subject:

ACTION: Board Policy 5007 Trust Lands Advisory Committee (Amendment)

Agenda item type:

Action Item

Recommended Action:

MOTION FOR THE BOARD: That the Board approve Board Policy 5007 Trust Lands Advisory Committee, Draft 2, on second and final reading.

Purpose of Memo:

Other

Background:

This is a proposed amendment coming from the Trust Lands Advisory Committee (TLAC) to allow TLAC to assemble a task force to solicit feedback from stakeholders and the public regarding Board policies, programs, rules, and procedures.

Contact:

Name:	Paula Plant	Scott Jones
Title:	Director, School Children's Trust	Deputy Superintendent of Operations
Phone:	801-538-7555	801-538-7615
Email:	paula.plant@schools.utah.gov	scott.jones@schools.utah.gov

Attachments:

1. Board Policy 5007 - Draft 1 - June 2026 Committee

UTAH STATE BOARD OF EDUCATION POLICY	
Policy Number:	5007
Policy Name:	Trust Lands Advisory Committee
Approved Date:	

The Utah State Board of Education (the Board) hereby establishes the Trust Lands Advisory Committee (TLAC).

1. The purpose of TLAC is to:
 - a. advise the Board, regarding school community councils, the School LAND Trust Program, and issues related to school trust lands and funds that may affect the Program; and
 - b. disseminate information to the education community about how to implement the Board's policies, programs, rules, and procedures.
2. Duties
 - a. In support of its purposes, TLAC may:
 - i. provide information and consult with the Board, at all levels of the decision-making process on decisions affecting the School LAND Trust Program, school community councils, charter trust land councils, and school trust issues affecting the School LAND Trust Program are formulated, and in facilitation of related future education needs and services;
 - ii. solicit feedback from the public regarding Board policies, programs, rules, and procedures and provide feedback to the Board on trust land related policies, programs, rules, and procedures;
 - iii. remain knowledgeable and informed regarding land policies as they impact education funding;
 - iv. perform other specific tasks as may be identified by the Board;
 - v. create taskforces [with Board approval]; and
 - vi. recommend procedural changes to the administration of the School LAND

Trust Program and school community council training to be implemented upon approval of a member of the Superintendency.

3. Meetings

- a. TLAC shall meet at least eight times a year.
- b. During its meetings TLAC may:
 - i. discuss and prepare feedback on Board agenda items related to the School LAND Trust Program, school community councils, and trust land and fund issues that may affect the School LAND Trust Program;
 - ii. make written recommendations and provide feedback to:
 - A. Board committee chairs on matters coming before the Board's committees; and
 - B. Board leadership on matters scheduled to come before the full Board; and
 - iii. discuss and prepare recommendations to Board leadership, as appropriate, on other issues related to the committee's duties.
- c. TLAC meetings shall be open to the public, but TLAC meetings are not subject to Title 52, Chapter 4, the Utah Open and Public Meetings Act.
- d. TLAC may conduct committee business under Roberts Rules of Order.
- e. Members may receive compensation for travel consistent with Board policy.

4. Staff

- a. The School Children's Trust Section shall:
 - i. provide clerical support to facilitate meeting logistics, prepare meeting agendas and minutes, and assist with required written communication to the Board;
 - ii. send a copy of each TLAC agenda to the Board at least five days before the TLAC meeting; and
 - iii. prepare a short summary of each TLAC meeting and send the summary to the Board.

5. Membership

- a. TLAC shall be comprised of the following voting members:

- i. two members who are parents and who have expertise in trust lands and school community council issues, including one parent from a rural area;
 - ii. one educator member who has expertise in trust lands and school community council issues;
 - iii. one member who is a local school board member;
 - iv. one member who is a school district superintendent;
 - v. one member of the charter school community with expertise in trust lands or the School LAND Trust Program;
 - vi. one member with expertise in serving students who are at-risk for underachievement;
 - vii. one member who is a school district or charter school business administrator;
 - viii. one member who is an elementary principal;
 - ix. one member who is a secondary principal; and
 - x. three at-large members.
- b. non-voting members of TLAC may include the Board's School Children's Trust Section staff, and members of the Superintendency.
- c. Interested individuals may apply to serve as voting members of TLAC. TLAC voting members shall be appointed by the Board. The Director shall review applications submitted by individuals interested in serving on TLAC and make recommendations to the Board for appointment.
- d. TLAC members shall be appointed for four-year terms. Committee member terms of service shall be staggered so that approximately half of the members are appointed every two years.
- i. If a committee member fails to attend four or more consecutive meetings, the committee chair may recommend that the Board replace the member as provided in Subsection (c).
 - ii. The Board may appoint a new member to complete the term of a committee member who is unable to complete the member's term

of service. A newly appointed member shall be appointed to complete the remainder of the predecessor's term.

6. Committee Leadership

- a. TLAC shall elect a Chair and a Vice chair from the voting membership every two years.
- b. The Chair (or Vice chair in the absence of the Chair) shall:
 - i. conduct TLAC meetings;
 - ii. report to Board leadership and committee chairs as requested; and
 - iii. invite other stakeholders and additional USBE staff to participate in TLAC meetings as needed.

7. Applicability of Board Policies

- a. This policy is subject to Board Policy 1004 – Advisory Committees.

UTAH STATE BOARD OF EDUCATION

Subject:

INFORMATION: UTREx Specification Updates

Agenda item type:

Information Item

Recommended Action:**Purpose of Memo:****Background:**

Every six months, the data governance specialist provides an overview of the most recent updates to the UTREx specifications document. This presentation will provide this update to stakeholders.

Contact:

Name: Melissa Preziosi
Title: Data Governance Specialist
Phone: 801-538-7619
Email: melissa.preziosi@schools.utah.gov

Attachments:

1. Spring 2026 Finance Committee_ UTREx Updates



UTREx Updates

Updates from the January 2026 Editing Period

USBE Finance Committee
April 3, 2026
Melissa Preziosi

Introduction



Melissa Preziosi

Data Governance
Specialist



Utah State
Board of
Education

Student
Data
Privacy



Outline

Background

Detail of Changes

Link to Spec Doc



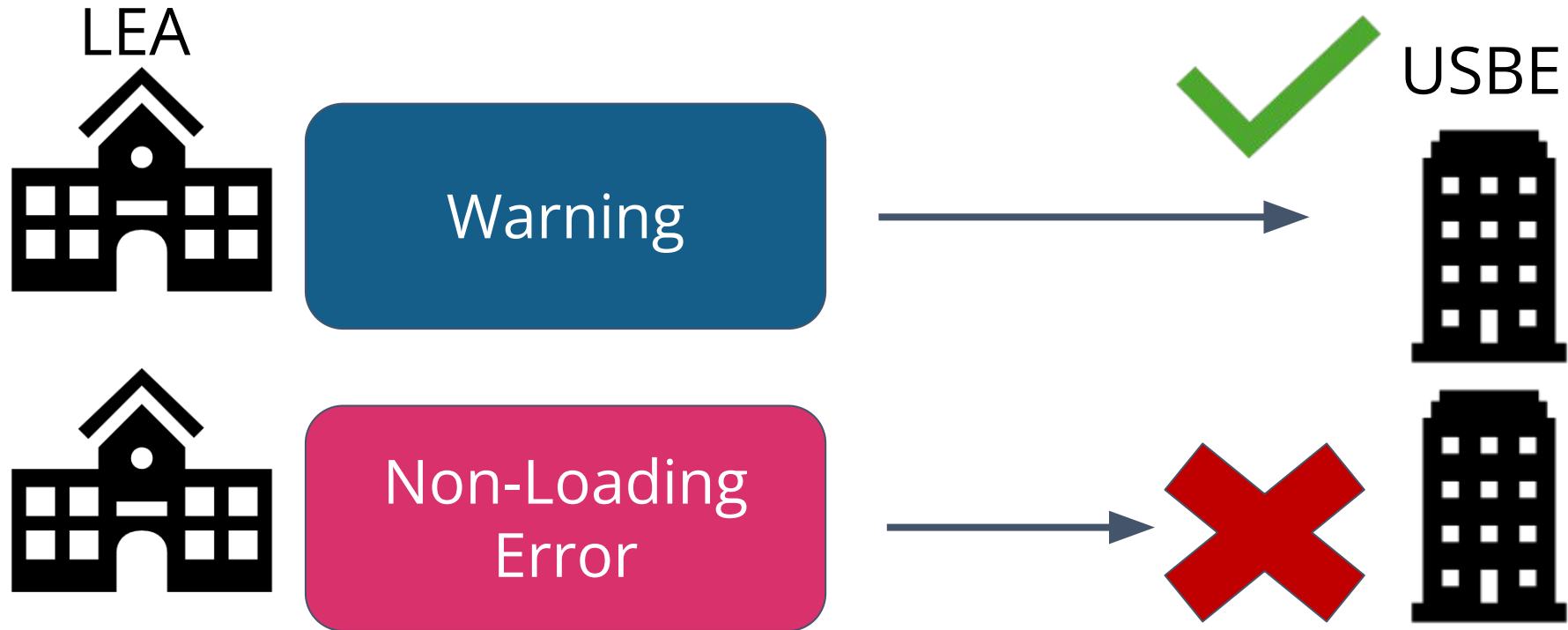
Background

Background

- UTREx specifications are updated twice a year
 - July
 - December/January
- Editing periods are 2 weeks long
- Document is published to the USBE website primarily for LEA reference

Validations (Errors)

Warning vs. Non-Loading Errors





Detail of Changes

Validations

- New Level 2 error to prevent Utah Fits All (UFA) and public education cross enrollment. (Will not prevent loading, but will prevent funding).
- S1.001w warning on the parent guardian field was in UTREx, but not listed in the specs. Requires guardian first and last name.
- Updated S1.310 non-loading validation so that membership days cannot be >0 if age is <3 regardless of migrant status.

Updated Text/Links

- Updated a note to add more clarity on the documentation required when a parent withdraws a child from school for the purpose of homeschooling.
- Updated a note to add more clarity on the use of disability type 'DD' - Developmental Delay
- Updated broken links to administrative rules
- Updated staff contact for questions regarding disciplines involving students receiving services under IDEA.

Miscellaneous Changes

- Added a new valid value to the Free and Reduced-Price Eligibility Source Field.
 - OVERRIDE meaning “Application completed by a local school official, on behalf of a household or student, in limited use situations.”
- Updated a note and introduced a new single teacher ID to use for most CTE courses.
- New SOEP provider (SOEP Weber Innovations) added to Generic Core Codes and Cactus IDs table for SOEP courses.
- Several of the new ESI fields were marked as “upcoming” to prevent confusion of using them before they were available in UTREx.



[Link to Spec Doc](#)

Thank you!



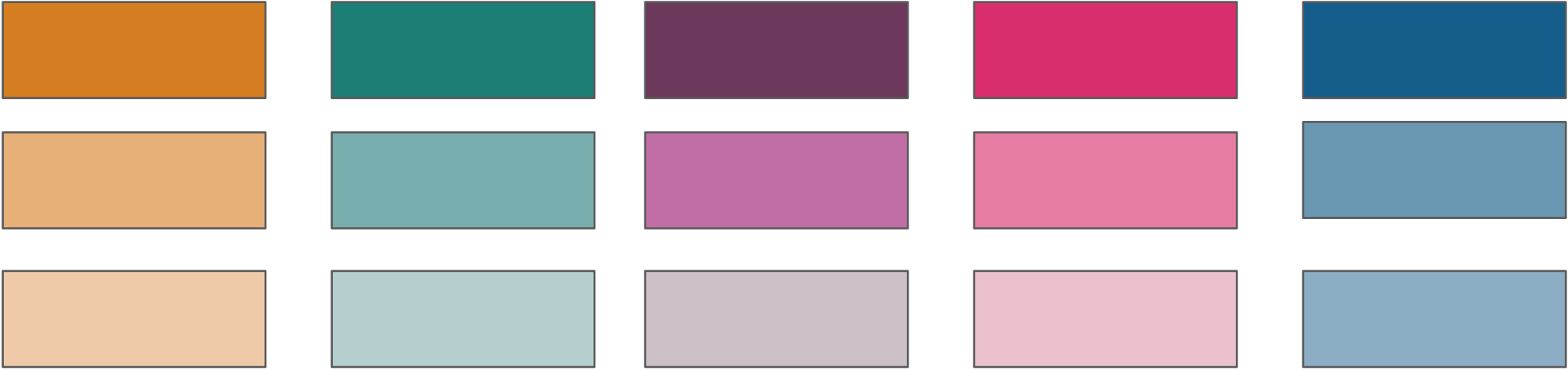
Melissa Preziosi

Data Governance Specialist

Email: melissa.preziosi@schools.utah.gov

Phone: (801) 538-7619





UTAH STATE BOARD OF EDUCATION

Subject:

INFORMATION: FY26 Final Estimates (Minimum School Program)

Agenda item type:

Information Item

Recommended Action:**Purpose of Memo:**

Staff recommendation

Background:

Following reconciliation of tax collections, staff have prepared the Final Estimates for the Minimum School Program for LEA distributions for FY26.

Contact:

Dale Frost

MSP Administrator

801-538-7606

dale.frost@schools.utah.gov

Attachments:

1. DistrictSummaries FY26 Final Estimates 5.11.2026
2. CharterSummaries FY26 Final Estimates 5.6.2026 v2
3. MSP Program Summary Report - FY26 Final Estimates 5.06.2026

WPU Value:	\$4,674	Utah State Supported Minimum School Program District Summary FY 2026 Final Estimates Alpine 1			
Basic Levy Rate:	0.001379				
Total District Levy Rate:	0.005681				
Basic Rate % of Total Rate	24.27%				
Total Local Taxes Collected:	\$362,414,673				
Basic Levy Revenues:	\$87,972,159				
Recapture:	\$0				
Combined Levy Hold Harmless Rate:	0.002366				
V&B Final Guarantee Rate:	\$ 75.58				
Charter School Local Levy:	\$ 5,802,211				
MINIMUM SCHOOL PROGRAM					
BASIC SCHOOL PROGRAMS					
A: REGULAR BASIC SCHOOL PROGRAMS					
	WPUs	Total Amounts Generated	Basic Levy Revenues	State Funds	
Grades K-12	81,833.519	\$382,489,867	\$87,972,159		\$294,517,708
Immunization Noncompliance	0.000	\$0	\$0		\$0
Nec. Existent Small Schools	0.000	\$0	\$0		\$0
Foreign Exchange Students*	58.000	\$271,092	\$0		\$271,092
B. RESTRICTED BASIC SCHOOL PROGRAMS					
Class Size Reduction	5,174.048	\$24,183,500	\$0		\$24,183,500
Students At-Risk - Add-on	2,319.078	\$10,839,368	\$0		\$10,839,368
Career & Technical Education - Add-On*	3,471.902	\$16,227,666	\$0		\$16,227,666
Special Education - Add-On	10,877.267	\$50,840,345	\$0		\$50,840,345
Special Education - Self-Contained	1,690.606	\$7,901,890	\$0		\$7,901,890
Special Education - Pre-School	1,649.425	\$7,709,414	\$0		\$7,709,414
Special Education - Extended Year	44.357	\$207,325	\$0		\$207,325
Special Education - Impact Aid	106.316	\$496,922	\$0		\$496,922
Special Education - EYSE*	80.282	\$375,240	\$0		\$375,240
TOTAL BASIC SCHOOL PROGRAM (A and B)	107,304.800	\$501,542,629	\$87,972,159		\$413,570,470
RELATED TO BASIC SCHOOL PROGRAMS (RTBSP)					
Pupil Transportation*		\$16,586,357	\$0		\$16,586,357
Flexible Allocation		\$32,378,917	\$0		\$32,378,917
Youth-in-Care*		\$3,664,449	\$0		\$3,664,449
Adult Education*		\$632,370	\$0		\$632,370
Adult Education - Corrections Institutions*		\$0	\$0		\$0
Adult Education - Supplemental*		\$1,623	\$0		\$1,623
Enhancement for Accelerated Students*		\$956,767	\$0		\$956,767
Concurrent Enrollment*		\$1,657,240	\$0		\$1,657,240
Educator Salary Adjustments		\$54,676,123	\$0		\$54,676,123
Salary Supplement for Highly Needed Educators (SSHINE)		\$2,753,931	\$0		\$2,753,931
Teacher Supplies and Materials		\$1,378,751	\$0		\$1,378,751
Effective Teachers in High Poverty Schools*		\$0	\$0		\$0
Educator Professional Time*		\$8,652,951	\$0		\$8,652,951
School LAND Trust Program*		\$13,028,577	\$0		\$13,028,577
Teacher and Student Success Program*		\$27,588,809	\$0		\$27,588,809
Student Health & Counseling Support Program*		\$2,603,121	\$0		\$2,603,121
School-Based Education Support Professionals Stipends		\$3,429,471	\$0		\$3,429,471
Dual Immersion*		\$1,260,850	\$0		\$1,260,850
Beverly Taylor Sorenson Elementary Arts*		\$2,629,375	\$0		\$2,629,375
Digital Teaching and Learning*		\$2,138,252	\$0		\$2,138,252
TOTAL RTBSP:		\$176,017,934	\$0		\$176,017,934
LEEWAY PROGRAMS					
		Local & State Amounts Generated	Less Local Amounts	State Support Amounts	
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$92,536,752	\$66,148,409		\$26,388,343
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$85,949,935	\$61,439,929		\$24,510,006
TOTAL LEEWAY PROGRAMS:		\$178,486,687	\$127,588,338		\$50,898,349
TOTAL MINIMUM SCHOOL PROGRAM:		\$856,047,250	\$215,560,497		\$640,486,753
OTHER STATE PROGRAMS					
Capital Outlay Foundation Formula - Income Tax Fund					\$0
Capital Outlay Foundation Formula - Minimum Basic Growth Account					\$0
School Fees Amendments (HB04152024GS)					\$2,335,195
TOTAL OTHER STATE PROGRAMS:					\$2,335,195
TOTAL STATE FUNDING					\$642,821,948

*This program requires LEA action before funds can be received or spent. USBE staff contacts can be found in the MSP Program Summary Report.

WPU Value:	\$4,674	Utah State Supported Minimum School Program District Summary FY 2026 Final Estimates Beaver2			
Basic Levy Rate:	0.001379				
Total District Levy Rate:	0.005188				
Basic Rate % of Total Rate	26.58%				
Total Local Taxes Collected:	\$9,650,814				
Basic Levy Revenues:	\$2,565,241				
Recapture:	\$0				
Combined Levy Hold Harmless Rate:	0.002560				
V&B Final Guarantee Rate:	\$ 75.58				
Charter School Local Levy:	\$ 7,290				
MINIMUM SCHOOL PROGRAM					
BASIC SCHOOL PROGRAMS					
A: REGULAR BASIC SCHOOL PROGRAMS					
	WPU	Total Amounts Generated	Basic Levy Revenues	State Funds	
Grades K-12	1,413.908	\$6,608,606	\$2,565,241		\$4,043,365
Immunization Noncompliance	0.000	\$0	\$0		\$0
Nec. Existent Small Schools	880.216	\$4,114,131	\$0		\$4,114,131
Foreign Exchange Students*	0.000	\$0	\$0		\$0
B. RESTRICTED BASIC SCHOOL PROGRAMS					
Class Size Reduction	90.630	\$423,603	\$0		\$423,603
Students At-Risk - Add-on	90.373	\$422,401	\$0		\$422,401
Career & Technical Education - Add-On*	122.083	\$570,620	\$0		\$570,620
Special Education - Add-On	237.120	\$1,108,297	\$0		\$1,108,297
Special Education - Self-Contained	16.506	\$77,147	\$0		\$77,147
Special Education - Pre-School	32.603	\$152,387	\$0		\$152,387
Special Education - Extended Year	1.541	\$7,204	\$0		\$7,204
Special Education - Impact Aid	5.721	\$26,742	\$0		\$26,742
Special Education - EYSE*	1.962	\$9,170	\$0		\$9,170
TOTAL BASIC SCHOOL PROGRAM (A and B)	2,892.663	\$13,520,308	\$2,565,241		\$10,955,067
RELATED TO BASIC SCHOOL PROGRAMS (RTBSP)					
Pupil Transportation*		\$293,158	\$0		\$293,158
Flexible Allocation		\$872,853	\$0		\$872,853
Youth-in-Care*		\$0	\$0		\$0
Adult Education*		\$68,206	\$0		\$68,206
Adult Education - Corrections Institutions*		\$247,462	\$0		\$247,462
Adult Education - Supplemental*		\$966	\$0		\$966
Enhancement for Accelerated Students*		\$0	\$0		\$0
Concurrent Enrollment*		\$130,268	\$0		\$130,268
Educator Salary Adjustments		\$1,193,852	\$0		\$1,193,852
Salary Supplement for Highly Needed Educators (SSHINE)		\$153,321	\$0		\$153,321
Teacher Supplies and Materials		\$31,839	\$0		\$31,839
Effective Teachers in High Poverty Schools*		\$0	\$0		\$0
Educator Professional Time*		\$195,046	\$0		\$195,046
School LAND Trust Program*		\$452,706	\$0		\$452,706
Teacher and Student Success Program*		\$672,356	\$0		\$672,356
Student Health & Counseling Support Program*		\$64,111	\$0		\$64,111
School-Based Education Support Professionals Stipends		\$108,870	\$0		\$108,870
Dual Immersion*		\$0	\$0		\$0
Beverley Taylor Sorenson Elementary Arts*		\$70,000	\$0		\$70,000
Digital Teaching and Learning*		\$74,901	\$0		\$74,901
TOTAL RTBSP:		\$4,629,915	\$0		\$4,629,915
LEEWAY PROGRAMS					
	Local & State Amounts Generated	Less Local Amounts	State Support Amounts		
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth	\$1,456,947	\$1,239,661			\$217,286
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth	\$2,915,602	\$2,480,776			\$434,826
TOTAL LEEWAY PROGRAMS:	\$4,372,549	\$3,720,437			\$652,112
TOTAL MINIMUM SCHOOL PROGRAM:	\$22,522,772	\$6,285,678			\$16,237,094
OTHER STATE PROGRAMS					
Capital Outlay Foundation Formula - Income Tax Fund					\$0
Capital Outlay Foundation Formula - Minimum Basic Growth Account					\$0
School Fees Amendments (HB04152024GS)					\$37,542
TOTAL OTHER STATE PROGRAMS:					\$37,542
TOTAL STATE FUNDING					\$16,274,636

*This program requires LEA action before funds can be received or spent. USBE staff contacts can be found in the MSP Program Summary Report.

WPU Value:	\$4,674	Utah State Supported Minimum School Program District Summary FY 2026 Final Estimates Box Elder 3			
Basic Levy Rate:	0.001379				
Total District Levy Rate:	0.006925				
Basic Rate % of Total Rate	19.91%				
Total Local Taxes Collected:	\$61,544,704				
Basic Levy Revenues:	\$12,255,617				
Recapture:	\$0				
Combined Levy Hold Harmless Rate:	0.002803				
V&B Final Guarantee Rate:	\$ 75.58				
Charter School Local Levy:	\$ 487,349				
MINIMUM SCHOOL PROGRAM					
BASIC SCHOOL PROGRAMS					
A: REGULAR BASIC SCHOOL PROGRAMS					
	WPU	Total Amounts Generated	Basic Levy Revenues	State Funds	
Grades K-12	11,787.062	\$55,092,727	\$12,255,617	\$42,837,110	
Immunization Noncompliance	(0.572)	(\$2,675)	\$0	(\$2,675)	
Nec. Existent Small Schools	220.000	\$1,028,280	\$0	\$1,028,280	
Foreign Exchange Students*	9.000	\$42,066	\$0	\$42,066	
B. RESTRICTED BASIC SCHOOL PROGRAMS					
Class Size Reduction	755.909	\$3,533,119	\$0	\$3,533,119	
Students At-Risk - Add-on	477.338	\$2,231,075	\$0	\$2,231,075	
Career & Technical Education - Add-On*	680.979	\$3,182,899	\$0	\$3,182,899	
Special Education - Add-On	1,696.027	\$7,927,228	\$0	\$7,927,228	
Special Education - Self-Contained	224.733	\$1,050,404	\$0	\$1,050,404	
Special Education - Pre-School	342.334	\$1,600,067	\$0	\$1,600,067	
Special Education - Extended Year	7.950	\$37,159	\$0	\$37,159	
Special Education - Impact Aid	18.094	\$84,570	\$0	\$84,570	
Special Education - EYSE*	20.747	\$96,974	\$0	\$96,974	
TOTAL BASIC SCHOOL PROGRAM (A and B)	16,239.601	\$75,903,893	\$12,255,617	\$63,648,276	
RELATED TO BASIC SCHOOL PROGRAMS (RTBSP)					
Pupil Transportation*		\$5,385,146	\$0	\$5,385,146	
Flexible Allocation		\$4,900,253	\$0	\$4,900,253	
Youth-in-Care*		\$552,715	\$0	\$552,715	
Adult Education*		\$290,651	\$0	\$290,651	
Adult Education - Corrections Institutions*		\$23,993	\$0	\$23,993	
Adult Education - Supplemental*		\$30,707	\$0	\$30,707	
Enhancement for Accelerated Students*		\$105,505	\$0	\$105,505	
Concurrent Enrollment*		\$291,739	\$0	\$291,739	
Educator Salary Adjustments		\$9,000,280	\$0	\$9,000,280	
Salary Supplement for Highly Needed Educators (SSHINE)		\$490,236	\$0	\$490,236	
Teacher Supplies and Materials		\$218,140	\$0	\$218,140	
Effective Teachers in High Poverty Schools*		\$0	\$0	\$0	
Educator Professional Time*		\$1,420,361	\$0	\$1,420,361	
School LAND Trust Program*		\$2,069,465	\$0	\$2,069,465	
Teacher and Student Success Program*		\$4,170,227	\$0	\$4,170,227	
Student Health & Counseling Support Program*		\$396,827	\$0	\$396,827	
School-Based Education Support Professionals Stipends		\$924,813	\$0	\$924,813	
Dual Immersion*		\$114,780	\$0	\$114,780	
Beverley Taylor Sorenson Elementary Arts*		\$122,500	\$0	\$122,500	
Digital Teaching and Learning*		\$342,592	\$0	\$342,592	
TOTAL RTBSP:		\$30,850,930	\$0	\$30,850,930	
LEEWAY PROGRAMS					
		Local & State Amounts Generated	Less Local Amounts	State Support Amounts	
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$4,729,148	\$3,424,298	\$1,304,850	
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$19,818,632	\$14,350,346	\$5,468,286	
TOTAL LEEWAY PROGRAMS:		\$24,547,780	\$17,774,644	\$6,773,136	
TOTAL MINIMUM SCHOOL PROGRAM:		\$131,302,603	\$30,030,261	\$101,272,342	
OTHER STATE PROGRAMS					
Capital Outlay Foundation Formula - Income Tax Fund				\$0	
Capital Outlay Foundation Formula - Minimum Basic Growth Account				\$0	
School Fees Amendments (HB04152024GS)				\$324,262	
TOTAL OTHER STATE PROGRAMS:				\$324,262	
TOTAL STATE FUNDING				\$101,596,604	

*This program requires LEA action before funds can be received or spent. USBE staff contacts can be found in the MSP Program Summary Report.

WPU Value:	\$4,674	Utah State Supported Minimum School Program District Summary FY 2026 Final Estimates Cache4			
Basic Levy Rate:	0.001379				
Total District Levy Rate:	0.004601				
Basic Rate % of Total Rate	29.97%				
Total Local Taxes Collected:	\$59,167,046				
Basic Levy Revenues:	\$17,733,396				
Recapture:	\$0				
Combined Levy Hold Harmless Rate:	0.001573				
V&B Final Guarantee Rate:	\$75.58				
Charter School Local Levy:	\$443,850				
MINIMUM SCHOOL PROGRAM					
BASIC SCHOOL PROGRAMS					
A: REGULAR BASIC SCHOOL PROGRAMS					
	WPU	Total Amounts Generated	Basic Levy Revenues	State Funds	
Grades K-12	19,345.353	\$90,420,180	\$17,733,396		\$72,686,784
Immunization Noncompliance	0.000	\$0	\$0		\$0
Nec. Existent Small Schools	0.000	\$0	\$0		\$0
Foreign Exchange Students*	24.000	\$112,176	\$0		\$112,176
B. RESTRICTED BASIC SCHOOL PROGRAMS					
Class Size Reduction	1,201.914	\$5,617,745	\$0		\$5,617,745
Students At-Risk - Add-on	660.288	\$3,086,184	\$0		\$3,086,184
Career & Technical Education - Add-On*	938.628	\$4,387,146	\$0		\$4,387,146
Special Education - Add-On	2,414.152	\$11,283,745	\$0		\$11,283,745
Special Education - Self-Contained	321.567	\$1,503,003	\$0		\$1,503,003
Special Education - Pre-School	529.061	\$2,472,831	\$0		\$2,472,831
Special Education - Extended Year	11.173	\$52,222	\$0		\$52,222
Special Education - Impact Aid	25.903	\$121,072	\$0		\$121,072
Special Education - EYSE*	29.946	\$139,969	\$0		\$139,969
TOTAL BASIC SCHOOL PROGRAM (A and B)	25,501.985	\$119,196,273	\$17,733,396		\$101,462,877
RELATED TO BASIC SCHOOL PROGRAMS (RTBSP)					
Pupil Transportation*		\$7,901,494	\$0		\$7,901,494
Flexible Allocation		\$7,695,151	\$0		\$7,695,151
Youth-in-Care*		\$249,820	\$0		\$249,820
Adult Education*		\$183,321	\$0		\$183,321
Adult Education - Corrections Institutions*		\$17,506	\$0		\$17,506
Adult Education - Supplemental*		\$31,896	\$0		\$31,896
Enhancement for Accelerated Students*		\$209,775	\$0		\$209,775
Concurrent Enrollment*		\$649,259	\$0		\$649,259
Educator Salary Adjustments		\$13,640,744	\$0		\$13,640,744
Salary Supplement for Highly Needed Educators (SSHINE)		\$726,110	\$0		\$726,110
Teacher Supplies and Materials		\$331,942	\$0		\$331,942
Effective Teachers in High Poverty Schools*		\$0	\$0		\$0
Educator Professional Time*		\$2,138,217	\$0		\$2,138,217
School LAND Trust Program*		\$3,206,580	\$0		\$3,206,580
Teacher and Student Success Program*		\$6,631,340	\$0		\$6,631,340
Student Health & Counseling Support Program*		\$628,702	\$0		\$628,702
School-Based Education Support Professionals Stipends		\$1,178,054	\$0		\$1,178,054
Dual Immersion*		\$864,301	\$0		\$864,301
Beverley Taylor Sorenson Elementary Arts*		\$652,520	\$0		\$652,520
Digital Teaching and Learning*		\$530,867	\$0		\$530,867
TOTAL RTBSP:		\$47,467,599	\$0		\$47,467,599
LEEWAY PROGRAMS					
		Local & State Amounts Generated	Less Local Amounts		State Support Amounts
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$20,374,329	\$9,799,020		\$10,575,309
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$19,946,522	\$9,593,266		\$10,353,256
TOTAL LEEWAY PROGRAMS:		\$40,320,851	\$19,392,286		\$20,928,565
TOTAL MINIMUM SCHOOL PROGRAM:		\$206,984,723	\$37,125,682		\$169,859,041
OTHER STATE PROGRAMS					
Capital Outlay Foundation Formula - Income Tax Fund					\$1,892,272
Capital Outlay Foundation Formula - Minimum Basic Growth Account					\$2,250,758
School Fees Amendments (HB04152024GS)					\$568,504
TOTAL OTHER STATE PROGRAMS:					\$4,711,534
TOTAL STATE FUNDING					\$174,570,575

*This program requires LEA action before funds can be received or spent. USBE staff contacts can be found in the MSP Program Summary Report.

WPU Value:	\$4,674	Utah State Supported Minimum School Program District Summary FY 2026 Final Estimates Carbon 5			
Basic Levy Rate:	0.001379				
Total District Levy Rate:	0.006996				
Basic Rate % of Total Rate	19.71%				
Total Local Taxes Collected:	\$19,700,446				
Basic Levy Revenues:	\$3,883,207				
Recapture:	\$0				
Combined Levy Hold Harmless Rate:	0.003239				
V&B Final Guarantee Rate:	\$ 75.58				
Charter School Local Levy:	\$ 275,173				
MINIMUM SCHOOL PROGRAM					
BASIC SCHOOL PROGRAMS					
A: REGULAR BASIC SCHOOL PROGRAMS					
	WPUs	Total Amounts Generated	Basic Levy Revenues	State Funds	
Grades K-12	3,115.406	\$14,561,406	\$3,883,207	\$10,678,199	
Immunization Noncompliance	0.000	\$0	\$0	\$0	
Nec. Existent Small Schools	341.910	\$1,598,087	\$0	\$1,598,087	
Foreign Exchange Students*	6.000	\$28,044	\$0	\$28,044	
B. RESTRICTED BASIC SCHOOL PROGRAMS					
Class Size Reduction	200.803	\$938,553	\$0	\$938,553	
Students At-Risk - Add-on	171.633	\$802,210	\$0	\$802,210	
Career & Technical Education - Add-On*	128.777	\$601,904	\$0	\$601,904	
Special Education - Add-On	600.166	\$2,805,174	\$0	\$2,805,174	
Special Education - Self-Contained	43.417	\$202,930	\$0	\$202,930	
Special Education - Pre-School	114.111	\$533,356	\$0	\$533,356	
Special Education - Extended Year	2.903	\$13,566	\$0	\$13,566	
Special Education - Impact Aid	13.912	\$65,026	\$0	\$65,026	
Special Education - EYSE*	6.202	\$28,990	\$0	\$28,990	
TOTAL BASIC SCHOOL PROGRAM (A and B)	4,745.240	\$22,179,246	\$3,883,207	\$18,296,039	
RELATED TO BASIC SCHOOL PROGRAMS (RTBSP)					
Pupil Transportation*		\$1,422,912	\$0	\$1,422,912	
Flexible Allocation		\$1,431,862	\$0	\$1,431,862	
Youth-in-Care*		\$453,023	\$0	\$453,023	
Adult Education*		\$111,991	\$0	\$111,991	
Adult Education - Corrections Institutions*		\$0	\$0	\$0	
Adult Education - Supplemental*		\$34,859	\$0	\$34,859	
Enhancement for Accelerated Students*		\$25,320	\$0	\$25,320	
Concurrent Enrollment*		\$104,292	\$0	\$104,292	
Educator Salary Adjustments		\$2,641,515	\$0	\$2,641,515	
Salary Supplement for Highly Needed Educators (SSHINE)		\$207,480	\$0	\$207,480	
Teacher Supplies and Materials		\$64,625	\$0	\$64,625	
Effective Teachers in High Poverty Schools*		\$0	\$0	\$0	
Educator Professional Time*		\$418,797	\$0	\$418,797	
School LAND Trust Program*		\$714,738	\$0	\$714,738	
Teacher and Student Success Program*		\$1,208,888	\$0	\$1,208,888	
Student Health & Counseling Support Program*		\$121,911	\$0	\$121,911	
School-Based Education Support Professionals Stipends		\$293,020	\$0	\$293,020	
Dual Immersion*		\$0	\$0	\$0	
Beverley Taylor Sorenson Elementary Arts*		\$0	\$0	\$0	
Digital Teaching and Learning*		\$118,286	\$0	\$118,286	
TOTAL RTBSP:		\$9,373,519	\$0	\$9,373,519	
LEEWAY PROGRAMS					
	Local & State Amounts Generated	Less Local Amounts	State Support Amounts		
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth	\$2,579,524	\$1,912,661	\$666,863		
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth	\$5,016,001	\$3,719,256	\$1,296,745		
TOTAL LEEWAY PROGRAMS:	\$7,595,525	\$5,631,917	\$1,963,608		
TOTAL MINIMUM SCHOOL PROGRAM:	\$39,148,290	\$9,515,124	\$29,633,166		
OTHER STATE PROGRAMS					
Capital Outlay Foundation Formula - Income Tax Fund				\$0	
Capital Outlay Foundation Formula - Minimum Basic Growth Account				\$0	
School Fees Amendments (HB04152024GS)				\$86,824	
TOTAL OTHER STATE PROGRAMS:				\$86,824	
TOTAL STATE FUNDING				\$29,719,990	

*This program requires LEA action before funds can be received or spent. USBE staff contacts can be found in the MSP Program Summary Report.

WPU Value:	\$4,674	Utah State Supported Minimum School Program District Summary FY 2026 Final Estimates Daggett6		
Basic Levy Rate:	0.001379			
Total District Levy Rate:	0.003679			
Basic Rate % of Total Rate	37.48%			
Total Local Taxes Collected:	\$1,981,153			
Basic Levy Revenues:	\$742,596			
Recapture:	\$0			
Combined Levy Hold Harmless Rate:	0.001381			
V&B Final Guarantee Rate:	\$ 75.58			
Charter School Local Levy:	\$ 3,245			
MINIMUM SCHOOL PROGRAM				
BASIC SCHOOL PROGRAMS				
A: REGULAR BASIC SCHOOL PROGRAMS				
	WPUs	Total Amounts Generated	Basic Levy Revenues	State Funds
Grades K-12	158.143	\$739,162	\$739,162	\$0
Immunization Noncompliance	0.000	\$0	\$0	\$0
Nec. Existent Small Schools	443.922	\$2,074,890	\$3,434	\$2,071,456
Foreign Exchange Students*	0.000	\$0	\$0	\$0
B. RESTRICTED BASIC SCHOOL PROGRAMS				
Class Size Reduction	9.572	\$44,741	\$0	\$44,741
Students At-Risk - Add-on	8.000	\$37,392	\$0	\$37,392
Career & Technical Education - Add-On*	40.650	\$190,000	\$0	\$190,000
Special Education - Add-On	27.907	\$130,437	\$0	\$130,437
Special Education - Self-Contained	0.000	\$0	\$0	\$0
Special Education - Pre-School	2.964	\$13,853	\$0	\$13,853
Special Education - Extended Year	0.594	\$2,776	\$0	\$2,776
Special Education - Impact Aid	0.629	\$2,941	\$0	\$2,941
Special Education - EYSE*	0.000	\$0	\$0	\$0
TOTAL BASIC SCHOOL PROGRAM (A and B)	692.381	\$3,236,192	\$742,596	\$2,493,596
RELATED TO BASIC SCHOOL PROGRAMS (RTBSP)				
Pupil Transportation*		\$167,481	\$0	\$167,481
Flexible Allocation		\$208,924	\$0	\$208,924
Youth-in-Care*		\$0	\$0	\$0
Adult Education*		\$20,467	\$0	\$20,467
Adult Education - Corrections Institutions*		\$0	\$0	\$0
Adult Education - Supplemental*		\$100	\$0	\$100
Enhancement for Accelerated Students*		\$0	\$0	\$0
Concurrent Enrollment*		\$14,486	\$0	\$14,486
Educator Salary Adjustments		\$279,652	\$0	\$279,652
Salary Supplement for Highly Needed Educators (SSHINE)		\$113,809	\$0	\$113,809
Teacher Supplies and Materials		\$7,260	\$0	\$7,260
Effective Teachers in High Poverty Schools*		\$0	\$0	\$0
Educator Professional Time*		\$48,059	\$0	\$48,059
School LAND Trust Program*		\$262,314	\$0	\$262,314
Teacher and Student Success Program*		\$166,042	\$0	\$166,042
Student Health & Counseling Support Program*		\$29,897	\$0	\$29,897
School-Based Education Support Professionals Stipends		\$25,530	\$0	\$25,530
Dual Immersion*		\$0	\$0	\$0
Beverley Taylor Sorenson Elementary Arts*		\$0	\$0	\$0
Digital Teaching and Learning*		\$43,377	\$0	\$43,377
TOTAL RTBSP:		\$1,387,398	\$0	\$1,387,398
LEEWAY PROGRAMS				
	Local & State Amounts Generated	Less Local Amounts	State Support Amounts	
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth	\$0	\$0	\$0	
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth	\$736,134	\$736,134	\$0	
TOTAL LEEWAY PROGRAMS:	\$736,134	\$736,134	\$0	
TOTAL MINIMUM SCHOOL PROGRAM:	\$5,359,724	\$1,478,730	\$3,880,994	
OTHER STATE PROGRAMS				
Capital Outlay Foundation Formula - Income Tax Fund				\$22,837
Capital Outlay Foundation Formula - Minimum Basic Growth Account				\$27,163
School Fees Amendments (HB04152024GS)				\$4,967
TOTAL OTHER STATE PROGRAMS:				\$54,967
TOTAL STATE FUNDING				\$3,935,961

*This program requires LEA action before funds can be received or spent. USBE staff contacts can be found in the MSP Program Summary Report.

WPU Value:	\$4,674	Utah State Supported Minimum School Program District Summary FY 2026 Final Estimates Davis7			
Basic Levy Rate:	0.001379				
Total District Levy Rate:	0.006227				
Basic Rate % of Total Rate	22.15%				
Total Local Taxes Collected:	\$282,487,436				
Basic Levy Revenues:	\$62,558,242				
Recapture:	\$0				
Combined Levy Hold Harmless Rate:	0.002794				
V&B Final Guarantee Rate:	\$75.58				
Charter School Local Levy:	\$3,637,968				
MINIMUM SCHOOL PROGRAM					
BASIC SCHOOL PROGRAMS					
A: REGULAR BASIC SCHOOL PROGRAMS					
	WPU	Total Amounts Generated	Basic Levy Revenues	State Funds	
Grades K-12	67,616.696	\$316,040,438	\$62,558,242	\$253,482,196	
Immunization Noncompliance	(0.050)	(\$234)	\$0	(\$234)	
Nec. Existent Small Schools	0.000	\$0	\$0	\$0	
Foreign Exchange Students*	31.000	\$144,894	\$0	\$144,894	
B. RESTRICTED BASIC SCHOOL PROGRAMS					
Class Size Reduction	4,181.528	\$19,544,462	\$0	\$19,544,462	
Students At-Risk - Add-on	1,755.708	\$8,206,177	\$0	\$8,206,177	
Career & Technical Education - Add-On*	3,140.319	\$14,677,851	\$0	\$14,677,851	
Special Education - Add-On	10,059.202	\$47,016,712	\$0	\$47,016,712	
Special Education - Self-Contained	871.878	\$4,075,157	\$0	\$4,075,157	
Special Education - Pre-School	1,258.187	\$5,880,766	\$0	\$5,880,766	
Special Education - Extended Year	43.828	\$204,853	\$0	\$204,853	
Special Education - Impact Aid	105.034	\$490,931	\$0	\$490,931	
Special Education - EYSE*	80.198	\$374,844	\$0	\$374,844	
TOTAL BASIC SCHOOL PROGRAM (A and B)	89,143.528	\$416,656,851	\$62,558,242	\$354,098,609	
RELATED TO BASIC SCHOOL PROGRAMS (RTBSP)					
Pupil Transportation*		\$10,794,022	\$0	\$10,794,022	
Flexible Allocation		\$26,898,805	\$0	\$26,898,805	
Youth-in-Care*		\$1,890,152	\$0	\$1,890,152	
Adult Education*		\$1,460,360	\$0	\$1,460,360	
Adult Education - Corrections Institutions*		\$24,508	\$0	\$24,508	
Adult Education - Supplemental*		\$4,162	\$0	\$4,162	
Enhancement for Accelerated Students*		\$832,117	\$0	\$832,117	
Concurrent Enrollment*		\$1,719,440	\$0	\$1,719,440	
Educator Salary Adjustments		\$49,307,874	\$0	\$49,307,874	
Salary Supplement for Highly Needed Educators (SSHINE)		\$2,264,812	\$0	\$2,264,812	
Teacher Supplies and Materials		\$1,186,355	\$0	\$1,186,355	
Effective Teachers in High Poverty Schools*		\$0	\$0	\$0	
Educator Professional Time*		\$7,832,002	\$0	\$7,832,002	
School LAND Trust Program*		\$10,648,008	\$0	\$10,648,008	
Teacher and Student Success Program*		\$23,405,624	\$0	\$23,405,624	
Student Health & Counseling Support Program*		\$1,923,327	\$0	\$1,923,327	
School-Based Education Support Professionals Stipends		\$3,194,004	\$0	\$3,194,004	
Dual Immersion*		\$227,024	\$0	\$227,024	
Beverley Taylor Sorenson Elementary Arts*		\$817,865	\$0	\$817,865	
Digital Teaching and Learning*		\$1,762,964	\$0	\$1,762,964	
TOTAL RTBSP:		\$146,193,425	\$0	\$146,193,425	
LEEWAY PROGRAMS					
		Local & State Amounts Generated	Less Local Amounts	State Support Amounts	
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$72,607,630	\$45,754,610	\$26,853,020	
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$71,370,878	\$44,975,255	\$26,395,623	
TOTAL LEEWAY PROGRAMS:		\$143,978,508	\$90,729,865	\$53,248,643	
TOTAL MINIMUM SCHOOL PROGRAM:		\$706,828,784	\$153,288,107	\$553,540,677	
OTHER STATE PROGRAMS					
Capital Outlay Foundation Formula - Income Tax Fund				\$2,446,062	
Capital Outlay Foundation Formula - Minimum Basic Growth Account				\$2,909,462	
School Fees Amendments (HB04152024GS)				\$1,996,326	
TOTAL OTHER STATE PROGRAMS:				\$7,351,850	
TOTAL STATE FUNDING				\$560,892,527	

*This program requires LEA action before funds can be received or spent. USBE staff contacts can be found in the MSP Program Summary Report.

WPU Value:	\$4,674	Utah State Supported Minimum School Program District Summary FY 2026 Final Estimates Duchesne8			
Basic Levy Rate:	0.001379				
Total District Levy Rate:	0.007390				
Basic Rate % of Total Rate	18.66%				
Total Local Taxes Collected:	\$35,233,484				
Basic Levy Revenues:	\$6,574,692				
Recapture:	\$0				
Combined Levy Hold Harmless Rate:	0.002288				
V&B Final Guarantee Rate:	\$75.58				
Charter School Local Levy:	\$178,861				
MINIMUM SCHOOL PROGRAM					
BASIC SCHOOL PROGRAMS					
A: REGULAR BASIC SCHOOL PROGRAMS					
	WPU	Total Amounts Generated	Basic Levy Revenues	State Funds	
Grades K-12	4,814.825	\$22,504,491	\$6,574,692	\$15,929,799	
Immunization Noncompliance	(19.200)	(\$89,741)	\$0	(\$89,741)	
Nec. Existent Small Schools	987.650	\$4,616,278	\$0	\$4,616,278	
Foreign Exchange Students*	1.000	\$4,674	\$0	\$4,674	
B. RESTRICTED BASIC SCHOOL PROGRAMS					
Class Size Reduction	307.686	\$1,438,124	\$0	\$1,438,124	
Students At-Risk - Add-on	214.400	\$1,002,106	\$0	\$1,002,106	
Career & Technical Education - Add-On*	297.126	\$1,388,766	\$0	\$1,388,766	
Special Education - Add-On	1,018.183	\$4,758,989	\$0	\$4,758,989	
Special Education - Self-Contained	123.378	\$576,668	\$0	\$576,668	
Special Education - Pre-School	118.557	\$554,136	\$0	\$554,136	
Special Education - Extended Year	4.826	\$22,555	\$0	\$22,555	
Special Education - Impact Aid	10.522	\$49,181	\$0	\$49,181	
Special Education - EYSE*	6.210	\$29,026	\$0	\$29,026	
TOTAL BASIC SCHOOL PROGRAM (A and B)	7,885.163	\$36,855,253	\$6,574,692	\$30,280,561	
RELATED TO BASIC SCHOOL PROGRAMS (RTBSP)					
Pupil Transportation*		\$2,121,968	\$0	\$2,121,968	
Flexible Allocation		\$2,379,326	\$0	\$2,379,326	
Youth-in-Care*		\$146,898	\$0	\$146,898	
Adult Education*		\$158,782	\$0	\$158,782	
Adult Education - Corrections Institutions*		\$16,666	\$0	\$16,666	
Adult Education - Supplemental*		\$600	\$0	\$600	
Enhancement for Accelerated Students*		\$34,785	\$0	\$34,785	
Concurrent Enrollment*		\$160,773	\$0	\$160,773	
Educator Salary Adjustments		\$4,159,759	\$0	\$4,159,759	
Salary Supplement for Highly Needed Educators (SSHINE)		\$268,612	\$0	\$268,612	
Teacher Supplies and Materials		\$100,374	\$0	\$100,374	
Effective Teachers in High Poverty Schools*		\$0	\$0	\$0	
Educator Professional Time*		\$662,873	\$0	\$662,873	
School LAND Trust Program*		\$1,001,597	\$0	\$1,001,597	
Teacher and Student Success Program*		\$1,992,302	\$0	\$1,992,302	
Student Health & Counseling Support Program*		\$180,252	\$0	\$180,252	
School-Based Education Support Professionals Stipends		\$371,783	\$0	\$371,783	
Dual Immersion*		\$0	\$0	\$0	
Beverly Taylor Sorenson Elementary Arts*		\$315,000	\$0	\$315,000	
Digital Teaching and Learning*		\$165,782	\$0	\$165,782	
TOTAL RTBSP:		\$14,238,132	\$0	\$14,238,132	
LEEWAY PROGRAMS					
		Local & State Amounts Generated	Less Local Amounts	State Support Amounts	
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$6,607,700	\$4,859,412	\$1,748,288	
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$6,358,353	\$4,676,038	\$1,682,315	
TOTAL LEEWAY PROGRAMS:		\$12,966,053	\$9,535,450	\$3,430,603	
TOTAL MINIMUM SCHOOL PROGRAM:		\$64,059,438	\$16,110,142	\$47,949,296	
OTHER STATE PROGRAMS					
Capital Outlay Foundation Formula - Income Tax Fund				\$0	
Capital Outlay Foundation Formula - Minimum Basic Growth Account				\$0	
School Fees Amendments (HB04152024GS)				\$131,772	
TOTAL OTHER STATE PROGRAMS:				\$131,772	
TOTAL STATE FUNDING				\$48,081,068	

*This program requires LEA action before funds can be received or spent. USBE staff contacts can be found in the MSP Program Summary Report.

WPU Value:	\$4,674	Utah State Supported Minimum School Program District Summary FY 2026 Final Estimates Emery9			
Basic Levy Rate:	0.001379				
Total District Levy Rate:	0.008645				
Basic Rate % of Total Rate	15.95%				
Total Local Taxes Collected:	\$19,781,637				
Basic Levy Revenues:	\$3,155,451				
Recapture:	\$0				
Combined Levy Hold Harmless Rate:	0.004017				
V&B Final Guarantee Rate:	\$75.58				
Charter School Local Levy:	\$56,460				
MINIMUM SCHOOL PROGRAM					
BASIC SCHOOL PROGRAMS					
A: REGULAR BASIC SCHOOL PROGRAMS					
	WPUs	Total Amounts Generated	Basic Levy Revenues	State Funds	
Grades K-12	1,911.561	\$8,934,637	\$3,155,451	\$5,779,186	
Immunization Noncompliance	(1.000)	(\$4,674)	\$0	(\$4,674)	
Nec. Existent Small Schools	752.400	\$3,516,720	\$0	\$3,516,720	
Foreign Exchange Students*	1.000	\$4,674	\$0	\$4,674	
B. RESTRICTED BASIC SCHOOL PROGRAMS					
Class Size Reduction	121.343	\$567,159	\$0	\$567,159	
Students At-Risk - Add-on	119.975	\$560,763	\$0	\$560,763	
Career & Technical Education - Add-On*	150.649	\$704,131	\$0	\$704,131	
Special Education - Add-On	386.681	\$1,807,348	\$0	\$1,807,348	
Special Education - Self-Contained	24.361	\$113,864	\$0	\$113,864	
Special Education - Pre-School	59.279	\$277,068	\$0	\$277,068	
Special Education - Extended Year	2.242	\$10,481	\$0	\$10,481	
Special Education - Impact Aid	9.860	\$46,084	\$0	\$46,084	
Special Education - EYSE*	3.947	\$18,448	\$0	\$18,448	
TOTAL BASIC SCHOOL PROGRAM (A and B)	3,542.298	\$16,556,703	\$3,155,451	\$13,401,252	
RELATED TO BASIC SCHOOL PROGRAMS (RTBSP)					
Pupil Transportation*		\$823,815	\$0	\$823,815	
Flexible Allocation		\$1,068,879	\$0	\$1,068,879	
Youth-in-Care*		\$93,805	\$0	\$93,805	
Adult Education*		\$33,538	\$0	\$33,538	
Adult Education - Corrections Institutions*		\$9,662	\$0	\$9,662	
Adult Education - Supplemental*		\$200	\$0	\$200	
Enhancement for Accelerated Students*		\$11,633	\$0	\$11,633	
Concurrent Enrollment*		\$73,554	\$0	\$73,554	
Educator Salary Adjustments		\$1,769,823	\$0	\$1,769,823	
Salary Supplement for Highly Needed Educators (SSHINE)		\$170,201	\$0	\$170,201	
Teacher Supplies and Materials		\$43,784	\$0	\$43,784	
Effective Teachers in High Poverty Schools*		\$0	\$0	\$0	
Educator Professional Time*		\$291,677	\$0	\$291,677	
School LAND Trust Program*		\$535,264	\$0	\$535,264	
Teacher and Student Success Program*		\$919,455	\$0	\$919,455	
Student Health & Counseling Support Program*		\$79,166	\$0	\$79,166	
School-Based Education Support Professionals Stipends		\$165,674	\$0	\$165,674	
Dual Immersion*		\$0	\$0	\$0	
Beverly Taylor Sorenson Elementary Arts*		\$115,500	\$0	\$115,500	
Digital Teaching and Learning*		\$88,570	\$0	\$88,570	
TOTAL RTBSP:		\$6,294,200	\$0	\$6,294,200	
LEEWAY PROGRAMS					
		Local & State Amounts Generated	Less Local Amounts	State Support Amounts	
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$2,330,431	\$1,991,780	\$338,651	
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$3,024,109	\$2,584,655	\$439,454	
TOTAL LEEWAY PROGRAMS:		\$5,354,540	\$4,576,435	\$778,105	
TOTAL MINIMUM SCHOOL PROGRAM:		\$28,205,443	\$7,731,886	\$20,473,557	
OTHER STATE PROGRAMS					
Capital Outlay Foundation Formula - Income Tax Fund				\$0	
Capital Outlay Foundation Formula - Minimum Basic Growth Account				\$0	
School Fees Amendments (HB04152024GS)				\$54,062	
TOTAL OTHER STATE PROGRAMS:				\$54,062	
TOTAL STATE FUNDING				\$20,527,619	

*This program requires LEA action before funds can be received or spent. USBE staff contacts can be found in the MSP Program Summary Report.

WPU Value:	\$4,674	Utah State Supported Minimum School Program District Summary FY 2026 Final Estimates Garfield 10			
Basic Levy Rate:	0.001379				
Total District Levy Rate:	0.005629				
Basic Rate % of Total Rate	24.50%				
Total Local Taxes Collected:	\$7,217,655				
Basic Levy Revenues:	\$1,768,191				
Recapture:	\$0				
Combined Levy Hold Harmless Rate:	0.002000				
V&B Final Guarantee Rate:	\$ 75.58				
Charter School Local Levy:	\$ 441				
MINIMUM SCHOOL PROGRAM					
BASIC SCHOOL PROGRAMS					
A: REGULAR BASIC SCHOOL PROGRAMS					
	WPUs	Total Amounts Generated	Basic Levy Revenues	State Funds	
Grades K-12	1,491.365	\$6,970,639	\$1,768,191	\$5,202,448	
Immunization Noncompliance	(0.333)	(\$1,558)	\$0	(\$1,558)	
Nec. Existent Small Schools	913.301	\$4,268,769	\$0	\$4,268,769	
Foreign Exchange Students*	1.000	\$4,674	\$0	\$4,674	
B. RESTRICTED BASIC SCHOOL PROGRAMS					
Class Size Reduction	115.083	\$537,897	\$0	\$537,897	
Students At-Risk - Add-on	59.678	\$278,933	\$0	\$278,933	
Career & Technical Education - Add-On*	147.893	\$691,255	\$0	\$691,255	
Special Education - Add-On	140.149	\$655,057	\$0	\$655,057	
Special Education - Self-Contained	8.967	\$41,910	\$0	\$41,910	
Special Education - Pre-School	11.856	\$55,414	\$0	\$55,414	
Special Education - Extended Year	1.061	\$4,961	\$0	\$4,961	
Special Education - Impact Aid	3.301	\$15,431	\$0	\$15,431	
Special Education - EYSE*	1.568	\$7,327	\$0	\$7,327	
TOTAL BASIC SCHOOL PROGRAM (A and B)	2,894.889	\$13,530,709	\$1,768,191	\$11,762,518	
RELATED TO BASIC SCHOOL PROGRAMS (RTBSP)					
Pupil Transportation*		\$240,485	\$0	\$240,485	
Flexible Allocation		\$873,524	\$0	\$873,524	
Youth-in-Care*		\$0	\$0	\$0	
Adult Education*		\$204,889	\$0	\$204,889	
Adult Education - Corrections Institutions*		\$25,835	\$0	\$25,835	
Adult Education - Supplemental*		\$670	\$0	\$670	
Enhancement for Accelerated Students*		\$11,341	\$0	\$11,341	
Concurrent Enrollment*		\$76,737	\$0	\$76,737	
Educator Salary Adjustments		\$996,703	\$0	\$996,703	
Salary Supplement for Highly Needed Educators (SSHINE)		\$156,868	\$0	\$156,868	
Teacher Supplies and Materials		\$26,525	\$0	\$26,525	
Effective Teachers in High Poverty Schools*		\$0	\$0	\$0	
Educator Professional Time*		\$163,007	\$0	\$163,007	
School LAND Trust Program*		\$471,700	\$0	\$471,700	
Teacher and Student Success Program*		\$735,283	\$0	\$735,283	
Student Health & Counseling Support Program*		\$67,575	\$0	\$67,575	
School-Based Education Support Professionals Stipends		\$71,227	\$0	\$71,227	
Dual Immersion*		\$0	\$0	\$0	
Beverly Taylor Sorenson Elementary Arts*		\$75,987	\$0	\$75,987	
Digital Teaching and Learning*		\$78,046	\$0	\$78,046	
TOTAL RTBSP:		\$4,276,402	\$0	\$4,276,402	
LEEWAY PROGRAMS					
	Local & State Amounts Generated	Less Local Amounts	State Support Amounts		
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth	\$2,989,447	\$1,666,895	\$1,322,552		
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth	\$1,609,702	\$897,559	\$712,143		
TOTAL LEEWAY PROGRAMS:	\$4,599,149	\$2,564,454	\$2,034,695		
TOTAL MINIMUM SCHOOL PROGRAM:	\$22,406,260	\$4,332,645	\$18,073,615		
OTHER STATE PROGRAMS					
Capital Outlay Foundation Formula - Income Tax Fund				\$0	
Capital Outlay Foundation Formula - Minimum Basic Growth Account				\$0	
School Fees Amendments (HB04152024GS)				\$22,937	
TOTAL OTHER STATE PROGRAMS:				\$22,937	
TOTAL STATE FUNDING				\$18,096,552	

*This program requires LEA action before funds can be received or spent. USBE staff contacts can be found in the MSP Program Summary Report.

WPU Value:	\$4,674	Utah State Supported Minimum School Program District Summary FY 2026 Final Estimates Grand 11			
Basic Levy Rate:	0.001379				
Total District Levy Rate:	0.005671				
Basic Rate % of Total Rate	24.32%				
Total Local Taxes Collected:	\$21,562,186				
Basic Levy Revenues:	\$5,243,212				
Recapture:	\$0				
Combined Levy Hold Harmless Rate:	0.002559				
V&B Final Guarantee Rate:	\$ 75.58				
Charter School Local Levy:	\$ 229,994				
MINIMUM SCHOOL PROGRAM					
BASIC SCHOOL PROGRAMS					
A: REGULAR BASIC SCHOOL PROGRAMS					
	WPUs	Total Amounts Generated	Basic Levy Revenues	State Funds	
Grades K-12	1,338.979	\$6,258,389	\$5,243,212	\$1,015,177	
Immunization Noncompliance	(0.972)	(\$4,544)	\$0	(\$4,544)	
Nec. Existent Small Schools	308.397	\$1,441,447	\$0	\$1,441,447	
Foreign Exchange Students*	0.000	\$0	\$0	\$0	
B. RESTRICTED BASIC SCHOOL PROGRAMS					
Class Size Reduction	82.496	\$385,588	\$0	\$385,588	
Students At-Risk - Add-on	78.248	\$365,729	\$0	\$365,729	
Career & Technical Education - Add-On*	124.287	\$580,912	\$0	\$580,912	
Special Education - Add-On	203.479	\$951,059	\$0	\$951,059	
Special Education - Self-Contained	15.311	\$71,564	\$0	\$71,564	
Special Education - Pre-School	42.977	\$200,874	\$0	\$200,874	
Special Education - Extended Year	1.414	\$6,609	\$0	\$6,609	
Special Education - Impact Aid	5.082	\$23,753	\$0	\$23,753	
Special Education - EYSE*	2.340	\$10,937	\$0	\$10,937	
TOTAL BASIC SCHOOL PROGRAM (A and B)	2,202.038	\$10,292,317	\$5,243,212	\$5,049,105	
RELATED TO BASIC SCHOOL PROGRAMS (RTBSP)					
Pupil Transportation*		\$440,937	\$0	\$440,937	
Flexible Allocation		\$664,458	\$0	\$664,458	
Youth-in-Care*		\$145,155	\$0	\$145,155	
Adult Education*		\$129,572	\$0	\$129,572	
Adult Education - Corrections Institutions*		\$10,111	\$0	\$10,111	
Adult Education - Supplemental*		\$600	\$0	\$600	
Enhancement for Accelerated Students*		\$10,337	\$0	\$10,337	
Concurrent Enrollment*		\$66,851	\$0	\$66,851	
Educator Salary Adjustments		\$1,206,889	\$0	\$1,206,889	
Salary Supplement for Highly Needed Educators (SSHINE)		\$151,455	\$0	\$151,455	
Teacher Supplies and Materials		\$29,066	\$0	\$29,066	
Effective Teachers in High Poverty Schools*		\$0	\$0	\$0	
Educator Professional Time*		\$191,932	\$0	\$191,932	
School LAND Trust Program*		\$443,284	\$0	\$443,284	
Teacher and Student Success Program*		\$525,009	\$0	\$525,009	
Student Health & Counseling Support Program*		\$62,393	\$0	\$62,393	
School-Based Education Support Professionals Stipends		\$97,375	\$0	\$97,375	
Dual Immersion*		\$0	\$0	\$0	
Beverley Taylor Sorenson Elementary Arts*		\$68,220	\$0	\$68,220	
Digital Teaching and Learning*		\$73,341	\$0	\$73,341	
TOTAL RTBSP:		\$4,316,985	\$0	\$4,316,985	
LEEWAY PROGRAMS					
		Local & State Amounts Generated	Less Local Amounts	State Support Amounts	
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$2,758,969	\$2,758,969	\$0	
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$4,845,400	\$4,845,400	\$0	
TOTAL LEEWAY PROGRAMS:		\$7,604,369	\$7,604,369	\$0	
TOTAL MINIMUM SCHOOL PROGRAM:		\$22,213,671	\$12,847,581	\$9,366,090	
OTHER STATE PROGRAMS					
Capital Outlay Foundation Formula - Income Tax Fund				\$0	
Capital Outlay Foundation Formula - Minimum Basic Growth Account				\$0	
School Fees Amendments (HB04152024GS)				\$39,016	
TOTAL OTHER STATE PROGRAMS:				\$39,016	
TOTAL STATE FUNDING				\$9,405,106	

*This program requires LEA action before funds can be received or spent. USBE staff contacts can be found in the MSP Program Summary Report.

WPU Value:	\$4,674	Utah State Supported Minimum School Program District Summary FY 2026 Final Estimates Granite 12			
Basic Levy Rate:	0.001379				
Total District Levy Rate:	0.005718				
Basic Rate % of Total Rate	24.12%				
Total Local Taxes Collected:	\$315,566,284				
Basic Levy Revenues:	\$76,104,566				
Recapture:	\$0				
Combined Levy Hold Harmless Rate:	0.002484				
V&B Final Guarantee Rate:	\$ 75.58				
Charter School Local Levy:	\$ 7,525,231				
MINIMUM SCHOOL PROGRAM					
BASIC SCHOOL PROGRAMS					
A: REGULAR BASIC SCHOOL PROGRAMS					
	WPUs	Total Amounts Generated	Basic Levy Revenues	State Funds	
Grades K-12	53,932.854	\$252,082,161	\$76,104,566	\$175,977,595	
Immunization Noncompliance	(9.111)	(\$42,585)	\$0	(\$42,585)	
Nec. Existent Small Schools	0.000	\$0	\$0	\$0	
Foreign Exchange Students*	2.000	\$9,348	\$0	\$9,348	
B. RESTRICTED BASIC SCHOOL PROGRAMS					
Class Size Reduction	3,384.805	\$15,820,580	\$0	\$15,820,580	
Students At-Risk - Add-on	3,928.085	\$18,359,869	\$0	\$18,359,869	
Career & Technical Education - Add-On*	2,273.957	\$10,628,475	\$0	\$10,628,475	
Special Education - Add-On	7,807.564	\$36,492,555	\$0	\$36,492,555	
Special Education - Self-Contained	1,421.389	\$6,643,572	\$0	\$6,643,572	
Special Education - Pre-School	1,062.568	\$4,966,442	\$0	\$4,966,442	
Special Education - Extended Year	33.586	\$156,979	\$0	\$156,979	
Special Education - Impact Aid	80.214	\$374,920	\$0	\$374,920	
Special Education - EYSE*	72.289	\$337,881	\$0	\$337,881	
TOTAL BASIC SCHOOL PROGRAM (A and B)	73,990.200	\$345,830,197	\$76,104,566	\$269,725,631	
RELATED TO BASIC SCHOOL PROGRAMS (RTBSP)					
Pupil Transportation*		\$8,627,590	\$0	\$8,627,590	
Flexible Allocation		\$22,326,332	\$0	\$22,326,332	
Youth-in-Care*		\$5,993,603	\$0	\$5,993,603	
Adult Education*		\$2,967,495	\$0	\$2,967,495	
Adult Education - Corrections Institutions*		\$0	\$0	\$0	
Adult Education - Supplemental*		\$8,188	\$0	\$8,188	
Enhancement for Accelerated Students*		\$667,407	\$0	\$667,407	
Concurrent Enrollment*		\$514,240	\$0	\$514,240	
Educator Salary Adjustments		\$41,060,405	\$0	\$41,060,405	
Salary Supplement for Highly Needed Educators (SSHINE)		\$1,893,248	\$0	\$1,893,248	
Teacher Supplies and Materials		\$923,924	\$0	\$923,924	
Effective Teachers in High Poverty Schools*		\$0	\$0	\$0	
Educator Professional Time*		\$6,505,088	\$0	\$6,505,088	
School LAND Trust Program*		\$8,769,666	\$0	\$8,769,666	
Teacher and Student Success Program*		\$19,666,772	\$0	\$19,666,772	
Student Health & Counseling Support Program*		\$1,580,656	\$0	\$1,580,656	
School-Based Education Support Professionals Stipends		\$2,660,032	\$0	\$2,660,032	
Dual Immersion*		\$569,140	\$0	\$569,140	
Beverly Taylor Sorenson Elementary Arts*		\$2,310,000	\$0	\$2,310,000	
Digital Teaching and Learning*		\$1,451,838	\$0	\$1,451,838	
TOTAL RTBSP:		\$128,495,624	\$0	\$128,495,624	
LEEWAY PROGRAMS					
		Local & State Amounts Generated	Less Local Amounts	State Support Amounts	
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$39,175,167	\$33,024,187	\$6,150,980	
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$91,759,655	\$77,352,268	\$14,407,387	
TOTAL LEEWAY PROGRAMS:		\$130,934,822	\$110,376,455	\$20,558,367	
TOTAL MINIMUM SCHOOL PROGRAM:		\$605,260,643	\$186,481,021	\$418,779,622	
OTHER STATE PROGRAMS					
Capital Outlay Foundation Formula - Income Tax Fund				\$0	
Capital Outlay Foundation Formula - Minimum Basic Growth Account				\$0	
School Fees Amendments (HB04152024GS)				\$1,537,867	
TOTAL OTHER STATE PROGRAMS:				\$1,537,867	
TOTAL STATE FUNDING				\$420,317,489	

*This program requires LEA action before funds can be received or spent. USBE staff contacts can be found in the MSP Program Summary Report.

WPU Value:	\$4,674	Utah State Supported Minimum School Program District Summary FY 2026 Final Estimates Iron 13			
Basic Levy Rate:	0.001379				
Total District Levy Rate:	0.004599				
Basic Rate % of Total Rate	29.98%				
Total Local Taxes Collected:	\$42,640,348				
Basic Levy Revenues:	\$12,785,614				
Recapture:	\$0				
Combined Levy Hold Harmless Rate:	0.001735				
V&B Final Guarantee Rate:	\$ 75.58				
Charter School Local Levy:	\$ 335,394				
MINIMUM SCHOOL PROGRAM					
BASIC SCHOOL PROGRAMS					
A: REGULAR BASIC SCHOOL PROGRAMS					
	WPUs	Total Amounts Generated	Basic Levy Revenues	State Funds	
Grades K-12	13,530.319	\$63,240,712	\$12,785,614	\$50,455,098	
Immunization Noncompliance	0.000	\$0	\$0	\$0	
Nec. Existent Small Schools	424.000	\$1,981,776	\$0	\$1,981,776	
Foreign Exchange Students*	4.000	\$18,696	\$0	\$18,696	
B. RESTRICTED BASIC SCHOOL PROGRAMS					
Class Size Reduction	913.663	\$4,270,459	\$0	\$4,270,459	
Students At-Risk - Add-on	526.593	\$2,461,293	\$0	\$2,461,293	
Career & Technical Education - Add-On*	399.415	\$1,866,870	\$0	\$1,866,870	
Special Education - Add-On	1,545.724	\$7,224,715	\$0	\$7,224,715	
Special Education - Self-Contained	158.739	\$741,946	\$0	\$741,946	
Special Education - Pre-School	205.993	\$962,811	\$0	\$962,811	
Special Education - Extended Year	6.384	\$29,838	\$0	\$29,838	
Special Education - Impact Aid	14.298	\$66,829	\$0	\$66,829	
Special Education - EYSE*	17.357	\$81,128	\$0	\$81,128	
TOTAL BASIC SCHOOL PROGRAM (A and B)	17,746.485	\$82,947,073	\$12,785,614	\$70,161,459	
RELATED TO BASIC SCHOOL PROGRAMS (RTBSP)					
Pupil Transportation*		\$2,861,365	\$0	\$2,861,365	
Flexible Allocation		\$5,354,951	\$0	\$5,354,951	
Youth-in-Care*		\$1,537,817	\$0	\$1,537,817	
Adult Education*		\$98,810	\$0	\$98,810	
Adult Education - Corrections Institutions*		\$9,723	\$0	\$9,723	
Adult Education - Supplemental*		\$22,537	\$0	\$22,537	
Enhancement for Accelerated Students*		\$99,269	\$0	\$99,269	
Concurrent Enrollment*		\$240,756	\$0	\$240,756	
Educator Salary Adjustments		\$7,829,865	\$0	\$7,829,865	
Salary Supplement for Highly Needed Educators (SSHINE)		\$538,371	\$0	\$538,371	
Teacher Supplies and Materials		\$196,070	\$0	\$196,070	
Effective Teachers in High Poverty Schools*		\$0	\$0	\$0	
Educator Professional Time*		\$1,252,026	\$0	\$1,252,026	
School LAND Trust Program*		\$2,314,596	\$0	\$2,314,596	
Teacher and Student Success Program*		\$4,680,224	\$0	\$4,680,224	
Student Health & Counseling Support Program*		\$403,645	\$0	\$403,645	
School-Based Education Support Professionals Stipends		\$615,386	\$0	\$615,386	
Dual Immersion*		\$29,348	\$0	\$29,348	
Beverley Taylor Sorenson Elementary Arts*		\$288,058	\$0	\$288,058	
Digital Teaching and Learning*		\$383,179	\$0	\$383,179	
TOTAL RTBSP:		\$28,755,996	\$0	\$28,755,996	
LEEWAY PROGRAMS					
		Local & State Amounts Generated	Less Local Amounts	State Support Amounts	
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$7,568,208	\$4,895,435	\$2,672,773	
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$16,885,129	\$10,922,011	\$5,963,118	
TOTAL LEEWAY PROGRAMS:		\$24,453,337	\$15,817,446	\$8,635,891	
TOTAL MINIMUM SCHOOL PROGRAM:		\$136,156,406	\$28,603,060	\$107,553,346	
OTHER STATE PROGRAMS					
Capital Outlay Foundation Formula - Income Tax Fund				\$814,559	
Capital Outlay Foundation Formula - Minimum Basic Growth Account				\$968,875	
School Fees Amendments (HB04152024GS)				\$346,681	
TOTAL OTHER STATE PROGRAMS:				\$2,130,115	
TOTAL STATE FUNDING				\$109,683,461	

*This program requires LEA action before funds can be received or spent. USBE staff contacts can be found in the MSP Program Summary Report.

WPU Value:	\$4,674	Utah State Supported Minimum School Program District Summary FY 2026 Final Estimates Jordan14			
Basic Levy Rate:	0.001379				
Total District Levy Rate:	0.004972				
Basic Rate % of Total Rate	27.74%				
Total Local Taxes Collected:	\$253,778,598				
Basic Levy Revenues:	\$70,386,301				
Recapture:	\$0				
Combined Levy Hold Harmless Rate:	0.002477				
V&B Final Guarantee Rate:	\$75.58				
Charter School Local Levy:	\$6,428,903				
MINIMUM SCHOOL PROGRAM					
BASIC SCHOOL PROGRAMS					
A: REGULAR BASIC SCHOOL PROGRAMS					
	WPUs	Total Amounts Generated	Basic Levy Revenues	State Funds	
Grades K-12	54,779.034	\$256,037,204	\$70,386,301		\$185,650,903
Immunization Noncompliance	(20.556)	(\$96,077)	\$0		(\$96,077)
Nec. Existent Small Schools	0.000	\$0	\$0		\$0
Foreign Exchange Students*	22.000	\$102,828	\$0		\$102,828
B. RESTRICTED BASIC SCHOOL PROGRAMS					
Class Size Reduction	3,399.383	\$15,888,716	\$0		\$15,888,716
Students At-Risk - Add-on	1,912.740	\$8,940,147	\$0		\$8,940,147
Career & Technical Education - Add-On*	2,206.873	\$10,314,929	\$0		\$10,314,929
Special Education - Add-On	8,014.876	\$37,461,529	\$0		\$37,461,529
Special Education - Self-Contained	1,301.383	\$6,082,666	\$0		\$6,082,666
Special Education - Pre-School	1,330.803	\$6,220,174	\$0		\$6,220,174
Special Education - Extended Year	35.984	\$168,190	\$0		\$168,190
Special Education - Impact Aid	86.027	\$402,089	\$0		\$402,089
Special Education - EYSE*	63.789	\$298,150	\$0		\$298,150
TOTAL BASIC SCHOOL PROGRAM (A and B)	73,132.336	\$341,820,545	\$70,386,301		\$271,434,244
RELATED TO BASIC SCHOOL PROGRAMS (RTBSP)					
Pupil Transportation*		\$12,983,873	\$0		\$12,983,873
Flexible Allocation		\$22,067,474	\$0		\$22,067,474
Youth-in-Care*		\$847,257	\$0		\$847,257
Adult Education*		\$1,061,000	\$0		\$1,061,000
Adult Education - Corrections Institutions*		\$0	\$0		\$0
Adult Education - Supplemental*		\$2,744	\$0		\$2,744
Enhancement for Accelerated Students*		\$632,688	\$0		\$632,688
Concurrent Enrollment*		\$830,660	\$0		\$830,660
Educator Salary Adjustments		\$42,126,322	\$0		\$42,126,322
Salary Supplement for Highly Needed Educators (SSHINE)		\$1,895,511	\$0		\$1,895,511
Teacher Supplies and Materials		\$986,035	\$0		\$986,035
Effective Teachers in High Poverty Schools*		\$0	\$0		\$0
Educator Professional Time*		\$6,650,849	\$0		\$6,650,849
School LAND Trust Program*		\$8,775,649	\$0		\$8,775,649
Teacher and Student Success Program*		\$18,871,947	\$0		\$18,871,947
Student Health & Counseling Support Program*		\$1,761,339	\$0		\$1,761,339
School-Based Education Support Professionals Stipends		\$2,710,982	\$0		\$2,710,982
Dual Immersion*		\$703,316	\$0		\$703,316
Beverly Taylor Sorenson Elementary Arts*		\$2,030,000	\$0		\$2,030,000
Digital Teaching and Learning*		\$1,452,952	\$0		\$1,452,952
TOTAL RTBSP:		\$126,390,598	\$0		\$126,390,598
LEEWAY PROGRAMS					
	Local & State Amounts Generated	Less Local Amounts	State Support Amounts		
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth	\$74,788,559	\$69,062,565			\$5,725,994
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth	\$35,758,280	\$33,020,539			\$2,737,741
TOTAL LEEWAY PROGRAMS:	\$110,546,839	\$102,083,104			\$8,463,735
TOTAL MINIMUM SCHOOL PROGRAM:	\$578,757,982	\$172,469,405			\$406,288,577
OTHER STATE PROGRAMS					
Capital Outlay Foundation Formula - Income Tax Fund					\$0
Capital Outlay Foundation Formula - Minimum Basic Growth Account					\$0
School Fees Amendments (HB04152024GS)					\$1,617,328
TOTAL OTHER STATE PROGRAMS:					\$1,617,328
TOTAL STATE FUNDING					\$407,905,905

*This program requires LEA action before funds can be received or spent. USBE staff contacts can be found in the MSP Program Summary Report.

WPU Value:	\$4,674	Utah State Supported Minimum School Program District Summary FY 2026 Final Estimates Juab15			
Basic Levy Rate:	0.001379				
Total District Levy Rate:	0.005781				
Basic Rate % of Total Rate	23.85%				
Total Local Taxes Collected:	\$13,378,157				
Basic Levy Revenues:	\$3,191,226				
Recapture:	\$0				
Combined Levy Hold Harmless Rate:	0.002213				
V&B Final Guarantee Rate:	\$ 75.58				
Charter School Local Levy:	\$ 59,536				
MINIMUM SCHOOL PROGRAM					
BASIC SCHOOL PROGRAMS					
A: REGULAR BASIC SCHOOL PROGRAMS					
	WPUs	Total Amounts Generated	Basic Levy Revenues	State Funds	
Grades K-12	2,568.799	\$12,006,567	\$3,191,226	\$8,815,341	
Immunization Noncompliance	0.000	\$0	\$0	\$0	
Nec. Existent Small Schools	148.962	\$696,247	\$0	\$696,247	
Foreign Exchange Students*	2.000	\$9,348	\$0	\$9,348	
B. RESTRICTED BASIC SCHOOL PROGRAMS					
Class Size Reduction	168.155	\$785,954	\$0	\$785,954	
Students At-Risk - Add-on	88.453	\$413,427	\$0	\$413,427	
Career & Technical Education - Add-On*	164.750	\$770,041	\$0	\$770,041	
Special Education - Add-On	348.594	\$1,629,328	\$0	\$1,629,328	
Special Education - Self-Contained	32.061	\$149,854	\$0	\$149,854	
Special Education - Pre-School	51.869	\$242,434	\$0	\$242,434	
Special Education - Extended Year	2.025	\$9,465	\$0	\$9,465	
Special Education - Impact Aid	8.344	\$38,999	\$0	\$38,999	
Special Education - EYSE*	3.494	\$16,331	\$0	\$16,331	
TOTAL BASIC SCHOOL PROGRAM (A and B)	3,587.506	\$16,767,995	\$3,191,226	\$13,576,769	
RELATED TO BASIC SCHOOL PROGRAMS (RTBSP)					
Pupil Transportation*		\$653,557	\$0	\$653,557	
Flexible Allocation		\$1,082,519	\$0	\$1,082,519	
Youth-in-Care*		\$0	\$0	\$0	
Adult Education*		\$56,310	\$0	\$56,310	
Adult Education - Corrections Institutions*		\$8,767	\$0	\$8,767	
Adult Education - Supplemental*		\$200	\$0	\$200	
Enhancement for Accelerated Students*		\$0	\$0	\$0	
Concurrent Enrollment*		\$130,736	\$0	\$130,736	
Educator Salary Adjustments		\$1,921,551	\$0	\$1,921,551	
Salary Supplement for Highly Needed Educators (SSHINE)		\$192,709	\$0	\$192,709	
Teacher Supplies and Materials		\$48,642	\$0	\$48,642	
Effective Teachers in High Poverty Schools*		\$0	\$0	\$0	
Educator Professional Time*		\$306,838	\$0	\$306,838	
School LAND Trust Program*		\$642,799	\$0	\$642,799	
Teacher and Student Success Program*		\$883,965	\$0	\$883,965	
Student Health & Counseling Support Program*		\$98,776	\$0	\$98,776	
School-Based Education Support Professionals Stipends		\$190,130	\$0	\$190,130	
Dual Immersion*		\$0	\$0	\$0	
Beverley Taylor Sorenson Elementary Arts*		\$70,000	\$0	\$70,000	
Digital Teaching and Learning*		\$106,375	\$0	\$106,375	
TOTAL RTBSP:		\$6,393,874	\$0	\$6,393,874	
LEEWAY PROGRAMS					
	Local & State Amounts Generated	Less Local Amounts	State Support Amounts		
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth	\$691,720	\$590,370		\$101,350	
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth	\$4,731,152	\$4,037,950		\$693,202	
TOTAL LEEWAY PROGRAMS:	\$5,422,872	\$4,628,320		\$794,552	
TOTAL MINIMUM SCHOOL PROGRAM:	\$28,584,741	\$7,819,546		\$20,765,195	
OTHER STATE PROGRAMS					
Capital Outlay Foundation Formula - Income Tax Fund				\$0	
Capital Outlay Foundation Formula - Minimum Basic Growth Account				\$0	
School Fees Amendments (HB04152024GS)				\$70,142	
TOTAL OTHER STATE PROGRAMS:				\$70,142	
TOTAL STATE FUNDING				\$20,835,337	

*This program requires LEA action before funds can be received or spent. USBE staff contacts can be found in the MSP Program Summary Report.

WPU Value:	\$4,674	Utah State Supported Minimum School Program District Summary FY 2026 Final Estimates Kane16		
Basic Levy Rate:	0.001379			
Total District Levy Rate:	0.004211			
Basic Rate % of Total Rate	32.75%			
Total Local Taxes Collected:	\$13,889,685			
Basic Levy Revenues:	\$4,548,534			
Recapture:	\$0			
Combined Levy Hold Harmless Rate:	0.001557			
V&B Final Guarantee Rate:	\$75.58			
Charter School Local Levy:	\$6,434			
MINIMUM SCHOOL PROGRAM				
BASIC SCHOOL PROGRAMS				
A: REGULAR BASIC SCHOOL PROGRAMS				
	WPU	Total Amounts Generated	Basic Levy Revenues	State Funds
Grades K-12	1,376.594	\$6,434,202	\$4,548,534	\$1,885,668
Immunization Noncompliance	0.000	\$0	\$0	\$0
Nec. Existent Small Schools	975.478	\$4,559,384	\$0	\$4,559,384
Foreign Exchange Students*	3.000	\$14,022	\$0	\$14,022
B. RESTRICTED BASIC SCHOOL PROGRAMS				
Class Size Reduction	88.071	\$411,642	\$0	\$411,642
Students At-Risk - Add-on	65.563	\$306,439	\$0	\$306,439
Career & Technical Education - Add-On*	145.077	\$678,090	\$0	\$678,090
Special Education - Add-On	228.432	\$1,067,693	\$0	\$1,067,693
Special Education - Self-Contained	17.611	\$82,314	\$0	\$82,314
Special Education - Pre-School	20.747	\$96,974	\$0	\$96,974
Special Education - Extended Year	1.250	\$5,843	\$0	\$5,843
Special Education - Impact Aid	4.359	\$20,376	\$0	\$20,376
Special Education - EYSE*	2.236	\$10,452	\$0	\$10,452
TOTAL BASIC SCHOOL PROGRAM (A and B)	2,928.418	\$13,687,431	\$4,548,534	\$9,138,897
RELATED TO BASIC SCHOOL PROGRAMS (RTBSP)				
Pupil Transportation*		\$486,447	\$0	\$486,447
Flexible Allocation		\$883,642	\$0	\$883,642
Youth-in-Care*		\$0	\$0	\$0
Adult Education*		\$162,638	\$0	\$162,638
Adult Education - Corrections Institutions*		\$46,384	\$0	\$46,384
Adult Education - Supplemental*		\$750	\$0	\$750
Enhancement for Accelerated Students*		\$8,413	\$0	\$8,413
Concurrent Enrollment*		\$140,661	\$0	\$140,661
Educator Salary Adjustments		\$1,043,940	\$0	\$1,043,940
Salary Supplement for Highly Needed Educators (SSHINE)		\$152,403	\$0	\$152,403
Teacher Supplies and Materials		\$26,976	\$0	\$26,976
Effective Teachers in High Poverty Schools*		\$0	\$0	\$0
Educator Professional Time*		\$166,666	\$0	\$166,666
School LAND Trust Program*		\$448,818	\$0	\$448,818
Teacher and Student Success Program*		\$704,736	\$0	\$704,736
Student Health & Counseling Support Program*		\$63,402	\$0	\$63,402
School-Based Education Support Professionals Stipends		\$98,748	\$0	\$98,748
Dual Immersion*		\$0	\$0	\$0
Beverly Taylor Sorenson Elementary Arts*		\$70,000	\$0	\$70,000
Digital Teaching and Learning*		\$74,257	\$0	\$74,257
TOTAL RTBSP:		\$4,578,881	\$0	\$4,578,881
LEEWAY PROGRAMS				
		Local & State Amounts Generated	Less Local Amounts	State Support Amounts
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$1,888,762	\$1,880,105	\$8,657
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$3,240,718	\$3,225,864	\$14,854
TOTAL LEEWAY PROGRAMS:		\$5,129,480	\$5,105,969	\$23,511
TOTAL MINIMUM SCHOOL PROGRAM:		\$23,395,792	\$9,654,503	\$13,741,289
OTHER STATE PROGRAMS				
Capital Outlay Foundation Formula - Income Tax Fund				\$0
Capital Outlay Foundation Formula - Minimum Basic Growth Account				\$0
School Fees Amendments (HB04152024GS)				\$37,443
TOTAL OTHER STATE PROGRAMS:				\$37,443
TOTAL STATE FUNDING				\$13,778,732

*This program requires LEA action before funds can be received or spent. USBE staff contacts can be found in the MSP Program Summary Report.

WPU Value:	\$4,674	Utah State Supported Minimum School Program District Summary FY 2026 Final Estimates Millard 17			
Basic Levy Rate:	0.001379				
Total District Levy Rate:	0.004906				
Basic Rate % of Total Rate	28.11%				
Total Local Taxes Collected:	\$25,091,595				
Basic Levy Revenues:	\$7,052,856				
Recapture:	\$0				
Combined Levy Hold Harmless Rate:	0.002706				
V&B Final Guarantee Rate:	\$ 75.58				
Charter School Local Levy:	\$ 41,233				
MINIMUM SCHOOL PROGRAM					
BASIC SCHOOL PROGRAMS					
A: REGULAR BASIC SCHOOL PROGRAMS					
	WPUs	Total Amounts Generated	Basic Levy Revenues	State Funds	
Grades K-12	2,978.236	\$13,920,273	\$7,052,856	\$6,867,417	
Immunization Noncompliance	0.000	\$0	\$0	\$0	
Nec. Existent Small Schools	484.140	\$2,262,868	\$0	\$2,262,868	
Foreign Exchange Students*	0.000	\$0	\$0	\$0	
B. RESTRICTED BASIC SCHOOL PROGRAMS					
Class Size Reduction	192.749	\$900,910	\$0	\$900,910	
Students At-Risk - Add-on	170.670	\$797,712	\$0	\$797,712	
Career & Technical Education - Add-On*	223.406	\$1,044,200	\$0	\$1,044,200	
Special Education - Add-On	530.469	\$2,479,411	\$0	\$2,479,411	
Special Education - Self-Contained	35.617	\$166,472	\$0	\$166,472	
Special Education - Pre-School	71.134	\$332,481	\$0	\$332,481	
Special Education - Extended Year	2.657	\$12,416	\$0	\$12,416	
Special Education - Impact Aid	12.179	\$56,923	\$0	\$56,923	
Special Education - EYSE*	3.765	\$17,600	\$0	\$17,600	
TOTAL BASIC SCHOOL PROGRAM (A and B)	4,705.022	\$21,991,266	\$7,052,856	\$14,938,410	
RELATED TO BASIC SCHOOL PROGRAMS (RTBSP)					
Pupil Transportation*		\$1,099,692	\$0	\$1,099,692	
Flexible Allocation		\$1,419,727	\$0	\$1,419,727	
Youth-in-Care*		\$0	\$0	\$0	
Adult Education*		\$47,475	\$0	\$47,475	
Adult Education - Corrections Institutions*		\$16,667	\$0	\$16,667	
Adult Education - Supplemental*		\$200	\$0	\$200	
Enhancement for Accelerated Students*		\$0	\$0	\$0	
Concurrent Enrollment*		\$104,960	\$0	\$104,960	
Educator Salary Adjustments		\$2,393,835	\$0	\$2,393,835	
Salary Supplement for Highly Needed Educators (SSHINE)		\$203,627	\$0	\$203,627	
Teacher Supplies and Materials		\$62,670	\$0	\$62,670	
Effective Teachers in High Poverty Schools*		\$0	\$0	\$0	
Educator Professional Time*		\$385,941	\$0	\$385,941	
School LAND Trust Program*		\$696,491	\$0	\$696,491	
Teacher and Student Success Program*		\$1,209,818	\$0	\$1,209,818	
Student Health & Counseling Support Program*		\$108,568	\$0	\$108,568	
School-Based Education Support Professionals Stipends		\$258,608	\$0	\$258,608	
Dual Immersion*		\$0	\$0	\$0	
Beverley Taylor Sorenson Elementary Arts*		\$131,250	\$0	\$131,250	
Digital Teaching and Learning*		\$115,265	\$0	\$115,265	
TOTAL RTBSP:		\$8,254,794	\$0	\$8,254,794	
LEEWAY PROGRAMS					
	Local & State Amounts Generated	Less Local Amounts	State Support Amounts		
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth	\$2,555,131	\$2,488,860	\$66,271		
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth	\$7,946,178	\$7,740,082	\$206,096		
TOTAL LEEWAY PROGRAMS:	\$10,501,309	\$10,228,942	\$272,367		
TOTAL MINIMUM SCHOOL PROGRAM:	\$40,747,369	\$17,281,798	\$23,465,571		
OTHER STATE PROGRAMS					
Capital Outlay Foundation Formula - Income Tax Fund				\$0	
Capital Outlay Foundation Formula - Minimum Basic Growth Account				\$0	
School Fees Amendments (HB04152024GS)				\$80,664	
TOTAL OTHER STATE PROGRAMS:				\$80,664	
TOTAL STATE FUNDING				\$23,546,235	

*This program requires LEA action before funds can be received or spent. USBE staff contacts can be found in the MSP Program Summary Report.

WPU Value:	\$4,674	Utah State Supported Minimum School Program District Summary FY 2026 Final Estimates Morgan18			
Basic Levy Rate:	0.001379				
Total District Levy Rate:	0.006102				
Basic Rate % of Total Rate	22.60%				
Total Local Taxes Collected:	\$22,018,890				
Basic Levy Revenues:	\$4,976,081				
Recapture:	\$0				
Combined Levy Hold Harmless Rate:	0.002047				
V&B Final Guarantee Rate:	\$75.58				
Charter School Local Levy:	\$52,048				
MINIMUM SCHOOL PROGRAM					
BASIC SCHOOL PROGRAMS					
A: REGULAR BASIC SCHOOL PROGRAMS					
	WPUs	Total Amounts Generated	Basic Levy Revenues	State Funds	
Grades K-12	3,078.874	\$14,390,655	\$4,976,081	\$9,414,574	
Immunization Noncompliance	(0.056)	(\$260)	\$0	(\$260)	
Nec. Existent Small Schools	134.685	\$629,519	\$0	\$629,519	
Foreign Exchange Students*	0.000	\$0	\$0	\$0	
B. RESTRICTED BASIC SCHOOL PROGRAMS					
Class Size Reduction	184.922	\$864,327	\$0	\$864,327	
Students At-Risk - Add-on	34.250	\$160,085	\$0	\$160,085	
Career & Technical Education - Add-On*	178.789	\$835,661	\$0	\$835,661	
Special Education - Add-On	348.500	\$1,628,889	\$0	\$1,628,889	
Special Education - Self-Contained	36.044	\$168,472	\$0	\$168,472	
Special Education - Pre-School	62.242	\$290,921	\$0	\$290,921	
Special Education - Extended Year	2.041	\$9,542	\$0	\$9,542	
Special Education - Impact Aid	8.834	\$41,290	\$0	\$41,290	
Special Education - EYSE*	3.484	\$16,286	\$0	\$16,286	
TOTAL BASIC SCHOOL PROGRAM (A and B)	4,072.609	\$19,035,387	\$4,976,081	\$14,059,306	
RELATED TO BASIC SCHOOL PROGRAMS (RTBSP)					
Pupil Transportation*		\$1,028,498	\$0	\$1,028,498	
Flexible Allocation		\$1,228,899	\$0	\$1,228,899	
Youth-in-Care*		\$0	\$0	\$0	
Adult Education*		\$39,801	\$0	\$39,801	
Adult Education - Corrections Institutions*		\$0	\$0	\$0	
Adult Education - Supplemental*		\$100	\$0	\$100	
Enhancement for Accelerated Students*		\$27,839	\$0	\$27,839	
Concurrent Enrollment*		\$130,701	\$0	\$130,701	
Educator Salary Adjustments		\$2,335,816	\$0	\$2,335,816	
Salary Supplement for Highly Needed Educators (SSHINE)		\$204,820	\$0	\$204,820	
Teacher Supplies and Materials		\$59,185	\$0	\$59,185	
Effective Teachers in High Poverty Schools*		\$0	\$0	\$0	
Educator Professional Time*		\$372,092	\$0	\$372,092	
School LAND Trust Program*		\$703,371	\$0	\$703,371	
Teacher and Student Success Program*		\$1,038,010	\$0	\$1,038,010	
Student Health & Counseling Support Program*		\$119,599	\$0	\$119,599	
School-Based Education Support Professionals Stipends		\$172,311	\$0	\$172,311	
Dual Immersion*		\$0	\$0	\$0	
Beverley Taylor Sorenson Elementary Arts*		\$87,500	\$0	\$87,500	
Digital Teaching and Learning*		\$116,404	\$0	\$116,404	
TOTAL RTBSP:		\$7,664,946	\$0	\$7,664,946	
LEEWAY PROGRAMS					
		Local & State Amounts Generated	Less Local Amounts	State Support Amounts	
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$0	\$0	\$0	
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$6,888,571	\$6,888,571	\$0	
TOTAL LEEWAY PROGRAMS:		\$6,888,571	\$6,888,571	\$0	
TOTAL MINIMUM SCHOOL PROGRAM:		\$33,588,904	\$11,864,652	\$21,724,252	
OTHER STATE PROGRAMS					
Capital Outlay Foundation Formula - Income Tax Fund				\$0	
Capital Outlay Foundation Formula - Minimum Basic Growth Account				\$0	
School Fees Amendments (HB04152024GS)				\$94,584	
TOTAL OTHER STATE PROGRAMS:				\$94,584	
TOTAL STATE FUNDING				\$21,818,836	

*This program requires LEA action before funds can be received or spent. USBE staff contacts can be found in the MSP Program Summary Report.

WPU Value:	\$4,674	Utah State Supported Minimum School Program District Summary FY 2026 Final Estimates Nebo 19			
Basic Levy Rate:	0.001379				
Total District Levy Rate:	0.007164				
Basic Rate % of Total Rate	19.25%				
Total Local Taxes Collected:	\$165,819,562				
Basic Levy Revenues:	\$31,918,645				
Recapture:	\$0				
Combined Levy Hold Harmless Rate:	0.002558				
V&B Final Guarantee Rate:	\$ 75.58				
Charter School Local Levy:	\$ 1,450,693				
MINIMUM SCHOOL PROGRAM					
BASIC SCHOOL PROGRAMS					
A: REGULAR BASIC SCHOOL PROGRAMS					
	WPU	Total Amounts Generated	Basic Levy Revenues	State Funds	
Grades K-12	41,211.662	\$192,623,309	\$31,918,645		\$160,704,664
Immunization Noncompliance	0.000	\$0	\$0		\$0
Nec. Existent Small Schools	0.000	\$0	\$0		\$0
Foreign Exchange Students*	11.000	\$51,414	\$0		\$51,414
B. RESTRICTED BASIC SCHOOL PROGRAMS					
Class Size Reduction	2,752.145	\$12,863,525	\$0		\$12,863,525
Students At-Risk - Add-on	1,114.838	\$5,210,750	\$0		\$5,210,750
Career & Technical Education - Add-On*	1,629.381	\$7,615,728	\$0		\$7,615,728
Special Education - Add-On	5,769.485	\$26,966,573	\$0		\$26,966,573
Special Education - Self-Contained	809.372	\$3,783,006	\$0		\$3,783,006
Special Education - Pre-School	818.044	\$3,823,537	\$0		\$3,823,537
Special Education - Extended Year	23.978	\$112,075	\$0		\$112,075
Special Education - Impact Aid	56.934	\$266,109	\$0		\$266,109
Special Education - EYSE*	46.664	\$218,108	\$0		\$218,108
TOTAL BASIC SCHOOL PROGRAM (A and B)	54,243.503	\$253,534,134	\$31,918,645		\$221,615,489
RELATED TO BASIC SCHOOL PROGRAMS (RTBSP)					
Pupil Transportation*		\$8,759,758	\$0		\$8,759,758
Flexible Allocation		\$16,367,822	\$0		\$16,367,822
Youth-in-Care*		\$1,647,867	\$0		\$1,647,867
Adult Education*		\$326,096	\$0		\$326,096
Adult Education - Corrections Institutions*		\$0	\$0		\$0
Adult Education - Supplemental*		\$944	\$0		\$944
Enhancement for Accelerated Students*		\$336,925	\$0		\$336,925
Concurrent Enrollment*		\$890,918	\$0		\$890,918
Educator Salary Adjustments		\$26,461,686	\$0		\$26,461,686
Salary Supplement for Highly Needed Educators (SSHINE)		\$1,447,769	\$0		\$1,447,769
Teacher Supplies and Materials		\$614,368	\$0		\$614,368
Effective Teachers in High Poverty Schools*		\$0	\$0		\$0
Educator Professional Time*		\$4,111,430	\$0		\$4,111,430
School LAND Trust Program*		\$6,661,299	\$0		\$6,661,299
Teacher and Student Success Program*		\$14,289,881	\$0		\$14,289,881
Student Health & Counseling Support Program*		\$1,331,322	\$0		\$1,331,322
School-Based Education Support Professionals Stipends		\$1,604,008	\$0		\$1,604,008
Dual Immersion*		\$220,095	\$0		\$220,095
Beverley Taylor Sorenson Elementary Arts*		\$560,000	\$0		\$560,000
Digital Teaching and Learning*		\$1,102,874	\$0		\$1,102,874
TOTAL RTBSP:		\$86,735,062	\$0		\$86,735,062
LEEWAY PROGRAMS					
	Local & State Amounts Generated	Less Local Amounts	State Support Amounts		
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth	\$42,349,154	\$23,909,490			\$18,439,664
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth	\$39,645,324	\$22,382,961			\$17,262,363
TOTAL LEEWAY PROGRAMS:	\$81,994,478	\$46,292,451			\$35,702,027
TOTAL MINIMUM SCHOOL PROGRAM:	\$422,263,674	\$78,211,096			\$344,052,578
OTHER STATE PROGRAMS					
Capital Outlay Foundation Formula - Income Tax Fund					\$4,225,157
Capital Outlay Foundation Formula - Minimum Basic Growth Account					\$5,025,602
School Fees Amendments (HB04152024GS)					\$1,093,041
TOTAL OTHER STATE PROGRAMS:					\$10,343,800
TOTAL STATE FUNDING					\$354,396,378

*This program requires LEA action before funds can be received or spent. USBE staff contacts can be found in the MSP Program Summary Report.

WPU Value:	\$4,674	Utah State Supported Minimum School Program District Summary FY 2026 Final Estimates North Sanpete20			
Basic Levy Rate:	0.001379				
Total District Levy Rate:	0.004764				
Basic Rate % of Total Rate	28.95%				
Total Local Taxes Collected:	\$9,818,316				
Basic Levy Revenues:	\$2,842,036				
Recapture:	\$0				
Combined Levy Hold Harmless Rate:	0.001913				
V&B Final Guarantee Rate:	\$75.58				
Charter School Local Levy:	\$22,931				
MINIMUM SCHOOL PROGRAM					
BASIC SCHOOL PROGRAMS					
A: REGULAR BASIC SCHOOL PROGRAMS					
	WPUs	Total Amounts Generated	Basic Levy Revenues	State Funds	
Grades K-12	2,419.378	\$11,308,172	\$2,842,036	\$8,466,136	
Immunization Noncompliance	(2.067)	(\$9,660)	\$0	(\$9,660)	
Nec. Existent Small Schools	256.246	\$1,197,696	\$0	\$1,197,696	
Foreign Exchange Students*	4.000	\$18,696	\$0	\$18,696	
B. RESTRICTED BASIC SCHOOL PROGRAMS					
Class Size Reduction	154.864	\$723,836	\$0	\$723,836	
Students At-Risk - Add-on	173.518	\$811,021	\$0	\$811,021	
Career & Technical Education - Add-On*	158.793	\$742,195	\$0	\$742,195	
Special Education - Add-On	397.813	\$1,859,380	\$0	\$1,859,380	
Special Education - Self-Contained	32.300	\$150,970	\$0	\$150,970	
Special Education - Pre-School	60.761	\$283,995	\$0	\$283,995	
Special Education - Extended Year	2.132	\$9,963	\$0	\$9,963	
Special Education - Impact Aid	9.470	\$44,265	\$0	\$44,265	
Special Education - EYSE*	2.429	\$11,352	\$0	\$11,352	
TOTAL BASIC SCHOOL PROGRAM (A and B)	3,669.637	\$17,151,881	\$2,842,036	\$14,309,845	
RELATED TO BASIC SCHOOL PROGRAMS (RTBSP)					
Pupil Transportation*		\$949,312	\$0	\$949,312	
Flexible Allocation		\$1,107,303	\$0	\$1,107,303	
Youth-in-Care*		\$1,341,672	\$0	\$1,341,672	
Adult Education*		\$35,306	\$0	\$35,306	
Adult Education - Corrections Institutions*		\$0	\$0	\$0	
Adult Education - Supplemental*		\$8,551	\$0	\$8,551	
Enhancement for Accelerated Students*		\$18,433	\$0	\$18,433	
Concurrent Enrollment*		\$71,260	\$0	\$71,260	
Educator Salary Adjustments		\$1,954,164	\$0	\$1,954,164	
Salary Supplement for Highly Needed Educators (SSHINE)		\$185,829	\$0	\$185,829	
Teacher Supplies and Materials		\$50,403	\$0	\$50,403	
Effective Teachers in High Poverty Schools*		\$0	\$0	\$0	
Educator Professional Time*		\$310,257	\$0	\$310,257	
School LAND Trust Program*		\$610,045	\$0	\$610,045	
Teacher and Student Success Program*		\$908,463	\$0	\$908,463	
Student Health & Counseling Support Program*		\$100,619	\$0	\$100,619	
School-Based Education Support Professionals Stipends		\$221,089	\$0	\$221,089	
Dual Immersion*		\$20,264	\$0	\$20,264	
Beverley Taylor Sorenson Elementary Arts*		\$140,000	\$0	\$140,000	
Digital Teaching and Learning*		\$100,952	\$0	\$100,952	
TOTAL RTBSP:		\$8,133,922	\$0	\$8,133,922	
LEEWAY PROGRAMS					
		Local & State Amounts Generated	Less Local Amounts	State Support Amounts	
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$2,987,648	\$1,782,713	\$1,204,935	
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$3,212,153	\$1,916,674	\$1,295,479	
TOTAL LEEWAY PROGRAMS:		\$6,199,801	\$3,699,387	\$2,500,414	
TOTAL MINIMUM SCHOOL PROGRAM:		\$31,485,604	\$6,541,423	\$24,944,181	
OTHER STATE PROGRAMS					
Capital Outlay Foundation Formula - Income Tax Fund				\$0	
Capital Outlay Foundation Formula - Minimum Basic Growth Account				\$0	
School Fees Amendments (HB04152024GS)				\$67,746	
TOTAL OTHER STATE PROGRAMS:				\$67,746	
TOTAL STATE FUNDING				\$25,011,927	

*This program requires LEA action before funds can be received or spent. USBE staff contacts can be found in the MSP Program Summary Report.

WPU Value:	\$4,674	Utah State Supported Minimum School Program District Summary FY 2026 Final Estimates North Summit21		
Basic Levy Rate:	0.001379			
Total District Levy Rate:	0.003016			
Basic Rate % of Total Rate	45.72%			
Total Local Taxes Collected:	\$13,046,566			
Basic Levy Revenues:	\$5,965,257			
Recapture:	\$0			
Combined Levy Hold Harmless Rate:	0.001314			
V&B Final Guarantee Rate:	\$75.58			
Charter School Local Levy:	\$54,164			
MINIMUM SCHOOL PROGRAM				
BASIC SCHOOL PROGRAMS				
A: REGULAR BASIC SCHOOL PROGRAMS				
	WPUs	Total Amounts Generated	Basic Levy Revenues	State Funds
Grades K-12	1,015.730	\$4,747,521	\$4,747,521	\$0
Immunization Noncompliance	0.000	\$0	\$0	\$0
Nec. Existent Small Schools	493.886	\$2,308,423	\$1,217,736	\$1,090,687
Foreign Exchange Students*	2.000	\$9,348	\$0	\$9,348
B. RESTRICTED BASIC SCHOOL PROGRAMS				
Class Size Reduction	62.089	\$290,205	\$0	\$290,205
Students At-Risk - Add-on	40.870	\$191,026	\$0	\$191,026
Career & Technical Education - Add-On*	101.932	\$476,427	\$0	\$476,427
Special Education - Add-On	163.597	\$764,653	\$0	\$764,653
Special Education - Self-Contained	9.967	\$46,584	\$0	\$46,584
Special Education - Pre-School	26.675	\$124,681	\$0	\$124,681
Special Education - Extended Year	1.287	\$6,015	\$0	\$6,015
Special Education - Impact Aid	4.342	\$20,297	\$0	\$20,297
Special Education - EYSE*	0.834	\$3,900	\$0	\$3,900
TOTAL BASIC SCHOOL PROGRAM (A and B)	1,923.209	\$8,989,080	\$5,965,257	\$3,023,823
RELATED TO BASIC SCHOOL PROGRAMS (RTBSP)				
Pupil Transportation*		\$480,993	\$0	\$480,993
Flexible Allocation		\$580,323	\$0	\$580,323
Youth-in-Care*		\$0	\$0	\$0
Adult Education*		\$27,698	\$0	\$27,698
Adult Education - Corrections Institutions*		\$0	\$0	\$0
Adult Education - Supplemental*		\$100	\$0	\$100
Enhancement for Accelerated Students*		\$6,464	\$0	\$6,464
Concurrent Enrollment*		\$66,524	\$0	\$66,524
Educator Salary Adjustments		\$838,215	\$0	\$838,215
Salary Supplement for Highly Needed Educators (SSHINE)		\$140,935	\$0	\$140,935
Teacher Supplies and Materials		\$21,883	\$0	\$21,883
Effective Teachers in High Poverty Schools*		\$0	\$0	\$0
Educator Professional Time*		\$132,799	\$0	\$132,799
School LAND Trust Program*		\$393,929	\$0	\$393,929
Teacher and Student Success Program*		\$450,040	\$0	\$450,040
Student Health & Counseling Support Program*		\$56,665	\$0	\$56,665
School-Based Education Support Professionals Stipends		\$96,437	\$0	\$96,437
Dual Immersion*		\$0	\$0	\$0
Beverly Taylor Sorenson Elementary Arts*		\$35,000	\$0	\$35,000
Digital Teaching and Learning*		\$65,169	\$0	\$65,169
TOTAL RTBSP:		\$3,393,174	\$0	\$3,393,174
LEEWAY PROGRAMS				
	Local & State Amounts Generated	Less Local Amounts	State Support Amounts	
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth	\$441,230	\$441,230	\$0	
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth	\$5,091,448	\$5,091,448	\$0	
TOTAL LEEWAY PROGRAMS:	\$5,532,678	\$5,532,678	\$0	
TOTAL MINIMUM SCHOOL PROGRAM:	\$17,914,932	\$11,497,935	\$6,416,997	
OTHER STATE PROGRAMS				
Capital Outlay Foundation Formula - Income Tax Fund				\$0
Capital Outlay Foundation Formula - Minimum Basic Growth Account				\$0
School Fees Amendments (HB04152024GS)				\$30,006
TOTAL OTHER STATE PROGRAMS:				\$30,006
TOTAL STATE FUNDING				\$6,447,003

*This program requires LEA action before funds can be received or spent. USBE staff contacts can be found in the MSP Program Summary Report.

WPU Value:	\$4,674	Utah State Supported Minimum School Program District Summary FY 2026 Final Estimates Park City22		
Basic Levy Rate:	0.001379			
Total District Levy Rate:	0.003543			
Basic Rate % of Total Rate	38.92%			
Total Local Taxes Collected:	\$148,516,673			
Basic Levy Revenues:	\$57,805,389			
Recapture:	\$34,363,214			
Combined Levy Hold Harmless Rate:	0.001913			
V&B Final Guarantee Rate:	\$75.58			
Charter School Local Levy:	\$940,278			
MINIMUM SCHOOL PROGRAM				
BASIC SCHOOL PROGRAMS				
A: REGULAR BASIC SCHOOL PROGRAMS				
	WPUs	Total Amounts Generated	Basic Levy Revenues	State Funds
Grades K-12	3,998.339	\$18,688,236	\$18,688,236	\$0
Immunization Noncompliance	(2.667)	(\$12,464)	(\$12,464)	\$0
Nec. Existent Small Schools	0.000	\$0	\$0	\$0
Foreign Exchange Students*	3.000	\$14,022	\$14,022	\$0
B. RESTRICTED BASIC SCHOOL PROGRAMS				
Class Size Reduction	239.009	\$1,117,130	\$1,117,130	\$0
Students At-Risk - Add-on	78.890	\$368,732	\$368,732	\$0
Career & Technical Education - Add-On*	136.017	\$635,743	\$635,743	\$0
Special Education - Add-On	473.037	\$2,210,975	\$2,210,975	\$0
Special Education - Self-Contained	50.583	\$236,427	\$236,427	\$0
Special Education - Pre-School	23.711	\$110,827	\$110,827	\$0
Special Education - Extended Year	2.246	\$10,500	\$10,500	\$0
Special Education - Impact Aid	9.462	\$44,227	\$44,227	\$0
Special Education - EYSE*	3.813	\$17,820	\$17,820	\$0
TOTAL BASIC SCHOOL PROGRAM (A and B)	5,015.440	\$23,442,175	\$23,442,175	\$0
RELATED TO BASIC SCHOOL PROGRAMS (RTBSP)				
Pupil Transportation*		\$1,488,685	\$0	\$1,488,685
Flexible Allocation		\$1,513,395	\$0	\$1,513,395
Youth-in-Care*		\$0	\$0	\$0
Adult Education*		\$109,010	\$0	\$109,010
Adult Education - Corrections Institutions*		\$11,428	\$0	\$11,428
Adult Education - Supplemental*		\$600	\$0	\$600
Enhancement for Accelerated Students*		\$131,627	\$0	\$131,627
Concurrent Enrollment*		\$91,436	\$0	\$91,436
Educator Salary Adjustments		\$4,285,568	\$0	\$4,285,568
Salary Supplement for Highly Needed Educators (SSHINE)		\$236,441	\$0	\$236,441
Teacher Supplies and Materials		\$91,720	\$0	\$91,720
Effective Teachers in High Poverty Schools*		\$0	\$0	\$0
Educator Professional Time*		\$672,038	\$0	\$672,038
School LAND Trust Program*		\$853,979	\$0	\$853,979
Teacher and Student Success Program*		\$1,353,780	\$0	\$1,353,780
Student Health & Counseling Support Program*		\$150,230	\$0	\$150,230
School-Based Education Support Professionals Stipends		\$275,207	\$0	\$275,207
Dual Immersion*		\$661,837	\$0	\$661,837
Beverley Taylor Sorenson Elementary Arts*		\$35,000	\$0	\$35,000
Digital Teaching and Learning*		\$141,341	\$0	\$141,341
TOTAL RTBSP:		\$12,103,322	\$0	\$12,103,322
LEEWAY PROGRAMS				
	Local & State Amounts Generated	Less Local Amounts	State Support Amounts	
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth	\$21,713,699	\$21,713,699		\$0
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth	\$54,745,350	\$54,745,350		\$0
TOTAL LEEWAY PROGRAMS:	\$76,459,049	\$76,459,049		\$0
TOTAL MINIMUM SCHOOL PROGRAM:	\$112,004,546	\$99,901,224		\$12,103,322
OTHER STATE PROGRAMS				
Capital Outlay Foundation Formula - Income Tax Fund				\$0
Capital Outlay Foundation Formula - Minimum Basic Growth Account				\$0
School Fees Amendments (HB04152024GS)				\$124,369
TOTAL OTHER STATE PROGRAMS:				\$124,369
TOTAL STATE FUNDING				\$12,227,691

*This program requires LEA action before funds can be received or spent. USBE staff contacts can be found in the MSP Program Summary Report.

WPU Value:	\$4,674	Utah State Supported Minimum School Program District Summary FY 2026 Final Estimates Piute23			
Basic Levy Rate:	0.001379				
Total District Levy Rate:	0.004380				
Basic Rate % of Total Rate	31.48%				
Total Local Taxes Collected:	\$1,176,671				
Basic Levy Revenues:	\$370,463				
Recapture:	\$0				
Combined Levy Hold Harmless Rate:	0.002009				
V&B Final Guarantee Rate:	\$75.58				
Charter School Local Levy:	\$1,446				
MINIMUM SCHOOL PROGRAM					
BASIC SCHOOL PROGRAMS					
A: REGULAR BASIC SCHOOL PROGRAMS					
	WPUs	Total Amounts Generated	Basic Levy Revenues	State Funds	
Grades K-12	426.828	\$1,994,993	\$370,463	\$1,624,530	
Immunization Noncompliance	0.000	\$0	\$0	\$0	
Nec. Existent Small Schools	532.570	\$2,489,230	\$0	\$2,489,230	
Foreign Exchange Students*	0.000	\$0	\$0	\$0	
B. RESTRICTED BASIC SCHOOL PROGRAMS					
Class Size Reduction	31.692	\$148,130	\$0	\$148,130	
Students At-Risk - Add-on	21.128	\$98,750	\$0	\$98,750	
Career & Technical Education - Add-On*	76.741	\$358,688	\$0	\$358,688	
Special Education - Add-On	68.230	\$318,905	\$0	\$318,905	
Special Education - Self-Contained	2.000	\$9,348	\$0	\$9,348	
Special Education - Pre-School	10.374	\$48,487	\$0	\$48,487	
Special Education - Extended Year	0.483	\$2,259	\$0	\$2,259	
Special Education - Impact Aid	0.999	\$4,669	\$0	\$4,669	
Special Education - EYSE*	0.671	\$3,136	\$0	\$3,136	
TOTAL BASIC SCHOOL PROGRAM (A and B)	1,171.716	\$5,476,595	\$370,463	\$5,106,132	
RELATED TO BASIC SCHOOL PROGRAMS (RTBSP)					
Pupil Transportation*		\$179,782	\$0	\$179,782	
Flexible Allocation		\$353,562	\$0	\$353,562	
Youth-in-Care*		\$0	\$0	\$0	
Adult Education*		\$0	\$0	\$0	
Adult Education - Corrections Institutions*		\$0	\$0	\$0	
Adult Education - Supplemental*		\$0	\$0	\$0	
Enhancement for Accelerated Students*		\$0	\$0	\$0	
Concurrent Enrollment*		\$25,221	\$0	\$25,221	
Educator Salary Adjustments		\$382,893	\$0	\$382,893	
Salary Supplement for Highly Needed Educators (SSHINE)		\$122,097	\$0	\$122,097	
Teacher Supplies and Materials		\$10,931	\$0	\$10,931	
Effective Teachers in High Poverty Schools*		\$0	\$0	\$0	
Educator Professional Time*		\$60,701	\$0	\$60,701	
School LAND Trust Program*		\$302,696	\$0	\$302,696	
Teacher and Student Success Program*		\$264,560	\$0	\$264,560	
Student Health & Counseling Support Program*		\$0	\$0	\$0	
School-Based Education Support Professionals Stipends		\$31,288	\$0	\$31,288	
Dual Immersion*		\$0	\$0	\$0	
Beverly Taylor Sorenson Elementary Arts*		\$55,779	\$0	\$55,779	
Digital Teaching and Learning*		\$50,063	\$0	\$50,063	
TOTAL RTBSP:		\$1,839,573	\$0	\$1,839,573	
LEEWAY PROGRAMS					
	Local & State Amounts Generated	Less Local Amounts	State Support Amounts		
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth	\$1,410,584	\$427,909	\$982,675		
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth	\$360,580	\$109,384	\$251,196		
TOTAL LEEWAY PROGRAMS:	\$1,771,164	\$537,293	\$1,233,871		
TOTAL MINIMUM SCHOOL PROGRAM:	\$9,087,332	\$907,756	\$8,179,576		
OTHER STATE PROGRAMS					
Capital Outlay Foundation Formula - Income Tax Fund				\$91,347	
Capital Outlay Foundation Formula - Minimum Basic Growth Account				\$108,653	
School Fees Amendments (HB04152024GS)				\$8,868	
TOTAL OTHER STATE PROGRAMS:				\$208,868	
TOTAL STATE FUNDING				\$8,388,444	

*This program requires LEA action before funds can be received or spent. USBE staff contacts can be found in the MSP Program Summary Report.

WPU Value:	\$4,674	Utah State Supported Minimum School Program District Summary FY 2026 Final Estimates Rich 24			
Basic Levy Rate:	0.001379				
Total District Levy Rate:	0.003054				
Basic Rate % of Total Rate	45.15%				
Total Local Taxes Collected:	\$9,329,223				
Basic Levy Revenues:	\$4,212,508				
Recapture:	\$0				
Combined Levy Hold Harmless Rate:	0.001325				
V&B Final Guarantee Rate:	\$ 75.58				
Charter School Local Levy:	\$ 7,555				
MINIMUM SCHOOL PROGRAM					
BASIC SCHOOL PROGRAMS					
A: REGULAR BASIC SCHOOL PROGRAMS					
	WPUs	Total Amounts Generated	Basic Levy Revenues	State Funds	
Grades K-12	482.322	\$2,254,374	\$2,254,374		\$0
Immunization Noncompliance	0.000	\$0	\$0		\$0
Nec. Existent Small Schools	590.600	\$2,760,466	\$1,958,134		\$802,332
Foreign Exchange Students*	0.000	\$0	\$0		\$0
B. RESTRICTED BASIC SCHOOL PROGRAMS					
Class Size Reduction	30.985	\$144,822	\$0		\$144,822
Students At-Risk - Add-on	22.893	\$107,000	\$0		\$107,000
Career & Technical Education - Add-On*	32.471	\$151,769	\$0		\$151,769
Special Education - Add-On	88.555	\$413,908	\$0		\$413,908
Special Education - Self-Contained	15.272	\$71,382	\$0		\$71,382
Special Education - Pre-School	8.892	\$41,560	\$0		\$41,560
Special Education - Extended Year	0.852	\$3,984	\$0		\$3,984
Special Education - Impact Aid	2.171	\$10,146	\$0		\$10,146
Special Education - EYSE*	1.231	\$5,755	\$0		\$5,755
TOTAL BASIC SCHOOL PROGRAM (A and B)	1,276.244	\$5,965,166	\$4,212,508		\$1,752,658
RELATED TO BASIC SCHOOL PROGRAMS (RTBSP)					
Pupil Transportation*		\$376,675	\$0		\$376,675
Flexible Allocation		\$385,103	\$0		\$385,103
Youth-in-Care*		\$0	\$0		\$0
Adult Education*		\$0	\$0		\$0
Adult Education - Corrections Institutions*		\$0	\$0		\$0
Adult Education - Supplemental*		\$0	\$0		\$0
Enhancement for Accelerated Students*		\$0	\$0		\$0
Concurrent Enrollment*		\$90,910	\$0		\$90,910
Educator Salary Adjustments		\$520,861	\$0		\$520,861
Salary Supplement for Highly Needed Educators (SSHINE)		\$124,299	\$0		\$124,299
Teacher Supplies and Materials		\$12,575	\$0		\$12,575
Effective Teachers in High Poverty Schools*		\$0	\$0		\$0
Educator Professional Time*		\$82,838	\$0		\$82,838
School LAND Trust Program*		\$312,866	\$0		\$312,866
Teacher and Student Success Program*		\$321,763	\$0		\$321,763
Student Health & Counseling Support Program*		\$38,610	\$0		\$38,610
School-Based Education Support Professionals Stipends		\$30,132	\$0		\$30,132
Dual Immersion*		\$0	\$0		\$0
Beverly Taylor Sorenson Elementary Arts*		\$0	\$0		\$0
Digital Teaching and Learning*		\$51,747	\$0		\$51,747
TOTAL RTBSP:		\$2,348,379	\$0		\$2,348,379
LEEWAY PROGRAMS					
	Local & State Amounts Generated	Less Local Amounts	State Support Amounts		
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth	\$1,955,044	\$1,955,044		\$0	
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth	\$2,052,796	\$2,052,796		\$0	
TOTAL LEEWAY PROGRAMS:	\$4,007,840	\$4,007,840		\$0	
TOTAL MINIMUM SCHOOL PROGRAM:	\$12,321,385	\$8,220,348		\$4,101,037	
OTHER STATE PROGRAMS					
Capital Outlay Foundation Formula - Income Tax Fund				\$0	
Capital Outlay Foundation Formula - Minimum Basic Growth Account				\$0	
School Fees Amendments (HB04152024GS)				\$13,385	
TOTAL OTHER STATE PROGRAMS:				\$13,385	
TOTAL STATE FUNDING				\$4,114,422	

*This program requires LEA action before funds can be received or spent. USBE staff contacts can be found in the MSP Program Summary Report.

WPU Value:	\$4,674	Utah State Supported Minimum School Program District Summary FY 2026 Final Estimates San Juan25			
Basic Levy Rate:	0.001379				
Total District Levy Rate:	0.006008				
Basic Rate % of Total Rate	22.95%				
Total Local Taxes Collected:	\$7,370,993				
Basic Levy Revenues:	\$1,691,844				
Recapture:	\$0				
Combined Levy Hold Harmless Rate:	0.002014				
V&B Final Guarantee Rate:	\$75.58				
Charter School Local Levy:	\$9,969				
MINIMUM SCHOOL PROGRAM					
BASIC SCHOOL PROGRAMS					
A: REGULAR BASIC SCHOOL PROGRAMS					
	WPU	Total Amounts Generated	Basic Levy Revenues	State Funds	
Grades K-12	2,686.817	\$12,558,181	\$1,691,844	\$10,866,337	
Immunization Noncompliance	(6.217)	(\$29,057)	\$0	(\$29,057)	
Nec. Existent Small Schools	1,184.018	\$5,534,099	\$0	\$5,534,099	
Foreign Exchange Students*	0.000	\$0	\$0	\$0	
B. RESTRICTED BASIC SCHOOL PROGRAMS					
Class Size Reduction	171.965	\$803,764	\$0	\$803,764	
Students At-Risk - Add-on	291.385	\$1,361,933	\$0	\$1,361,933	
Career & Technical Education - Add-On*	259.280	\$1,211,874	\$0	\$1,211,874	
Special Education - Add-On	465.806	\$2,177,175	\$0	\$2,177,175	
Special Education - Self-Contained	37.811	\$176,729	\$0	\$176,729	
Special Education - Pre-School	37.049	\$173,167	\$0	\$173,167	
Special Education - Extended Year	2.451	\$11,458	\$0	\$11,458	
Special Education - Impact Aid	10.610	\$49,593	\$0	\$49,593	
Special Education - EYSE*	3.784	\$17,688	\$0	\$17,688	
TOTAL BASIC SCHOOL PROGRAM (A and B)	5,144.759	\$24,046,604	\$1,691,844	\$22,354,760	
RELATED TO BASIC SCHOOL PROGRAMS (RTBSP)					
Pupil Transportation*		\$1,991,914	\$0	\$1,991,914	
Flexible Allocation		\$1,552,417	\$0	\$1,552,417	
Youth-in-Care*		\$402,911	\$0	\$402,911	
Adult Education*		\$270,341	\$0	\$270,341	
Adult Education - Corrections Institutions*		\$44,532	\$0	\$44,532	
Adult Education - Supplemental*		\$955	\$0	\$955	
Enhancement for Accelerated Students*		\$0	\$0	\$0	
Concurrent Enrollment*		\$115,641	\$0	\$115,641	
Educator Salary Adjustments		\$2,638,583	\$0	\$2,638,583	
Salary Supplement for Highly Needed Educators (SSHINE)		\$194,697	\$0	\$194,697	
Teacher Supplies and Materials		\$64,558	\$0	\$64,558	
Effective Teachers in High Poverty Schools*		\$0	\$0	\$0	
Educator Professional Time*		\$437,613	\$0	\$437,613	
School LAND Trust Program*		\$652,221	\$0	\$652,221	
Teacher and Student Success Program*		\$1,328,313	\$0	\$1,328,313	
Student Health & Counseling Support Program*		\$100,495	\$0	\$100,495	
School-Based Education Support Professionals Stipends		\$271,588	\$0	\$271,588	
Dual Immersion*		\$0	\$0	\$0	
Beverly Taylor Sorenson Elementary Arts*		\$0	\$0	\$0	
Digital Teaching and Learning*		\$107,935	\$0	\$107,935	
TOTAL RTBSP:		\$10,174,714	\$0	\$10,174,714	
LEEWAY PROGRAMS					
		Local & State Amounts Generated	Less Local Amounts	State Support Amounts	
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$6,178,207	\$1,949,335	\$4,228,872	
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$1,598,612	\$504,391	\$1,094,221	
TOTAL LEEWAY PROGRAMS:		\$7,776,819	\$2,453,726	\$5,323,093	
TOTAL MINIMUM SCHOOL PROGRAM:		\$41,998,137	\$4,145,570	\$37,852,567	
OTHER STATE PROGRAMS					
Capital Outlay Foundation Formula - Income Tax Fund				\$924,802	
Capital Outlay Foundation Formula - Minimum Basic Growth Account				\$1,100,003	
School Fees Amendments (HB04152024GS)				\$75,673	
TOTAL OTHER STATE PROGRAMS:				\$2,100,478	
TOTAL STATE FUNDING				\$39,953,045	

*This program requires LEA action before funds can be received or spent. USBE staff contacts can be found in the MSP Program Summary Report.

WPU Value:	\$4,674	Utah State Supported Minimum School Program District Summary FY 2026 Final Estimates Sevier 26			
Basic Levy Rate:	0.001379				
Total District Levy Rate:	0.005083				
Basic Rate % of Total Rate	27.13%				
Total Local Taxes Collected:	\$15,672,303				
Basic Levy Revenues:	\$4,251,841				
Recapture:	\$0				
Combined Levy Hold Harmless Rate:	0.001981				
V&B Final Guarantee Rate:	\$ 75.58				
Charter School Local Levy:	\$ 44,152				
MINIMUM SCHOOL PROGRAM					
BASIC SCHOOL PROGRAMS					
A: REGULAR BASIC SCHOOL PROGRAMS					
	WPUs	Total Amounts Generated	Basic Levy Revenues	State Funds	
Grades K-12	4,318.089	\$20,182,747	\$4,251,841	\$15,930,906	
Immunization Noncompliance	0.000	\$0	\$0	\$0	
Nec. Existent Small Schools	748.977	\$3,500,721	\$0	\$3,500,721	
Foreign Exchange Students*	6.000	\$28,044	\$0	\$28,044	
B. RESTRICTED BASIC SCHOOL PROGRAMS					
Class Size Reduction	276.334	\$1,291,586	\$0	\$1,291,586	
Students At-Risk - Add-on	238.785	\$1,116,081	\$0	\$1,116,081	
Career & Technical Education - Add-On*	385.383	\$1,801,283	\$0	\$1,801,283	
Special Education - Add-On	638.087	\$2,982,420	\$0	\$2,982,420	
Special Education - Self-Contained	60.333	\$281,998	\$0	\$281,998	
Special Education - Pre-School	121.521	\$567,989	\$0	\$567,989	
Special Education - Extended Year	3.526	\$16,479	\$0	\$16,479	
Special Education - Impact Aid	16.502	\$77,131	\$0	\$77,131	
Special Education - EYSE*	7.164	\$33,487	\$0	\$33,487	
TOTAL BASIC SCHOOL PROGRAM (A and B)	6,820.701	\$31,879,966	\$4,251,841	\$27,628,125	
RELATED TO BASIC SCHOOL PROGRAMS (RTBSP)					
Pupil Transportation*		\$1,152,769	\$0	\$1,152,769	
Flexible Allocation		\$2,058,127	\$0	\$2,058,127	
Youth-in-Care*		\$472,969	\$0	\$472,969	
Adult Education*		\$43,542	\$0	\$43,542	
Adult Education - Corrections Institutions*		\$21,077	\$0	\$21,077	
Adult Education - Supplemental*		\$200	\$0	\$200	
Enhancement for Accelerated Students*		\$26,283	\$0	\$26,283	
Concurrent Enrollment*		\$229,414	\$0	\$229,414	
Educator Salary Adjustments		\$3,275,990	\$0	\$3,275,990	
Salary Supplement for Highly Needed Educators (SSHINE)		\$246,319	\$0	\$246,319	
Teacher Supplies and Materials		\$81,880	\$0	\$81,880	
Effective Teachers in High Poverty Schools*		\$0	\$0	\$0	
Educator Professional Time*		\$519,252	\$0	\$519,252	
School LAND Trust Program*		\$901,091	\$0	\$901,091	
Teacher and Student Success Program*		\$1,752,854	\$0	\$1,752,854	
Student Health & Counseling Support Program*		\$159,812	\$0	\$159,812	
School-Based Education Support Professionals Stipends		\$257,239	\$0	\$257,239	
Dual Immersion*		\$0	\$0	\$0	
Beverley Taylor Sorenson Elementary Arts*		\$140,000	\$0	\$140,000	
Digital Teaching and Learning*		\$149,141	\$0	\$149,141	
TOTAL RTBSP:		\$11,487,959	\$0	\$11,487,959	
LEEWAY PROGRAMS					
		Local & State Amounts Generated	Less Local Amounts	State Support Amounts	
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$4,632,708	\$2,608,453	\$2,024,255	
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$5,930,524	\$3,339,190	\$2,591,334	
TOTAL LEEWAY PROGRAMS:		\$10,563,232	\$5,947,643	\$4,615,589	
TOTAL MINIMUM SCHOOL PROGRAM:		\$53,931,157	\$10,199,484	\$43,731,673	
OTHER STATE PROGRAMS					
Capital Outlay Foundation Formula - Income Tax Fund				\$0	
Capital Outlay Foundation Formula - Minimum Basic Growth Account				\$0	
School Fees Amendments (HB04152024GS)				\$117,727	
TOTAL OTHER STATE PROGRAMS:				\$117,727	
TOTAL STATE FUNDING				\$43,849,400	

*This program requires LEA action before funds can be received or spent. USBE staff contacts can be found in the MSP Program Summary Report.

WPU Value:	\$4,674	Utah State Supported Minimum School Program District Summary FY 2026 Final Estimates South Sanpete27			
Basic Levy Rate:	0.001379				
Total District Levy Rate:	0.006479				
Basic Rate % of Total Rate	21.28%				
Total Local Taxes Collected:	\$9,878,265				
Basic Levy Revenues:	\$2,102,505				
Recapture:	\$0				
Combined Levy Hold Harmless Rate:	0.002066				
V&B Final Guarantee Rate:	\$75.58				
Charter School Local Levy:	\$24,492				
MINIMUM SCHOOL PROGRAM					
BASIC SCHOOL PROGRAMS					
A: REGULAR BASIC SCHOOL PROGRAMS					
	WPUs	Total Amounts Generated	Basic Levy Revenues	State Funds	
Grades K-12	3,067.268	\$14,336,411	\$2,102,505	\$12,233,906	
Immunization Noncompliance	0.000	\$0	\$0	\$0	
Nec. Existent Small Schools	409.903	\$1,915,888	\$0	\$1,915,888	
Foreign Exchange Students*	3.000	\$14,022	\$0	\$14,022	
B. RESTRICTED BASIC SCHOOL PROGRAMS					
Class Size Reduction	198.151	\$926,159	\$0	\$926,159	
Students At-Risk - Add-on	202.895	\$948,331	\$0	\$948,331	
Career & Technical Education - Add-On*	244.369	\$1,142,180	\$0	\$1,142,180	
Special Education - Add-On	529.760	\$2,476,096	\$0	\$2,476,096	
Special Education - Self-Contained	32.717	\$152,918	\$0	\$152,918	
Special Education - Pre-School	88.918	\$415,602	\$0	\$415,602	
Special Education - Extended Year	2.603	\$12,167	\$0	\$12,167	
Special Education - Impact Aid	51.797	\$242,098	\$0	\$242,098	
Special Education - EYSE*	5.806	\$27,139	\$0	\$27,139	
TOTAL BASIC SCHOOL PROGRAM (A and B)	4,837.187	\$22,609,011	\$2,102,505	\$20,506,506	
RELATED TO BASIC SCHOOL PROGRAMS (RTBSP)					
Pupil Transportation*		\$755,187	\$0	\$755,187	
Flexible Allocation		\$1,459,607	\$0	\$1,459,607	
Youth-in-Care*		\$957,316	\$0	\$957,316	
Adult Education*		\$73,134	\$0	\$73,134	
Adult Education - Corrections Institutions*		\$1,434,291	\$0	\$1,434,291	
Adult Education - Supplemental*		\$4,936	\$0	\$4,936	
Enhancement for Accelerated Students*		\$0	\$0	\$0	
Concurrent Enrollment*		\$157,070	\$0	\$157,070	
Educator Salary Adjustments		\$2,599,754	\$0	\$2,599,754	
Salary Supplement for Highly Needed Educators (SSHINE)		\$206,991	\$0	\$206,991	
Teacher Supplies and Materials		\$62,676	\$0	\$62,676	
Effective Teachers in High Poverty Schools*		\$0	\$0	\$0	
Educator Professional Time*		\$414,035	\$0	\$414,035	
School LAND Trust Program*		\$712,793	\$0	\$712,793	
Teacher and Student Success Program*		\$1,223,502	\$0	\$1,223,502	
Student Health & Counseling Support Program*		\$121,516	\$0	\$121,516	
School-Based Education Support Professionals Stipends		\$205,097	\$0	\$205,097	
Dual Immersion*		\$0	\$0	\$0	
Beverly Taylor Sorenson Elementary Arts*		\$75,000	\$0	\$75,000	
Digital Teaching and Learning*		\$117,964	\$0	\$117,964	
TOTAL RTBSP:		\$10,580,869	\$0	\$10,580,869	
LEEWAY PROGRAMS					
		Local & State Amounts Generated	Less Local Amounts	State Support Amounts	
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$3,898,634	\$1,564,300	\$2,334,334	
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$3,609,846	\$1,448,426	\$2,161,420	
TOTAL LEEWAY PROGRAMS:		\$7,508,480	\$3,012,726	\$4,495,754	
TOTAL MINIMUM SCHOOL PROGRAM:		\$40,698,360	\$5,115,231	\$35,583,129	
OTHER STATE PROGRAMS					
Capital Outlay Foundation Formula - Income Tax Fund				\$982,297	
Capital Outlay Foundation Formula - Minimum Basic Growth Account				\$1,168,391	
School Fees Amendments (HB04152024GS)				\$85,207	
TOTAL OTHER STATE PROGRAMS:				\$2,235,895	
TOTAL STATE FUNDING				\$37,819,024	

*This program requires LEA action before funds can be received or spent. USBE staff contacts can be found in the MSP Program Summary Report.

WPU Value:	\$4,674	Utah State Supported Minimum School Program District Summary FY 2026 Final Estimates South Summit28			
Basic Levy Rate:	0.001379				
Total District Levy Rate:	0.003612				
Basic Rate % of Total Rate	38.18%				
Total Local Taxes Collected:	\$26,981,454				
Basic Levy Revenues:	\$10,301,059				
Recapture:	\$0				
Combined Levy Hold Harmless Rate:	0.001630				
V&B Final Guarantee Rate:	\$75.58				
Charter School Local Levy:	\$203,350				
MINIMUM SCHOOL PROGRAM					
BASIC SCHOOL PROGRAMS					
A: REGULAR BASIC SCHOOL PROGRAMS					
	WPUs	Total Amounts Generated	Basic Levy Revenues	State Funds	
Grades K-12	1,553.322	\$7,260,228	\$7,260,228		\$0
Immunization Noncompliance	0.000	\$0	\$0		\$0
Nec. Existent Small Schools	409.600	\$1,914,469	\$1,914,469		\$0
Foreign Exchange Students*	0.000	\$0	\$0		\$0
B. RESTRICTED BASIC SCHOOL PROGRAMS					
Class Size Reduction	95.262	\$445,254	\$445,254		\$0
Students At-Risk - Add-on	42.760	\$199,860	\$199,860		\$0
Career & Technical Education - Add-On*	130.859	\$611,636	\$481,248		\$130,388
Special Education - Add-On	213.541	\$998,090	\$0		\$998,090
Special Education - Self-Contained	13.339	\$62,346	\$0		\$62,346
Special Education - Pre-School	23.711	\$110,827	\$0		\$110,827
Special Education - Extended Year	0.483	\$2,259	\$0		\$2,259
Special Education - Impact Aid	4.244	\$19,839	\$0		\$19,839
Special Education - EYSE*	2.304	\$10,771	\$0		\$10,771
TOTAL BASIC SCHOOL PROGRAM (A and B)	2,489.425	\$11,635,579	\$10,301,059		\$1,334,520
RELATED TO BASIC SCHOOL PROGRAMS (RTBSP)					
Pupil Transportation*		\$458,858	\$0		\$458,858
Flexible Allocation		\$751,177	\$0		\$751,177
Youth-in-Care*		\$0	\$0		\$0
Adult Education*		\$29,736	\$0		\$29,736
Adult Education - Corrections Institutions*		\$0	\$0		\$0
Adult Education - Supplemental*		\$15,136	\$0		\$15,136
Enhancement for Accelerated Students*		\$8,915	\$0		\$8,915
Concurrent Enrollment*		\$79,678	\$0		\$79,678
Educator Salary Adjustments		\$1,342,487	\$0		\$1,342,487
Salary Supplement for Highly Needed Educators (SSHINE)		\$157,357	\$0		\$157,357
Teacher Supplies and Materials		\$30,423	\$0		\$30,423
Effective Teachers in High Poverty Schools*		\$0	\$0		\$0
Educator Professional Time*		\$217,225	\$0		\$217,225
School LAND Trust Program*		\$473,495	\$0		\$473,495
Teacher and Student Success Program*		\$638,868	\$0		\$638,868
Student Health & Counseling Support Program*		\$72,847	\$0		\$72,847
School-Based Education Support Professionals Stipends		\$98,324	\$0		\$98,324
Dual Immersion*		\$11,050	\$0		\$11,050
Beverley Taylor Sorenson Elementary Arts*		\$52,500	\$0		\$52,500
Digital Teaching and Learning*		\$78,343	\$0		\$78,343
TOTAL RTBSP:		\$4,516,419	\$0		\$4,516,419
LEEWAY PROGRAMS					
	Local & State Amounts Generated	Less Local Amounts	State Support Amounts		
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth	\$3,660,275	\$3,660,275		\$0	
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth	\$8,060,074	\$8,060,074		\$0	
TOTAL LEEWAY PROGRAMS:	\$11,720,349	\$11,720,349		\$0	
TOTAL MINIMUM SCHOOL PROGRAM:	\$27,872,347	\$22,021,408		\$5,850,939	
OTHER STATE PROGRAMS					
Capital Outlay Foundation Formula - Income Tax Fund				\$0	
Capital Outlay Foundation Formula - Minimum Basic Growth Account				\$0	
School Fees Amendments (HB04152024GS)				\$47,218	
TOTAL OTHER STATE PROGRAMS:				\$47,218	
TOTAL STATE FUNDING				\$5,898,157	

*This program requires LEA action before funds can be received or spent. USBE staff contacts can be found in the MSP Program Summary Report.

WPU Value:	\$4,674	Utah State Supported Minimum School Program District Summary FY 2026 Final Estimates Tintic29			
Basic Levy Rate:	0.001379				
Total District Levy Rate:	0.005162				
Basic Rate % of Total Rate	26.71%				
Total Local Taxes Collected:	\$887,465				
Basic Levy Revenues:	\$237,081				
Recapture:	\$0				
Combined Levy Hold Harmless Rate:	0.002461				
V&B Final Guarantee Rate:	\$75.58				
Charter School Local Levy:	\$1,289				
MINIMUM SCHOOL PROGRAM					
BASIC SCHOOL PROGRAMS					
A: REGULAR BASIC SCHOOL PROGRAMS					
	WPUs	Total Amounts Generated	Basic Levy Revenues	State Funds	
Grades K-12	257.283	\$1,202,542	\$237,081	\$965,461	
Immunization Noncompliance	0.000	\$0	\$0	\$0	
Nec. Existent Small Schools	563.749	\$2,634,965	\$0	\$2,634,965	
Foreign Exchange Students*	0.000	\$0	\$0	\$0	
B. RESTRICTED BASIC SCHOOL PROGRAMS					
Class Size Reduction	15.114	\$70,644	\$0	\$70,644	
Students At-Risk - Add-on	16.375	\$76,537	\$0	\$76,537	
Career & Technical Education - Add-On*	58.930	\$275,440	\$0	\$275,440	
Special Education - Add-On	42.535	\$198,809	\$0	\$198,809	
Special Education - Self-Contained	3.078	\$14,386	\$0	\$14,386	
Special Education - Pre-School	1.482	\$6,927	\$0	\$6,927	
Special Education - Extended Year	0.639	\$2,987	\$0	\$2,987	
Special Education - Impact Aid	0.897	\$4,194	\$0	\$4,194	
Special Education - EYSE*	0.337	\$1,576	\$0	\$1,576	
TOTAL BASIC SCHOOL PROGRAM (A and B)	960.419	\$4,489,007	\$237,081	\$4,251,926	
RELATED TO BASIC SCHOOL PROGRAMS (RTBSP)					
Pupil Transportation*		\$81,822	\$0	\$81,822	
Flexible Allocation		\$289,804	\$0	\$289,804	
Youth-in-Care*		\$0	\$0	\$0	
Adult Education*		\$31,147	\$0	\$31,147	
Adult Education - Corrections Institutions*		\$0	\$0	\$0	
Adult Education - Supplemental*		\$100	\$0	\$100	
Enhancement for Accelerated Students*		\$1,380	\$0	\$1,380	
Concurrent Enrollment*		\$18,373	\$0	\$18,373	
Educator Salary Adjustments		\$309,264	\$0	\$309,264	
Salary Supplement for Highly Needed Educators (SSHINE)		\$116,929	\$0	\$116,929	
Teacher Supplies and Materials		\$8,206	\$0	\$8,206	
Effective Teachers in High Poverty Schools*		\$0	\$0	\$0	
Educator Professional Time*		\$52,668	\$0	\$52,668	
School LAND Trust Program*		\$277,420	\$0	\$277,420	
Teacher and Student Success Program*		\$215,162	\$0	\$215,162	
Student Health & Counseling Support Program*		\$32,146	\$0	\$32,146	
School-Based Education Support Professionals Stipends		\$31,535	\$0	\$31,535	
Dual Immersion*		\$0	\$0	\$0	
Beverley Taylor Sorenson Elementary Arts*		\$17,500	\$0	\$17,500	
Digital Teaching and Learning*		\$45,879	\$0	\$45,879	
TOTAL RTBSP:		\$1,529,335	\$0	\$1,529,335	
LEEWAY PROGRAMS					
	Local & State Amounts Generated	Less Local Amounts	State Support Amounts		
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth	\$909,243	\$215,350		\$693,893	
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth	\$542,528	\$128,495		\$414,033	
TOTAL LEEWAY PROGRAMS:	\$1,451,771	\$343,845		\$1,107,926	
TOTAL MINIMUM SCHOOL PROGRAM:	\$7,470,113	\$580,926		\$6,889,187	
OTHER STATE PROGRAMS					
Capital Outlay Foundation Formula - Income Tax Fund				\$91,347	
Capital Outlay Foundation Formula - Minimum Basic Growth Account				\$108,653	
School Fees Amendments (HB04152024GS)				\$8,369	
TOTAL OTHER STATE PROGRAMS:				\$208,369	
TOTAL STATE FUNDING				\$7,097,556	

*This program requires LEA action before funds can be received or spent. USBE staff contacts can be found in the MSP Program Summary Report.

WPU Value:	\$4,674	Utah State Supported Minimum School Program District Summary FY 2026 Final Estimates Tooele30			
Basic Levy Rate:	0.001379				
Total District Levy Rate:	0.007939				
Basic Rate % of Total Rate	17.37%				
Total Local Taxes Collected:	\$79,538,465				
Basic Levy Revenues:	\$13,815,788				
Recapture:	\$0				
Combined Levy Hold Harmless Rate:	0.004338				
V&B Final Guarantee Rate:	\$ 75.58				
Charter School Local Levy:	\$ 1,019,333				
MINIMUM SCHOOL PROGRAM					
BASIC SCHOOL PROGRAMS					
A: REGULAR BASIC SCHOOL PROGRAMS					
	WPUs	Total Amounts Generated	Basic Levy Revenues	State Funds	
Grades K-12	15,259.266	\$71,321,810	\$13,815,788	\$57,506,022	
Immunization Noncompliance	(14.572)	(\$68,111)	\$0	(\$68,111)	
Nec. Existent Small Schools	520.920	\$2,434,782	\$0	\$2,434,782	
Foreign Exchange Students*	20.000	\$93,480	\$0	\$93,480	
B. RESTRICTED BASIC SCHOOL PROGRAMS					
Class Size Reduction	917.911	\$4,290,314	\$0	\$4,290,314	
Students At-Risk - Add-on	569.528	\$2,661,972	\$0	\$2,661,972	
Career & Technical Education - Add-On*	952.603	\$4,452,466	\$0	\$4,452,466	
Special Education - Add-On	2,317.853	\$10,833,646	\$0	\$10,833,646	
Special Education - Self-Contained	260.694	\$1,218,486	\$0	\$1,218,486	
Special Education - Pre-School	256.380	\$1,198,319	\$0	\$1,198,319	
Special Education - Extended Year	10.591	\$49,501	\$0	\$49,501	
Special Education - Impact Aid	24.492	\$114,478	\$0	\$114,478	
Special Education - EYSE*	18.687	\$87,341	\$0	\$87,341	
TOTAL BASIC SCHOOL PROGRAM (A and B)	21,114.353	\$98,688,484	\$13,815,788	\$84,872,696	
RELATED TO BASIC SCHOOL PROGRAMS (RTBSP)					
Pupil Transportation*		\$4,100,942	\$0	\$4,100,942	
Flexible Allocation		\$6,371,196	\$0	\$6,371,196	
Youth-in-Care*		\$333,496	\$0	\$333,496	
Adult Education*		\$282,390	\$0	\$282,390	
Adult Education - Corrections Institutions*		\$10,195	\$0	\$10,195	
Adult Education - Supplemental*		\$40,407	\$0	\$40,407	
Enhancement for Accelerated Students*		\$129,535	\$0	\$129,535	
Concurrent Enrollment*		\$399,344	\$0	\$399,344	
Educator Salary Adjustments		\$11,791,963	\$0	\$11,791,963	
Salary Supplement for Highly Needed Educators (SSHINE)		\$595,436	\$0	\$595,436	
Teacher Supplies and Materials		\$288,573	\$0	\$288,573	
Effective Teachers in High Poverty Schools*		\$0	\$0	\$0	
Educator Professional Time*		\$1,880,122	\$0	\$1,880,122	
School LAND Trust Program*		\$2,580,217	\$0	\$2,580,217	
Teacher and Student Success Program*		\$5,402,993	\$0	\$5,402,993	
Student Health & Counseling Support Program*		\$500,095	\$0	\$500,095	
School-Based Education Support Professionals Stipends		\$788,270	\$0	\$788,270	
Dual Immersion*		\$1,072,112	\$0	\$1,072,112	
Beverley Taylor Sorenson Elementary Arts*		\$346,500	\$0	\$346,500	
Digital Teaching and Learning*		\$426,168	\$0	\$426,168	
TOTAL RTBSP:		\$37,339,954	\$0	\$37,339,954	
LEEWAY PROGRAMS					
		Local & State Amounts Generated	Less Local Amounts	State Support Amounts	
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$12,455,202	\$7,819,474	\$4,635,728	
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$19,461,254	\$12,217,928	\$7,243,326	
TOTAL LEEWAY PROGRAMS:		\$31,916,456	\$20,037,402	\$11,879,054	
TOTAL MINIMUM SCHOOL PROGRAM:		\$167,944,894	\$33,853,190	\$134,091,704	
OTHER STATE PROGRAMS					
Capital Outlay Foundation Formula - Income Tax Fund				\$1,074,545	
Capital Outlay Foundation Formula - Minimum Basic Growth Account				\$1,278,115	
School Fees Amendments (HB04152024GS)				\$448,301	
TOTAL OTHER STATE PROGRAMS:				\$2,800,961	
TOTAL STATE FUNDING				\$136,892,665	

*This program requires LEA action before funds can be received or spent. USBE staff contacts can be found in the MSP Program Summary Report.

WPU Value:	\$4,674	Utah State Supported Minimum School Program District Summary FY 2026 Final Estimates Uintah 31			
Basic Levy Rate:	0.001379				
Total District Levy Rate:	0.005221				
Basic Rate % of Total Rate	26.41%				
Total Local Taxes Collected:	\$33,118,042				
Basic Levy Revenues:	\$8,747,324				
Recapture:	\$0				
Combined Levy Hold Harmless Rate:	0.002132				
V&B Final Guarantee Rate:	\$ 75.58				
Charter School Local Levy:	\$ 597,901				
MINIMUM SCHOOL PROGRAM					
BASIC SCHOOL PROGRAMS					
A: REGULAR BASIC SCHOOL PROGRAMS					
	WPUs	Total Amounts Generated	Basic Levy Revenues	State Funds	
Grades K-12	6,109.513	\$28,555,865	\$8,747,324	\$19,808,541	
Immunization Noncompliance	0.000	\$0	\$0	\$0	
Nec. Existent Small Schools	206.717	\$966,194	\$0	\$966,194	
Foreign Exchange Students*	9.000	\$42,066	\$0	\$42,066	
B. RESTRICTED BASIC SCHOOL PROGRAMS					
Class Size Reduction	394.953	\$1,846,010	\$0	\$1,846,010	
Students At-Risk - Add-on	292.983	\$1,369,400	\$0	\$1,369,400	
Career & Technical Education - Add-On*	276.218	\$1,291,039	\$0	\$1,291,039	
Special Education - Add-On	1,128.247	\$5,273,427	\$0	\$5,273,427	
Special Education - Self-Contained	160.078	\$748,204	\$0	\$748,204	
Special Education - Pre-School	201.547	\$942,031	\$0	\$942,031	
Special Education - Extended Year	5.043	\$23,571	\$0	\$23,571	
Special Education - Impact Aid	11.049	\$51,643	\$0	\$51,643	
Special Education - EYSE*	6.235	\$29,141	\$0	\$29,141	
TOTAL BASIC SCHOOL PROGRAM (A and B)	8,801.583	\$41,138,591	\$8,747,324	\$32,391,267	
RELATED TO BASIC SCHOOL PROGRAMS (RTBSP)					
Pupil Transportation*		\$3,177,423	\$0	\$3,177,423	
Flexible Allocation		\$2,655,852	\$0	\$2,655,852	
Youth-in-Care*		\$617,276	\$0	\$617,276	
Adult Education*		\$300,324	\$0	\$300,324	
Adult Education - Corrections Institutions*		\$81,505	\$0	\$81,505	
Adult Education - Supplemental*		\$1,138	\$0	\$1,138	
Enhancement for Accelerated Students*		\$46,001	\$0	\$46,001	
Concurrent Enrollment*		\$119,546	\$0	\$119,546	
Educator Salary Adjustments		\$4,395,032	\$0	\$4,395,032	
Salary Supplement for Highly Needed Educators (SSHINE)		\$312,038	\$0	\$312,038	
Teacher Supplies and Materials		\$105,977	\$0	\$105,977	
Effective Teachers in High Poverty Schools*		\$0	\$0	\$0	
Educator Professional Time*		\$695,894	\$0	\$695,894	
School LAND Trust Program*		\$1,208,290	\$0	\$1,208,290	
Teacher and Student Success Program*		\$2,305,157	\$0	\$2,305,157	
Student Health & Counseling Support Program*		\$222,290	\$0	\$222,290	
School-Based Education Support Professionals Stipends		\$431,454	\$0	\$431,454	
Dual Immersion*		\$13,983	\$0	\$13,983	
Beverley Taylor Sorenson Elementary Arts*		\$274,534	\$0	\$274,534	
Digital Teaching and Learning*		\$200,005	\$0	\$200,005	
TOTAL RTBSP:		\$17,163,719	\$0	\$17,163,719	
LEEWAY PROGRAMS					
	Local & State Amounts Generated	Less Local Amounts	State Support Amounts		
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth	\$0	\$0	\$0		
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth	\$13,304,472	\$12,686,475	\$617,997		
TOTAL LEEWAY PROGRAMS:	\$13,304,472	\$12,686,475	\$617,997		
TOTAL MINIMUM SCHOOL PROGRAM:	\$71,606,782	\$21,433,799	\$50,172,983		
OTHER STATE PROGRAMS					
Capital Outlay Foundation Formula - Income Tax Fund				\$0	
Capital Outlay Foundation Formula - Minimum Basic Growth Account				\$0	
School Fees Amendments (HB04152024GS)				\$166,902	
TOTAL OTHER STATE PROGRAMS:				\$166,902	
TOTAL STATE FUNDING				\$50,339,885	

*This program requires LEA action before funds can be received or spent. USBE staff contacts can be found in the MSP Program Summary Report.

WPU Value:	\$4,674	Utah State Supported Minimum School Program District Summary FY 2026 Final Estimates Wasatch 32			
Basic Levy Rate:	0.001379				
Total District Levy Rate:	0.006249				
Basic Rate % of Total Rate	22.07%				
Total Local Taxes Collected:	\$126,583,066				
Basic Levy Revenues:	\$27,933,757				
Recapture:	\$0				
Combined Levy Hold Harmless Rate:	0.002778				
V&B Final Guarantee Rate:	\$ 75.58				
Charter School Local Levy:	\$ 870,670				
MINIMUM SCHOOL PROGRAM					
BASIC SCHOOL PROGRAMS					
A: REGULAR BASIC SCHOOL PROGRAMS					
	WPUs	Total Amounts Generated	Basic Levy Revenues	State Funds	
Grades K-12	8,369.817	\$39,120,523	\$27,933,757		\$11,186,766
Immunization Noncompliance	(0.500)	(\$2,337)	\$0		(\$2,337)
Nec. Existent Small Schools	0.000	\$0	\$0		\$0
Foreign Exchange Students*	5.000	\$23,370	\$0		\$23,370
B. RESTRICTED BASIC SCHOOL PROGRAMS					
Class Size Reduction	546.455	\$2,554,132	\$0		\$2,554,132
Students At-Risk - Add-on	271.570	\$1,269,318	\$0		\$1,269,318
Career & Technical Education - Add-On*	386.297	\$1,805,551	\$0		\$1,805,551
Special Education - Add-On	706.453	\$3,301,962	\$0		\$3,301,962
Special Education - Self-Contained	64.106	\$299,629	\$0		\$299,629
Special Education - Pre-School	105.219	\$491,796	\$0		\$491,796
Special Education - Extended Year	3.690	\$17,246	\$0		\$17,246
Special Education - Impact Aid	17.165	\$80,227	\$0		\$80,227
Special Education - EYSE*	8.650	\$40,430	\$0		\$40,430
TOTAL BASIC SCHOOL PROGRAM (A and B)	10,483.922	\$49,001,847	\$27,933,757		\$21,068,090
RELATED TO BASIC SCHOOL PROGRAMS (RTBSP)					
Pupil Transportation*		\$1,597,669	\$0		\$1,597,669
Flexible Allocation		\$3,163,493	\$0		\$3,163,493
Youth-in-Care*		\$0	\$0		\$0
Adult Education*		\$67,071	\$0		\$67,071
Adult Education - Corrections Institutions*		\$14,009	\$0		\$14,009
Adult Education - Supplemental*		\$19,671	\$0		\$19,671
Enhancement for Accelerated Students*		\$87,422	\$0		\$87,422
Concurrent Enrollment*		\$231,579	\$0		\$231,579
Educator Salary Adjustments		\$6,419,318	\$0		\$6,419,318
Salary Supplement for Highly Needed Educators (SSHINE)		\$370,295	\$0		\$370,295
Teacher Supplies and Materials		\$149,888	\$0		\$149,888
Effective Teachers in High Poverty Schools*		\$0	\$0		\$0
Educator Professional Time*		\$1,024,428	\$0		\$1,024,428
School LAND Trust Program*		\$1,507,264	\$0		\$1,507,264
Teacher and Student Success Program*		\$2,765,816	\$0		\$2,765,816
Student Health & Counseling Support Program*		\$283,095	\$0		\$283,095
School-Based Education Support Professionals Stipends		\$490,149	\$0		\$490,149
Dual Immersion*		\$78,344	\$0		\$78,344
Beverly Taylor Sorenson Elementary Arts*		\$210,000	\$0		\$210,000
Digital Teaching and Learning*		\$249,507	\$0		\$249,507
TOTAL RTBSP:		\$18,729,018	\$0		\$18,729,018
LEEWAY PROGRAMS					
	Local & State Amounts Generated	Less Local Amounts	State Support Amounts		
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth	\$17,500,243	\$17,500,243			\$0
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth	\$23,012,820	\$23,012,820			\$0
TOTAL LEEWAY PROGRAMS:	\$40,513,063	\$40,513,063			\$0
TOTAL MINIMUM SCHOOL PROGRAM:	\$108,243,928	\$68,446,820			\$39,797,108
OTHER STATE PROGRAMS					
Capital Outlay Foundation Formula - Income Tax Fund					\$0
Capital Outlay Foundation Formula - Minimum Basic Growth Account					\$0
School Fees Amendments (HB04152024GS)					\$227,330
TOTAL OTHER STATE PROGRAMS:					\$227,330
TOTAL STATE FUNDING					\$40,024,438

*This program requires LEA action before funds can be received or spent. USBE staff contacts can be found in the MSP Program Summary Report.

WPU Value:	\$4,674	Utah State Supported Minimum School Program District Summary FY 2026 Final Estimates Washington33			
Basic Levy Rate:	0.001379				
Total District Levy Rate:	0.004599				
Basic Rate % of Total Rate	29.98%				
Total Local Taxes Collected:	\$205,360,049				
Basic Levy Revenues:	\$61,576,757				
Recapture:	\$0				
Combined Levy Hold Harmless Rate:	0.001429				
V&B Final Guarantee Rate:	\$75.58				
Charter School Local Levy:	\$3,691,614				
MINIMUM SCHOOL PROGRAM					
BASIC SCHOOL PROGRAMS					
A: REGULAR BASIC SCHOOL PROGRAMS					
	WPUs	Total Amounts Generated	Basic Levy Revenues	State Funds	
Grades K-12	33,360.087	\$155,925,047	\$61,576,757		\$94,348,290
Immunization Noncompliance	(7.728)	(\$36,120)	\$0		(\$36,120)
Nec. Existent Small Schools	491.000	\$2,294,934	\$0		\$2,294,934
Foreign Exchange Students*	8.000	\$37,392	\$0		\$37,392
B. RESTRICTED BASIC SCHOOL PROGRAMS					
Class Size Reduction	2,018.969	\$9,436,662	\$0		\$9,436,662
Students At-Risk - Add-on	1,298.050	\$6,067,086	\$0		\$6,067,086
Career & Technical Education - Add-On*	1,658.971	\$7,754,033	\$0		\$7,754,033
Special Education - Add-On	4,540.666	\$21,223,074	\$0		\$21,223,074
Special Education - Self-Contained	486.917	\$2,275,849	\$0		\$2,275,849
Special Education - Pre-School	659.474	\$3,082,380	\$0		\$3,082,380
Special Education - Extended Year	21.256	\$99,349	\$0		\$99,349
Special Education - Impact Aid	50.336	\$235,272	\$0		\$235,272
Special Education - EYSE*	35.355	\$165,252	\$0		\$165,252
TOTAL BASIC SCHOOL PROGRAM (A and B)	44,621.353	\$208,560,210	\$61,576,757		\$146,983,453
RELATED TO BASIC SCHOOL PROGRAMS (RTBSP)					
Pupil Transportation*		\$5,167,786	\$0		\$5,167,786
Flexible Allocation		\$13,464,366	\$0		\$13,464,366
Youth-in-Care*		\$1,110,663	\$0		\$1,110,663
Adult Education*		\$526,120	\$0		\$526,120
Adult Education - Corrections Institutions*		\$20,588	\$0		\$20,588
Adult Education - Supplemental*		\$1,584	\$0		\$1,584
Enhancement for Accelerated Students*		\$292,278	\$0		\$292,278
Concurrent Enrollment*		\$733,239	\$0		\$733,239
Educator Salary Adjustments		\$24,418,222	\$0		\$24,418,222
Salary Supplement for Highly Needed Educators (SSHINE)		\$1,224,189	\$0		\$1,224,189
Teacher Supplies and Materials		\$585,988	\$0		\$585,988
Effective Teachers in High Poverty Schools*		\$0	\$0		\$0
Educator Professional Time*		\$3,813,735	\$0		\$3,813,735
School LAND Trust Program*		\$5,623,343	\$0		\$5,623,343
Teacher and Student Success Program*		\$11,705,556	\$0		\$11,705,556
Student Health & Counseling Support Program*		\$1,120,223	\$0		\$1,120,223
School-Based Education Support Professionals Stipends		\$1,354,924	\$0		\$1,354,924
Dual Immersion*		\$278,534	\$0		\$278,534
Beverly Taylor Sorenson Elementary Arts*		\$925,268	\$0		\$925,268
Digital Teaching and Learning*		\$931,017	\$0		\$931,017
TOTAL RTBSP:		\$73,297,623	\$0		\$73,297,623
LEEWAY PROGRAMS					
	Local & State Amounts Generated	Less Local Amounts	State Support Amounts		
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth	\$47,377,041	\$47,377,041			\$0
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth	\$14,244,370	\$14,244,370			\$0
TOTAL LEEWAY PROGRAMS:	\$61,621,411	\$61,621,411			\$0
TOTAL MINIMUM SCHOOL PROGRAM:	\$343,479,244	\$123,198,168			\$220,281,076
OTHER STATE PROGRAMS					
Capital Outlay Foundation Formula - Income Tax Fund					\$0
Capital Outlay Foundation Formula - Minimum Basic Growth Account					\$0
School Fees Amendments (HB04152024GS)					\$1,001,401
TOTAL OTHER STATE PROGRAMS:					\$1,001,401
TOTAL STATE FUNDING					\$221,282,477

*This program requires LEA action before funds can be received or spent. USBE staff contacts can be found in the MSP Program Summary Report.

WPU Value:	\$4,674	Utah State Supported Minimum School Program District Summary FY 2026 Final Estimates Wayne34			
Basic Levy Rate:	0.001379				
Total District Levy Rate:	0.004192				
Basic Rate % of Total Rate	32.90%				
Total Local Taxes Collected:	\$3,746,820				
Basic Levy Revenues:	\$1,232,554				
Recapture:	\$0				
Combined Levy Hold Harmless Rate:	0.002004				
V&B Final Guarantee Rate:	\$ 75.58				
Charter School Local Levy:	\$ 5,328				
MINIMUM SCHOOL PROGRAM					
BASIC SCHOOL PROGRAMS					
A: REGULAR BASIC SCHOOL PROGRAMS					
	WPUs	Total Amounts Generated	Basic Levy Revenues	State Funds	
Grades K-12	405.304	\$1,894,392	\$1,232,554	\$661,838	
Immunization Noncompliance	0.000	\$0	\$0	\$0	
Nec. Existent Small Schools	489.999	\$2,290,254	\$0	\$2,290,254	
Foreign Exchange Students*	0.000	\$0	\$0	\$0	
B. RESTRICTED BASIC SCHOOL PROGRAMS					
Class Size Reduction	26.985	\$126,126	\$0	\$126,126	
Students At-Risk - Add-on	33.023	\$154,347	\$0	\$154,347	
Career & Technical Education - Add-On*	78.084	\$364,967	\$0	\$364,967	
Special Education - Add-On	81.460	\$380,744	\$0	\$380,744	
Special Education - Self-Contained	2.394	\$11,192	\$0	\$11,192	
Special Education - Pre-School	19.266	\$90,047	\$0	\$90,047	
Special Education - Extended Year	0.803	\$3,754	\$0	\$3,754	
Special Education - Impact Aid	1.500	\$7,011	\$0	\$7,011	
Special Education - EYSE*	0.388	\$1,816	\$0	\$1,816	
TOTAL BASIC SCHOOL PROGRAM (A and B)	1,139.206	\$5,324,650	\$1,232,554	\$4,092,096	
RELATED TO BASIC SCHOOL PROGRAMS (RTBSP)					
Pupil Transportation*		\$198,714	\$0	\$198,714	
Flexible Allocation		\$343,752	\$0	\$343,752	
Youth-in-Care*		\$0	\$0	\$0	
Adult Education*		\$0	\$0	\$0	
Adult Education - Corrections Institutions*		\$0	\$0	\$0	
Adult Education - Supplemental*		\$0	\$0	\$0	
Enhancement for Accelerated Students*		\$2,619	\$0	\$2,619	
Concurrent Enrollment*		\$37,417	\$0	\$37,417	
Educator Salary Adjustments		\$444,966	\$0	\$444,966	
Salary Supplement for Highly Needed Educators (SSHINE)		\$121,761	\$0	\$121,761	
Teacher Supplies and Materials		\$11,133	\$0	\$11,133	
Effective Teachers in High Poverty Schools*		\$0	\$0	\$0	
Educator Professional Time*		\$74,834	\$0	\$74,834	
School LAND Trust Program*		\$301,051	\$0	\$301,051	
Teacher and Student Success Program*		\$291,094	\$0	\$291,094	
Student Health & Counseling Support Program*		\$37,775	\$0	\$37,775	
School-Based Education Support Professionals Stipends		\$35,873	\$0	\$35,873	
Dual Immersion*		\$0	\$0	\$0	
Beverley Taylor Sorenson Elementary Arts*		\$35,000	\$0	\$35,000	
Digital Teaching and Learning*		\$49,791	\$0	\$49,791	
TOTAL RTBSP:		\$1,985,780	\$0	\$1,985,780	
LEEWAY PROGRAMS					
	Local & State Amounts Generated	Less Local Amounts	State Support Amounts		
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth	\$2,023,154	\$1,427,230	\$595,924		
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth	\$510,846	\$360,375	\$150,471		
TOTAL LEEWAY PROGRAMS:	\$2,534,000	\$1,787,605	\$746,395		
TOTAL MINIMUM SCHOOL PROGRAM:	\$9,844,430	\$3,020,159	\$6,824,271		
OTHER STATE PROGRAMS					
Capital Outlay Foundation Formula - Income Tax Fund				\$45,674	
Capital Outlay Foundation Formula - Minimum Basic Growth Account				\$54,326	
School Fees Amendments (HB04152024GS)				\$10,566	
TOTAL OTHER STATE PROGRAMS:				\$110,566	
TOTAL STATE FUNDING				\$6,934,837	

*This program requires LEA action before funds can be received or spent. USBE staff contacts can be found in the MSP Program Summary Report.

WPU Value:	\$4,674	Utah State Supported Minimum School Program District Summary FY 2026 Final Estimates Weber35			
Basic Levy Rate:	0.001379				
Total District Levy Rate:	0.005716				
Basic Rate % of Total Rate	24.13%				
Total Local Taxes Collected:	\$148,245,855				
Basic Levy Revenues:	\$35,764,702				
Recapture:	\$0				
Combined Levy Hold Harmless Rate:	0.001820				
V&B Final Guarantee Rate:	\$75.58				
Charter School Local Levy:	\$2,076,764				
MINIMUM SCHOOL PROGRAM					
BASIC SCHOOL PROGRAMS					
A: REGULAR BASIC SCHOOL PROGRAMS					
	WPUs	Total Amounts Generated	Basic Levy Revenues	State Funds	
Grades K-12	31,096.858	\$145,346,712	\$35,764,702		\$109,582,010
Immunization Noncompliance	(0.061)	(\$286)	\$0		(\$286)
Nec. Existent Small Schools	118.000	\$551,532	\$0		\$551,532
Foreign Exchange Students*	22.000	\$102,828	\$0		\$102,828
B. RESTRICTED BASIC SCHOOL PROGRAMS					
Class Size Reduction	1,924.056	\$8,993,036	\$0		\$8,993,036
Students At-Risk - Add-on	933.443	\$4,362,910	\$0		\$4,362,910
Career & Technical Education - Add-On*	1,905.716	\$8,907,315	\$0		\$8,907,315
Special Education - Add-On	4,921.519	\$23,003,178	\$0		\$23,003,178
Special Education - Self-Contained	464.167	\$2,169,515	\$0		\$2,169,515
Special Education - Pre-School	425.324	\$1,987,962	\$0		\$1,987,962
Special Education - Extended Year	19.829	\$92,680	\$0		\$92,680
Special Education - Impact Aid	46.878	\$219,110	\$0		\$219,110
Special Education - EYSE*	42.808	\$200,083	\$0		\$200,083
TOTAL BASIC SCHOOL PROGRAM (A and B)	41,920.537	\$195,936,575	\$35,764,702		\$160,171,873
RELATED TO BASIC SCHOOL PROGRAMS (RTBSP)					
Pupil Transportation*		\$7,617,881	\$0		\$7,617,881
Flexible Allocation		\$12,649,401	\$0		\$12,649,401
Youth-in-Care*		\$553,069	\$0		\$553,069
Adult Education*		\$1,059,756	\$0		\$1,059,756
Adult Education - Corrections Institutions*		\$0	\$0		\$0
Adult Education - Supplemental*		\$1,422	\$0		\$1,422
Enhancement for Accelerated Students*		\$263,698	\$0		\$263,698
Concurrent Enrollment*		\$672,377	\$0		\$672,377
Educator Salary Adjustments		\$23,140,773	\$0		\$23,140,773
Salary Supplement for Highly Needed Educators (SSHINE)		\$1,094,249	\$0		\$1,094,249
Teacher Supplies and Materials		\$559,634	\$0		\$559,634
Effective Teachers in High Poverty Schools*		\$0	\$0		\$0
Educator Professional Time*		\$3,661,418	\$0		\$3,661,418
School LAND Trust Program*		\$4,986,361	\$0		\$4,986,361
Teacher and Student Success Program*		\$11,061,781	\$0		\$11,061,781
Student Health & Counseling Support Program*		\$990,674	\$0		\$990,674
School-Based Education Support Professionals Stipends		\$1,940,207	\$0		\$1,940,207
Dual Immersion*		\$67,646	\$0		\$67,646
Beverley Taylor Sorenson Elementary Arts*		\$385,000	\$0		\$385,000
Digital Teaching and Learning*		\$825,550	\$0		\$825,550
TOTAL RTBSP:		\$71,530,897	\$0		\$71,530,897
LEEWAY PROGRAMS					
		Local & State Amounts Generated	Less Local Amounts		State Support Amounts
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$31,631,902	\$23,341,720		\$8,290,182
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$32,334,833	\$23,860,425		\$8,474,408
TOTAL LEEWAY PROGRAMS:		\$63,966,735	\$47,202,145		\$16,764,590
TOTAL MINIMUM SCHOOL PROGRAM:		\$331,434,207	\$82,966,847		\$248,467,360
OTHER STATE PROGRAMS					
Capital Outlay Foundation Formula - Income Tax Fund					\$0
Capital Outlay Foundation Formula - Minimum Basic Growth Account					\$0
School Fees Amendments (HB04152024GS)					\$914,209
TOTAL OTHER STATE PROGRAMS:					\$914,209
TOTAL STATE FUNDING					\$249,381,569

*This program requires LEA action before funds can be received or spent. USBE staff contacts can be found in the MSP Program Summary Report.

WPU Value:	\$4,674	Utah State Supported Minimum School Program District Summary FY 2026 Final Estimates Salt Lake36		
Basic Levy Rate:	0.001379			
Total District Levy Rate:	0.003712			
Basic Rate % of Total Rate	37.15%			
Total Local Taxes Collected:	\$197,166,166			
Basic Levy Revenues:	\$73,246,806			
Recapture:	\$0			
Combined Levy Hold Harmless Rate:	0.001764			
V&B Final Guarantee Rate:	\$75.58			
Charter School Local Levy:	\$3,961,505			
MINIMUM SCHOOL PROGRAM				
BASIC SCHOOL PROGRAMS				
A: REGULAR BASIC SCHOOL PROGRAMS				
	WPUs	Total Amounts Generated	Basic Levy Revenues	State Funds
Grades K-12	17,635.139	\$82,426,639	\$73,246,806	\$9,179,833
Immunization Noncompliance	0.000	\$0	\$0	\$0
Nec. Existent Small Schools	0.000	\$0	\$0	\$0
Foreign Exchange Students*	9.000	\$42,066	\$0	\$42,066
B. RESTRICTED BASIC SCHOOL PROGRAMS				
Class Size Reduction	1,089.772	\$5,093,596	\$0	\$5,093,596
Students At-Risk - Add-on	1,273.145	\$5,950,680	\$0	\$5,950,680
Career & Technical Education - Add-On*	773.574	\$3,615,689	\$0	\$3,615,689
Special Education - Add-On	2,887.277	\$13,495,133	\$0	\$13,495,133
Special Education - Self-Contained	582.161	\$2,721,021	\$0	\$2,721,021
Special Education - Pre-School	225.258	\$1,052,858	\$0	\$1,052,858
Special Education - Extended Year	11.538	\$53,928	\$0	\$53,928
Special Education - Impact Aid	73.949	\$345,638	\$0	\$345,638
Special Education - EYSE*	30.598	\$143,015	\$0	\$143,015
TOTAL BASIC SCHOOL PROGRAM (A and B)	24,591.411	\$114,940,263	\$73,246,806	\$41,693,457
RELATED TO BASIC SCHOOL PROGRAMS (RTBSP)				
Pupil Transportation*		\$3,502,957	\$0	\$3,502,957
Flexible Allocation		\$7,420,388	\$0	\$7,420,388
Youth-in-Care*		\$1,070,164	\$0	\$1,070,164
Adult Education*		\$2,273,032	\$0	\$2,273,032
Adult Education - Corrections Institutions*		\$1,166,953	\$0	\$1,166,953
Adult Education - Supplemental*		\$108,524	\$0	\$108,524
Enhancement for Accelerated Students*		\$285,582	\$0	\$285,582
Concurrent Enrollment*		\$127,579	\$0	\$127,579
Educator Salary Adjustments		\$16,724,266	\$0	\$16,724,266
Salary Supplement for Highly Needed Educators (SSHINE)		\$693,449	\$0	\$693,449
Teacher Supplies and Materials		\$387,493	\$0	\$387,493
Effective Teachers in High Poverty Schools*		\$0	\$0	\$0
Educator Professional Time*		\$2,647,065	\$0	\$2,647,065
School LAND Trust Program*		\$3,010,505	\$0	\$3,010,505
Teacher and Student Success Program*		\$6,668,193	\$0	\$6,668,193
Student Health & Counseling Support Program*		\$530,524	\$0	\$530,524
School-Based Education Support Professionals Stipends		\$900,371	\$0	\$900,371
Dual Immersion*		\$73,553	\$0	\$73,553
Beverly Taylor Sorenson Elementary Arts*		\$819,000	\$0	\$819,000
Digital Teaching and Learning*		\$498,378	\$0	\$498,378
TOTAL RTBSP:		\$48,907,976	\$0	\$48,907,976
LEEWAY PROGRAMS				
	Local & State Amounts Generated	Less Local Amounts	State Support Amounts	
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth	\$23,424,105	\$23,424,105	\$0	
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth	\$64,376,453	\$64,376,453	\$0	
TOTAL LEEWAY PROGRAMS:	\$87,800,558	\$87,800,558	\$0	
TOTAL MINIMUM SCHOOL PROGRAM:	\$251,648,797	\$161,047,364	\$90,601,433	
OTHER STATE PROGRAMS				
Capital Outlay Foundation Formula - Income Tax Fund				\$0
Capital Outlay Foundation Formula - Minimum Basic Growth Account				\$0
School Fees Amendments (HB04152024GS)				\$501,847
TOTAL OTHER STATE PROGRAMS:				\$501,847
TOTAL STATE FUNDING				\$91,103,280

*This program requires LEA action before funds can be received or spent. USBE staff contacts can be found in the MSP Program Summary Report.

WPU Value:	\$4,674	Utah State Supported Minimum School Program District Summary FY 2026 Final Estimates Ogden37			
Basic Levy Rate:	0.001379				
Total District Levy Rate:	0.006727				
Basic Rate % of Total Rate	20.50%				
Total Local Taxes Collected:	\$70,897,072				
Basic Levy Revenues:	\$14,533,531				
Recapture:	\$0				
Combined Levy Hold Harmless Rate:	0.002838				
V&B Final Guarantee Rate:	\$75.58				
Charter School Local Levy:	\$1,924,237				
MINIMUM SCHOOL PROGRAM					
BASIC SCHOOL PROGRAMS					
A: REGULAR BASIC SCHOOL PROGRAMS					
	WPUs	Total Amounts Generated	Basic Levy Revenues	State Funds	
Grades K-12	9,618.196	\$44,955,447	\$14,533,531		\$30,421,916
Immunization Noncompliance	(7.539)	(\$35,237)	\$0		(\$35,237)
Nec. Existent Small Schools	0.000	\$0	\$0		\$0
Foreign Exchange Students*	3.000	\$14,022	\$0		\$14,022
B. RESTRICTED BASIC SCHOOL PROGRAMS					
Class Size Reduction	620.664	\$2,900,983	\$0		\$2,900,983
Students At-Risk - Add-on	859.633	\$4,017,922	\$0		\$4,017,922
Career & Technical Education - Add-On*	425.970	\$1,990,986	\$0		\$1,990,986
Special Education - Add-On	1,508.441	\$7,050,451	\$0		\$7,050,451
Special Education - Self-Contained	317.000	\$1,481,658	\$0		\$1,481,658
Special Education - Pre-School	133.377	\$623,403	\$0		\$623,403
Special Education - Extended Year	6.552	\$30,623	\$0		\$30,623
Special Education - Impact Aid	14.705	\$68,733	\$0		\$68,733
Special Education - EYSE*	11.738	\$54,861	\$0		\$54,861
TOTAL BASIC SCHOOL PROGRAM (A and B)	13,511.737	\$63,153,852	\$14,533,531		\$48,620,321
RELATED TO BASIC SCHOOL PROGRAMS (RTBSP)					
Pupil Transportation*		\$1,630,690	\$0		\$1,630,690
Flexible Allocation		\$4,077,128	\$0		\$4,077,128
Youth-in-Care*		\$4,279,607	\$0		\$4,279,607
Adult Education*		\$471,205	\$0		\$471,205
Adult Education - Corrections Institutions*		\$0	\$0		\$0
Adult Education - Supplemental*		\$79,770	\$0		\$79,770
Enhancement for Accelerated Students*		\$125,770	\$0		\$125,770
Concurrent Enrollment*		\$113,809	\$0		\$113,809
Educator Salary Adjustments		\$8,637,457	\$0		\$8,637,457
Salary Supplement for Highly Needed Educators (SSHINE)		\$425,403	\$0		\$425,403
Teacher Supplies and Materials		\$196,272	\$0		\$196,272
Effective Teachers in High Poverty Schools*		\$0	\$0		\$0
Educator Professional Time*		\$1,373,613	\$0		\$1,373,613
School LAND Trust Program*		\$1,740,579	\$0		\$1,740,579
Teacher and Student Success Program*		\$3,476,219	\$0		\$3,476,219
Student Health & Counseling Support Program*		\$298,968	\$0		\$298,968
School-Based Education Support Professionals Stipends		\$508,677	\$0		\$508,677
Dual Immersion*		\$23,638	\$0		\$23,638
Beverly Taylor Sorenson Elementary Arts*		\$346,037	\$0		\$346,037
Digital Teaching and Learning*		\$288,138	\$0		\$288,138
TOTAL RTBSP:		\$28,092,980	\$0		\$28,092,980
LEEWAY PROGRAMS					
	Local & State Amounts Generated	Less Local Amounts	State Support Amounts		
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth	\$10,914,093	\$10,914,093		\$0	
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth	\$10,164,270	\$10,164,270		\$0	
TOTAL LEEWAY PROGRAMS:	\$21,078,363	\$21,078,363		\$0	
TOTAL MINIMUM SCHOOL PROGRAM:	\$112,325,195	\$35,611,894		\$76,713,301	
OTHER STATE PROGRAMS					
Capital Outlay Foundation Formula - Income Tax Fund				\$0	
Capital Outlay Foundation Formula - Minimum Basic Growth Account				\$0	
School Fees Amendments (HB04152024GS)				\$254,041	
TOTAL OTHER STATE PROGRAMS:				\$254,041	
TOTAL STATE FUNDING				\$76,967,342	

*This program requires LEA action before funds can be received or spent. USBE staff contacts can be found in the MSP Program Summary Report.

WPU Value:	\$4,674	Utah State Supported Minimum School Program District Summary FY 2026 Final Estimates Provo38			
Basic Levy Rate:	0.001379				
Total District Levy Rate:	0.006812				
Basic Rate % of Total Rate	20.24%				
Total Local Taxes Collected:	\$82,817,023				
Basic Levy Revenues:	\$16,765,219				
Recapture:	\$0				
Combined Levy Hold Harmless Rate:	0.003148				
V&B Final Guarantee Rate:	\$75.58				
Charter School Local Levy:	\$1,464,865				
MINIMUM SCHOOL PROGRAM					
BASIC SCHOOL PROGRAMS					
A: REGULAR BASIC SCHOOL PROGRAMS					
	WPU's	Total Amounts Generated	Basic Levy Revenues	State Funds	
Grades K-12	13,027.376	\$60,889,955	\$16,765,219		\$44,124,736
Immunization Noncompliance	0.000	\$0	\$0		\$0
Nec. Existent Small Schools	0.000	\$0	\$0		\$0
Foreign Exchange Students*	5.000	\$23,370	\$0		\$23,370
B. RESTRICTED BASIC SCHOOL PROGRAMS					
Class Size Reduction	810.251	\$3,787,114	\$0		\$3,787,114
Students At-Risk - Add-on	726.023	\$3,393,429	\$0		\$3,393,429
Career & Technical Education - Add-On*	540.982	\$2,528,549	\$0		\$2,528,549
Special Education - Add-On	1,883.632	\$8,804,098	\$0		\$8,804,098
Special Education - Self-Contained	268.856	\$1,256,631	\$0		\$1,256,631
Special Education - Pre-School	254.898	\$1,191,392	\$0		\$1,191,392
Special Education - Extended Year	7.675	\$35,875	\$0		\$35,875
Special Education - Impact Aid	17.428	\$81,458	\$0		\$81,458
Special Education - EYSE*	17.831	\$83,343	\$0		\$83,343
TOTAL BASIC SCHOOL PROGRAM (A and B)	17,559.952	\$82,075,214	\$16,765,219		\$65,309,995
RELATED TO BASIC SCHOOL PROGRAMS (RTBSP)					
Pupil Transportation*		\$1,724,725	\$0		\$1,724,725
Flexible Allocation		\$5,298,665	\$0		\$5,298,665
Youth-in-Care*		\$4,316,322	\$0		\$4,316,322
Adult Education*		\$802,079	\$0		\$802,079
Adult Education - Corrections Institutions*		\$0	\$0		\$0
Adult Education - Supplemental*		\$10,443	\$0		\$10,443
Enhancement for Accelerated Students*		\$184,283	\$0		\$184,283
Concurrent Enrollment*		\$233,424	\$0		\$233,424
Educator Salary Adjustments		\$10,298,076	\$0		\$10,298,076
Salary Supplement for Highly Needed Educators (SSHINE)		\$529,196	\$0		\$529,196
Teacher Supplies and Materials		\$248,613	\$0		\$248,613
Effective Teachers in High Poverty Schools*		\$0	\$0		\$0
Educator Professional Time*		\$1,636,763	\$0		\$1,636,763
School LAND Trust Program*		\$2,251,780	\$0		\$2,251,780
Teacher and Student Success Program*		\$4,519,772	\$0		\$4,519,772
Student Health & Counseling Support Program*		\$392,190	\$0		\$392,190
School-Based Education Support Professionals Stipends		\$674,679	\$0		\$674,679
Dual Immersion*		\$73,633	\$0		\$73,633
Beverley Taylor Sorenson Elementary Arts*		\$420,000	\$0		\$420,000
Digital Teaching and Learning*		\$372,778	\$0		\$372,778
TOTAL RTBSP:		\$33,987,421	\$0		\$33,987,421
LEEWAY PROGRAMS					
	Local & State Amounts Generated	Less Local Amounts	State Support Amounts		
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth	\$10,984,486	\$10,062,236		\$922,250	
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth	\$15,559,137	\$14,252,803		\$1,306,334	
TOTAL LEEWAY PROGRAMS:	\$26,543,623	\$24,315,039		\$2,228,584	
TOTAL MINIMUM SCHOOL PROGRAM:	\$142,606,258	\$41,080,258		\$101,526,000	
OTHER STATE PROGRAMS					
Capital Outlay Foundation Formula - Income Tax Fund				\$0	
Capital Outlay Foundation Formula - Minimum Basic Growth Account				\$0	
School Fees Amendments (HB04152024GS)				\$369,977	
TOTAL OTHER STATE PROGRAMS:				\$369,977	
TOTAL STATE FUNDING				\$101,895,977	

*This program requires LEA action before funds can be received or spent. USBE staff contacts can be found in the MSP Program Summary Report.

WPU Value:	\$4,674	Utah State Supported Minimum School Program District Summary FY 2026 Final Estimates Logan 39			
Basic Levy Rate:	0.001379				
Total District Levy Rate:	0.005254				
Basic Rate % of Total Rate	26.25%				
Total Local Taxes Collected:	\$33,707,297				
Basic Levy Revenues:	\$8,847,043				
Recapture:	\$0				
Combined Levy Hold Harmless Rate:	0.002338				
V&B Final Guarantee Rate:	\$ 75.58				
Charter School Local Levy:	\$ 812,159				
MINIMUM SCHOOL PROGRAM					
BASIC SCHOOL PROGRAMS					
A: REGULAR BASIC SCHOOL PROGRAMS					
	WPUs	Total Amounts Generated	Basic Levy Revenues	State Funds	
Grades K-12	4,924.467	\$23,016,959	\$8,847,043	\$14,169,916	
Immunization Noncompliance	0.000	\$0	\$0	\$0	
Nec. Existent Small Schools	0.000	\$0	\$0	\$0	
Foreign Exchange Students*	0.000	\$0	\$0	\$0	
B. RESTRICTED BASIC SCHOOL PROGRAMS					
Class Size Reduction	336.879	\$1,574,575	\$0	\$1,574,575	
Students At-Risk - Add-on	377.728	\$1,765,498	\$0	\$1,765,498	
Career & Technical Education - Add-On*	180.149	\$842,019	\$0	\$842,019	
Special Education - Add-On	709.760	\$3,317,419	\$0	\$3,317,419	
Special Education - Self-Contained	94.906	\$443,589	\$0	\$443,589	
Special Education - Pre-School	148.196	\$692,670	\$0	\$692,670	
Special Education - Extended Year	3.386	\$15,828	\$0	\$15,828	
Special Education - Impact Aid	16.435	\$76,816	\$0	\$76,816	
Special Education - EYSE*	4.405	\$20,589	\$0	\$20,589	
TOTAL BASIC SCHOOL PROGRAM (A and B)	6,796.311	\$31,765,962	\$8,847,043	\$22,918,919	
RELATED TO BASIC SCHOOL PROGRAMS (RTBSP)					
Pupil Transportation*		\$1,529,983	\$0	\$1,529,983	
Flexible Allocation		\$2,050,767	\$0	\$2,050,767	
Youth-in-Care*		\$471,244	\$0	\$471,244	
Adult Education*		\$0	\$0	\$0	
Adult Education - Corrections Institutions*		\$0	\$0	\$0	
Adult Education - Supplemental*		\$0	\$0	\$0	
Enhancement for Accelerated Students*		\$55,665	\$0	\$55,665	
Concurrent Enrollment*		\$98,906	\$0	\$98,906	
Educator Salary Adjustments		\$3,983,994	\$0	\$3,983,994	
Salary Supplement for Highly Needed Educators (SSHINE)		\$266,594	\$0	\$266,594	
Teacher Supplies and Materials		\$91,954	\$0	\$91,954	
Effective Teachers in High Poverty Schools*		\$0	\$0	\$0	
Educator Professional Time*		\$628,412	\$0	\$628,412	
School LAND Trust Program*		\$994,418	\$0	\$994,418	
Teacher and Student Success Program*		\$1,752,794	\$0	\$1,752,794	
Student Health & Counseling Support Program*		\$162,898	\$0	\$162,898	
School-Based Education Support Professionals Stipends		\$292,564	\$0	\$292,564	
Dual Immersion*		\$26,488	\$0	\$26,488	
Beverley Taylor Sorenson Elementary Arts*		\$140,000	\$0	\$140,000	
Digital Teaching and Learning*		\$164,594	\$0	\$164,594	
TOTAL RTBSP:		\$12,711,275	\$0	\$12,711,275	
LEEWAY PROGRAMS					
	Local & State Amounts Generated	Less Local Amounts	State Support Amounts		
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth	\$5,421,551	\$4,866,357	\$555,194		
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth	\$8,873,425	\$7,964,742	\$908,683		
TOTAL LEEWAY PROGRAMS:	\$14,294,976	\$12,831,099	\$1,463,877		
TOTAL MINIMUM SCHOOL PROGRAM:	\$58,772,213	\$21,678,142	\$37,094,071		
OTHER STATE PROGRAMS					
Capital Outlay Foundation Formula - Income Tax Fund				\$0	
Capital Outlay Foundation Formula - Minimum Basic Growth Account				\$0	
School Fees Amendments (HB04152024GS)				\$121,114	
TOTAL OTHER STATE PROGRAMS:				\$121,114	
TOTAL STATE FUNDING				\$37,215,185	

*This program requires LEA action before funds can be received or spent. USBE staff contacts can be found in the MSP Program Summary Report.

WPU Value:	\$4,674	Utah State Supported Minimum School Program District Summary FY 2026 Final Estimates Murray40			
Basic Levy Rate:	0.001379				
Total District Levy Rate:	0.004494				
Basic Rate % of Total Rate	30.69%				
Total Local Taxes Collected:	\$33,974,532				
Basic Levy Revenues:	\$10,425,207				
Recapture:	\$0				
Combined Levy Hold Harmless Rate:	0.002157				
V&B Final Guarantee Rate:	\$75.58				
Charter School Local Levy:	\$319,912				
MINIMUM SCHOOL PROGRAM					
BASIC SCHOOL PROGRAMS					
A: REGULAR BASIC SCHOOL PROGRAMS					
	WPU	Total Amounts Generated	Basic Levy Revenues	State Funds	
Grades K-12	5,385.612	\$25,172,351	\$10,425,207	\$14,747,144	
Immunization Noncompliance	0.000	\$0	\$0	\$0	
Nec. Existent Small Schools	0.000	\$0	\$0	\$0	
Foreign Exchange Students*	7.000	\$32,718	\$0	\$32,718	
B. RESTRICTED BASIC SCHOOL PROGRAMS					
Class Size Reduction	342.782	\$1,602,164	\$0	\$1,602,164	
Students At-Risk - Add-on	245.120	\$1,145,691	\$0	\$1,145,691	
Career & Technical Education - Add-On*	239.988	\$1,121,698	\$0	\$1,121,698	
Special Education - Add-On	844.876	\$3,948,948	\$0	\$3,948,948	
Special Education - Self-Contained	70.178	\$328,011	\$0	\$328,011	
Special Education - Pre-School	65.206	\$304,775	\$0	\$304,775	
Special Education - Extended Year	3.973	\$18,568	\$0	\$18,568	
Special Education - Impact Aid	19.521	\$91,243	\$0	\$91,243	
Special Education - EYSE*	7.699	\$35,987	\$0	\$35,987	
TOTAL BASIC SCHOOL PROGRAM (A and B)	7,231.955	\$33,802,154	\$10,425,207	\$23,376,947	
RELATED TO BASIC SCHOOL PROGRAMS (RTBSP)					
Pupil Transportation*		\$636,067	\$0	\$636,067	
Flexible Allocation		\$2,182,222	\$0	\$2,182,222	
Youth-in-Care*		\$341,170	\$0	\$341,170	
Adult Education*		\$0	\$0	\$0	
Adult Education - Corrections Institutions*		\$0	\$0	\$0	
Adult Education - Supplemental*		\$0	\$0	\$0	
Enhancement for Accelerated Students*		\$61,658	\$0	\$61,658	
Concurrent Enrollment*		\$85,523	\$0	\$85,523	
Educator Salary Adjustments		\$4,328,849	\$0	\$4,328,849	
Salary Supplement for Highly Needed Educators (SSHINE)		\$280,417	\$0	\$280,417	
Teacher Supplies and Materials		\$101,319	\$0	\$101,319	
Effective Teachers in High Poverty Schools*		\$0	\$0	\$0	
Educator Professional Time*		\$693,278	\$0	\$693,278	
School LAND Trust Program*		\$1,066,656	\$0	\$1,066,656	
Teacher and Student Success Program*		\$1,914,767	\$0	\$1,914,767	
Student Health & Counseling Support Program*		\$193,484	\$0	\$193,484	
School-Based Education Support Professionals Stipends		\$403,965	\$0	\$403,965	
Dual Immersion*		\$149,102	\$0	\$149,102	
Beverly Taylor Sorenson Elementary Arts*		\$262,500	\$0	\$262,500	
Digital Teaching and Learning*		\$176,554	\$0	\$176,554	
TOTAL RTBSP:		\$12,877,531	\$0	\$12,877,531	
LEEWAY PROGRAMS					
		Local & State Amounts Generated	Less Local Amounts	State Support Amounts	
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$7,620,024	\$7,260,788	\$359,236	
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$8,248,005	\$7,859,164	\$388,841	
TOTAL LEEWAY PROGRAMS:		\$15,868,029	\$15,119,952	\$748,077	
TOTAL MINIMUM SCHOOL PROGRAM:		\$62,547,714	\$25,545,159	\$37,002,555	
OTHER STATE PROGRAMS					
Capital Outlay Foundation Formula - Income Tax Fund				\$0	
Capital Outlay Foundation Formula - Minimum Basic Growth Account				\$0	
School Fees Amendments (HB04152024GS)				\$149,317	
TOTAL OTHER STATE PROGRAMS:				\$149,317	
TOTAL STATE FUNDING				\$37,151,872	

*This program requires LEA action before funds can be received or spent. USBE staff contacts can be found in the MSP Program Summary Report.

WPU Value:	\$4,674	Utah State Supported Minimum School Program District Summary FY 2026 Final Estimates Canyons 42			
Basic Levy Rate:	0.001379				
Total District Levy Rate:	0.005600				
Basic Rate % of Total Rate	24.63%				
Total Local Taxes Collected:	\$230,148,700				
Basic Levy Revenues:	\$56,674,117				
Recapture:	\$0				
Combined Levy Hold Harmless Rate:	0.002393				
V&B Final Guarantee Rate:	\$ 75.58				
Charter School Local Levy:	\$ 2,378,600				
MINIMUM SCHOOL PROGRAM					
BASIC SCHOOL PROGRAMS					
A: REGULAR BASIC SCHOOL PROGRAMS					
	WPU	Total Amounts Generated	Basic Levy Revenues	State Funds	
Grades K-12	31,239.751	\$146,014,596	\$56,674,117		\$89,340,479
Immunization Noncompliance	0.000	\$0	\$0		\$0
Nec. Existent Small Schools	0.000	\$0	\$0		\$0
Foreign Exchange Students*	15.000	\$70,110	\$0		\$70,110
B. RESTRICTED BASIC SCHOOL PROGRAMS					
Class Size Reduction	1,904.608	\$8,902,136	\$0		\$8,902,136
Students At-Risk - Add-on	1,115.013	\$5,211,568	\$0		\$5,211,568
Career & Technical Education - Add-On*	1,280.523	\$5,985,162	\$0		\$5,985,162
Special Education - Add-On	3,841.032	\$17,952,981	\$0		\$17,952,981
Special Education - Self-Contained	613.828	\$2,869,031	\$0		\$2,869,031
Special Education - Pre-School	492.012	\$2,299,664	\$0		\$2,299,664
Special Education - Extended Year	17.529	\$81,928	\$0		\$81,928
Special Education - Impact Aid	41.304	\$193,056	\$0		\$193,056
Special Education - EYSE*	40.968	\$191,484	\$0		\$191,484
TOTAL BASIC SCHOOL PROGRAM (A and B)	40,601.568	\$189,771,716	\$56,674,117		\$133,097,599
RELATED TO BASIC SCHOOL PROGRAMS (RTBSP)					
Pupil Transportation*		\$7,935,510	\$0		\$7,935,510
Flexible Allocation		\$12,251,407	\$0		\$12,251,407
Youth-in-Care*		\$448,952	\$0		\$448,952
Adult Education*		\$824,368	\$0		\$824,368
Adult Education - Corrections Institutions*		\$0	\$0		\$0
Adult Education - Supplemental*		\$39,057	\$0		\$39,057
Enhancement for Accelerated Students*		\$462,702	\$0		\$462,702
Concurrent Enrollment*		\$642,382	\$0		\$642,382
Educator Salary Adjustments		\$24,369,581	\$0		\$24,369,581
Salary Supplement for Highly Needed Educators (SSHINE)		\$1,114,524	\$0		\$1,114,524
Teacher Supplies and Materials		\$557,764	\$0		\$557,764
Effective Teachers in High Poverty Schools*		\$0	\$0		\$0
Educator Professional Time*		\$3,851,774	\$0		\$3,851,774
School LAND Trust Program*		\$5,068,470	\$0		\$5,068,470
Teacher and Student Success Program*		\$10,668,855	\$0		\$10,668,855
Student Health & Counseling Support Program*		\$1,007,160	\$0		\$1,007,160
School-Based Education Support Professionals Stipends		\$1,651,595	\$0		\$1,651,595
Dual Immersion*		\$1,180,146	\$0		\$1,180,146
Beverley Taylor Sorenson Elementary Arts*		\$1,078,000	\$0		\$1,078,000
Digital Teaching and Learning*		\$838,972	\$0		\$838,972
TOTAL RTBSP:		\$73,991,219	\$0		\$73,991,219
LEEWAY PROGRAMS					
		Local & State Amounts Generated	Less Local Amounts		State Support Amounts
Voted Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$41,268,081	\$40,565,580		\$702,501
Board Local Levy Program, Min. Basic Growth, and Local Levy Growth		\$42,351,325	\$41,630,384		\$720,941
TOTAL LEEWAY PROGRAMS:		\$83,619,406	\$82,195,964		\$1,423,442
TOTAL MINIMUM SCHOOL PROGRAM:		\$347,382,341	\$138,870,081		\$208,512,260
OTHER STATE PROGRAMS					
Capital Outlay Foundation Formula - Income Tax Fund					\$0
Capital Outlay Foundation Formula - Minimum Basic Growth Account					\$0
School Fees Amendments (HB04152024GS)					\$923,304
TOTAL OTHER STATE PROGRAMS:					\$923,304
TOTAL STATE FUNDING					\$209,435,564

*This program requires LEA action before funds can be received or spent. USBE staff contacts can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: Ogden Preparatory Academy			
WPU Value:	\$4,674		
Recipient ID:	68	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	901.640	\$	4,212,316.58
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	219.028	\$	1,023,738.93
Special Education - Self-Contained	22.994	\$	107,476.03
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	1.201	\$	5,612.89
Special Education - Impact Aid	4.109	\$	19,203.50
Special Education - EYSE*	0.591	\$	2,760.00
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	97.340	\$	454,967.16
Class Size Reduction	80.660	\$	377,005.78
TOTAL BASIC SCHOOL PROGRAM (A thru B):	1,327.563	\$	6,203,080.87
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	3,533,672.00
Charter School Funding Base Program		\$	112,010.00
Flexible Allocation		\$	400,588.30
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	7,820.18
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	907,076.93
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	36,551.93
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	21,042.50
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	149,694.11
School LAND Trust Program*		\$	153,153.50
Teacher and Student Success Program*		\$	339,669.02
Student Health & Counseling Support Program*		\$	55,022.36
School-Based Education Support Professionals Stipends		\$	114,617.34
Beverly Taylor Sorenson Arts*		\$	-
Digital Teaching and Learning*		\$	38,165.83
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	5,869,084.00
TOTAL MINIMUM SCHOOL PROGRAM		\$	12,072,164.88
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	14,955.65
TOTAL STATE FUNDING		\$	12,087,120.53

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program Charter School Summary FY 2026 Final Estimates			
Recipient: American Preparatory Academy			
WPU Value:	\$4,674		
Recipient ID:	74	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	5,183.345	\$	24,216,050.42
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	1,234.450	\$	5,769,821.44
Special Education - Self-Contained	26.000	\$	121,524.00
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	-	\$	-
Special Education - Impact Aid	11.032	\$	51,563.52
Special Education - EYSE*	4.119	\$	19,250.00
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	329.660	\$	1,540,830.84
Class Size Reduction	425.453	\$	1,988,569.48
TOTAL BASIC SCHOOL PROGRAM (A thru B):	7,214.059	\$	33,707,609.70
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	19,776,228.00
Charter School Funding Base Program		\$	200,560.00
Flexible Allocation		\$	2,176,821.69
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	60,521.56
Concurrent Enrollment*		\$	8,422.00
Educator Salary Adjustments		\$	3,532,415.74
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	171,079.44
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	93,646.75
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	555,331.36
School LAND Trust Program*		\$	804,715.38
Teacher and Student Success Program*		\$	1,761,526.22
Student Health & Counseling Support Program*		\$	-
School-Based Education Support Professionals Stipends		\$	374,587.80
Beverly Taylor Sorenson Arts*		\$	-
Digital Teaching and Learning*		\$	208,616.64
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	29,724,472.58
TOTAL MINIMUM SCHOOL PROGRAM		\$	63,432,082.29
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	94,183.06
TOTAL STATE FUNDING		\$	63,526,265.35

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program Charter School Summary FY 2026 Final Estimates			
Recipient: Walden School of Liberal Arts			
WPU Value:	\$4,674		
Recipient ID:	81	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	384.775	\$	1,797,645.47
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	120.930	\$	565,229.03
Special Education - Self-Contained	4.000	\$	18,696.00
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.483	\$	2,259.00
Special Education - Impact Aid	2.272	\$	10,618.08
Special Education - EYSE*	0.101	\$	472.36
Career & Technical Education - Add-On*	23.616	\$	110,381.00
Students At-Risk - Add-on	25.255	\$	118,041.87
Class Size Reduction	25.490	\$	119,138.83
TOTAL BASIC SCHOOL PROGRAM (A thru B):	586.923	\$	2,742,481.64
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	1,440,316.00
Charter School Funding Base Program		\$	85,000.00
Flexible Allocation		\$	177,102.19
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	250.90
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	448,043.02
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	17,530.31
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	10,552.50
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	70,999.42
School LAND Trust Program*		\$	59,895.90
Teacher and Student Success Program*		\$	145,261.26
Student Health & Counseling Support Program*		\$	36,741.27
School-Based Education Support Professionals Stipends		\$	31,047.00
Beverly Taylor Sorenson Arts*		\$	45,500.00
Digital Teaching and Learning*		\$	14,926.05
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	2,583,165.82
TOTAL MINIMUM SCHOOL PROGRAM		\$	5,325,647.45
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	10,064.30
TOTAL STATE FUNDING		\$	5,335,711.75

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: Freedom Preparatory Academy			
WPU Value:	\$4,674		
Recipient ID:	82	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	2,027.580	\$	9,472,618.42
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	5.000	\$	23,370.00
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	466.532	\$	2,180,568.73
Special Education - Self-Contained	9.083	\$	42,455.50
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	1.636	\$	7,644.39
Special Education - Impact Aid	6.820	\$	31,877.94
Special Education - EYSE*	0.979	\$	4,577.00
Career & Technical Education - Add-On*	37.018	\$	173,019.00
Students At-Risk - Add-on	126.538	\$	591,436.28
Class Size Reduction	173.242	\$	809,731.41
TOTAL BASIC SCHOOL PROGRAM (A thru B):	2,854.427	\$	13,337,298.67
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	7,782,060.00
Charter School Funding Base Program		\$	200,560.00
Flexible Allocation		\$	861,315.19
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	17,493.69
Concurrent Enrollment*		\$	19,569.00
Educator Salary Adjustments		\$	1,689,291.68
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	71,659.36
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	48,459.50
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	279,741.03
School LAND Trust Program*		\$	334,858.41
Teacher and Student Success Program*		\$	722,862.10
Student Health & Counseling Support Program*		\$	83,857.36
School-Based Education Support Professionals Stipends		\$	153,112.73
Beverly Taylor Sorenson Arts*		\$	87,500.00
Digital Teaching and Learning*		\$	83,446.66
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	12,435,786.71
TOTAL MINIMUM SCHOOL PROGRAM		\$	25,773,085.38
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	32,018.99
TOTAL STATE FUNDING		\$	25,805,104.37

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program Charter School Summary FY 2026 Final Estimates			
Recipient: Acad. for Math, Eng. & Science			
WPU Value:	\$4,674		
Recipient ID:	83	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	558.644	\$	2,610,169.05
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	46.583	\$	217,729.74
Special Education - Self-Contained	-	\$	-
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.656	\$	3,063.93
Special Education - Impact Aid	0.828	\$	3,868.56
Special Education - EYSE*	0.310	\$	1,450.24
Career & Technical Education - Add-On*	42.559	\$	198,919.00
Students At-Risk - Add-on	18.658	\$	87,205.16
Class Size Reduction	-	\$	-
TOTAL BASIC SCHOOL PROGRAM (A thru B):	668.237	\$	3,122,405.68
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	1,690,648.00
Charter School Funding Base Program		\$	85,000.00
Flexible Allocation		\$	201,638.59
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	9,273.56
Concurrent Enrollment*		\$	165,177.00
Educator Salary Adjustments		\$	306,610.20
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	19,609.84
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	4,937.50
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	49,039.52
School LAND Trust Program*		\$	71,068.19
Teacher and Student Success Program*		\$	173,882.15
Student Health & Counseling Support Program*		\$	37,491.51
School-Based Education Support Professionals Stipends		\$	11,980.00
Beverly Taylor Sorenson Arts*		\$	-
Digital Teaching and Learning*		\$	17,710.18
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	2,844,066.24
TOTAL MINIMUM SCHOOL PROGRAM		\$	5,966,471.93
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	28,052.06
TOTAL STATE FUNDING		\$	5,994,523.99

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: Pinnacle Canyon Academy			
WPU Value:	\$4,674		
Recipient ID:	86	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	334.941	\$	1,564,798.92
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	116.776	\$	545,810.33
Special Education - Self-Contained	28.467	\$	133,053.20
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.483	\$	2,259.00
Special Education - Impact Aid	2.531	\$	11,830.74
Special Education - EYSE*	0.050	\$	234.00
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	37.875	\$	177,027.75
Class Size Reduction	18.575	\$	86,817.32
TOTAL BASIC SCHOOL PROGRAM (A thru B):	539.698	\$	2,521,831.26
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	1,298,824.00
Charter School Funding Base Program		\$	85,000.00
Flexible Allocation		\$	162,852.25
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	-
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	308,954.04
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	17,316.24
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	7,207.50
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	51,981.89
School LAND Trust Program*		\$	54,610.88
Teacher and Student Success Program*		\$	145,935.97
Student Health & Counseling Support Program*		\$	34,518.64
School-Based Education Support Professionals Stipends		\$	54,375.00
Beverly Taylor Sorenson Arts*		\$	-
Digital Teaching and Learning*		\$	13,495.31
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	2,235,071.72
TOTAL MINIMUM SCHOOL PROGRAM		\$	4,756,902.98
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	10,096.61
TOTAL STATE FUNDING		\$	4,766,999.59

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: City Academy			
WPU Value:	\$4,674		
Recipient ID:	87	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	154.090	\$	719,956.28
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	30.901	\$	144,430.99
Special Education - Self-Contained	1.533	\$	7,166.80
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.586	\$	2,738.13
Special Education - Impact Aid	0.544	\$	2,543.07
Special Education - EYSE*	0.116	\$	544.05
Career & Technical Education - Add-On*	4.279	\$	20,000.00
Students At-Risk - Add-on	10.523	\$	49,182.17
Class Size Reduction	2.536	\$	11,855.50
TOTAL BASIC SCHOOL PROGRAM (A thru B):	205.108	\$	958,416.99
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	471,640.00
Charter School Funding Base Program		\$	85,000.00
Flexible Allocation		\$	61,890.90
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	-
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	170,740.32
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	8,417.06
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	2,901.25
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	28,770.51
School LAND Trust Program*		\$	54,610.88
Teacher and Student Success Program*		\$	40,106.66
Student Health & Counseling Support Program*		\$	-
School-Based Education Support Professionals Stipends		\$	3,540.00
Beverly Taylor Sorenson Arts*		\$	-
Digital Teaching and Learning*		\$	3,596.17
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	931,213.74
TOTAL MINIMUM SCHOOL PROGRAM		\$	1,889,630.73
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	5,527.76
TOTAL STATE FUNDING		\$	1,895,158.49

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: Soldier Hollow Charter School			
WPU Value:	\$4,674		
Recipient ID:	89	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	298.984	\$	1,396,807.22
Immunization Noncompliance	(2.000)	\$	(9,348.00)
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	114.817	\$	536,655.53
Special Education - Self-Contained	0.017	\$	77.90
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.828	\$	3,868.87
Special Education - Impact Aid	1.775	\$	8,297.93
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	5.470	\$	25,566.78
Class Size Reduction	30.833	\$	144,112.11
TOTAL BASIC SCHOOL PROGRAM (A thru B):	450.724	\$	2,106,038.33
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	1,168,216.00
Charter School Funding Base Program		\$	85,000.00
Flexible Allocation		\$	136,004.57
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	2,919.30
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	309,717.38
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	15,664.84
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	8,630.00
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	51,564.07
School LAND Trust Program*		\$	54,610.88
Teacher and Student Success Program*		\$	115,176.44
Student Health & Counseling Support Program*		\$	34,000.43
School-Based Education Support Professionals Stipends		\$	8,920.70
Beverly Taylor Sorenson Arts*		\$	35,000.00
Digital Teaching and Learning*		\$	12,760.61
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	2,038,185.23
TOTAL MINIMUM SCHOOL PROGRAM		\$	4,144,223.56
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	2,637.14
TOTAL STATE FUNDING		\$	4,146,860.70

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: Utah Arts Academy			
WPU Value:	\$4,674		
Recipient ID:	91	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	441.893	\$	2,064,678.46
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	44.384	\$	207,452.98
Special Education - Self-Contained	-	\$	-
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.483	\$	2,259.00
Special Education - Impact Aid	0.539	\$	2,521.54
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	4.279	\$	20,000.00
Students At-Risk - Add-on	17.845	\$	83,407.53
Class Size Reduction	7.143	\$	33,384.48
TOTAL BASIC SCHOOL PROGRAM (A thru B):	516.567	\$	2,413,703.99
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	1,320,592.00
Charter School Funding Base Program		\$	85,000.00
Flexible Allocation		\$	155,872.48
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	1,966.87
Concurrent Enrollment*		\$	11,060.00
Educator Salary Adjustments		\$	275,348.43
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	15,083.80
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	4,762.50
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	47,063.23
School LAND Trust Program*		\$	54,610.88
Teacher and Student Success Program*		\$	105,080.23
Student Health & Counseling Support Program*		\$	33,482.22
School-Based Education Support Professionals Stipends		\$	4,762.50
Beverly Taylor Sorenson Arts*		\$	-
Digital Teaching and Learning*		\$	-
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	2,114,685.14
TOTAL MINIMUM SCHOOL PROGRAM		\$	4,528,389.13
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	19,445.92
TOTAL STATE FUNDING		\$	4,547,835.05

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: Uintah River High			
WPU Value:	\$4,674		
Recipient ID:	92	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	122.043	\$	570,226.92
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	21.786	\$	101,828.61
Special Education - Self-Contained	-	\$	-
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.483	\$	2,259.00
Special Education - Impact Aid	0.366	\$	1,711.36
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	11.000	\$	51,414.00
Class Size Reduction	-	\$	-
TOTAL BASIC SCHOOL PROGRAM (A thru B):	155.679	\$	727,439.89
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	370,056.00
Charter School Funding Base Program		\$	85,000.00
Flexible Allocation		\$	46,975.71
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	-
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	107,274.68
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	8,080.66
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	1,750.00
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	21,577.39
School LAND Trust Program*		\$	54,610.88
Teacher and Student Success Program*		\$	33,382.99
Student Health & Counseling Support Program*		\$	-
School-Based Education Support Professionals Stipends		\$	1,216.50
Beverly Taylor Sorenson Arts*		\$	-
Digital Teaching and Learning*		\$	-
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	729,924.81
TOTAL MINIMUM SCHOOL PROGRAM		\$	1,457,364.70
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	5,011.01
TOTAL STATE FUNDING		\$	1,462,375.71

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program Charter School Summary FY 2026 Final Estimates			
Recipient: John Hancock Charter School			
WPU Value:	\$4,674		
Recipient ID:	93	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	953.725	\$	4,455,534.96
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	174.229	\$	814,348.52
Special Education - Self-Contained	4.478	\$	20,929.13
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	1.176	\$	5,497.90
Special Education - Impact Aid	3.053	\$	14,271.08
Special Education - EYSE*	0.512	\$	2,392.32
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	32.315	\$	151,040.31
Class Size Reduction	100.050	\$	467,631.92
TOTAL BASIC SCHOOL PROGRAM (A thru B):	1,269.539	\$	5,931,646.15
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	3,950,892.00
Charter School Funding Base Program		\$	125,235.00
Flexible Allocation		\$	383,079.69
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	9,235.60
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	823,424.18
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	37,775.19
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	28,531.00
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	135,882.62
School LAND Trust Program*		\$	188,988.72
Teacher and Student Success Program*		\$	302,513.94
Student Health & Counseling Support Program*		\$	53,528.64
School-Based Education Support Professionals Stipends		\$	49,562.06
Beverly Taylor Sorenson Arts*		\$	70,000.00
Digital Teaching and Learning*		\$	40,447.27
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	6,199,095.91
TOTAL MINIMUM SCHOOL PROGRAM		\$	12,130,742.06
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	7,629.39
TOTAL STATE FUNDING		\$	12,138,371.45

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: Thomas Edison			
WPU Value:	\$4,674		
Recipient ID:	94	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	1,066.081	\$	4,980,564.52
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	240.788	\$	1,125,444.96
Special Education - Self-Contained	2.711	\$	12,671.73
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	1.389	\$	6,494.48
Special Education - Impact Aid	5.386	\$	25,176.37
Special Education - EYSE*	1.540	\$	7,198.00
Career & Technical Education - Add-On*	8.558	\$	40,000.00
Students At-Risk - Add-on	42.240	\$	197,429.76
Class Size Reduction	110.225	\$	515,192.59
TOTAL BASIC SCHOOL PROGRAM (A thru B):	1,478.919	\$	6,910,172.41
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	4,164,944.00
Charter School Funding Base Program		\$	132,020.00
Flexible Allocation		\$	446,259.65
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	10,500.63
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	955,470.34
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	42,026.00
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	25,760.00
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	151,031.91
School LAND Trust Program*		\$	184,497.98
Teacher and Student Success Program*		\$	386,618.82
Student Health & Counseling Support Program*		\$	57,428.82
School-Based Education Support Professionals Stipends		\$	74,862.03
Beverly Taylor Sorenson Arts*		\$	35,000.00
Digital Teaching and Learning*		\$	45,976.87
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	6,712,397.05
TOTAL MINIMUM SCHOOL PROGRAM		\$	13,622,569.46
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	13,142.16
TOTAL STATE FUNDING		\$	13,635,711.62

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: Timpanogos Academy			
WPU Value:	\$4,674		
Recipient ID:	95	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	448.384	\$	2,094,769.23
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	86.735	\$	405,397.35
Special Education - Self-Contained	7.000	\$	32,718.00
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.832	\$	3,888.03
Special Education - Impact Aid	1.778	\$	8,309.92
Special Education - EYSE*	0.353	\$	1,652.00
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	9.350	\$	43,701.90
Class Size Reduction	45.348	\$	211,956.79
TOTAL BASIC SCHOOL PROGRAM (A thru B):	599.780	\$	2,802,393.22
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	1,774,092.00
Charter School Funding Base Program		\$	85,000.00
Flexible Allocation		\$	180,981.87
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	-
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	350,630.41
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	20,710.77
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	13,344.50
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	56,275.79
School LAND Trust Program*		\$	76,033.65
Teacher and Student Success Program*		\$	146,886.15
Student Health & Counseling Support Program*		\$	-
School-Based Education Support Professionals Stipends		\$	24,479.25
Beverly Taylor Sorenson Arts*		\$	-
Digital Teaching and Learning*		\$	-
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	2,728,434.39
TOTAL MINIMUM SCHOOL PROGRAM		\$	5,530,827.61
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	-
TOTAL STATE FUNDING		\$	5,530,827.61

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: Salt Lake Arts Academy			
WPU Value:	\$4,674		
Recipient ID:	97	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	389.364	\$	1,819,069.34
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	48.179	\$	225,189.26
Special Education - Self-Contained	1.000	\$	4,674.00
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.483	\$	2,259.00
Special Education - Impact Aid	1.058	\$	4,944.69
Special Education - EYSE*	0.223	\$	1,042.72
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	13.910	\$	65,015.34
Class Size Reduction	38.861	\$	181,634.93
TOTAL BASIC SCHOOL PROGRAM (A thru B):	493.078	\$	2,303,829.28
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	1,483,852.00
Charter School Funding Base Program		\$	85,000.00
Flexible Allocation		\$	148,784.92
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	-
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	336,840.82
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	18,264.26
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	7,968.00
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	53,560.96
School LAND Trust Program*		\$	64,395.85
Teacher and Student Success Program*		\$	129,049.92
Student Health & Counseling Support Program*		\$	36,318.72
School-Based Education Support Professionals Stipends		\$	5,180.51
Beverly Taylor Sorenson Arts*		\$	14,000.00
Digital Teaching and Learning*		\$	16,047.43
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	2,399,263.40
TOTAL MINIMUM SCHOOL PROGRAM		\$	4,703,092.67
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	10,364.84
TOTAL STATE FUNDING		\$	4,713,457.51

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: Fast Forward High			
WPU Value:	\$4,674		
Recipient ID:	98	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	636.982	\$	2,976,270.84
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	99.057	\$	462,992.52
Special Education - Self-Contained	-	\$	-
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.483	\$	2,259.00
Special Education - Impact Aid	2.132	\$	9,965.96
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	54.731	\$	255,814.00
Students At-Risk - Add-on	27.943	\$	130,603.25
Class Size Reduction	-	\$	-
TOTAL BASIC SCHOOL PROGRAM (A thru B):	821.328	\$	3,837,905.57
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	1,781,348.00
Charter School Funding Base Program		\$	85,000.00
Flexible Allocation		\$	247,833.32
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	-
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	290,960.31
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	19,089.96
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	4,756.25
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	46,146.19
School LAND Trust Program*		\$	68,585.46
Teacher and Student Success Program*		\$	192,800.05
Student Health & Counseling Support Program*		\$	-
School-Based Education Support Professionals Stipends		\$	23,220.00
Beverly Taylor Sorenson Arts*		\$	-
Digital Teaching and Learning*		\$	-
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	2,759,739.54
TOTAL MINIMUM SCHOOL PROGRAM		\$	6,597,645.11
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	29,297.58
TOTAL STATE FUNDING		\$	6,626,942.69

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: NUAMES			
WPU Value:	\$4,674		
Recipient ID:	A1	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	1,356.097	\$	6,336,106.12
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	42.559	\$	198,919.29
Special Education - Self-Contained	-	\$	-
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.483	\$	2,259.00
Special Education - Impact Aid	1.055	\$	4,930.24
Special Education - EYSE*	0.445	\$	2,080.00
Career & Technical Education - Add-On*	162.267	\$	758,436.00
Students At-Risk - Add-on	12.820	\$	59,920.68
Class Size Reduction	-	\$	-
TOTAL BASIC SCHOOL PROGRAM (A thru B):	1,575.726	\$	7,362,651.33
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	4,154,060.00
Charter School Funding Base Program		\$	131,675.00
Flexible Allocation		\$	475,470.69
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	5,514.91
Concurrent Enrollment*		\$	258,474.00
Educator Salary Adjustments		\$	814,408.18
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	40,191.12
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	12,939.75
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	134,964.60
School LAND Trust Program*		\$	175,653.25
Teacher and Student Success Program*		\$	423,334.64
Student Health & Counseling Support Program*		\$	55,874.20
School-Based Education Support Professionals Stipends		\$	7,800.00
Beverly Taylor Sorenson Arts*		\$	-
Digital Teaching and Learning*		\$	43,772.76
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	6,734,133.10
TOTAL MINIMUM SCHOOL PROGRAM		\$	14,096,784.43
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	68,535.79
TOTAL STATE FUNDING		\$	14,165,320.22

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: Ranches Academy			
WPU Value:	\$4,674		
Recipient ID:	A2	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	305.650	\$	1,427,887.72
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	57.571	\$	269,087.27
Special Education - Self-Contained	1.911	\$	8,932.53
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.709	\$	3,313.08
Special Education - Impact Aid	1.321	\$	6,174.25
Special Education - EYSE*	0.252	\$	1,177.00
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	11.005	\$	51,437.37
Class Size Reduction	33.879	\$	158,352.42
TOTAL BASIC SCHOOL PROGRAM (A thru B):	412.299	\$	1,926,361.65
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	1,309,708.00
Charter School Funding Base Program		\$	85,000.00
Flexible Allocation		\$	124,409.92
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	-
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	234,384.03
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	16,674.03
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	9,000.00
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	37,270.03
School LAND Trust Program*		\$	56,016.63
Teacher and Student Success Program*		\$	104,261.17
Student Health & Counseling Support Program*		\$	34,845.93
School-Based Education Support Professionals Stipends		\$	34,582.50
Beverly Taylor Sorenson Arts*		\$	-
Digital Teaching and Learning*		\$	-
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	2,046,152.25
TOTAL MINIMUM SCHOOL PROGRAM		\$	3,972,513.89
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	-
TOTAL STATE FUNDING		\$	3,972,513.89

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: Davinci Academy			
WPU Value:	\$4,674		
Recipient ID:	A3	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	1,258.967	\$	5,881,839.17
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	215.304	\$	1,006,331.45
Special Education - Self-Contained	1.000	\$	4,674.00
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	1.242	\$	5,804.54
Special Education - Impact Aid	4.254	\$	19,884.24
Special Education - EYSE*	1.060	\$	4,956.00
Career & Technical Education - Add-On*	31.700	\$	148,166.00
Students At-Risk - Add-on	48.623	\$	227,261.57
Class Size Reduction	89.261	\$	417,205.52
TOTAL BASIC SCHOOL PROGRAM (A thru B):	1,651.411	\$	7,716,122.49
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	4,665,608.00
Charter School Funding Base Program		\$	147,890.00
Flexible Allocation		\$	498,308.50
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	8,113.32
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	1,070,269.26
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	44,686.58
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	25,947.50
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	170,716.37
School LAND Trust Program*		\$	198,308.18
Teacher and Student Success Program*		\$	418,424.95
Student Health & Counseling Support Program*		\$	59,856.21
School-Based Education Support Professionals Stipends		\$	63,100.00
Beverly Taylor Sorenson Arts*		\$	-
Digital Teaching and Learning*		\$	49,418.36
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	7,420,647.23
TOTAL MINIMUM SCHOOL PROGRAM		\$	15,136,769.72
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	30,562.96
TOTAL STATE FUNDING		\$	15,167,332.68

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: Summit Academy			
WPU Value:	\$4,674		
Recipient ID:	A4	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	2,482.019	\$	11,595,832.17
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	1.000	\$	4,674.00
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	652.264	\$	3,048,684.22
Special Education - Self-Contained	10.256	\$	47,934.47
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	1.972	\$	9,215.93
Special Education - Impact Aid	8.051	\$	37,628.18
Special Education - EYSE*	1.167	\$	5,456.64
Career & Technical Education - Add-On*	120.258	\$	562,087.00
Students At-Risk - Add-on	59.148	\$	276,455.42
Class Size Reduction	183.725	\$	858,732.66
TOTAL BASIC SCHOOL PROGRAM (A thru B):	3,519.860	\$	16,446,700.68
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	9,294,936.00
Charter School Funding Base Program		\$	200,560.00
Flexible Allocation		\$	1,062,107.56
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	9,690.04
Concurrent Enrollment*		\$	40,026.00
Educator Salary Adjustments		\$	2,219,512.91
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	84,687.03
Dual Immersion		\$	52,855.96
Teacher Supplies and Materials		\$	54,013.75
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	348,268.86
School LAND Trust Program*		\$	398,478.41
Teacher and Student Success Program*		\$	885,206.46
Student Health & Counseling Support Program*		\$	95,039.71
School-Based Education Support Professionals Stipends		\$	131,050.00
Beverly Taylor Sorenson Arts*		\$	105,000.00
Digital Teaching and Learning*		\$	99,300.75
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	15,080,733.44
TOTAL MINIMUM SCHOOL PROGRAM		\$	31,527,434.12
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	53,963.57
TOTAL STATE FUNDING		\$	31,581,397.69

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: Itineris Early College High			
WPU Value:	\$4,674		
Recipient ID:	A5	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	426.012	\$	1,990,441.04
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	1.000	\$	4,674.00
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	17.008	\$	79,495.80
Special Education - Self-Contained	-	\$	-
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.483	\$	2,259.00
Special Education - Impact Aid	0.183	\$	855.69
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	39.730	\$	185,697.00
Students At-Risk - Add-on	22.180	\$	103,669.32
Class Size Reduction	-	\$	-
TOTAL BASIC SCHOOL PROGRAM (A thru B):	506.597	\$	2,367,091.85
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	1,342,360.00
Charter School Funding Base Program		\$	85,000.00
Flexible Allocation		\$	152,864.10
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	3,295.62
Concurrent Enrollment*		\$	123,195.00
Educator Salary Adjustments		\$	307,542.82
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	16,765.77
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	4,875.75
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	45,861.76
School LAND Trust Program*		\$	56,792.48
Teacher and Student Success Program*		\$	140,332.95
Student Health & Counseling Support Program*		\$	34,982.30
School-Based Education Support Professionals Stipends		\$	5,351.17
Beverly Taylor Sorenson Arts*		\$	-
Digital Teaching and Learning*		\$	14,152.68
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	2,333,372.40
TOTAL MINIMUM SCHOOL PROGRAM		\$	4,700,464.25
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	21,523.48
TOTAL STATE FUNDING		\$	4,721,987.73

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: N. Davis Preparatory Academy			
WPU Value:	\$4,674		
Recipient ID:	A6	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	858.896	\$	4,012,614.42
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	116.317	\$	543,665.41
Special Education - Self-Contained	2.294	\$	10,724.23
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.483	\$	2,259.00
Special Education - Impact Aid	2.620	\$	12,245.50
Special Education - EYSE*	1.216	\$	5,684.00
Career & Technical Education - Add-On*	4.279	\$	20,000.00
Students At-Risk - Add-on	48.720	\$	227,717.28
Class Size Reduction	81.309	\$	380,036.98
TOTAL BASIC SCHOOL PROGRAM (A thru B):	1,116.135	\$	5,214,946.83
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	3,384,924.00
Charter School Funding Base Program		\$	107,295.00
Flexible Allocation		\$	336,790.41
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	-
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	706,990.21
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	35,236.93
Dual Immersion		\$	17,750.00
Teacher Supplies and Materials		\$	18,730.00
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	111,914.07
School LAND Trust Program*		\$	150,050.08
Teacher and Student Success Program*		\$	285,649.61
Student Health & Counseling Support Program*		\$	51,373.99
School-Based Education Support Professionals Stipends		\$	50,502.92
Beverly Taylor Sorenson Arts*		\$	-
Digital Teaching and Learning*		\$	-
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	5,257,207.22
TOTAL MINIMUM SCHOOL PROGRAM		\$	10,472,154.05
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	13,728.06
TOTAL STATE FUNDING		\$	10,485,882.11

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: East Hollywood High			
WPU Value:	\$4,674		
Recipient ID:	A8	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	389.134	\$	1,818,149.31
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	88.157	\$	412,043.81
Special Education - Self-Contained	-	\$	-
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.483	\$	2,259.00
Special Education - Impact Aid	1.728	\$	8,075.01
Special Education - EYSE*	0.199	\$	928.55
Career & Technical Education - Add-On*	50.667	\$	236,818.00
Students At-Risk - Add-on	23.545	\$	110,049.33
Class Size Reduction	-	\$	-
TOTAL BASIC SCHOOL PROGRAM (A thru B):	553.912	\$	2,588,323.01
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	1,200,868.00
Charter School Funding Base Program		\$	85,000.00
Flexible Allocation		\$	167,141.36
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	-
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	239,680.54
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	15,573.10
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	3,701.25
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	39,486.62
School LAND Trust Program*		\$	54,610.88
Teacher and Student Success Program*		\$	146,102.25
Student Health & Counseling Support Program*		\$	33,864.06
School-Based Education Support Professionals Stipends		\$	17,550.00
Beverly Taylor Sorenson Arts*		\$	-
Digital Teaching and Learning*		\$	-
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	2,003,578.06
TOTAL MINIMUM SCHOOL PROGRAM		\$	4,591,901.07
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	19,546.93
TOTAL STATE FUNDING		\$	4,611,448.00

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: Success Academy			
WPU Value:	\$4,674		
Recipient ID:	A9	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	627.373	\$	2,931,286.96
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	6.109	\$	28,553.94
Special Education - Self-Contained	-	\$	-
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.483	\$	2,259.00
Special Education - Impact Aid	0.125	\$	584.80
Special Education - EYSE*	0.056	\$	264.00
Career & Technical Education - Add-On*	28.558	\$	133,480.00
Students At-Risk - Add-on	12.720	\$	59,453.28
Class Size Reduction	-	\$	-
TOTAL BASIC SCHOOL PROGRAM (A thru B):	675.425	\$	3,155,881.98
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	1,915,584.00
Charter School Funding Base Program		\$	74,015.00
Flexible Allocation		\$	203,807.67
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	-
Concurrent Enrollment*		\$	242,145.00
Educator Salary Adjustments		\$	241,286.67
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	22,025.77
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	3,415.75
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	41,512.93
School LAND Trust Program*		\$	109,221.76
Teacher and Student Success Program*		\$	173,468.76
Student Health & Counseling Support Program*		\$	39,673.43
School-Based Education Support Professionals Stipends		\$	8,514.00
Beverly Taylor Sorenson Arts*		\$	-
Digital Teaching and Learning*		\$	20,803.66
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	3,095,474.41
TOTAL MINIMUM SCHOOL PROGRAM		\$	6,251,356.39
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	32,042.28
TOTAL STATE FUNDING		\$	6,283,398.67

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program Charter School Summary FY 2026 Final Estimates			
Recipient: Utah County Academy of Science			
WPU Value:	\$4,674		
Recipient ID:	1B	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	603.573	\$	2,820,175.76
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	1.000	\$	4,674.00
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	15.047	\$	70,330.87
Special Education - Self-Contained	-	\$	-
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.483	\$	2,259.00
Special Education - Impact Aid	0.243	\$	1,136.10
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	33.517	\$	156,655.00
Students At-Risk - Add-on	16.885	\$	78,920.49
Class Size Reduction	-	\$	-
TOTAL BASIC SCHOOL PROGRAM (A thru B):	670.749	\$	3,134,151.22
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	1,679,764.00
Charter School Funding Base Program		\$	85,000.00
Flexible Allocation		\$	202,396.58
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	-
Concurrent Enrollment*		\$	90,210.00
Educator Salary Adjustments		\$	326,593.38
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	21,138.91
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	4,375.00
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	51,981.89
School LAND Trust Program*		\$	78,981.90
Teacher and Student Success Program*		\$	186,612.02
Student Health & Counseling Support Program*		\$	38,882.48
School-Based Education Support Professionals Stipends		\$	6,075.00
Beverly Taylor Sorenson Arts*		\$	-
Digital Teaching and Learning*		\$	19,682.27
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	2,791,693.43
TOTAL MINIMUM SCHOOL PROGRAM		\$	5,925,844.65
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	30,826.72
TOTAL STATE FUNDING		\$	5,956,671.37

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: Lincoln Academy			
WPU Value:	\$4,674		
Recipient ID:	2B	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	852.925	\$	3,984,752.67
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	120.701	\$	564,154.85
Special Education - Self-Contained	10.133	\$	47,363.20
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.914	\$	4,271.33
Special Education - Impact Aid	2.449	\$	11,447.33
Special Education - EYSE*	0.965	\$	4,510.40
Career & Technical Education - Add-On*	4.279	\$	20,000.00
Students At-Risk - Add-on	24.545	\$	114,723.33
Class Size Reduction	75.932	\$	354,905.88
TOTAL BASIC SCHOOL PROGRAM (A thru B):	1,092.843	\$	5,106,129.00
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	3,297,852.00
Charter School Funding Base Program		\$	104,535.00
Flexible Allocation		\$	329,762.18
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	-
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	639,549.54
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	33,585.54
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	16,558.00
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	102,810.37
School LAND Trust Program*		\$	141,360.52
Teacher and Student Success Program*		\$	279,441.95
Student Health & Counseling Support Program*		\$	52,710.60
School-Based Education Support Professionals Stipends		\$	55,468.27
Beverly Taylor Sorenson Arts*		\$	-
Digital Teaching and Learning*		\$	35,227.02
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	5,088,860.99
TOTAL MINIMUM SCHOOL PROGRAM		\$	10,194,989.98
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	17,612.84
TOTAL STATE FUNDING		\$	10,212,602.82

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: Beehive Academy			
WPU Value:	\$4,674		
Recipient ID:	3B	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	846.766	\$	3,956,000.50
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	152.340	\$	712,035.67
Special Education - Self-Contained	1.000	\$	4,674.00
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.483	\$	2,259.00
Special Education - Impact Aid	1.554	\$	7,264.84
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	40.130	\$	187,567.00
Students At-Risk - Add-on	29.690	\$	138,771.06
Class Size Reduction	65.404	\$	305,697.53
TOTAL BASIC SCHOOL PROGRAM (A thru B):	1,137.368	\$	5,314,269.60
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	3,239,804.00
Charter School Funding Base Program		\$	102,695.00
Flexible Allocation		\$	343,197.43
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	11,347.13
Concurrent Enrollment*		\$	17,251.00
Educator Salary Adjustments		\$	787,263.49
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	32,056.47
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	19,547.50
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	128,012.76
School LAND Trust Program*		\$	133,601.99
Teacher and Student Success Program*		\$	293,493.23
Student Health & Counseling Support Program*		\$	51,189.72
School-Based Education Support Professionals Stipends		\$	28,981.81
Beverly Taylor Sorenson Arts*		\$	-
Digital Teaching and Learning*		\$	33,293.59
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	5,221,735.12
TOTAL MINIMUM SCHOOL PROGRAM		\$	10,536,004.72
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	18,788.05
TOTAL STATE FUNDING		\$	10,554,792.77

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: Wasatch Peak Academy			
WPU Value:	\$4,674		
Recipient ID:	4B	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	458.715	\$	2,143,029.91
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	100.378	\$	469,169.00
Special Education - Self-Contained	-	\$	-
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.483	\$	2,259.00
Special Education - Impact Aid	2.089	\$	9,762.40
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	14.975	\$	69,993.15
Class Size Reduction	48.059	\$	224,630.08
TOTAL BASIC SCHOOL PROGRAM (A thru B):	624.700	\$	2,918,843.54
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	1,821,256.00
Charter School Funding Base Program		\$	74,015.00
Flexible Allocation		\$	188,501.42
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	4,600.11
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	430,291.76
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	21,475.31
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	12,300.00
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	71,264.23
School LAND Trust Program*		\$	80,688.77
Teacher and Student Success Program*		\$	162,170.52
Student Health & Counseling Support Program*		\$	39,182.50
School-Based Education Support Professionals Stipends		\$	25,691.25
Beverly Taylor Sorenson Arts*		\$	-
Digital Teaching and Learning*		\$	20,107.63
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	2,951,544.50
TOTAL MINIMUM SCHOOL PROGRAM		\$	5,870,388.04
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	-
TOTAL STATE FUNDING		\$	5,870,388.04

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: North Star Academy			
WPU Value:	\$4,674		
Recipient ID:	5B	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	491.249	\$	2,295,056.50
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	48.326	\$	225,877.85
Special Education - Self-Contained	2.522	\$	11,788.87
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.656	\$	3,063.93
Special Education - Impact Aid	1.108	\$	5,177.15
Special Education - EYSE*	0.368	\$	1,720.00
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	10.933	\$	51,098.51
Class Size Reduction	44.959	\$	210,138.32
TOTAL BASIC SCHOOL PROGRAM (A thru B):	600.120	\$	2,803,921.13
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	1,886,560.00
Charter School Funding Base Program		\$	74,015.00
Flexible Allocation		\$	181,084.51
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	4,069.32
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	406,502.14
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	21,658.80
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	10,682.50
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	64,536.01
School LAND Trust Program*		\$	80,999.11
Teacher and Student Success Program*		\$	151,858.41
Student Health & Counseling Support Program*		\$	39,237.04
School-Based Education Support Professionals Stipends		\$	20,457.97
Beverly Taylor Sorenson Arts*		\$	35,000.00
Digital Teaching and Learning*		\$	20,184.97
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	2,996,845.77
TOTAL MINIMUM SCHOOL PROGRAM		\$	5,800,766.91
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	8,930.70
TOTAL STATE FUNDING		\$	5,809,697.61

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: Reagan Academy			
WPU Value:	\$4,674		
Recipient ID:	7B	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	587.509	\$	2,744,665.51
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	120.117	\$	561,428.05
Special Education - Self-Contained	5.000	\$	23,370.00
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.893	\$	4,175.51
Special Education - Impact Aid	2.176	\$	10,172.25
Special Education - EYSE*	0.802	\$	3,748.92
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	26.670	\$	124,655.58
Class Size Reduction	63.192	\$	295,359.06
TOTAL BASIC SCHOOL PROGRAM (A thru B):	806.360	\$	3,767,574.88
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	2,448,900.00
Charter School Funding Base Program		\$	77,625.00
Flexible Allocation		\$	243,316.71
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	-
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	537,131.81
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	26,582.40
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	17,690.00
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	85,397.42
School LAND Trust Program*		\$	105,981.60
Teacher and Student Success Program*		\$	201,113.34
Student Health & Counseling Support Program*		\$	43,628.16
School-Based Education Support Professionals Stipends		\$	36,325.76
Beverly Taylor Sorenson Arts*		\$	35,000.00
Digital Teaching and Learning*		\$	26,410.60
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	3,885,102.80
TOTAL MINIMUM SCHOOL PROGRAM		\$	7,652,677.67
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	6,287.78
TOTAL STATE FUNDING		\$	7,658,965.45

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: American Leadership Academy			
WPU Value:	\$4,674		
Recipient ID:	8B	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	1,617.642	\$	7,557,580.68
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	1.000	\$	4,674.00
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	249.520	\$	1,166,254.81
Special Education - Self-Contained	7.689	\$	35,937.87
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	1.439	\$	6,724.46
Special Education - Impact Aid	5.237	\$	24,479.03
Special Education - EYSE*	0.709	\$	3,315.56
Career & Technical Education - Add-On*	57.773	\$	270,027.00
Students At-Risk - Add-on	76.298	\$	356,614.52
Class Size Reduction	104.819	\$	489,924.71
TOTAL BASIC SCHOOL PROGRAM (A thru B):	2,122.126	\$	9,915,532.64
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	5,946,292.00
Charter School Funding Base Program		\$	188,485.00
Flexible Allocation		\$	640,345.31
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	-
Concurrent Enrollment*		\$	93,778.00
Educator Salary Adjustments		\$	1,221,910.80
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	54,503.20
Dual Immersion		\$	21,532.84
Teacher Supplies and Materials		\$	31,063.50
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	194,204.34
School LAND Trust Program*		\$	247,031.78
Teacher and Student Success Program*		\$	530,117.59
Student Health & Counseling Support Program*		\$	68,420.26
School-Based Education Support Professionals Stipends		\$	59,068.71
Beverly Taylor Sorenson Arts*		\$	55,978.00
Digital Teaching and Learning*		\$	-
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	9,352,731.34
TOTAL MINIMUM SCHOOL PROGRAM		\$	19,268,263.98
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	42,069.90
TOTAL STATE FUNDING		\$	19,310,333.88

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: Navigator Pointe Academy			
WPU Value:	\$4,674		
Recipient ID:	9B	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	334.370	\$	1,562,110.55
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	73.378	\$	342,968.79
Special Education - Self-Contained	2.944	\$	13,762.33
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.774	\$	3,619.72
Special Education - Impact Aid	1.342	\$	6,272.63
Special Education - EYSE*	1.716	\$	8,019.00
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	5.518	\$	25,788.80
Class Size Reduction	34.533	\$	161,408.11
TOTAL BASIC SCHOOL PROGRAM (A thru B):	454.576	\$	2,123,949.93
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	1,335,104.00
Charter School Funding Base Program		\$	85,000.00
Flexible Allocation		\$	137,166.86
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	-
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	377,024.66
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	17,041.01
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	10,695.00
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	64,175.08
School LAND Trust Program*		\$	58,189.02
Teacher and Student Success Program*		\$	119,433.74
Student Health & Counseling Support Program*		\$	-
School-Based Education Support Professionals Stipends		\$	27,643.71
Beverly Taylor Sorenson Arts*		\$	-
Digital Teaching and Learning*		\$	-
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	2,231,473.07
TOTAL MINIMUM SCHOOL PROGRAM		\$	4,355,423.01
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	2,135.16
TOTAL STATE FUNDING		\$	4,357,558.17

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: Odyssey Charter School			
WPU Value:	\$4,674		
Recipient ID:	1C	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	403.549	\$	1,885,279.44
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	56.629	\$	264,682.15
Special Education - Self-Contained	1.000	\$	4,674.00
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.483	\$	2,259.00
Special Education - Impact Aid	1.180	\$	5,517.51
Special Education - EYSE*	0.211	\$	986.85
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	17.165	\$	80,229.21
Class Size Reduction	42.319	\$	197,797.69
TOTAL BASIC SCHOOL PROGRAM (A thru B):	522.537	\$	2,441,425.85
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	1,650,740.00
Charter School Funding Base Program		\$	85,000.00
Flexible Allocation		\$	157,673.91
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	3,715.47
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	325,382.04
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	18,417.17
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	10,750.00
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	55,659.85
School LAND Trust Program*		\$	65,171.70
Teacher and Student Success Program*		\$	127,372.80
Student Health & Counseling Support Program*		\$	-
School-Based Education Support Professionals Stipends		\$	21,682.86
Beverly Taylor Sorenson Arts*		\$	-
Digital Teaching and Learning*		\$	16,240.78
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	2,537,806.59
TOTAL MINIMUM SCHOOL PROGRAM		\$	4,979,232.43
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	-
TOTAL STATE FUNDING		\$	4,979,232.43

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program Charter School Summary FY 2026 Final Estimates			
Recipient: InTech Collegiate Academy			
WPU Value:	\$4,674		
Recipient ID:	2C	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	217.130	\$	1,014,478.40
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	36.321	\$	169,764.28
Special Education - Self-Contained	-	\$	-
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.483	\$	2,259.00
Special Education - Impact Aid	0.577	\$	2,696.49
Special Education - EYSE*	0.225	\$	1,050.72
Career & Technical Education - Add-On*	37.470	\$	175,137.00
Students At-Risk - Add-on	12.440	\$	58,144.56
Class Size Reduction	4.629	\$	21,637.14
TOTAL BASIC SCHOOL PROGRAM (A thru B):	309.275	\$	1,445,167.59
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	703,832.00
Charter School Funding Base Program		\$	85,000.00
Flexible Allocation		\$	93,322.98
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	1,133.20
Concurrent Enrollment*		\$	32,251.00
Educator Salary Adjustments		\$	159,089.03
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	11,597.52
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	2,517.00
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	26,206.72
School LAND Trust Program*		\$	54,610.88
Teacher and Student Success Program*		\$	79,862.86
Student Health & Counseling Support Program*		\$	30,992.30
School-Based Education Support Professionals Stipends		\$	2,348.00
Beverly Taylor Sorenson Arts*		\$	-
Digital Teaching and Learning*		\$	7,617.70
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	1,290,381.19
TOTAL MINIMUM SCHOOL PROGRAM		\$	2,735,548.78
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	11,089.64
TOTAL STATE FUNDING		\$	2,746,638.42

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program Charter School Summary FY 2026 Final Estimates			
Recipient: Entheos Academy			
WPU Value:	\$4,674		
Recipient ID:	3C	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	981.842	\$	4,586,946.88
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	254.830	\$	1,191,075.49
Special Education - Self-Contained	10.372	\$	48,479.77
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	1.262	\$	5,900.37
Special Education - Impact Aid	4.327	\$	20,224.60
Special Education - EYSE*	1.329	\$	6,210.00
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	91.768	\$	428,921.30
Class Size Reduction	101.136	\$	472,707.92
TOTAL BASIC SCHOOL PROGRAM (A thru B):	1,446.865	\$	6,760,466.32
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	3,958,148.00
Charter School Funding Base Program		\$	125,465.00
Flexible Allocation		\$	436,587.46
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	-
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	715,568.09
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	38,142.16
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	23,637.50
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	115,733.27
School LAND Trust Program*		\$	163,549.94
Teacher and Student Success Program*		\$	352,536.16
Student Health & Counseling Support Program*		\$	-
School-Based Education Support Professionals Stipends		\$	73,280.00
Beverly Taylor Sorenson Arts*		\$	35,000.00
Digital Teaching and Learning*		\$	-
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	6,037,647.58
TOTAL MINIMUM SCHOOL PROGRAM		\$	12,798,113.90
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	9,497.97
TOTAL STATE FUNDING		\$	12,807,611.87

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program Charter School Summary FY 2026 Final Estimates			
Recipient: Lakeview Academy			
WPU Value:	\$4,674		
Recipient ID:	4C	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	1,005.422	\$	4,697,137.27
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	156.575	\$	731,833.30
Special Education - Self-Contained	10.000	\$	46,740.00
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	1.033	\$	4,827.12
Special Education - Impact Aid	3.103	\$	14,505.70
Special Education - EYSE*	0.739	\$	3,454.20
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	23.158	\$	108,238.16
Class Size Reduction	92.944	\$	434,418.20
TOTAL BASIC SCHOOL PROGRAM (A thru B):	1,292.974	\$	6,041,153.95
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	4,001,684.00
Charter School Funding Base Program		\$	126,845.00
Flexible Allocation		\$	390,151.18
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	8,731.35
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	735,445.00
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	38,295.07
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	21,300.00
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	110,790.08
School LAND Trust Program*		\$	164,636.13
Teacher and Student Success Program*		\$	314,443.13
Student Health & Counseling Support Program*		\$	53,937.75
School-Based Education Support Professionals Stipends		\$	136,005.24
Beverly Taylor Sorenson Arts*		\$	26,921.00
Digital Teaching and Learning*		\$	41,027.30
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	6,170,212.23
TOTAL MINIMUM SCHOOL PROGRAM		\$	12,211,366.18
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	14,553.62
TOTAL STATE FUNDING		\$	12,225,919.80

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: Legacy Preparatory Academy			
WPU Value:	\$4,674		
Recipient ID:	5C	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	938.375	\$	4,384,047.97
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	162.822	\$	761,032.03
Special Education - Self-Contained	5.672	\$	26,511.97
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	1.074	\$	5,018.77
Special Education - Impact Aid	3.349	\$	15,653.79
Special Education - EYSE*	0.290	\$	1,356.00
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	27.468	\$	128,383.10
Class Size Reduction	87.052	\$	406,879.57
TOTAL BASIC SCHOOL PROGRAM (A thru B):	1,226.102	\$	5,728,883.20
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	3,475,624.00
Charter School Funding Base Program		\$	110,170.00
Flexible Allocation		\$	369,972.67
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	-
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	749,205.38
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	36,888.33
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	21,761.00
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	115,850.96
School LAND Trust Program*		\$	158,274.13
Teacher and Student Success Program*		\$	318,111.28
Student Health & Counseling Support Program*		\$	52,819.51
School-Based Education Support Professionals Stipends		\$	23,862.48
Beverly Taylor Sorenson Arts*		\$	-
Digital Teaching and Learning*		\$	39,441.89
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	5,471,981.62
TOTAL MINIMUM SCHOOL PROGRAM		\$	11,200,864.82
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	13,508.09
TOTAL STATE FUNDING		\$	11,214,372.91

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: Monticello Academy			
WPU Value:	\$4,674		
Recipient ID:	7C	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	1,055.250	\$	4,929,904.37
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	262.276	\$	1,225,875.76
Special Education - Self-Contained	4.233	\$	19,786.60
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	1.172	\$	5,478.73
Special Education - Impact Aid	3.471	\$	16,221.98
Special Education - EYSE*	1.194	\$	5,579.20
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	82.605	\$	386,095.77
Class Size Reduction	109.149	\$	510,160.09
TOTAL BASIC SCHOOL PROGRAM (A thru B):	1,519.348	\$	7,099,102.51
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	4,230,248.00
Charter School Funding Base Program		\$	134,090.00
Flexible Allocation		\$	458,459.04
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	-
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	842,981.85
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	40,374.60
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	27,594.00
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	136,888.91
School LAND Trust Program*		\$	175,653.26
Teacher and Student Success Program*		\$	367,586.18
Student Health & Counseling Support Program*		\$	55,874.20
School-Based Education Support Professionals Stipends		\$	52,642.36
Beverly Taylor Sorenson Arts*		\$	35,000.00
Digital Teaching and Learning*		\$	43,772.76
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	6,601,165.17
TOTAL MINIMUM SCHOOL PROGRAM		\$	13,700,267.67
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	7,203.26
TOTAL STATE FUNDING		\$	13,707,470.93

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: Mountainville Academy			
WPU Value:	\$4,674		
Recipient ID:	8C	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	620.003	\$	2,896,515.49
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	90.317	\$	422,142.21
Special Education - Self-Contained	3.000	\$	14,022.00
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.799	\$	3,734.71
Special Education - Impact Aid	1.717	\$	8,027.05
Special Education - EYSE*	0.521	\$	2,436.40
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	10.095	\$	47,184.03
Class Size Reduction	64.959	\$	303,617.04
TOTAL BASIC SCHOOL PROGRAM (A thru B):	791.412	\$	3,697,678.93
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	2,503,320.00
Charter School Funding Base Program		\$	79,350.00
Flexible Allocation		\$	238,806.26
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	5,847.44
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	442,574.06
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	25,848.45
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	16,000.00
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	68,655.33
School LAND Trust Program*		\$	102,567.84
Teacher and Student Success Program*		\$	194,182.79
Student Health & Counseling Support Program*		\$	-
School-Based Education Support Professionals Stipends		\$	30,142.00
Beverly Taylor Sorenson Arts*		\$	-
Digital Teaching and Learning*		\$	25,559.89
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	3,732,854.05
TOTAL MINIMUM SCHOOL PROGRAM		\$	7,430,532.99
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	-
TOTAL STATE FUNDING		\$	7,430,532.99

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: Paradigm High School			
WPU Value:	\$4,674		
Recipient ID:	9C	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	410.705	\$	1,918,907.11
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	8.000	\$	37,392.00
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	81.712	\$	381,921.00
Special Education - Self-Contained	1.000	\$	4,674.00
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.483	\$	2,259.00
Special Education - Impact Aid	1.664	\$	7,777.70
Special Education - EYSE*	0.479	\$	2,240.00
Career & Technical Education - Add-On*	23.070	\$	107,829.00
Students At-Risk - Add-on	12.475	\$	58,308.15
Class Size Reduction	11.116	\$	51,953.92
TOTAL BASIC SCHOOL PROGRAM (A thru B):	550.704	\$	2,573,261.88
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	1,324,220.00
Charter School Funding Base Program		\$	85,000.00
Flexible Allocation		\$	166,173.46
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	1,017.33
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	352,414.81
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	16,398.80
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	5,241.25
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	59,651.67
School LAND Trust Program*		\$	54,775.26
Teacher and Student Success Program*		\$	143,818.74
Student Health & Counseling Support Program*		\$	34,627.73
School-Based Education Support Professionals Stipends		\$	18,950.00
Beverly Taylor Sorenson Arts*		\$	-
Digital Teaching and Learning*		\$	-
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	2,262,289.05
TOTAL MINIMUM SCHOOL PROGRAM		\$	4,835,550.92
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	20,261.51
TOTAL STATE FUNDING		\$	4,855,812.43

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: Renaissance Academy			
WPU Value:	\$4,674		
Recipient ID:	1D	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	680.272	\$	3,178,071.45
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	118.324	\$	553,046.88
Special Education - Self-Contained	8.200	\$	38,326.80
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.848	\$	3,964.69
Special Education - Impact Aid	2.168	\$	10,133.83
Special Education - EYSE*	0.394	\$	1,840.00
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	13.363	\$	62,456.33
Class Size Reduction	67.870	\$	317,223.68
TOTAL BASIC SCHOOL PROGRAM (A thru B):	891.439	\$	4,165,063.66
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	2,757,280.00
Charter School Funding Base Program		\$	87,400.00
Flexible Allocation		\$	268,989.03
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	-
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	684,453.46
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	28,509.03
Dual Immersion		\$	10,250.00
Teacher Supplies and Materials		\$	21,366.25
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	105,070.11
School LAND Trust Program*		\$	115,136.67
Teacher and Student Success Program*		\$	232,101.83
Student Health & Counseling Support Program*		\$	45,237.33
School-Based Education Support Professionals Stipends		\$	21,568.73
Beverly Taylor Sorenson Arts*		\$	-
Digital Teaching and Learning*		\$	28,692.04
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	4,406,054.48
TOTAL MINIMUM SCHOOL PROGRAM		\$	8,571,118.14
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	5,243.27
TOTAL STATE FUNDING		\$	8,576,361.41

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: Channing Hall			
WPU Value:	\$4,674		
Recipient ID:	2D	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	559.132	\$	2,612,160.70
Immunization Noncompliance	(5.928)	\$	(27,706.43)
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	78.904	\$	368,798.38
Special Education - Self-Contained	3.000	\$	14,022.00
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.754	\$	3,523.90
Special Education - Impact Aid	1.429	\$	6,680.04
Special Education - EYSE*	0.491	\$	2,293.00
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	20.208	\$	94,449.86
Class Size Reduction	57.359	\$	268,096.10
TOTAL BASIC SCHOOL PROGRAM (A thru B):	715.349	\$	3,342,317.54
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	2,220,336.00
Charter School Funding Base Program		\$	74,015.00
Flexible Allocation		\$	215,854.54
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	19,484.35
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	542,114.06
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	24,074.73
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	14,135.00
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	86,615.56
School LAND Trust Program*		\$	93,723.11
Teacher and Student Success Program*		\$	179,880.83
Student Health & Counseling Support Program*		\$	41,473.51
School-Based Education Support Professionals Stipends		\$	22,371.68
Beverly Taylor Sorenson Arts*		\$	-
Digital Teaching and Learning*		\$	23,355.78
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	3,557,434.15
TOTAL MINIMUM SCHOOL PROGRAM		\$	6,899,751.69
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	5,235.51
TOTAL STATE FUNDING		\$	6,904,987.20

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: Spectrum Academy			
WPU Value:	\$4,674		
Recipient ID:	3D	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	1,198.742	\$	5,599,775.06
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	3,486.763	\$	16,297,130.16
Special Education - Self-Contained	356.983	\$	1,668,540.10
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	5.851	\$	27,346.10
Special Education - Impact Aid	29.356	\$	137,207.67
Special Education - EYSE*	12.335	\$	57,655.00
Career & Technical Education - Add-On*	60.976	\$	285,004.00
Students At-Risk - Add-on	61.340	\$	286,703.16
Class Size Reduction	66.982	\$	313,076.20
TOTAL BASIC SCHOOL PROGRAM (A thru B):	5,279.328	\$	24,672,437.45
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	5,703,216.00
Charter School Funding Base Program		\$	180,780.00
Flexible Allocation		\$	1,593,022.15
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	8,687.12
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	2,617,324.54
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	64,870.29
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	52,974.00
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	416,514.21
School LAND Trust Program*		\$	242,221.49
Teacher and Student Success Program*		\$	1,302,207.92
Student Health & Counseling Support Program*		\$	67,574.76
School-Based Education Support Professionals Stipends		\$	409,889.00
Beverly Taylor Sorenson Arts*		\$	-
Digital Teaching and Learning*		\$	60,361.55
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	12,719,643.04
TOTAL MINIMUM SCHOOL PROGRAM		\$	37,392,080.48
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	37,729.26
TOTAL STATE FUNDING		\$	37,429,809.74

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: Syracuse Arts Academy			
WPU Value:	\$4,674		
Recipient ID:	4D	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	1,875.540	\$	8,762,174.22
Immunization Noncompliance	(0.944)	\$	(4,414.33)
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	630.696	\$	2,947,875.19
Special Education - Self-Contained	15.000	\$	70,110.00
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	1.771	\$	8,276.84
Special Education - Impact Aid	7.105	\$	33,208.34
Special Education - EYSE*	1.787	\$	8,352.00
Career & Technical Education - Add-On*	5.074	\$	23,714.00
Students At-Risk - Add-on	54.563	\$	255,025.13
Class Size Reduction	177.348	\$	828,925.06
TOTAL BASIC SCHOOL PROGRAM (A thru B):	2,767.939	\$	12,933,246.45
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	7,437,400.00
Charter School Funding Base Program		\$	200,560.00
Flexible Allocation		\$	835,217.78
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	13,977.24
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	1,711,758.97
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	58,570.53
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	49,961.50
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	271,778.98
School LAND Trust Program*		\$	375,805.05
Teacher and Student Success Program*		\$	599,853.90
Student Health & Counseling Support Program*		\$	71,856.79
School-Based Education Support Professionals Stipends		\$	119,785.32
Beverly Taylor Sorenson Arts*		\$	87,500.00
Digital Teaching and Learning*		\$	66,432.51
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	11,900,458.56
TOTAL MINIMUM SCHOOL PROGRAM		\$	24,833,705.00
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	24,571.77
TOTAL STATE FUNDING		\$	24,858,276.77

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: George Washington Academy			
WPU Value:	\$4,674		
Recipient ID:	5D	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	915.743	\$	4,278,121.56
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	175.124	\$	818,528.14
Special Education - Self-Contained	14.494	\$	67,747.03
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	1.037	\$	4,846.29
Special Education - Impact Aid	2.446	\$	11,433.17
Special Education - EYSE*	0.958	\$	4,480.00
Career & Technical Education - Add-On*	4.279	\$	20,000.00
Students At-Risk - Add-on	29.870	\$	139,612.38
Class Size Reduction	95.126	\$	444,617.40
TOTAL BASIC SCHOOL PROGRAM (A thru B):	1,239.077	\$	5,789,385.97
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	3,736,840.00
Charter School Funding Base Program		\$	118,450.00
Flexible Allocation		\$	373,887.95
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	-
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	683,092.88
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	37,041.23
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	20,953.00
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	110,841.08
School LAND Trust Program*		\$	157,343.11
Teacher and Student Success Program*		\$	304,399.17
Student Health & Counseling Support Program*		\$	52,655.87
School-Based Education Support Professionals Stipends		\$	61,209.29
Beverly Taylor Sorenson Arts*		\$	49,000.00
Digital Teaching and Learning*		\$	39,209.88
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	5,744,923.47
TOTAL MINIMUM SCHOOL PROGRAM		\$	11,534,309.44
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	4,713.59
TOTAL STATE FUNDING		\$	11,539,023.03

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: Noah Webster Academy			
WPU Value:	\$4,674		
Recipient ID:	6D	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	469.338	\$	2,192,627.80
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	102.361	\$	478,433.63
Special Education - Self-Contained	6.533	\$	30,536.80
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.836	\$	3,907.20
Special Education - Impact Aid	1.640	\$	7,667.61
Special Education - EYSE*	0.028	\$	130.20
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	34.593	\$	161,685.35
Class Size Reduction	48.985	\$	228,953.81
TOTAL BASIC SCHOOL PROGRAM (A thru B):	664.313	\$	3,103,942.40
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	1,919,212.00
Charter School Funding Base Program		\$	74,015.00
Flexible Allocation		\$	200,454.64
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	-
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	378,787.46
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	21,781.12
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	12,321.50
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	62,011.45
School LAND Trust Program*		\$	80,688.77
Teacher and Student Success Program*		\$	164,839.32
Student Health & Counseling Support Program*		\$	-
School-Based Education Support Professionals Stipends		\$	41,015.00
Beverly Taylor Sorenson Arts*		\$	35,000.00
Digital Teaching and Learning*		\$	20,107.63
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	3,010,233.89
TOTAL MINIMUM SCHOOL PROGRAM		\$	6,114,176.29
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	-
TOTAL STATE FUNDING		\$	6,114,176.29

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program Charter School Summary FY 2026 Final Estimates			
Recipient: Open Classroom			
WPU Value:	\$4,674		
Recipient ID:	8D	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	254.587	\$	1,189,399.64
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	57.200	\$	267,353.35
Special Education - Self-Contained	0.628	\$	2,934.23
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.483	\$	2,259.00
Special Education - Impact Aid	1.028	\$	4,805.71
Special Education - EYSE*	0.225	\$	1,053.52
Career & Technical Education - Add-On*	4.279	\$	20,000.00
Students At-Risk - Add-on	16.385	\$	76,583.49
Class Size Reduction	26.254	\$	122,710.02
TOTAL BASIC SCHOOL PROGRAM (A thru B):	361.070	\$	1,687,098.96
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	979,560.00
Charter School Funding Base Program		\$	85,000.00
Flexible Allocation		\$	108,951.70
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	-
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	237,488.03
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	14,135.78
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	7,312.50
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	37,270.03
School LAND Trust Program*		\$	54,610.88
Teacher and Student Success Program*		\$	95,034.41
Student Health & Counseling Support Program*		\$	32,609.45
School-Based Education Support Professionals Stipends		\$	13,938.80
Beverly Taylor Sorenson Arts*		\$	35,000.00
Digital Teaching and Learning*		\$	10,788.52
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	1,711,700.10
TOTAL MINIMUM SCHOOL PROGRAM		\$	3,398,799.06
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	2,248.37
TOTAL STATE FUNDING		\$	3,401,047.43

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: Canyon Rim Academy			
WPU Value:	\$4,674		
Recipient ID:	9D	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	455.488	\$	2,127,922.01
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	83.911	\$	392,197.73
Special Education - Self-Contained	3.972	\$	18,566.17
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.742	\$	3,466.40
Special Education - Impact Aid	1.182	\$	5,522.42
Special Education - EYSE*	0.544	\$	2,544.30
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	9.238	\$	43,176.08
Class Size Reduction	49.031	\$	229,169.54
TOTAL BASIC SCHOOL PROGRAM (A thru B):	604.106	\$	2,822,564.64
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	1,864,792.00
Charter School Funding Base Program		\$	74,015.00
Flexible Allocation		\$	182,287.34
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	4,635.49
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	355,964.16
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	21,689.38
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	12,550.50
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	58,045.14
School LAND Trust Program*		\$	81,309.46
Teacher and Student Success Program*		\$	148,391.06
Student Health & Counseling Support Program*		\$	39,291.59
School-Based Education Support Professionals Stipends		\$	25,936.30
Beverly Taylor Sorenson Arts*		\$	35,000.00
Digital Teaching and Learning*		\$	20,262.30
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	2,924,169.71
TOTAL MINIMUM SCHOOL PROGRAM		\$	5,746,734.36
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	-
TOTAL STATE FUNDING		\$	5,746,734.36

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: Guadalupe School			
WPU Value:	\$4,674		
Recipient ID:	1E	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	252.030	\$	1,177,472.22
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	41.585	\$	194,368.03
Special Education - Self-Contained	-	\$	-
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.590	\$	2,757.29
Special Education - Impact Aid	0.487	\$	2,274.65
Special Education - EYSE*	0.093	\$	435.44
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	41.510	\$	194,017.74
Class Size Reduction	26.405	\$	123,417.63
TOTAL BASIC SCHOOL PROGRAM (A thru B):	362.700	\$	1,694,743.00
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	936,024.00
Charter School Funding Base Program		\$	85,000.00
Flexible Allocation		\$	109,443.64
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	-
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	210,525.77
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	14,502.75
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	7,233.50
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	34,702.33
School LAND Trust Program*		\$	54,610.88
Teacher and Student Success Program*		\$	91,449.12
Student Health & Counseling Support Program*		\$	32,964.02
School-Based Education Support Professionals Stipends		\$	36,502.75
Beverly Taylor Sorenson Arts*		\$	52,500.00
Digital Teaching and Learning*		\$	11,291.21
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	1,676,749.97
TOTAL MINIMUM SCHOOL PROGRAM		\$	3,371,492.97
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	-
TOTAL STATE FUNDING		\$	3,371,492.97

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: Maeser Preparatory Academy			
WPU Value:	\$4,674		
Recipient ID:	2E	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	744.000	\$	3,476,110.09
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	2.000	\$	9,348.00
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	63.091	\$	294,886.35
Special Education - Self-Contained	2.467	\$	11,529.20
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.483	\$	2,259.00
Special Education - Impact Aid	1.124	\$	5,251.55
Special Education - EYSE*	0.216	\$	1,008.00
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	11.755	\$	54,942.87
Class Size Reduction	20.869	\$	97,542.19
TOTAL BASIC SCHOOL PROGRAM (A thru B):	846.004	\$	3,952,877.25
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	2,438,016.00
Charter School Funding Base Program		\$	77,280.00
Flexible Allocation		\$	255,279.20
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	-
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	570,949.57
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	25,603.79
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	9,395.50
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	92,659.19
School LAND Trust Program*		\$	101,481.65
Teacher and Student Success Program*		\$	210,189.29
Student Health & Counseling Support Program*		\$	42,837.22
School-Based Education Support Professionals Stipends		\$	19,316.50
Beverly Taylor Sorenson Arts*		\$	-
Digital Teaching and Learning*		\$	-
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	3,843,007.92
TOTAL MINIMUM SCHOOL PROGRAM		\$	7,795,885.17
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	36,929.04
TOTAL STATE FUNDING		\$	7,832,814.21

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: C.S. Lewis Academy			
WPU Value:	\$4,674		
Recipient ID:	3E	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	196.545	\$	918,209.33
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	44.105	\$	206,148.80
Special Education - Self-Contained	5.761	\$	26,927.43
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.610	\$	2,853.12
Special Education - Impact Aid	0.759	\$	3,549.71
Special Education - EYSE*	0.329	\$	1,540.00
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	25.325	\$	118,369.05
Class Size Reduction	20.592	\$	96,246.95
TOTAL BASIC SCHOOL PROGRAM (A thru B):	294.028	\$	1,373,844.39
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	801,788.00
Charter School Funding Base Program		\$	85,000.00
Flexible Allocation		\$	88,722.08
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	1,981.58
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	162,766.69
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	12,576.12
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	6,250.00
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	27,442.51
School LAND Trust Program*		\$	54,610.88
Teacher and Student Success Program*		\$	77,108.89
Student Health & Counseling Support Program*		\$	31,109.38
School-Based Education Support Professionals Stipends		\$	20,722.63
Beverly Taylor Sorenson Arts*		\$	26,913.00
Digital Teaching and Learning*		\$	-
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	1,396,991.77
TOTAL MINIMUM SCHOOL PROGRAM		\$	2,770,836.16
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	-
TOTAL STATE FUNDING		\$	2,770,836.16

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: Dual Immersion Academy			
WPU Value:	\$4,674		
Recipient ID:	4E	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	382.865	\$	1,788,681.01
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	40.382	\$	188,746.06
Special Education - Self-Contained	2.000	\$	9,348.00
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.647	\$	3,025.60
Special Education - Impact Aid	0.983	\$	4,592.34
Special Education - EYSE*	0.467	\$	2,185.00
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	26.345	\$	123,136.53
Class Size Reduction	39.357	\$	183,953.63
TOTAL BASIC SCHOOL PROGRAM (A thru B):	493.046	\$	2,303,668.17
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	1,505,620.00
Charter School Funding Base Program		\$	85,000.00
Flexible Allocation		\$	148,775.30
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	-
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	289,542.33
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	18,906.47
Dual Immersion		\$	21,606.00
Teacher Supplies and Materials		\$	9,500.00
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	47,058.32
School LAND Trust Program*		\$	67,344.09
Teacher and Student Success Program*		\$	139,206.57
Student Health & Counseling Support Program*		\$	36,836.93
School-Based Education Support Professionals Stipends		\$	23,327.50
Beverly Taylor Sorenson Arts*		\$	35,000.00
Digital Teaching and Learning*		\$	-
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	2,427,723.51
TOTAL MINIMUM SCHOOL PROGRAM		\$	4,731,391.69
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	4,053.46
TOTAL STATE FUNDING		\$	4,735,445.15

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program Charter School Summary FY 2026 Final Estimates			
Recipient: Edith Bowen Laboratory School			
WPU Value:	\$4,674		
Recipient ID:	5E	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	315.555	\$	1,474,188.07
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	63.836	\$	298,370.26
Special Education - Self-Contained	3.094	\$	14,463.43
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.725	\$	3,389.74
Special Education - Impact Aid	1.411	\$	6,596.11
Special Education - EYSE*	0.375	\$	1,750.84
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	13.393	\$	62,596.55
Class Size Reduction	33.134	\$	154,868.24
TOTAL BASIC SCHOOL PROGRAM (A thru B):	431.523	\$	2,016,223.24
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	1,298,824.00
Charter School Funding Base Program		\$	85,000.00
Flexible Allocation		\$	130,210.88
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	3,175.84
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	294,380.70
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	16,765.77
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	9,562.50
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	47,568.33
School LAND Trust Program*		\$	55,706.29
Teacher and Student Success Program*		\$	114,596.34
Student Health & Counseling Support Program*		\$	34,791.38
School-Based Education Support Professionals Stipends		\$	25,536.24
Beverly Taylor Sorenson Arts*		\$	35,000.00
Digital Teaching and Learning*		\$	-
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	2,151,118.28
TOTAL MINIMUM SCHOOL PROGRAM		\$	4,167,341.52
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	-
TOTAL STATE FUNDING		\$	4,167,341.52

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: Gateway Preparatory Academy			
WPU Value:	\$4,674		
Recipient ID:	7E	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	1,968.579	\$	9,196,690.78
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	255.190	\$	1,192,757.79
Special Education - Self-Contained	17.000	\$	79,458.00
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	1.094	\$	5,114.60
Special Education - Impact Aid	2.862	\$	13,376.97
Special Education - EYSE*	0.707	\$	3,304.00
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	130.723	\$	610,996.97
Class Size Reduction	201.578	\$	942,177.06
TOTAL BASIC SCHOOL PROGRAM (A thru B):	2,577.733	\$	12,043,876.17
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	8,065,044.00
Charter School Funding Base Program		\$	200,560.00
Flexible Allocation		\$	777,823.45
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	6,502.07
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	541,752.64
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	28,631.35
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	14,837.50
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	81,856.77
School LAND Trust Program*		\$	114,360.82
Teacher and Student Success Program*		\$	240,921.33
Student Health & Counseling Support Program*		\$	45,100.96
School-Based Education Support Professionals Stipends		\$	57,370.00
Beverly Taylor Sorenson Arts*		\$	42,000.00
Digital Teaching and Learning*		\$	28,498.70
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	10,245,259.59
TOTAL MINIMUM SCHOOL PROGRAM		\$	22,289,135.75
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	6,278.23
TOTAL STATE FUNDING		\$	22,295,413.98

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: Merit Preparatory Academy			
WPU Value:	\$4,674		
Recipient ID:	8E	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	475.808	\$	2,223,120.59
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	5.000	\$	23,370.00
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	128.256	\$	599,469.96
Special Education - Self-Contained	10.194	\$	47,648.83
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.881	\$	4,118.01
Special Education - Impact Aid	2.369	\$	11,070.99
Special Education - EYSE*	0.838	\$	3,917.10
Career & Technical Education - Add-On*	43.922	\$	205,291.00
Students At-Risk - Add-on	21.690	\$	101,379.06
Class Size Reduction	11.785	\$	55,080.80
TOTAL BASIC SCHOOL PROGRAM (A thru B):	700.743	\$	3,274,466.35
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	1,462,084.00
Charter School Funding Base Program		\$	85,000.00
Flexible Allocation		\$	211,447.20
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	402.69
Concurrent Enrollment*		\$	32,090.00
Educator Salary Adjustments		\$	413,914.10
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	19,701.59
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	6,154.75
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	58,943.54
School LAND Trust Program*		\$	70,292.34
Teacher and Student Success Program*		\$	183,324.42
Student Health & Counseling Support Program*		\$	37,355.14
School-Based Education Support Professionals Stipends		\$	27,336.85
Beverly Taylor Sorenson Arts*		\$	-
Digital Teaching and Learning*		\$	17,516.84
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	2,625,563.46
TOTAL MINIMUM SCHOOL PROGRAM		\$	5,900,029.81
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	24,336.23
TOTAL STATE FUNDING		\$	5,924,366.04

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: Providence Hall			
WPU Value:	\$4,674		
Recipient ID:	9E	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	2,040.750	\$	9,534,354.98
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	7.000	\$	32,718.00
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	432.419	\$	2,021,124.48
Special Education - Self-Contained	13.922	\$	65,072.47
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	1.480	\$	6,916.12
Special Education - Impact Aid	5.943	\$	27,776.93
Special Education - EYSE*	0.769	\$	3,596.00
Career & Technical Education - Add-On*	55.068	\$	257,389.00
Students At-Risk - Add-on	66.588	\$	311,229.98
Class Size Reduction	135.343	\$	632,591.03
TOTAL BASIC SCHOOL PROGRAM (A thru B):	2,759.281	\$	12,892,768.98
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	7,455,540.00
Charter School Funding Base Program		\$	200,560.00
Flexible Allocation		\$	832,605.06
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	32,282.60
Concurrent Enrollment*		\$	10,250.00
Educator Salary Adjustments		\$	1,904,567.31
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	68,173.08
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	43,167.50
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	292,726.70
School LAND Trust Program*		\$	316,548.26
Teacher and Student Success Program*		\$	721,956.16
Student Health & Counseling Support Program*		\$	80,639.02
School-Based Education Support Professionals Stipends		\$	107,285.68
Beverly Taylor Sorenson Arts*		\$	35,000.00
Digital Teaching and Learning*		\$	78,883.77
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	12,180,185.14
TOTAL MINIMUM SCHOOL PROGRAM		\$	25,072,954.12
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	55,835.43
TOTAL STATE FUNDING		\$	25,128,789.55

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: Quest Academy			
WPU Value:	\$4,674		
Recipient ID:	1F	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	926.371	\$	4,327,852.76
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	225.158	\$	1,052,387.22
Special Education - Self-Contained	8.972	\$	41,936.17
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	1.070	\$	4,999.61
Special Education - Impact Aid	3.347	\$	15,641.80
Special Education - EYSE*	0.473	\$	2,210.00
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	29.528	\$	138,011.54
Class Size Reduction	85.666	\$	400,400.92
TOTAL BASIC SCHOOL PROGRAM (A thru B):	1,280.583	\$	5,983,440.01
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	3,635,256.00
Charter School Funding Base Program		\$	115,230.00
Flexible Allocation		\$	386,412.20
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	-
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	656,797.88
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	36,735.42
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	18,956.25
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	107,249.43
School LAND Trust Program*		\$	156,722.42
Teacher and Student Success Program*		\$	326,841.08
Student Health & Counseling Support Program*		\$	-
School-Based Education Support Professionals Stipends		\$	54,089.75
Beverly Taylor Sorenson Arts*		\$	-
Digital Teaching and Learning*		\$	-
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	5,494,290.43
TOTAL MINIMUM SCHOOL PROGRAM		\$	11,477,730.44
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	13,788.42
TOTAL STATE FUNDING		\$	11,491,518.86

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: Rockwell Charter High School			
WPU Value:	\$4,674		
Recipient ID:	2F	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	315.003	\$	1,471,898.46
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	6.000	\$	28,044.00
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	61.376	\$	286,872.07
Special Education - Self-Contained	2.122	\$	9,919.27
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.483	\$	2,259.00
Special Education - Impact Aid	1.256	\$	5,869.86
Special Education - EYSE*	0.653	\$	3,054.00
Career & Technical Education - Add-On*	18.969	\$	88,663.00
Students At-Risk - Add-on	12.000	\$	56,088.00
Class Size Reduction	5.591	\$	26,130.08
TOTAL BASIC SCHOOL PROGRAM (A thru B):	423.453	\$	1,978,797.74
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	769,136.00
Charter School Funding Base Program		\$	85,000.00
Flexible Allocation		\$	127,775.77
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	-
Concurrent Enrollment*		\$	11,884.00
Educator Salary Adjustments		\$	205,533.67
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	14,411.01
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	3,311.50
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	32,220.93
School LAND Trust Program*		\$	54,610.88
Teacher and Student Success Program*		\$	113,824.30
Student Health & Counseling Support Program*		\$	32,827.65
School-Based Education Support Professionals Stipends		\$	8,645.39
Beverly Taylor Sorenson Arts*		\$	-
Digital Teaching and Learning*		\$	11,097.86
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	1,470,278.95
TOTAL MINIMUM SCHOOL PROGRAM		\$	3,449,076.69
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	16,110.14
TOTAL STATE FUNDING		\$	3,465,186.83

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: Venture Academy			
WPU Value:	\$4,674		
Recipient ID:	3F	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	825.592	\$	3,857,247.04
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	1.000	\$	4,674.00
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	197.064	\$	921,076.55
Special Education - Self-Contained	1.628	\$	7,608.23
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.483	\$	2,259.00
Special Education - Impact Aid	4.055	\$	18,954.44
Special Education - EYSE*	0.172	\$	805.00
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	20.063	\$	93,772.13
Class Size Reduction	41.648	\$	194,660.79
TOTAL BASIC SCHOOL PROGRAM (A thru B):	1,091.704	\$	5,101,057.18
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	2,844,352.00
Charter School Funding Base Program		\$	90,160.00
Flexible Allocation		\$	329,418.61
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	2,870.78
Concurrent Enrollment*		\$	5,718.00
Educator Salary Adjustments		\$	623,767.68
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	30,099.26
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	15,100.00
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	98,961.75
School LAND Trust Program*		\$	124,291.74
Teacher and Student Success Program*		\$	272,749.63
Student Health & Counseling Support Program*		\$	-
School-Based Education Support Professionals Stipends		\$	42,490.00
Beverly Taylor Sorenson Arts*		\$	-
Digital Teaching and Learning*		\$	-
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	4,479,979.45
TOTAL MINIMUM SCHOOL PROGRAM		\$	9,581,036.63
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	27,281.88
TOTAL STATE FUNDING		\$	9,608,318.51

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: SL Center for Science Educ.			
WPU Value:	\$4,674		
Recipient ID:	4F	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	419.727	\$	1,961,110.44
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	2.000	\$	9,348.00
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	88.146	\$	411,994.10
Special Education - Self-Contained	13.583	\$	63,488.50
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.483	\$	2,259.00
Special Education - Impact Aid	1.563	\$	7,303.27
Special Education - EYSE*	0.854	\$	3,992.00
Career & Technical Education - Add-On*	4.279	\$	20,000.00
Students At-Risk - Add-on	24.303	\$	113,589.89
Class Size Reduction	-	\$	-
TOTAL BASIC SCHOOL PROGRAM (A thru B):	554.937	\$	2,593,085.20
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	1,255,288.00
Charter School Funding Base Program		\$	85,000.00
Flexible Allocation		\$	167,450.76
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	5,058.14
Concurrent Enrollment*		\$	4,477.00
Educator Salary Adjustments		\$	324,340.34
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	16,979.84
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	4,875.00
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	50,353.78
School LAND Trust Program*		\$	56,792.48
Teacher and Student Success Program*		\$	141,098.42
Student Health & Counseling Support Program*		\$	34,982.30
School-Based Education Support Professionals Stipends		\$	12,292.48
Beverly Taylor Sorenson Arts*		\$	-
Digital Teaching and Learning*		\$	14,152.68
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	2,173,141.22
TOTAL MINIMUM SCHOOL PROGRAM		\$	4,766,226.42
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	21,436.99
TOTAL STATE FUNDING		\$	4,787,663.41

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: Utah Virtual Academy			
WPU Value:	\$4,674		
Recipient ID:	5F	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	1,837.969	\$	8,586,915.03
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	512.538	\$	2,395,603.32
Special Education - Self-Contained	33.150	\$	154,943.10
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.483	\$	2,259.00
Special Education - Impact Aid	7.988	\$	37,333.60
Special Education - EYSE*	4.145	\$	19,372.00
Career & Technical Education - Add-On*	62.990	\$	294,414.00
Students At-Risk - Add-on	151.090	\$	706,194.66
Class Size Reduction	92.504	\$	432,365.71
TOTAL BASIC SCHOOL PROGRAM (A thru B):	2,702.857	\$	12,629,400.42
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	6,802,500.00
Charter School Funding Base Program		\$	215,625.00
Flexible Allocation		\$	815,579.25
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	-
Concurrent Enrollment*		\$	27,938.00
Educator Salary Adjustments		\$	1,679,449.55
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	64,656.22
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	35,200.00
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	257,947.87
School LAND Trust Program*		\$	294,358.85
Teacher and Student Success Program*		\$	713,179.24
Student Health & Counseling Support Program*		\$	-
School-Based Education Support Professionals Stipends		\$	43,700.00
Beverly Taylor Sorenson Arts*		\$	-
Digital Teaching and Learning*		\$	-
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	10,950,133.98
TOTAL MINIMUM SCHOOL PROGRAM		\$	23,579,534.40
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	65,923.91
TOTAL STATE FUNDING		\$	23,645,458.31

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: Early Light Academy			
WPU Value:	\$4,674		
Recipient ID:	6F	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	948.583	\$	4,431,605.38
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	220.416	\$	1,030,225.63
Special Education - Self-Contained	7.333	\$	34,276.00
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	1.098	\$	5,133.76
Special Education - Impact Aid	3.165	\$	14,791.02
Special Education - EYSE*	1.142	\$	5,336.00
Career & Technical Education - Add-On*	4.279	\$	20,000.00
Students At-Risk - Add-on	23.313	\$	108,962.63
Class Size Reduction	86.818	\$	405,787.09
TOTAL BASIC SCHOOL PROGRAM (A thru B):	1,296.146	\$	6,056,117.51
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	3,754,980.00
Charter School Funding Base Program		\$	119,025.00
Flexible Allocation		\$	391,108.43
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	8,306.73
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	776,680.39
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	37,010.65
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	20,755.25
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	122,029.94
School LAND Trust Program*		\$	158,739.64
Teacher and Student Success Program*		\$	326,363.34
Student Health & Counseling Support Program*		\$	52,901.33
School-Based Education Support Professionals Stipends		\$	34,849.49
Beverly Taylor Sorenson Arts*		\$	52,500.00
Digital Teaching and Learning*		\$	39,557.89
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	5,894,808.08
TOTAL MINIMUM SCHOOL PROGRAM		\$	11,950,925.59
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	15,242.87
TOTAL STATE FUNDING		\$	11,966,168.46

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program Charter School Summary FY 2026 Final Estimates			
Recipient: Excelsior Academy			
WPU Value:	\$4,674		
Recipient ID:	7F	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	1,267.761	\$	5,922,698.82
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	422.550	\$	1,974,999.16
Special Education - Self-Contained	9.000	\$	42,066.00
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	1.377	\$	6,436.99
Special Education - Impact Aid	4.599	\$	21,495.05
Special Education - EYSE*	1.573	\$	7,351.40
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	42.090	\$	196,728.66
Class Size Reduction	130.310	\$	609,070.99
TOTAL BASIC SCHOOL PROGRAM (A thru B):	1,879.261	\$	8,780,847.07
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	5,111,852.00
Charter School Funding Base Program		\$	162,035.00
Flexible Allocation		\$	567,061.58
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	12,437.98
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	963,494.31
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	48,876.23
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	29,002.50
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	153,984.09
School LAND Trust Program*		\$	218,170.03
Teacher and Student Success Program*		\$	466,651.95
Student Health & Counseling Support Program*		\$	63,347.29
School-Based Education Support Professionals Stipends		\$	107,504.96
Beverly Taylor Sorenson Arts*		\$	-
Digital Teaching and Learning*		\$	54,367.93
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	7,958,785.85
TOTAL MINIMUM SCHOOL PROGRAM		\$	16,739,632.92
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	18,360.25
TOTAL STATE FUNDING		\$	16,757,993.17

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: Hawthorn Academy			
WPU Value:	\$4,674		
Recipient ID:	8F	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	1,237.586	\$	5,781,803.74
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	375.494	\$	1,755,056.64
Special Education - Self-Contained	8.289	\$	38,742.27
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	1.324	\$	6,187.84
Special Education - Impact Aid	4.606	\$	21,526.11
Special Education - EYSE*	1.537	\$	7,182.00
Career & Technical Education - Add-On*	4.279	\$	20,000.00
Students At-Risk - Add-on	59.698	\$	279,026.12
Class Size Reduction	120.957	\$	565,351.96
TOTAL BASIC SCHOOL PROGRAM (A thru B):	1,813.768	\$	8,474,876.68
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	4,850,636.00
Charter School Funding Base Program		\$	153,755.00
Flexible Allocation		\$	547,299.25
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	-
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	1,194,471.67
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	47,622.39
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	32,232.50
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	189,371.01
School LAND Trust Program*		\$	211,652.86
Teacher and Student Success Program*		\$	473,444.89
Student Health & Counseling Support Program*		\$	62,201.78
School-Based Education Support Professionals Stipends		\$	63,994.97
Beverly Taylor Sorenson Arts*		\$	87,500.00
Digital Teaching and Learning*		\$	52,743.86
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	7,966,926.18
TOTAL MINIMUM SCHOOL PROGRAM		\$	16,441,802.86
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	12,363.98
TOTAL STATE FUNDING		\$	16,454,166.84

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: Mountain Heights Academy			
WPU Value:	\$4,674		
Recipient ID:	9F	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	1,047.179	\$	4,892,757.09
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	186.439	\$	871,416.97
Special Education - Self-Contained	9.233	\$	43,156.60
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	1.197	\$	5,593.72
Special Education - Impact Aid	4.646	\$	21,715.22
Special Education - EYSE*	1.878	\$	8,778.00
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	23.925	\$	111,825.45
Class Size Reduction	16.063	\$	75,079.92
TOTAL BASIC SCHOOL PROGRAM (A thru B):	1,290.560	\$	6,030,322.97
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	3,185,384.00
Charter School Funding Base Program		\$	100,970.00
Flexible Allocation		\$	389,422.89
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	-
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	1,117,787.28
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	33,157.40
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	17,931.50
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	170,394.68
School LAND Trust Program*		\$	139,808.82
Teacher and Student Success Program*		\$	354,923.99
Student Health & Counseling Support Program*		\$	-
School-Based Education Support Professionals Stipends		\$	23,290.09
Beverly Taylor Sorenson Arts*		\$	-
Digital Teaching and Learning*		\$	-
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	5,533,070.64
TOTAL MINIMUM SCHOOL PROGRAM		\$	11,563,393.61
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	53,524.31
TOTAL STATE FUNDING		\$	11,616,917.92

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: Jefferson Academy			
WPU Value:	\$4,674		
Recipient ID:	1G	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	444.425	\$	2,076,284.33
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	76.768	\$	358,812.86
Special Education - Self-Contained	3.000	\$	14,022.00
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.483	\$	2,259.00
Special Education - Impact Aid	1.790	\$	8,364.97
Special Education - EYSE*	0.050	\$	232.00
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	13.125	\$	61,346.25
Class Size Reduction	46.771	\$	218,606.84
TOTAL BASIC SCHOOL PROGRAM (A thru B):	586.412	\$	2,739,928.25
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	1,741,440.00
Charter School Funding Base Program		\$	85,000.00
Flexible Allocation		\$	176,948.05
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	-
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	337,350.32
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	21,047.17
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	12,600.00
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	55,253.81
School LAND Trust Program*		\$	78,361.21
Teacher and Student Success Program*		\$	162,970.55
Student Health & Counseling Support Program*		\$	-
School-Based Education Support Professionals Stipends		\$	19,475.63
Beverly Taylor Sorenson Arts*		\$	-
Digital Teaching and Learning*		\$	19,527.60
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	2,709,974.33
TOTAL MINIMUM SCHOOL PROGRAM		\$	5,449,902.58
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	-
TOTAL STATE FUNDING		\$	5,449,902.58

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program Charter School Summary FY 2026 Final Estimates			
Recipient: Vista School			
WPU Value:	\$4,674		
Recipient ID:	2G	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	1,025.846	\$	4,792,627.53
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	186.071	\$	869,694.97
Special Education - Self-Contained	4.000	\$	18,696.00
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	1.070	\$	4,999.61
Special Education - Impact Aid	3.127	\$	14,613.62
Special Education - EYSE*	0.683	\$	3,192.00
Career & Technical Education - Add-On*	4.279	\$	20,000.00
Students At-Risk - Add-on	49.763	\$	232,589.93
Class Size Reduction	95.750	\$	447,533.99
TOTAL BASIC SCHOOL PROGRAM (A thru B):	1,370.587	\$	6,403,947.65
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	3,947,264.00
Charter School Funding Base Program		\$	125,120.00
Flexible Allocation		\$	413,570.71
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	9,191.36
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	770,430.15
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	39,824.14
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	20,494.50
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	125,913.87
School LAND Trust Program*		\$	173,015.35
Teacher and Student Success Program*		\$	347,409.42
Student Health & Counseling Support Program*		\$	55,410.54
School-Based Education Support Professionals Stipends		\$	42,568.00
Beverly Taylor Sorenson Arts*		\$	35,000.00
Digital Teaching and Learning*		\$	43,115.40
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	6,148,327.44
TOTAL MINIMUM SCHOOL PROGRAM		\$	12,552,275.09
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	17,111.15
TOTAL STATE FUNDING		\$	12,569,386.24

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: Bear River Charter School			
WPU Value:	\$4,674		
Recipient ID:	3G	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	167.456	\$	782,316.00
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	35.951	\$	168,035.73
Special Education - Self-Contained	1.950	\$	9,114.30
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.483	\$	2,259.00
Special Education - Impact Aid	0.707	\$	3,302.82
Special Education - EYSE*	0.097	\$	452.00
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	10.535	\$	49,240.59
Class Size Reduction	17.552	\$	82,036.81
TOTAL BASIC SCHOOL PROGRAM (A thru B):	234.731	\$	1,096,757.25
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	678,436.00
Charter School Funding Base Program		\$	85,000.00
Flexible Allocation		\$	70,829.32
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	-
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	178,240.96
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	10,527.17
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	5,775.00
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	28,344.84
School LAND Trust Program*		\$	54,610.88
Teacher and Student Success Program*		\$	55,270.60
Student Health & Counseling Support Program*		\$	29,418.39
School-Based Education Support Professionals Stipends		\$	15,600.00
Beverly Taylor Sorenson Arts*		\$	52,500.00
Digital Teaching and Learning*		\$	6,264.30
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	1,270,817.46
TOTAL MINIMUM SCHOOL PROGRAM		\$	2,367,574.71
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	-
TOTAL STATE FUNDING		\$	2,367,574.71

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: Maria Montessori Academy			
WPU Value:	\$4,674		
Recipient ID:	4G	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	365.866	\$	1,709,251.35
Immunization Noncompliance	(2.933)	\$	(13,710.40)
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	158.192	\$	739,387.43
Special Education - Self-Contained	2.344	\$	10,957.93
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.885	\$	4,137.18
Special Education - Impact Aid	1.811	\$	8,465.80
Special Education - EYSE*	0.240	\$	1,120.00
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	12.200	\$	57,022.80
Class Size Reduction	35.019	\$	163,678.78
TOTAL BASIC SCHOOL PROGRAM (A thru B):	573.623	\$	2,680,310.87
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	1,458,456.00
Charter School Funding Base Program		\$	85,000.00
Flexible Allocation		\$	173,089.16
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	3,335.08
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	336,840.82
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	17,927.87
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	9,357.50
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	54,198.48
School LAND Trust Program*		\$	62,378.63
Teacher and Student Success Program*		\$	137,693.96
Student Health & Counseling Support Program*		\$	35,964.16
School-Based Education Support Professionals Stipends		\$	24,557.52
Beverly Taylor Sorenson Arts*		\$	35,000.00
Digital Teaching and Learning*		\$	15,544.74
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	2,449,343.91
TOTAL MINIMUM SCHOOL PROGRAM		\$	5,129,654.78
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	4,377.30
TOTAL STATE FUNDING		\$	5,134,032.08

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: Canyon Grove Academy			
WPU Value:	\$4,674		
Recipient ID:	5G	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	990.131	\$	4,625,650.90
Immunization Noncompliance	(5.689)	\$	(26,589.87)
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	168.667	\$	788,349.12
Special Education - Self-Contained	3.022	\$	14,125.87
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.943	\$	4,405.49
Special Education - Impact Aid	1.967	\$	9,194.49
Special Education - EYSE*	0.467	\$	2,183.00
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	15.660	\$	73,194.84
Class Size Reduction	91.392	\$	427,168.10
TOTAL BASIC SCHOOL PROGRAM (A thru B):	1,266.560	\$	5,917,681.94
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	4,027,080.00
Charter School Funding Base Program		\$	127,650.00
Flexible Allocation		\$	382,180.89
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	7,961.72
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	599,541.33
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	38,447.98
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	18,759.00
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	107,971.29
School LAND Trust Program*		\$	204,195.45
Teacher and Student Success Program*		\$	306,708.75
Student Health & Counseling Support Program*		\$	54,155.94
School-Based Education Support Professionals Stipends		\$	45,400.00
Beverly Taylor Sorenson Arts*		\$	-
Digital Teaching and Learning*		\$	41,336.64
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	5,961,388.99
TOTAL MINIMUM SCHOOL PROGRAM		\$	11,879,070.93
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	12,328.20
TOTAL STATE FUNDING		\$	11,891,399.13

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program Charter School Summary FY 2026 Final Estimates			
Recipient: Weilenmann School of Discovery			
WPU Value:	\$4,674		
Recipient ID:	6G	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	373.441	\$	1,744,764.90
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	55.907	\$	261,311.63
Special Education - Self-Contained	5.744	\$	26,849.53
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.672	\$	3,140.59
Special Education - Impact Aid	1.118	\$	5,225.11
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	6.083	\$	28,429.61
Class Size Reduction	38.499	\$	179,945.48
TOTAL BASIC SCHOOL PROGRAM (A thru B):	481.464	\$	2,249,666.85
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	1,262,544.00
Charter School Funding Base Program		\$	85,000.00
Flexible Allocation		\$	145,280.39
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	-
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	348,555.10
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	18,539.49
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	9,859.50
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	55,646.12
School LAND Trust Program*		\$	65,482.04
Teacher and Student Success Program*		\$	141,063.57
Student Health & Counseling Support Program*		\$	36,509.64
School-Based Education Support Professionals Stipends		\$	24,437.50
Beverly Taylor Sorenson Arts*		\$	35,000.00
Digital Teaching and Learning*		\$	16,318.11
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	2,244,235.47
TOTAL MINIMUM SCHOOL PROGRAM		\$	4,493,902.32
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	3,357.10
TOTAL STATE FUNDING		\$	4,497,259.42

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: Good Foundations Academy			
WPU Value:	\$4,674		
Recipient ID:	8G	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	364.501	\$	1,702,790.90
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	80.083	\$	374,309.89
Special Education - Self-Contained	2.611	\$	12,204.33
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.483	\$	2,259.00
Special Education - Impact Aid	1.434	\$	6,704.02
Special Education - EYSE*	0.513	\$	2,400.00
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	22.415	\$	104,767.71
Class Size Reduction	40.425	\$	188,946.06
TOTAL BASIC SCHOOL PROGRAM (A thru B):	512.466	\$	2,394,381.91
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	1,607,204.00
Charter School Funding Base Program		\$	85,000.00
Flexible Allocation		\$	154,635.27
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	-
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	305,698.71
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	19,212.29
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	11,000.00
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	48,351.00
School LAND Trust Program*		\$	68,740.63
Teacher and Student Success Program*		\$	131,229.37
Student Health & Counseling Support Program*		\$	-
School-Based Education Support Professionals Stipends		\$	29,352.34
Beverly Taylor Sorenson Arts*		\$	-
Digital Teaching and Learning*		\$	17,130.15
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	2,477,553.76
TOTAL MINIMUM SCHOOL PROGRAM		\$	4,871,935.67
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	-
TOTAL STATE FUNDING		\$	4,871,935.67

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: Utah Connections Academy			
WPU Value:	\$4,674		
Recipient ID:	2H	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	1,339.593	\$	6,258,839.36
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	192.786	\$	901,080.09
Special Education - Self-Contained	-	\$	-
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	1.123	\$	5,248.75
Special Education - Impact Aid	2.320	\$	10,843.73
Special Education - EYSE*	0.852	\$	3,983.05
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	28.288	\$	132,215.78
Class Size Reduction	63.947	\$	298,887.77
TOTAL BASIC SCHOOL PROGRAM (A thru B):	1,628.908	\$	7,611,098.53
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	4,382,624.00
Charter School Funding Base Program		\$	138,920.00
Flexible Allocation		\$	491,518.24
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	5,379.11
Concurrent Enrollment*		\$	8,944.00
Educator Salary Adjustments		\$	765,851.57
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	38,295.07
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	14,293.75
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	122,010.32
School LAND Trust Program*		\$	166,032.67
Teacher and Student Success Program*		\$	364,580.67
Student Health & Counseling Support Program*		\$	54,183.21
School-Based Education Support Professionals Stipends		\$	8,820.00
Beverly Taylor Sorenson Arts*		\$	-
Digital Teaching and Learning*		\$	-
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	6,561,452.61
TOTAL MINIMUM SCHOOL PROGRAM		\$	14,172,551.14
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	43,978.95
TOTAL STATE FUNDING		\$	14,216,530.09

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: Endeavor Hall			
WPU Value:	\$4,674		
Recipient ID:	3H	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	219.020	\$	1,023,267.48
Immunization Noncompliance	(3.989)	\$	(18,644.07)
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	47.432	\$	221,696.06
Special Education - Self-Contained	3.478	\$	16,255.13
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.623	\$	2,910.61
Special Education - Impact Aid	0.707	\$	3,305.27
Special Education - EYSE*	0.645	\$	3,015.60
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	17.610	\$	82,309.14
Class Size Reduction	22.947	\$	107,252.83
TOTAL BASIC SCHOOL PROGRAM (A thru B):	308.472	\$	1,441,368.06
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	783,648.00
Charter School Funding Base Program		\$	85,000.00
Flexible Allocation		\$	93,080.67
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	2,273.51
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	222,362.16
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	13,524.15
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	7,300.00
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	40,408.56
School LAND Trust Program*		\$	54,610.88
Teacher and Student Success Program*		\$	82,801.72
Student Health & Counseling Support Program*		\$	32,009.43
School-Based Education Support Professionals Stipends		\$	14,150.00
Beverly Taylor Sorenson Arts*		\$	35,000.00
Digital Teaching and Learning*		\$	-
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	1,466,169.08
TOTAL MINIMUM SCHOOL PROGRAM		\$	2,907,537.14
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	-
TOTAL STATE FUNDING		\$	2,907,537.14

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: Highmark Charter School			
WPU Value:	\$4,674		
Recipient ID:	5H	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	635.020	\$	2,966,743.04
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	118.384	\$	553,326.76
Special Education - Self-Contained	1.300	\$	6,076.20
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.483	\$	2,259.00
Special Education - Impact Aid	1.969	\$	9,204.03
Special Education - EYSE*	0.670	\$	3,132.00
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	5.500	\$	25,707.00
Class Size Reduction	54.013	\$	252,455.17
TOTAL BASIC SCHOOL PROGRAM (A thru B):	817.340	\$	3,818,903.20
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	2,434,388.00
Charter School Funding Base Program		\$	77,165.00
Flexible Allocation		\$	246,629.88
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	-
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	513,888.73
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	26,062.52
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	13,360.00
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	81,896.00
School LAND Trust Program*		\$	103,654.04
Teacher and Student Success Program*		\$	203,971.91
Student Health & Counseling Support Program*		\$	-
School-Based Education Support Professionals Stipends		\$	21,600.54
Beverly Taylor Sorenson Arts*		\$	-
Digital Teaching and Learning*		\$	-
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	3,722,616.61
TOTAL MINIMUM SCHOOL PROGRAM		\$	7,541,519.81
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	15,885.55
TOTAL STATE FUNDING		\$	7,557,405.36

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: Promontory School			
WPU Value:	\$4,674		
Recipient ID:	6H	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	396.464	\$	1,852,256.45
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	102.805	\$	480,508.92
Special Education - Self-Contained	3.328	\$	15,554.03
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.869	\$	4,060.52
Special Education - Impact Aid	2.081	\$	9,726.43
Special Education - EYSE*	0.387	\$	1,808.00
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	20.165	\$	94,251.21
Class Size Reduction	40.849	\$	190,929.32
TOTAL BASIC SCHOOL PROGRAM (A thru B):	566.947	\$	2,649,094.88
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	1,480,224.00
Charter School Funding Base Program		\$	85,000.00
Flexible Allocation		\$	171,074.68
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	3,936.63
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	393,986.54
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	19,273.45
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	11,253.50
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	63,274.71
School LAND Trust Program*		\$	69,050.97
Teacher and Student Success Program*		\$	143,301.23
Student Health & Counseling Support Program*		\$	37,136.94
School-Based Education Support Professionals Stipends		\$	59,670.00
Beverly Taylor Sorenson Arts*		\$	35,000.00
Digital Teaching and Learning*		\$	17,207.07
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	2,589,389.72
TOTAL MINIMUM SCHOOL PROGRAM		\$	5,238,484.60
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	3,805.14
TOTAL STATE FUNDING		\$	5,242,289.74

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: Pacific Heritage Academy			
WPU Value:	\$4,674		
Recipient ID:	7H	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	320.665	\$	1,498,077.38
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	47.582	\$	222,396.93
Special Education - Self-Contained	-	\$	-
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.643	\$	3,006.44
Special Education - Impact Aid	0.700	\$	3,271.75
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	25.775	\$	120,472.35
Class Size Reduction	32.825	\$	153,422.03
TOTAL BASIC SCHOOL PROGRAM (A thru B):	428.190	\$	2,000,646.88
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	1,291,568.00
Charter School Funding Base Program		\$	85,000.00
Flexible Allocation		\$	129,205.03
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	-
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	195,320.03
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	15,603.68
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	5,750.00
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	33,346.87
School LAND Trust Program*		\$	54,610.88
Teacher and Student Success Program*		\$	98,202.42
Student Health & Counseling Support Program*		\$	33,945.88
School-Based Education Support Professionals Stipends		\$	24,478.66
Beverly Taylor Sorenson Arts*		\$	-
Digital Teaching and Learning*		\$	-
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	1,967,031.45
TOTAL MINIMUM SCHOOL PROGRAM		\$	3,967,678.33
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	3,984.92
TOTAL STATE FUNDING		\$	3,971,663.25

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: Valley Academy			
WPU Value:	\$4,674		
Recipient ID:	8H	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	626.103	\$	2,925,015.59
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	134.956	\$	630,785.94
Special Education - Self-Contained	0.023	\$	106.14
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.483	\$	2,259.00
Special Education - Impact Aid	1.866	\$	8,722.23
Special Education - EYSE*	0.454	\$	2,123.25
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	39.858	\$	186,293.96
Class Size Reduction	64.745	\$	302,617.95
TOTAL BASIC SCHOOL PROGRAM (A thru B):	868.489	\$	4,057,924.07
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	2,525,088.00
Charter School Funding Base Program		\$	80,040.00
Flexible Allocation		\$	262,063.98
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	-
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	514,899.47
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	25,236.82
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	15,664.00
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	86,439.02
School LAND Trust Program*		\$	154,385.65
Teacher and Student Success Program*		\$	197,623.88
Student Health & Counseling Support Program*		\$	42,537.20
School-Based Education Support Professionals Stipends		\$	49,492.09
Beverly Taylor Sorenson Arts*		\$	35,000.00
Digital Teaching and Learning*		\$	-
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	3,988,470.11
TOTAL MINIMUM SCHOOL PROGRAM		\$	8,046,394.17
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	4,016.95
TOTAL STATE FUNDING		\$	8,050,411.12

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program Charter School Summary FY 2026 Final Estimates			
Recipient: Utah International Charter			
WPU Value:	\$4,674		
Recipient ID:	1I	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	292.077	\$	1,364,788.68
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	23.778	\$	111,137.47
Special Education - Self-Contained	-	\$	-
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.483	\$	2,259.00
Special Education - Impact Aid	0.216	\$	1,009.11
Special Education - EYSE*	0.199	\$	927.84
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	35.730	\$	167,002.02
Class Size Reduction	5.727	\$	26,769.13
TOTAL BASIC SCHOOL PROGRAM (A thru B):	358.210	\$	1,673,893.25
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	689,320.00
Charter School Funding Base Program		\$	85,000.00
Flexible Allocation		\$	108,088.82
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	-
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	247,514.46
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	13,065.43
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	4,730.75
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	41,193.20
School LAND Trust Program*		\$	54,610.88
Teacher and Student Success Program*		\$	96,275.27
Student Health & Counseling Support Program*		\$	32,452.36
School-Based Education Support Professionals Stipends		\$	12,721.50
Beverly Taylor Sorenson Arts*		\$	-
Digital Teaching and Learning*		\$	-
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	1,384,972.66
TOTAL MINIMUM SCHOOL PROGRAM		\$	3,058,865.91
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	14,344.92
TOTAL STATE FUNDING		\$	3,073,210.83

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: Esperanza School			
WPU Value:	\$4,674		
Recipient ID:	2I	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	529.038	\$	2,471,563.90
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	91.137	\$	425,973.44
Special Education - Self-Contained	-	\$	-
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.774	\$	3,619.72
Special Education - Impact Aid	1.382	\$	6,459.57
Special Education - EYSE*	0.842	\$	3,937.00
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	69.523	\$	324,948.17
Class Size Reduction	55.148	\$	257,760.27
TOTAL BASIC SCHOOL PROGRAM (A thru B):	747.844	\$	3,494,262.07
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	2,107,868.00
Charter School Funding Base Program		\$	74,015.00
Flexible Allocation		\$	225,659.87
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	5,095.50
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	372,758.58
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	23,218.45
Dual Immersion		\$	16,173.00
Teacher Supplies and Materials		\$	13,125.00
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	61,103.24
School LAND Trust Program*		\$	89,378.33
Teacher and Student Success Program*		\$	180,470.34
Student Health & Counseling Support Program*		\$	40,709.84
School-Based Education Support Professionals Stipends		\$	38,260.00
Beverly Taylor Sorenson Arts*		\$	-
Digital Teaching and Learning*		\$	-
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	3,247,835.15
TOTAL MINIMUM SCHOOL PROGRAM		\$	6,742,097.22
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	1,709.87
TOTAL STATE FUNDING		\$	6,743,807.09

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: Leadership Learning Academy			
WPU Value:	\$4,674		
Recipient ID:	3I	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	786.776	\$	3,675,638.93
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	295.465	\$	1,381,003.87
Special Education - Self-Contained	14.328	\$	66,968.03
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.988	\$	4,616.31
Special Education - Impact Aid	2.515	\$	11,756.63
Special Education - EYSE*	1.229	\$	5,746.00
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	44.623	\$	208,565.57
Class Size Reduction	82.317	\$	384,750.29
TOTAL BASIC SCHOOL PROGRAM (A thru B):	1,228.240	\$	5,739,045.63
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	3,174,500.00
Charter School Funding Base Program		\$	100,625.00
Flexible Allocation		\$	370,618.03
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	-
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	722,995.53
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	33,707.86
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	23,500.00
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	115,988.27
School LAND Trust Program*		\$	140,739.84
Teacher and Student Success Program*		\$	309,164.81
Student Health & Counseling Support Program*		\$	49,737.55
School-Based Education Support Professionals Stipends		\$	71,219.46
Beverly Taylor Sorenson Arts*		\$	-
Digital Teaching and Learning*		\$	-
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	5,112,796.35
TOTAL MINIMUM SCHOOL PROGRAM		\$	10,851,841.99
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	-
TOTAL STATE FUNDING		\$	10,851,841.99

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: Mana Academy Charter School			
WPU Value:	\$4,674		
Recipient ID:	4I	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	290.520	\$	1,357,286.91
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	25.592	\$	119,615.18
Special Education - Self-Contained	-	\$	-
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.483	\$	2,259.00
Special Education - Impact Aid	0.293	\$	1,371.00
Special Education - EYSE*	0.318	\$	1,486.00
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	42.933	\$	200,666.51
Class Size Reduction	22.296	\$	104,209.38
TOTAL BASIC SCHOOL PROGRAM (A thru B):	382.434	\$	1,786,893.98
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	1,092,028.00
Charter School Funding Base Program		\$	85,000.00
Flexible Allocation		\$	115,398.33
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	-
Concurrent Enrollment*		\$	12,260.00
Educator Salary Adjustments		\$	179,891.74
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	14,777.98
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	4,852.50
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	29,168.71
School LAND Trust Program*		\$	54,610.88
Teacher and Student Success Program*		\$	95,787.83
Student Health & Counseling Support Program*		\$	33,209.48
School-Based Education Support Professionals Stipends		\$	25,650.00
Beverly Taylor Sorenson Arts*		\$	-
Digital Teaching and Learning*		\$	-
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	1,742,635.45
TOTAL MINIMUM SCHOOL PROGRAM		\$	3,529,529.43
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	5,915.60
TOTAL STATE FUNDING		\$	3,535,445.03

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: Voyage Academy			
WPU Value:	\$4,674		
Recipient ID:	5I	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	463.054	\$	2,163,257.51
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	76.411	\$	357,143.46
Special Education - Self-Contained	-	\$	-
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.803	\$	3,753.88
Special Education - Impact Aid	1.740	\$	8,132.52
Special Education - EYSE*	0.154	\$	720.00
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	19.220	\$	89,834.28
Class Size Reduction	49.654	\$	232,083.22
TOTAL BASIC SCHOOL PROGRAM (A thru B):	611.036	\$	2,854,924.87
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	1,919,212.00
Charter School Funding Base Program		\$	74,015.00
Flexible Allocation		\$	184,378.41
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	-
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	330,265.04
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	21,750.54
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	10,562.50
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	53,207.88
School LAND Trust Program*		\$	82,085.31
Teacher and Student Success Program*		\$	156,520.35
Student Health & Counseling Support Program*		\$	39,427.96
School-Based Education Support Professionals Stipends		\$	30,199.48
Beverly Taylor Sorenson Arts*		\$	-
Digital Teaching and Learning*		\$	-
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	2,901,624.47
TOTAL MINIMUM SCHOOL PROGRAM		\$	5,756,549.34
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	-
TOTAL STATE FUNDING		\$	5,756,549.34

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: WSU Charter Academy			
WPU Value:	\$4,674		
Recipient ID:	71	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	10.800	\$	50,455.20
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	1.000	\$	4,674.00
Special Education - Self-Contained	-	\$	-
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.500	\$	2,335.66
Special Education - Impact Aid	0.010	\$	47.96
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	5.000	\$	23,370.00
Class Size Reduction	1.132	\$	5,288.70
TOTAL BASIC SCHOOL PROGRAM (A thru B):	18.441	\$	86,171.52
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	43,536.00
Charter School Funding Base Program		\$	85,000.00
Flexible Allocation		\$	5,564.67
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	-
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	13,021.34
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	6,796.24
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	500.00
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	1,961.58
School LAND Trust Program*		\$	54,610.88
Teacher and Student Success Program*		\$	9,254.28
Student Health & Counseling Support Program*		\$	26,090.96
School-Based Education Support Professionals Stipends		\$	3,577.00
Beverly Taylor Sorenson Arts*		\$	-
Digital Teaching and Learning*		\$	-
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	249,912.95
TOTAL MINIMUM SCHOOL PROGRAM		\$	336,084.47
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	-
TOTAL STATE FUNDING		\$	336,084.47

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program Charter School Summary FY 2026 Final Estimates			
Recipient: Winter Sports School			
WPU Value:	\$4,674		
Recipient ID:	8I	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	118.107	\$	551,852.56
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	1.276	\$	5,961.95
Special Education - Self-Contained	-	\$	-
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	-	\$	-
Special Education - Impact Aid	0.020	\$	93.47
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	4.279	\$	20,000.00
Students At-Risk - Add-on	5.048	\$	23,592.02
Class Size Reduction	-	\$	-
TOTAL BASIC SCHOOL PROGRAM (A thru B):	128.729	\$	601,500.00
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	322,892.00
Charter School Funding Base Program		\$	85,000.00
Flexible Allocation		\$	38,843.52
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	-
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	123,334.07
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	8,569.96
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	1,601.00
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	21,118.38
School LAND Trust Program*		\$	54,610.88
Teacher and Student Success Program*		\$	34,867.17
Student Health & Counseling Support Program*		\$	-
School-Based Education Support Professionals Stipends		\$	1,115.00
Beverly Taylor Sorenson Arts*		\$	-
Digital Teaching and Learning*		\$	-
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	691,951.98
TOTAL MINIMUM SCHOOL PROGRAM		\$	1,293,451.98
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	6,034.19
TOTAL STATE FUNDING		\$	1,299,486.17

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: Utah Career Path High School			
WPU Value:	\$4,674		
Recipient ID:	9I	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	170.073	\$	794,650.76
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	47.244	\$	220,820.08
Special Education - Self-Contained	1.756	\$	8,205.47
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.660	\$	3,083.10
Special Education - Impact Aid	0.890	\$	4,160.96
Special Education - EYSE*	1.936	\$	9,048.00
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	6.815	\$	31,853.31
Class Size Reduction	-	\$	-
TOTAL BASIC SCHOOL PROGRAM (A thru B):	229.374	\$	1,071,821.68
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	493,408.00
Charter School Funding Base Program		\$	85,000.00
Flexible Allocation		\$	69,212.92
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	-
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	168,974.69
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	10,160.20
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	2,762.50
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	29,423.71
School LAND Trust Program*		\$	54,610.88
Teacher and Student Success Program*		\$	59,507.90
Student Health & Counseling Support Program*		\$	29,036.56
School-Based Education Support Professionals Stipends		\$	4,944.88
Beverly Taylor Sorenson Arts*		\$	-
Digital Teaching and Learning*		\$	5,722.94
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	1,012,765.18
TOTAL MINIMUM SCHOOL PROGRAM		\$	2,084,586.85
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	8,690.36
TOTAL STATE FUNDING		\$	2,093,277.21

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: Ascent Academies of Utah			
WPU Value:	\$4,674		
Recipient ID:	2J	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	2,672.609	\$	12,485,898.73
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	1,133.656	\$	5,298,707.26
Special Education - Self-Contained	27.561	\$	128,820.63
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	2.230	\$	10,423.33
Special Education - Impact Aid	8.312	\$	38,850.94
Special Education - EYSE*	1.564	\$	7,308.00
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	125.970	\$	588,783.78
Class Size Reduction	263.323	\$	1,230,772.62
TOTAL BASIC SCHOOL PROGRAM (A thru B):	4,235.225	\$	19,789,565.29
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	10,662,692.00
Charter School Funding Base Program		\$	200,560.00
Flexible Allocation		\$	1,277,967.15
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	24,230.17
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	2,364,645.53
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	94,075.51
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	73,023.50
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	374,324.53
School LAND Trust Program*		\$	443,322.75
Teacher and Student Success Program*		\$	1,014,274.53
Student Health & Counseling Support Program*		\$	102,921.91
School-Based Education Support Professionals Stipends		\$	98,160.47
Beverly Taylor Sorenson Arts*		\$	175,000.00
Digital Teaching and Learning*		\$	110,475.95
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	17,015,674.00
TOTAL MINIMUM SCHOOL PROGRAM		\$	36,805,239.30
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	22,147.03
TOTAL STATE FUNDING		\$	36,827,386.33

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program Charter School Summary FY 2026 Final Estimates			
Recipient: Mountain View Montessori			
WPU Value:	\$4,674		
Recipient ID:	3J	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	205.080	\$	958,074.32
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	72.162	\$	337,284.06
Special Education - Self-Contained	4.833	\$	22,591.00
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.483	\$	2,259.00
Special Education - Impact Aid	1.248	\$	5,833.89
Special Education - EYSE*	0.199	\$	928.00
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	18.065	\$	84,435.81
Class Size Reduction	21.568	\$	100,808.45
TOTAL BASIC SCHOOL PROGRAM (A thru B):	323.638	\$	1,512,214.53
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	852,580.00
Charter School Funding Base Program		\$	85,000.00
Flexible Allocation		\$	97,656.88
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	-
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	156,256.02
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	12,147.99
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	5,250.00
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	24,519.76
School LAND Trust Program*		\$	54,610.88
Teacher and Student Success Program*		\$	77,879.36
Student Health & Counseling Support Program*		\$	30,727.55
School-Based Education Support Professionals Stipends		\$	14,237.00
Beverly Taylor Sorenson Arts*		\$	-
Digital Teaching and Learning*		\$	-
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	1,410,865.44
TOTAL MINIMUM SCHOOL PROGRAM		\$	2,923,079.97
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	639.06
TOTAL STATE FUNDING		\$	2,923,719.03

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program Charter School Summary FY 2026 Final Estimates			
Recipient: Mountain West Montessori			
WPU Value:	\$4,674		
Recipient ID:	5J	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	412.458	\$	1,926,917.32
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	66.480	\$	310,728.49
Special Education - Self-Contained	3.000	\$	14,022.00
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.779	\$	3,638.89
Special Education - Impact Aid	1.585	\$	7,406.28
Special Education - EYSE*	0.447	\$	2,088.00
Career & Technical Education - Add-On*	4.279	\$	20,000.00
Students At-Risk - Add-on	16.373	\$	76,525.07
Class Size Reduction	40.263	\$	188,191.29
TOTAL BASIC SCHOOL PROGRAM (A thru B):	545.663	\$	2,549,517.34
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	1,654,368.00
Charter School Funding Base Program		\$	85,000.00
Flexible Allocation		\$	164,652.28
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	9,306.37
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	343,742.12
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	19,456.94
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	9,692.50
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	53,276.53
School LAND Trust Program*		\$	69,981.99
Teacher and Student Success Program*		\$	140,000.58
Student Health & Counseling Support Program*		\$	37,300.59
School-Based Education Support Professionals Stipends		\$	29,338.86
Beverly Taylor Sorenson Arts*		\$	-
Digital Teaching and Learning*		\$	17,439.50
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	2,633,556.26
TOTAL MINIMUM SCHOOL PROGRAM		\$	5,183,073.60
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	4,395.98
TOTAL STATE FUNDING		\$	5,187,469.58

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: Scholar Academy			
WPU Value:	\$4,674		
Recipient ID:	6J	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	622.035	\$	2,906,029.25
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	114.612	\$	535,698.58
Special Education - Self-Contained	2.156	\$	10,075.07
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.955	\$	4,462.98
Special Education - Impact Aid	2.275	\$	10,632.52
Special Education - EYSE*	0.745	\$	3,480.00
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	31.033	\$	145,045.91
Class Size Reduction	63.826	\$	298,321.71
TOTAL BASIC SCHOOL PROGRAM (A thru B):	837.635	\$	3,913,746.02
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	2,467,040.00
Charter School Funding Base Program		\$	78,200.00
Flexible Allocation		\$	252,753.97
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	5,688.21
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	476,278.20
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	26,857.63
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	13,702.50
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	73,559.28
School LAND Trust Program*		\$	107,378.14
Teacher and Student Success Program*		\$	212,722.69
Student Health & Counseling Support Program*		\$	43,873.63
School-Based Education Support Professionals Stipends		\$	38,304.83
Beverly Taylor Sorenson Arts*		\$	18,918.75
Digital Teaching and Learning*		\$	26,758.61
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	3,842,036.44
TOTAL MINIMUM SCHOOL PROGRAM		\$	7,755,782.46
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	7,210.56
TOTAL STATE FUNDING		\$	7,762,993.02

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: Greenwood Charter School			
WPU Value:	\$4,674		
Recipient ID:	7J	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	323.504	\$	1,511,336.63
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	106.680	\$	498,623.00
Special Education - Self-Contained	-	\$	-
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.910	\$	4,252.17
Special Education - Impact Aid	2.047	\$	9,565.92
Special Education - EYSE*	0.541	\$	2,530.00
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	27.273	\$	127,471.67
Class Size Reduction	33.188	\$	155,122.68
TOTAL BASIC SCHOOL PROGRAM (A thru B):	494.143	\$	2,308,902.07
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	1,306,080.00
Charter School Funding Base Program		\$	85,000.00
Flexible Allocation		\$	149,106.09
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	-
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	350,122.58
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	16,429.38
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	9,597.50
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	54,433.87
School LAND Trust Program*		\$	54,930.43
Teacher and Student Success Program*		\$	117,773.81
Student Health & Counseling Support Program*		\$	34,655.01
School-Based Education Support Professionals Stipends		\$	25,003.00
Beverly Taylor Sorenson Arts*		\$	35,000.00
Digital Teaching and Learning*		\$	13,688.65
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	2,251,820.32
TOTAL MINIMUM SCHOOL PROGRAM		\$	4,560,722.39
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	2,817.20
TOTAL STATE FUNDING		\$	4,563,539.59

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program Charter School Summary FY 2026 Final Estimates			
Recipient: Terra Academy			
WPU Value:	\$4,674		
Recipient ID:	8J	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	565.222	\$	2,640,679.19
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	165.898	\$	775,407.32
Special Education - Self-Contained	19.794	\$	92,519.23
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.483	\$	2,259.00
Special Education - Impact Aid	2.877	\$	13,448.92
Special Education - EYSE*	0.445	\$	2,080.00
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	22.875	\$	106,917.75
Class Size Reduction	42.122	\$	196,876.66
TOTAL BASIC SCHOOL PROGRAM (A thru B):	819.717	\$	3,830,188.07
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	2,122,380.00
Charter School Funding Base Program		\$	74,015.00
Flexible Allocation		\$	247,347.31
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	-
Concurrent Enrollment*		\$	23,650.00
Educator Salary Adjustments		\$	352,044.73
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	24,349.96
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	10,077.50
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	56,003.13
School LAND Trust Program*		\$	92,636.92
Teacher and Student Success Program*		\$	206,828.27
Student Health & Counseling Support Program*		\$	-
School-Based Education Support Professionals Stipends		\$	37,666.59
Beverly Taylor Sorenson Arts*		\$	-
Digital Teaching and Learning*		\$	-
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	3,246,999.41
TOTAL MINIMUM SCHOOL PROGRAM		\$	7,077,187.48
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	12,986.63
TOTAL STATE FUNDING		\$	7,090,174.11

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: Lumen Scholar Institute			
WPU Value:	\$4,674		
Recipient ID:	9J	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	464.101	\$	2,168,311.30
Immunization Noncompliance	(3.139)	\$	(14,671.17)
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	102.232	\$	477,831.96
Special Education - Self-Contained	-	\$	-
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.865	\$	4,041.35
Special Education - Impact Aid	1.898	\$	8,873.20
Special Education - EYSE*	1.543	\$	7,213.50
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	16.518	\$	77,202.80
Class Size Reduction	26.030	\$	121,664.53
TOTAL BASIC SCHOOL PROGRAM (A thru B):	610.048	\$	2,850,467.47
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	1,625,344.00
Charter School Funding Base Program		\$	85,000.00
Flexible Allocation		\$	184,080.18
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	-
Concurrent Enrollment*		\$	21,255.00
Educator Salary Adjustments		\$	458,634.28
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	19,640.42
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	11,038.75
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	72,323.48
School LAND Trust Program*		\$	71,378.53
Teacher and Student Success Program*		\$	158,295.40
Student Health & Counseling Support Program*		\$	37,546.05
School-Based Education Support Professionals Stipends		\$	3,591.25
Beverly Taylor Sorenson Arts*		\$	-
Digital Teaching and Learning*		\$	-
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	2,748,127.35
TOTAL MINIMUM SCHOOL PROGRAM		\$	5,598,594.82
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	15,650.24
TOTAL STATE FUNDING		\$	5,614,245.06

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: Vanguard Academy			
WPU Value:	\$4,674		
Recipient ID:	1K	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	737.422	\$	3,445,387.52
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	19.768	\$	92,396.49
Special Education - Self-Contained	2.000	\$	9,348.00
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.483	\$	2,259.00
Special Education - Impact Aid	0.441	\$	2,061.26
Special Education - EYSE*	0.588	\$	2,747.42
Career & Technical Education - Add-On*	44.700	\$	208,928.00
Students At-Risk - Add-on	54.750	\$	255,901.50
Class Size Reduction	24.971	\$	116,716.20
TOTAL BASIC SCHOOL PROGRAM (A thru B):	885.123	\$	4,135,745.39
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	2,398,108.00
Charter School Funding Base Program		\$	76,015.00
Flexible Allocation		\$	267,083.48
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	4,679.72
Concurrent Enrollment*		\$	123,749.00
Educator Salary Adjustments		\$	516,940.17
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	24,655.77
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	8,152.25
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	84,385.24
School LAND Trust Program*		\$	96,671.36
Teacher and Student Success Program*		\$	213,091.48
Student Health & Counseling Support Program*		\$	-
School-Based Education Support Professionals Stipends		\$	34,985.49
Beverly Taylor Sorenson Arts*		\$	-
Digital Teaching and Learning*		\$	-
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	3,848,516.96
TOTAL MINIMUM SCHOOL PROGRAM		\$	7,984,262.36
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	35,516.67
TOTAL STATE FUNDING		\$	8,019,779.03

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: Utah Military Academy			
WPU Value:	\$4,674		
Recipient ID:	2K	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	1,278.621	\$	5,973,947.95
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	378.581	\$	1,769,485.68
Special Education - Self-Contained	5.244	\$	24,512.53
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	1.070	\$	4,999.61
Special Education - Impact Aid	3.167	\$	14,800.56
Special Education - EYSE*	0.556	\$	2,599.00
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	53.683	\$	250,912.01
Class Size Reduction	37.242	\$	174,071.29
TOTAL BASIC SCHOOL PROGRAM (A thru B):	1,758.163	\$	8,215,328.63
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	4,219,364.00
Charter School Funding Base Program		\$	133,745.00
Flexible Allocation		\$	530,520.71
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	2,285.08
Concurrent Enrollment*		\$	33,488.00
Educator Salary Adjustments		\$	912,530.91
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	34,839.37
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	15,931.25
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	146,824.32
School LAND Trust Program*		\$	148,032.87
Teacher and Student Success Program*		\$	375,089.43
Student Health & Counseling Support Program*		\$	54,018.58
School-Based Education Support Professionals Stipends		\$	41,325.00
Beverly Taylor Sorenson Arts*		\$	-
Digital Teaching and Learning*		\$	-
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	6,647,994.52
TOTAL MINIMUM SCHOOL PROGRAM		\$	14,863,323.15
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	53,548.78
TOTAL STATE FUNDING		\$	14,916,871.93

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: Roots Charter High School			
WPU Value:	\$4,674		
Recipient ID:	3K	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	293.118	\$	1,369,531.47
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	61.579	\$	287,819.73
Special Education - Self-Contained	-	\$	-
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.483	\$	2,259.00
Special Education - Impact Aid	1.396	\$	6,526.61
Special Education - EYSE*	0.212	\$	992.00
Career & Technical Education - Add-On*	19.123	\$	89,381.00
Students At-Risk - Add-on	28.258	\$	132,075.56
Class Size Reduction	-	\$	-
TOTAL BASIC SCHOOL PROGRAM (A thru B):	404.169	\$	1,888,585.37
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	907,000.00
Charter School Funding Base Program		\$	85,000.00
Flexible Allocation		\$	121,956.80
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	-
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	162,766.69
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	12,423.22
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	2,677.50
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	33,346.87
School LAND Trust Program*		\$	54,610.88
Teacher and Student Success Program*		\$	92,126.46
Student Health & Counseling Support Program*		\$	-
School-Based Education Support Professionals Stipends		\$	27,547.50
Beverly Taylor Sorenson Arts*		\$	-
Digital Teaching and Learning*		\$	-
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	1,499,455.92
TOTAL MINIMUM SCHOOL PROGRAM		\$	3,388,041.29
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	13,444.30
TOTAL STATE FUNDING		\$	3,401,485.59

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: Athenian eAcademy			
WPU Value:	\$4,674		
Recipient ID:	4K	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	683.668	\$	3,193,970.48
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	129.867	\$	606,996.72
Special Education - Self-Contained	2.000	\$	9,348.00
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.910	\$	4,252.17
Special Education - Impact Aid	2.387	\$	11,154.93
Special Education - EYSE*	0.601	\$	2,808.00
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	34.500	\$	161,253.00
Class Size Reduction	70.386	\$	328,985.30
TOTAL BASIC SCHOOL PROGRAM (A thru B):	924.318	\$	4,318,768.60
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	2,713,744.00
Charter School Funding Base Program		\$	86,020.00
Flexible Allocation		\$	278,910.46
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	-
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	390,425.36
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	23,218.45
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	13,512.50
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	73,206.19
School LAND Trust Program*		\$	88,912.82
Teacher and Student Success Program*		\$	184,955.11
Student Health & Counseling Support Program*		\$	67,564.48
School-Based Education Support Professionals Stipends		\$	4,320.00
Beverly Taylor Sorenson Arts*		\$	49,000.00
Digital Teaching and Learning*		\$	-
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	3,973,789.37
TOTAL MINIMUM SCHOOL PROGRAM		\$	8,292,557.97
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	4,774.55
TOTAL STATE FUNDING		\$	8,297,332.52

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program Charter School Summary FY 2026 Final Estimates			
Recipient: Wasatch Waldorf Charter School			
WPU Value:	\$4,674		
Recipient ID:	5K	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	578.238	\$	2,701,396.49
Immunization Noncompliance	(0.850)	\$	(3,972.90)
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	102.414	\$	478,681.19
Special Education - Self-Contained	2.056	\$	9,607.67
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.861	\$	4,022.19
Special Education - Impact Aid	2.076	\$	9,702.45
Special Education - EYSE*	0.767	\$	3,584.00
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	19.143	\$	89,472.05
Class Size Reduction	60.192	\$	281,337.86
TOTAL BASIC SCHOOL PROGRAM (A thru B):	764.895	\$	3,573,831.00
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	2,332,804.00
Charter School Funding Base Program		\$	74,015.00
Flexible Allocation		\$	230,804.74
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	-
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	473,174.20
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	24,778.10
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	14,625.00
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	74,932.39
School LAND Trust Program*		\$	97,447.21
Teacher and Student Success Program*		\$	188,879.85
Student Health & Counseling Support Program*		\$	42,128.09
School-Based Education Support Professionals Stipends		\$	44,020.00
Beverly Taylor Sorenson Arts*		\$	35,000.00
Digital Teaching and Learning*		\$	-
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	3,632,608.57
TOTAL MINIMUM SCHOOL PROGRAM		\$	7,206,439.57
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	5,988.06
TOTAL STATE FUNDING		\$	7,212,427.63

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: Franklin Discovery Academy			
WPU Value:	\$4,674		
Recipient ID:	6K	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	695.627	\$	3,249,779.40
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	99.277	\$	464,021.07
Special Education - Self-Contained	-	\$	-
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.483	\$	2,259.00
Special Education - Impact Aid	2.273	\$	10,622.70
Special Education - EYSE*	0.603	\$	2,820.00
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	25.093	\$	117,282.35
Class Size Reduction	73.424	\$	343,185.05
TOTAL BASIC SCHOOL PROGRAM (A thru B):	896.780	\$	4,189,969.57
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	2,869,748.00
Charter School Funding Base Program		\$	90,965.00
Flexible Allocation		\$	270,600.92
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	5,555.51
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	464,532.95
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	27,591.58
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	16,074.00
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	75,379.63
School LAND Trust Program*		\$	111,722.92
Teacher and Student Success Program*		\$	212,024.31
Student Health & Counseling Support Program*		\$	44,637.30
School-Based Education Support Professionals Stipends		\$	60,873.50
Beverly Taylor Sorenson Arts*		\$	52,500.00
Digital Teaching and Learning*		\$	27,841.33
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	4,330,046.95
TOTAL MINIMUM SCHOOL PROGRAM		\$	8,520,016.52
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	-
TOTAL STATE FUNDING		\$	8,520,016.52

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: Wallace Stegner Academy			
WPU Value:	\$4,674		
Recipient ID:	7K	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	2,655.975	\$	12,408,328.88
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	391.000	\$	1,827,534.00
Special Education - Self-Contained	24.000	\$	112,176.00
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	1.476	\$	6,896.95
Special Education - Impact Aid	3.641	\$	17,015.81
Special Education - EYSE*	1.564	\$	7,308.00
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	242.710	\$	1,134,426.54
Class Size Reduction	242.599	\$	1,133,906.12
TOTAL BASIC SCHOOL PROGRAM (A thru B):	3,562.963	\$	16,647,592.30
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	10,332,544.00
Charter School Funding Base Program		\$	200,560.00
Flexible Allocation		\$	1,075,113.86
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	18,418.10
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	1,835,775.91
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	72,362.73
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	53,540.00
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	292,962.09
School LAND Trust Program*		\$	403,179.41
Teacher and Student Success Program*		\$	663,375.74
Student Health & Counseling Support Program*		\$	84,075.55
School-Based Education Support Professionals Stipends		\$	55,070.99
Beverly Taylor Sorenson Arts*		\$	-
Digital Teaching and Learning*		\$	83,756.01
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	15,170,734.39
TOTAL MINIMUM SCHOOL PROGRAM		\$	31,818,326.69
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	28,178.44
TOTAL STATE FUNDING		\$	31,846,505.13

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program Charter School Summary FY 2026 Final Estimates			
Recipient: American Academy of Innovation			
WPU Value:	\$4,674		
Recipient ID:	8K	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	408.779	\$	1,909,951.83
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	99.639	\$	465,710.54
Special Education - Self-Contained	0.272	\$	1,272.37
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.873	\$	4,079.68
Special Education - Impact Aid	1.824	\$	8,523.30
Special Education - EYSE*	0.370	\$	1,728.00
Career & Technical Education - Add-On*	46.835	\$	218,906.00
Students At-Risk - Add-on	15.183	\$	70,963.01
Class Size Reduction	11.822	\$	55,257.09
TOTAL BASIC SCHOOL PROGRAM (A thru B):	585.596	\$	2,736,391.81
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	1,237,148.00
Charter School Funding Base Program		\$	85,000.00
Flexible Allocation		\$	176,701.85
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	2,600.83
Concurrent Enrollment*		\$	6,883.00
Educator Salary Adjustments		\$	382,806.12
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	17,041.01
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	5,466.50
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	59,161.28
School LAND Trust Program*		\$	58,033.85
Teacher and Student Success Program*		\$	142,432.17
Student Health & Counseling Support Program*		\$	35,200.49
School-Based Education Support Professionals Stipends		\$	12,298.16
Beverly Taylor Sorenson Arts*		\$	-
Digital Teaching and Learning*		\$	14,462.03
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	2,235,235.28
TOTAL MINIMUM SCHOOL PROGRAM		\$	4,971,627.10
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	19,345.29
TOTAL STATE FUNDING		\$	4,990,972.39

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: St. George Academy			
WPU Value:	\$4,674		
Recipient ID:	9K	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	318.433	\$	1,487,770.97
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	6.000	\$	28,044.00
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	44.766	\$	209,237.22
Special Education - Self-Contained	1.761	\$	8,231.43
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.623	\$	2,910.61
Special Education - Impact Aid	0.867	\$	4,053.04
Special Education - EYSE*	0.313	\$	1,462.20
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	10.470	\$	48,936.78
Class Size Reduction	10.965	\$	51,250.94
TOTAL BASIC SCHOOL PROGRAM (A thru B):	394.198	\$	1,841,897.19
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	1,059,376.00
Charter School Funding Base Program		\$	85,000.00
Flexible Allocation		\$	118,948.10
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	2,511.11
Concurrent Enrollment*		\$	7,554.00
Educator Salary Adjustments		\$	242,122.78
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	12,453.80
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	4,165.75
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	42,173.99
School LAND Trust Program*		\$	54,610.88
Teacher and Student Success Program*		\$	80,895.79
Student Health & Counseling Support Program*		\$	31,813.58
School-Based Education Support Professionals Stipends		\$	12,251.50
Beverly Taylor Sorenson Arts*		\$	-
Digital Teaching and Learning*		\$	8,661.75
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	1,762,539.03
TOTAL MINIMUM SCHOOL PROGRAM		\$	3,604,436.22
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	12,658.81
TOTAL STATE FUNDING		\$	3,617,095.03

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program Charter School Summary FY 2026 Final Estimates			
Recipient: CCID			
WPU Value:	\$4,674		
Recipient ID:	2L	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	287.206	\$	1,341,840.51
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	107.689	\$	503,338.61
Special Education - Self-Contained	0.633	\$	2,960.20
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.832	\$	3,888.03
Special Education - Impact Aid	1.838	\$	8,590.33
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	19.785	\$	92,475.09
Class Size Reduction	29.298	\$	136,940.54
TOTAL BASIC SCHOOL PROGRAM (A thru B):	447.281	\$	2,090,033.31
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	1,012,212.00
Charter School Funding Base Program		\$	85,000.00
Flexible Allocation		\$	134,965.76
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	3,733.16
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	269,424.43
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	15,787.17
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	7,807.50
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	43,350.93
School LAND Trust Program*		\$	54,610.88
Teacher and Student Success Program*		\$	111,359.71
Student Health & Counseling Support Program*		\$	34,054.98
School-Based Education Support Professionals Stipends		\$	19,995.99
Beverly Taylor Sorenson Arts*		\$	35,000.00
Digital Teaching and Learning*		\$	-
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	1,827,302.52
TOTAL MINIMUM SCHOOL PROGRAM		\$	3,917,335.82
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	4,247.57
TOTAL STATE FUNDING		\$	3,921,583.39

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: Leadership Academy of Utah			
WPU Value:	\$4,674		
Recipient ID:	3L	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	555.317	\$	2,594,501.10
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	66.307	\$	309,917.36
Special Education - Self-Contained	-	\$	-
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.664	\$	3,102.26
Special Education - Impact Aid	0.873	\$	4,079.48
Special Education - EYSE*	1.009	\$	4,715.00
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	14.583	\$	68,158.61
Class Size Reduction	20.500	\$	95,817.79
TOTAL BASIC SCHOOL PROGRAM (A thru B):	659.252	\$	3,080,291.60
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	1,908,328.00
Charter School Funding Base Program		\$	74,015.00
Flexible Allocation		\$	198,927.39
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	-
Concurrent Enrollment*		\$	19,193.00
Educator Salary Adjustments		\$	572,385.34
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	21,108.33
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	10,314.00
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	86,226.19
School LAND Trust Program*		\$	78,826.72
Teacher and Student Success Program*		\$	162,878.40
Student Health & Counseling Support Program*		\$	38,855.21
School-Based Education Support Professionals Stipends		\$	13,941.90
Beverly Taylor Sorenson Arts*		\$	-
Digital Teaching and Learning*		\$	19,643.61
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	3,204,643.09
TOTAL MINIMUM SCHOOL PROGRAM		\$	6,284,934.69
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	26,498.87
TOTAL STATE FUNDING		\$	6,311,433.56

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program Charter School Summary FY 2026 Final Estimates			
Recipient: Ignite Entrepreneurship Academy			
WPU Value:	\$4,674		
Recipient ID:	5L	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	426.588	\$	1,992,972.31
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	81.904	\$	382,820.12
Special Education - Self-Contained	4.822	\$	22,539.07
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.820	\$	3,830.54
Special Education - Impact Aid	1.670	\$	7,806.59
Special Education - EYSE*	0.454	\$	2,124.00
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	5.773	\$	26,980.67
Class Size Reduction	44.405	\$	207,547.10
TOTAL BASIC SCHOOL PROGRAM (A thru B):	566.436	\$	2,646,620.40
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	1,632,600.00
Charter School Funding Base Program		\$	85,000.00
Flexible Allocation		\$	170,920.35
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	-
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	357,784.05
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	20,680.19
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	11,200.00
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	58,847.42
School LAND Trust Program*		\$	75,878.48
Teacher and Student Success Program*		\$	140,700.17
Student Health & Counseling Support Program*		\$	38,337.00
School-Based Education Support Professionals Stipends		\$	24,950.00
Beverly Taylor Sorenson Arts*		\$	-
Digital Teaching and Learning*		\$	18,908.90
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	2,635,806.56
TOTAL MINIMUM SCHOOL PROGRAM		\$	5,282,426.96
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	2,139.38
TOTAL STATE FUNDING		\$	5,284,566.34

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: Bonneville Academy			
WPU Value:	\$4,674		
Recipient ID:	6L	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	305.884	\$	1,429,103.82
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	67.031	\$	313,302.45
Special Education - Self-Contained	1.000	\$	4,674.00
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.688	\$	3,217.25
Special Education - Impact Aid	0.968	\$	4,525.30
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	17.030	\$	79,598.22
Class Size Reduction	31.423	\$	146,869.09
TOTAL BASIC SCHOOL PROGRAM (A thru B):	424.024	\$	1,981,290.13
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	1,084,772.00
Charter School Funding Base Program		\$	85,000.00
Flexible Allocation		\$	127,948.03
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	2,972.38
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	260,426.70
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	15,940.08
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	8,500.00
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	39,231.62
School LAND Trust Program*		\$	54,610.88
Teacher and Student Success Program*		\$	112,719.43
Student Health & Counseling Support Program*		\$	34,191.35
School-Based Education Support Professionals Stipends		\$	25,777.29
Beverly Taylor Sorenson Arts*		\$	-
Digital Teaching and Learning*		\$	-
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	1,852,089.75
TOTAL MINIMUM SCHOOL PROGRAM		\$	3,833,379.88
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	3,350.64
TOTAL STATE FUNDING		\$	3,836,730.52

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: Treeside Charter School			
WPU Value:	\$4,674		
Recipient ID:	7L	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	385.133	\$	1,799,383.53
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	52.540	\$	245,572.11
Special Education - Self-Contained	6.700	\$	31,315.80
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.483	\$	2,259.00
Special Education - Impact Aid	1.230	\$	5,749.96
Special Education - EYSE*	0.193	\$	904.00
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	15.855	\$	74,106.27
Class Size Reduction	40.315	\$	188,431.88
TOTAL BASIC SCHOOL PROGRAM (A thru B):	502.450	\$	2,347,722.55
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	1,320,592.00
Charter School Funding Base Program		\$	85,000.00
Flexible Allocation		\$	151,612.80
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	3,865.86
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	383,978.05
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	19,059.38
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	12,500.00
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	59,337.82
School LAND Trust Program*		\$	67,809.60
Teacher and Student Success Program*		\$	131,765.10
Student Health & Counseling Support Program*		\$	38,292.57
School-Based Education Support Professionals Stipends		\$	31,116.21
Beverly Taylor Sorenson Arts*		\$	35,000.00
Digital Teaching and Learning*		\$	16,898.14
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	2,356,827.53
TOTAL MINIMUM SCHOOL PROGRAM		\$	4,704,550.08
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	-
TOTAL STATE FUNDING		\$	4,704,550.08

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: Salt Lake Academy High School			
WPU Value:	\$4,674		
Recipient ID:	8L	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	914.518	\$	4,272,679.76
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	7.000	\$	32,718.00
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	150.562	\$	703,726.43
Special Education - Self-Contained	1.111	\$	5,193.33
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.836	\$	3,907.20
Special Education - Impact Aid	2.080	\$	9,723.97
Special Education - EYSE*	0.165	\$	770.00
Career & Technical Education - Add-On*	33.600	\$	157,046.00
Students At-Risk - Add-on	47.233	\$	220,764.71
Class Size Reduction	45.140	\$	210,983.25
TOTAL BASIC SCHOOL PROGRAM (A thru B):	1,202.244	\$	5,617,512.65
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	3,221,664.00
Charter School Funding Base Program		\$	102,120.00
Flexible Allocation		\$	362,773.73
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	-
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	687,861.15
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	31,720.07
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	15,538.25
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	121,133.50
School LAND Trust Program*		\$	61,602.77
Teacher and Student Success Program*		\$	309,495.92
Student Health & Counseling Support Program*		\$	48,319.30
School-Based Education Support Professionals Stipends		\$	48,299.00
Beverly Taylor Sorenson Arts*		\$	-
Digital Teaching and Learning*		\$	33,061.58
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	5,043,589.27
TOTAL MINIMUM SCHOOL PROGRAM		\$	10,661,101.92
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	23,981.82
TOTAL STATE FUNDING		\$	10,685,083.74

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: Advantage Arts Academy			
WPU Value:	\$4,674		
Recipient ID:	1M	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	321.254	\$	1,500,801.18
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	77.130	\$	360,504.93
Special Education - Self-Contained	3.872	\$	18,098.77
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.766	\$	3,581.39
Special Education - Impact Aid	1.297	\$	6,061.71
Special Education - EYSE*	0.095	\$	442.00
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	21.813	\$	101,951.63
Class Size Reduction	33.915	\$	158,520.93
TOTAL BASIC SCHOOL PROGRAM (A thru B):	460.141	\$	2,149,962.54
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	1,338,732.00
Charter School Funding Base Program		\$	85,000.00
Flexible Allocation		\$	138,846.33
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	-
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	283,062.70
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	16,612.87
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	9,625.00
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	44,135.57
School LAND Trust Program*		\$	54,930.43
Teacher and Student Success Program*		\$	109,279.70
Student Health & Counseling Support Program*		\$	34,655.01
School-Based Education Support Professionals Stipends		\$	11,298.63
Beverly Taylor Sorenson Arts*		\$	35,000.00
Digital Teaching and Learning*		\$	-
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	2,161,178.23
TOTAL MINIMUM SCHOOL PROGRAM		\$	4,311,140.77
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	-
TOTAL STATE FUNDING		\$	4,311,140.77

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program Charter School Summary FY 2026 Final Estimates			
Recipient: Bridge Elementary School			
WPU Value:	\$4,674		
Recipient ID:	3M	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	491.725	\$	2,297,234.65
Immunization Noncompliance	(9.667)	\$	(45,182.00)
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	124.474	\$	581,791.58
Special Education - Self-Contained	7.233	\$	33,808.60
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.483	\$	2,259.00
Special Education - Impact Aid	2.493	\$	11,651.17
Special Education - EYSE*	0.154	\$	720.00
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	33.153	\$	154,954.79
Class Size Reduction	51.518	\$	240,794.88
TOTAL BASIC SCHOOL PROGRAM (A thru B):	701.566	\$	3,278,032.67
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	1,973,632.00
Charter School Funding Base Program		\$	74,015.00
Flexible Allocation		\$	211,695.61
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	-
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	298,602.08
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	22,851.47
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	8,862.50
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	49,402.41
School LAND Trust Program*		\$	86,585.26
Teacher and Student Success Program*		\$	174,388.53
Student Health & Counseling Support Program*		\$	-
School-Based Education Support Professionals Stipends		\$	41,903.00
Beverly Taylor Sorenson Arts*		\$	-
Digital Teaching and Learning*		\$	-
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	2,941,937.86
TOTAL MINIMUM SCHOOL PROGRAM		\$	6,219,970.53
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	-
TOTAL STATE FUNDING		\$	6,219,970.53

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program Charter School Summary FY 2026 Final Estimates			
Recipient: Mountain Sunrise Academy			
WPU Value:	\$4,674		
Recipient ID:	4M	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	447.727	\$	2,091,700.27
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	120.890	\$	565,042.04
Special Education - Self-Contained	2.133	\$	9,971.20
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.758	\$	3,543.06
Special Education - Impact Aid	1.532	\$	7,159.38
Special Education - EYSE*	0.383	\$	1,792.00
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	6.208	\$	29,013.86
Class Size Reduction	44.921	\$	209,961.29
TOTAL BASIC SCHOOL PROGRAM (A thru B):	624.552	\$	2,918,183.10
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	1,766,836.00
Charter School Funding Base Program		\$	85,000.00
Flexible Allocation		\$	188,456.85
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	-
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	346,693.04
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	20,802.52
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	12,000.00
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	56,150.25
School LAND Trust Program*		\$	76,499.16
Teacher and Student Success Program*		\$	145,399.22
Student Health & Counseling Support Program*		\$	39,995.97
School-Based Education Support Professionals Stipends		\$	29,060.00
Beverly Taylor Sorenson Arts*		\$	21,840.00
Digital Teaching and Learning*		\$	-
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	2,788,733.01
TOTAL MINIMUM SCHOOL PROGRAM		\$	5,706,916.11
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	1,505.65
TOTAL STATE FUNDING		\$	5,708,421.76

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: Elevated Charter School			
WPU Value:	\$4,674		
Recipient ID:	8M	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	350.861	\$	1,639,151.25
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	48.000	\$	224,352.00
Special Education - Self-Contained	-	\$	-
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.483	\$	2,259.00
Special Education - Impact Aid	0.423	\$	1,975.72
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	5.125	\$	23,954.25
Class Size Reduction	33.702	\$	157,521.86
TOTAL BASIC SCHOOL PROGRAM (A thru B):	438.594	\$	2,049,214.08
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	1,400,408.00
Charter School Funding Base Program		\$	85,000.00
Flexible Allocation		\$	132,344.34
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	-
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	396,700.95
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	12,759.61
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	10,708.75
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	63,141.32
School LAND Trust Program*		\$	54,610.88
Teacher and Student Success Program*		\$	66,259.98
Student Health & Counseling Support Program*		\$	-
School-Based Education Support Professionals Stipends		\$	7,225.64
Beverly Taylor Sorenson Arts*		\$	-
Digital Teaching and Learning*		\$	-
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	2,229,159.48
TOTAL MINIMUM SCHOOL PROGRAM		\$	4,278,373.56
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	-
TOTAL STATE FUNDING		\$	4,278,373.56

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program Charter School Summary FY 2026 Final Estimates			
Recipient: Virtual Horizons Charter School			
WPU Value:	\$4,674		
Recipient ID:	1N	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	135.240	\$	631,829.76
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	26.000	\$	121,524.00
Special Education - Self-Contained	-	\$	-
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.541	\$	2,527.31
Special Education - Impact Aid	0.036	\$	167.87
Special Education - EYSE*	0.171	\$	800.00
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	7.750	\$	36,223.50
Class Size Reduction	12.258	\$	57,294.22
TOTAL BASIC SCHOOL PROGRAM (A thru B):	181.996	\$	850,366.66
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	511,548.00
Charter School Funding Base Program		\$	85,000.00
Flexible Allocation		\$	54,916.73
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	-
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	130,213.35
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	9,854.38
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	3,692.50
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	21,577.39
School LAND Trust Program*		\$	54,610.88
Teacher and Student Success Program*		\$	40,542.60
Student Health & Counseling Support Program*		\$	-
School-Based Education Support Professionals Stipends		\$	13,440.00
Beverly Taylor Sorenson Arts*		\$	-
Digital Teaching and Learning*		\$	-
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	925,395.83
TOTAL MINIMUM SCHOOL PROGRAM		\$	1,775,762.49
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	-
TOTAL STATE FUNDING		\$	1,775,762.49

*This program requires LEA action before funds can be received or spent.
USBE staff contact info can be found in the MSP Program Summary Report.

Utah State-Supported Minimum School Program			
Charter School Summary			
FY 2026 Final Estimates			
Recipient: ThrivePoint Academy			
WPU Value:	\$4,674		
Recipient ID:	2N	WPUs	Amount Generated
1. BASIC SCHOOL PROGRAMS:			
A. REGULAR BASIC SCHOOL PROGRAMS			
Grades K-12	124.620	\$	582,259.88
Immunization Noncompliance	0.000	\$	-
Foreign Exchange Students*	-	\$	-
B. RESTRICTED BASIC SCHOOL PROGRAM			
Special Education - Add-On	20.000	\$	93,480.00
Special Education - Self-Contained	-	\$	-
Special Education - Pre-School	-	\$	-
Special Education - Extended Year	0.543	\$	2,536.89
Special Education - Impact Aid	0.037	\$	173.86
Special Education - EYSE*	-	\$	-
Career & Technical Education - Add-On*	-	\$	-
Students At-Risk - Add-on	7.618	\$	35,604.20
Class Size Reduction	1.697	\$	7,933.05
TOTAL BASIC SCHOOL PROGRAM (A thru B):	154.515	\$	721,987.88
2. RELATED TO BASIC SCHOOL PROGRAMS:			
Charter School Local Replacement		\$	388,196.00
Charter School Funding Base Program		\$	85,000.00
Flexible Allocation		\$	46,624.38
Youth-in-Care*		\$	-
Enhancement for Accelerated Students*		\$	-
Concurrent Enrollment*		\$	-
Educator Salary Adjustments		\$	52,085.34
Salary Supplement for Highly-Needed Educators (SSHINE)		\$	10,007.29
Dual Immersion		\$	-
Teacher Supplies and Materials		\$	750.00
Effective Teachers in High Poverty Schools*		\$	-
Educator Professional Time*		\$	7,846.32
School LAND Trust Program*		\$	54,610.88
Teacher and Student Success Program*		\$	44,169.45
Student Health & Counseling Support Program*		\$	-
School-Based Education Support Professionals Stipends		\$	4,771.12
Beverly Taylor Sorenson Arts*		\$	-
Digital Teaching and Learning*		\$	-
TOTAL RELATED TO BASIC SCHOOL PROGRAM		\$	694,060.78
TOTAL MINIMUM SCHOOL PROGRAM		\$	1,416,048.67
3. OTHER STATE PROGRAMS:			
School Fees Amendments (HB04152024GS)		\$	-
TOTAL STATE FUNDING		\$	1,416,048.67

*This program requires LEA action before funds can be received or spent.
 USBE staff contact info can be found in the MSP Program Summary Report.

State-Supported Minimum School Program For Utah Public Schools

FY 2025–2026
Final Estimates

May 2026

Financial Operations



Molly Hart
State Superintendent of Public Schools

UTAH STATE BOARD OF EDUCATION
250 East 500 South / P.O. Box 144200 / Salt Lake City, Utah 84114-4200

UTAH STATE BOARD OF EDUCATION

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MINIMUM SCHOOL PROGRAM		
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UTAH STATE BOARD OF EDUCATION		
MINIMUM SCHOOL PROGRAM		
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Minimum School Program - Budget Detail Table

2025 General Session

FY 2025 Revised | FY 2026 Appropriated

	Fiscal Year 2025 Revised	Fiscal Year 2026 Appropriated
Section 1: Minimum School Program - Summary of Total Revenue Sources and Expenditures by Program		
Total Revenue Sources	Amount	Amount
A. General State Revenue		
Uniform School Fund	4,634,038,100	4,702,928,000
Uniform School Fund, One-time	(93,291,000)	39,212,900
B. Restricted State Revenue		
USF Restricted - Trust Distribution Account	106,221,900	111,314,500
ITF Restricted - Minimum Basic Growth Account ⁽⁵⁾	56,250,000	56,250,000
ITF Restricted - Charter School Levy Account ⁽⁴⁾	39,510,900	47,454,800
ITF Restricted - Teacher and Student Success Account ⁽⁵⁾	197,041,000	228,549,600
ITF Restricted - Local Levy Growth Account ⁽⁵⁾	127,553,300	127,553,300
USF Restricted - Automobile Driver Education Tax Account ⁽¹⁴⁾	2,000,000	2,000,000
USF Restricted - Public Education Economic Stabilization, One-time ⁽²⁾⁽¹⁴⁾	132,801,000	199,227,000
Subtotal State Revenues:	\$5,202,125,200	\$5,514,490,100
C. Local Property Tax Revenue		
Minimum Basic Tax Rate		
a. Basic Levy	454,767,300	476,590,900
b. Basic Levy Increment Rate ⁽⁵⁾	75,000,000	75,000,000
Equity Pupil Tax Rate ⁽⁵⁾	108,461,300	108,461,300
WPU Value Rate ⁽⁵⁾⁽¹⁸⁾	150,541,000	182,049,600
Voted Local Levy	530,059,400	560,961,500
Board Local Levy	385,179,400	422,312,600
Subtotal Local Revenues:	\$1,704,008,400	\$1,825,375,900
D. Transfers ⁽¹¹⁾	(208,200)	0
E. Beginning Nonlapsing Balances ⁽¹¹⁾	63,464,400	27,702,100
F. Closing Nonlapsing Balances ⁽¹¹⁾	(27,701,800)	(8,493,900)
Total Revenues:	\$6,941,688,000	\$7,359,074,200
Total Expenditures by Program		
A. Basic School Program	4,294,741,700	4,210,921,700
B. Related to Basic School Program	1,441,976,900	1,875,147,800
C. Voted & Board Local Levy Programs	1,204,969,400	1,273,004,700
Total Expenditures:	\$6,941,688,000	\$7,359,074,200

Minimum School Program - Budget Detail Table

2025 General Session
FY 2025 Revised | FY 2026 Appropriated

Fiscal Year 2025
Revised

Fiscal Year 2026
Appropriated

Section 2: Minimum School Program - Detail of Revenue Sources & Expenditures by Program

Table A: Basic School Program (Weighted Pupil Unit Programs)

WPU Value :	\$4,494	\$4,674		
Estimated Basic Tax Rate:	0.001406	0.001429		
Revenue Sources	Amount	Amount		
A. State Revenue				
Uniform School Fund	3,472,132,200	3,259,398,800		
Uniform School Fund, One-time	(15,837,500)	39,212,900		
B. Restricted State Revenue				
USF Restricted - Public Education Economic Stabilization, One-time ⁽²⁾⁽¹⁴⁾	45,000,000	51,000,000		
Subtotal - State Revenues:	\$3,501,294,700	\$3,349,611,700		
C. Local Property Tax Revenue				
Minimum Basic Tax Rate				
a. Basic Levy ⁽⁹⁾	454,767,300	476,590,900		
b. Basic Levy Increment Rate ⁽⁵⁾	75,000,000	75,000,000		
Equity Pupil Tax Rate ⁽⁵⁾	108,461,300	108,461,300		
WPU Value Rate ⁽⁵⁾⁽¹⁸⁾	150,541,000	182,049,600		
Subtotal - Local Property Tax Revenues:	\$788,769,600	\$842,101,800		
D. Beginning Nonlapsing Balances ⁽⁷⁾⁽¹¹⁾	27,931,200	23,253,800		
E. Closing Nonlapsing Balances ⁽¹¹⁾	(23,253,800)	(4,045,600)		
Total Revenues:	\$4,294,741,700	\$4,210,921,700		
Expenditures by Categorical Program	WPU	Amount	WPU	Amount
A. Regular Basic School Program				
1. Kindergarten	39,217	176,242,700	41,603	194,453,900
2. Grades 1-12	607,978	2,732,253,300	604,599	2,825,895,900
3. Foreign Exchange Students	405	1,927,500	407	2,009,700
4. Necessarily Existent Small Schools ⁽²⁾⁽¹³⁾	10,661	58,845,900	10,661	67,151,800
5. Professional Staff ⁽⁸⁾	57,457	259,530,900	0	0
6. Mid and Final Year Distribution Balancing ⁽¹⁹⁾	0	45,000,000	0	50,000,000
7. Enrollment Growth Contingency - Balances ⁽⁷⁾⁽¹⁵⁾	0	(8,248,600)	0	19,101,000
Subtotal - Regular Basic School Program:	715,718	\$3,265,551,700	657,270	\$3,158,612,300
B. Restricted Basic School Program				
1. Special Education - Regular - Add-on WPU ⁽³⁾	101,350	455,467,000	101,987	476,687,300
2. Special Education - Regular - Self-Contained	11,588	52,655,000	11,691	54,643,800
3. Special Education - Pre-School	11,306	51,061,200	11,174	52,227,300
4. Special Education - Extended School Year Program	457	2,082,000	452	2,112,600
5. Special Education - Impact Aid ⁽¹⁾	2,060	9,400,500	1,300	6,074,400
6. Special Education - Extended Year for Special Educators	909	4,346,000	909	4,248,900
7. Students At-Risk - Add-on ⁽¹⁾⁽⁹⁾⁽¹¹⁾	28,823	129,845,500	27,918	130,501,400
8. Career & Technical Education - District Add-on ⁽¹⁾⁽¹²⁾	29,087	130,749,200	27,847	130,155,200
9. Class Size Reduction	42,357	193,583,600	41,861	195,658,500
Subtotal - Restricted Basic School Program:	227,937	\$1,029,190,000	225,139	\$1,052,309,400
Total Expenditures:	943,655	\$4,294,741,700	882,409	\$4,210,921,700

T H E L I N E

Minimum School Program - Budget Detail Table

2025 General Session
FY 2025 Revised | FY 2026 Appropriated

Fiscal Year 2025
Revised

Fiscal Year 2026
Appropriated

T H E L I N E

Table B: Related to Basic School Program (Below-the-Line)

<i>Charter School Local Replacement Rate ⁽¹⁰⁾ :</i>		\$3,317		\$3,628
Revenue Sources		Amount		Amount
A. State Revenue				
Uniform School Fund		1,055,978,600		1,337,601,900
Uniform School Fund, One-time		(77,453,500)		0
B. Restricted State Revenue				
USF Restricted - Trust Distribution Account		106,221,900		111,314,500
ITF Restricted - Teacher and Student Success Account ⁽⁵⁾⁽¹⁸⁾		197,041,000		228,549,600
ITF Restricted - Charter School Levy Account ⁽⁴⁾		39,510,900		47,454,800
USF Restricted - Automobile Driver Education Tax Account ⁽¹⁴⁾		2,000,000		2,000,000
USF Restricted - Public Education Economic Stabilization, One-time ⁽²⁾⁽¹⁴⁾		87,801,000		148,227,000
Subtotal - State Revenues:		\$1,411,099,900		\$1,875,147,800
C. Transfers		(208,200)		0
D. Beginning Nonlapsing Balances ⁽¹¹⁾		35,533,200		4,448,300
E. Closing Nonlapsing Balances ⁽¹¹⁾		(4,448,000)		(4,448,300)
Total Revenues:		\$1,441,976,900		\$1,875,147,800
Expenditures by Categorical Program		Amount		Amount
A. Related to Basic Programs				
1. Pupil Transportation - To & From School ⁽³⁾⁽¹⁴⁾		131,122,000		134,414,900
4. Charter School Local Replacement ⁽⁴⁾⁽¹⁰⁾		266,179,300		302,909,000
5. Charter School Funding Base Program ⁽²⁾		11,995,100		11,465,000
6. Flexible Allocation - WPU Distribution ⁽¹²⁾⁽⁸⁾		1,858,000		266,916,200
Subtotal - Related to Basic Programs:		\$411,154,400		\$715,705,100
B. Focus Populations				
1. Students At-Risk - Gang Prevention and Intervention ⁽¹⁾⁽²⁾⁽¹²⁾		2,516,600		0
2. Youth-in-Custody ⁽¹⁾		33,043,600		33,963,300
3. Adult Education ⁽¹⁾		19,349,700		19,087,700
4. Enhancement for Accelerated Students		7,196,400		7,383,700
5. Concurrent Enrollment		20,669,900		23,345,400
6. Emergency Funding for English Learners ⁽²⁾		0		5,000,000
Subtotal - Focus Populations:		\$82,776,200		\$88,780,100
C. Educator Supports				
1. Educator Salary Adjustments ⁽²⁾⁽¹⁷⁾		427,554,400		490,498,200
2. Salary Supplement for Highly Needed Educators ⁽¹⁶⁾		27,176,900		26,036,200
4. Teacher Supplies & Materials ⁽²⁾		13,904,100		14,300,000
5. Effective Teachers in High Poverty Schools ⁽²⁾⁽¹²⁾		801,000		600,000
6. School-Based Education Support Professional Bonus ⁽²⁾⁽¹⁷⁾		0		45,200,000
7. Grants for Professional Learning ⁽¹²⁾		3,940,000		0
8. Grow Your Own Teacher and Counselor Program ⁽²⁾		7,889,600		7,327,000
9. Educator Professional Time ⁽²⁾		74,000,000		77,700,000
Subtotal - Educator Supports:		\$555,266,000		\$661,661,400
D. Statewide Initiatives				
1. School LAND Trust Program		106,222,000		111,314,500
2. Teacher and Student Success Program ⁽⁵⁾⁽¹⁸⁾		197,270,500		228,549,600
3. Student Health and Counseling Support Program ⁽¹⁾⁽²⁾		33,469,400		23,480,000
4. Dual Immersion ⁽¹⁾		7,646,900		7,859,700
5. Beverley Taylor Sorenson Arts Learning Program ⁽¹⁾⁽²⁾		21,410,300		19,445,000
6. Digital Teaching & Learning Program ⁽¹⁾		24,926,100		18,352,400
Subtotal - Other Programs:		\$390,945,200		\$409,001,200
Nonlapsing Balances in Discontinued Programs:		\$1,835,100		\$0
Total Expenditures:		\$1,441,976,900		\$1,875,147,800

Minimum School Program - Budget Detail Table

2025 General Session
FY 2025 Revised | FY 2026 Appropriated

	Fiscal Year 2025 Revised	Fiscal Year 2026 Appropriated
Table C: Voted & Board Local Levy Programs		
<i>Estimated Guarantee Rate (per Tax Rate of 0.0001 per WPU) ⁽⁶⁾ :</i>	\$64.05	\$75.26
Revenue Sources	Amount	Amount
A. State Revenue		
Uniform School Fund	105,927,300	105,927,300
B. Restricted State Revenue		
ITF - Minimum Basic Growth Account ⁽⁵⁾	56,250,000	56,250,000
ITF - Local Levy Growth Account ⁽⁵⁾	127,553,300	127,553,300
Subtotal - State Revenues:	289,730,600	289,730,600
C. Local Property Tax Revenue		
Voted Local Levy	530,059,400	560,961,500
Board Local Levy	385,179,400	422,312,600
Subtotal - Local Property Tax Revenues:	915,238,800	983,274,100
D. Beginning Nonlapsing Balances	0	0
Total Revenues:	\$1,204,969,400	\$1,273,004,700
Expenditures by Categorical Program	Amount	Amount
A. Voted and Board Local Levy Programs		
1. Voted Local Levy Program ⁽⁵⁾	731,045,500	761,947,600
2. Board Local Levy Program ⁽⁵⁾	473,923,900	511,057,100
Total Expenditures:	\$1,204,969,400	\$1,273,004,700
Total Minimum School Program Expenditures:	\$6,941,688,000	\$7,359,074,200

Office of the Legislative Fiscal Analyst

Date Modified:

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Minimum School Program - Budget Detail Table

2025 General Session

Notes on Appropriated Budget

1. Administrative funding for certain MSP categorical programs can be found in the "MSP Categorical Program Administration" line item in the State Board of Education's budget. Adding program and administration funding will provide the full-cost for the program.
2. One-time funding appropriated by the Legislature in FY24 or FY25, as follows:
 - a). **2025** - Beverley Taylor Sorenson Elementary Arts - \$1.0 m, Charter School Funding Base - \$3.6 m, Educator Professional Time - \$74.0 m, Effective Teachers in High Poverty Schools - \$801,000, At-Risk Students - Gang Prevention and Intervention - \$2.4 m, Teacher Supplies and Materials - \$8.4 m, Educator Salary Adjustments - \$3.5 m, Mid and Final Year Distribution Balancing - \$45.0 m.
 - b). **2026** - Charter School Funding Base - \$3.6 m, Emergency Funding for English Learners - \$5.0 m, Teacher Supplies and Materials - \$8.8 m, Effective Teachers in High Poverty Schools - \$600,000, School-Based Education Support Professional Bonus - \$45.2 m, Educator Professional Time - \$77.7 m, Mid and Final Year Distribution Balancing - \$50.0 m.
3. Includes approximately \$6.9 million in funding for student transportation at the Utah Schools for the Deaf and the Blind.
4. Local school districts levy a tax rate for their contribution to the Charter School Local Replacement program. The revenue generated from the tax is deposited into the Education Fund Restricted - Charter School Levy Account and appropriated to the program.
5. Income Tax Fund Restricted accounts created by the Legislature funded from state fund "savings" generated through increased property tax revenues collected by various tax rates that are part of the Basic Levy. When local school districts pay more of the cost of WPU from the property tax, less state revenue is required. This state revenue is transferred to the restricted funds to support other education programs.
6. The State Guarantee Rate is set by the State Board of Education in their Legislative Estimates allocations after calculating the state guarantee rate based on funding appropriated by the Legislature. The state guarantee rate is calculated each year by the State Board of Education based on appropriated amounts.
7. The revised year includes the expenditure of anticipated nonlapsing balances remaining from the prior school year as provided in 53F-2-304(10).
8. Legislators transferred \$269,269,300 in ongoing funding from the Professional Staff formula program in the Basic School Program to the Flexible Allocation - WPU Distribution Program in the Related to Basic School Program. This also removed 57,610 WPU's associated with the program. Funds will be distributed to LEAs on a WPU basis instead of a weighted teacher basis using longevity and degree. The Legislature also amended statute for the Flexible Allocation program to index the funding for future changes for growth and inflation as required in 53F-2-208.
9. In FY 2025, the Legislature increased the total number of WPU's appropriated to the following programs: Students At-Risk WPU Add-on - An additional 5,493 WPU's to increase the Economically Disadvantaged (ED) and English Language Learner (ELL) student factors based on a 10-year phase-in (one 10-year increment). The WPU weightings increase as follows: ED from 0.1 to 0.125 and ELL from 0.04 to 0.0475. The statutory rates at full implementation are set as follows: ED at 0.3 and ELL at 0.1. The Legislature did not adjust student weightings in FY 2026, delaying the phase-in of the full weightings.
10. Includes the calculated Charter School Local Replacement rate for FY26 at \$3,628 per student, including \$4.0 million add-on amount to reduce the two-year lag in data used in the CSLR rate calculation. This funding was first appropriated ongoing in FY23 (2022 GS).
11. Nonlapsing balances are adjusted each year based on prior-year close out. In a given year, the Legislature may also transfer unobligated balances back to the Income Tax Fund for re-appropriation through the budget process. Please refer to the Compendium of Budget Information (COBI) detail online at budget.utah.gov for details.
12. The Legislature eliminated categorical funding for the following programs:
 - a). **2025** - Title I Schools in Improvement - Paraeducators at \$300,000, Early Literacy Program at \$14,550,000, Elementary School Counseling Program at \$2,100,000, and the ongoing funding for Effective Teachers in High Poverty Schools at \$801,000 and Students At-Risk - Gang Prevention and Intervention at \$2,381,200. These funds were reallocated to increase WPU weightings for the Students At-Risk WPU Add-on Program outlined in Note 9. One-time funding was provided in FY 2025 for the Effective Teachers in High Poverty Schools and Gang Prevention and Intervention programs, program funding was not provided in FY 2026.
 - b). **2026** - Grants for Professional Learning - \$3,935,000, Flexible Allocation - WPU Distribution - \$1,852,000, CTE Student Organizations at \$2,247,500, and CTE College and Career Awareness at \$1,960,700 but included a change in statutory language allowing LEAs to use CTE Add-on funds for these purposes based on local priorities.
13. In FY 2025, the Legislature reallocated \$1.0 m in funding for the Pupil Transportation - Rural Transportation Grants to the Necessarily Existent Small Schools Program. The Legislature passed House Bill 396, "Small School District Scale of Operations Formula" during the 2025 General Session which modifies the NESS formula. Appropriated WPU's for the NESS program do not reflect the changes made in HB 396 and will be updated in the Public Education Base Budget for the 2026 General Session.
14. USF Restricted - Automobile Driver Education Tax Account - Legislators expanded the use of the account to include expenditures on pupil transportation and other items appropriated by the Legislature. They appropriated \$2.0 m from the account to the Pupil Transportation To & From Program and reduced the ongoing Uniform School Fund appropriation by a like amount.
15. Enrollment Growth Contingency - ongoing funding to fund WPU's in excess of the appropriated number for Kindergarten students. As LEAs transition to full WPU weighting over-time, these funds can be accessed by the State Board each year to balance projected to actual WPU's. Contingency funds were reallocated by the Legislature in the 2025 General Session, \$19.1 m in FY 2025 one-time and \$19.1 m in FY 2026 ongoing. Balances remain from prior years to assist in closing out FY 2025.
16. In FY 2026, this Teacher Salary Supplement program will convert to a new program named "Salary Supplement for Highly Needed Educators" as outlined in S.B. 173, Market Informed Compensation for Teachers (2024 GS). Local Education Agencies will determine qualifying teachers based on statutory provisions instead of certain state-determined qualifying teacher categories.
17. Legislators increased the Educator Salary Adjustment by \$1,000 for each qualifying educator, plus employer-paid benefits, beginning in FY 2026. The ESA statute was changed in House Bill 2, "Public Education Budget Amendments" to implement the increase. Legislators also provided a \$1,000 bonus, plus employer-paid benefits, for school-based education support professionals (i.e. paraeducators, bus drivers, administrative assistants, lunch staff, custodians, etc.). HB 2 includes statutory language outlining the distribution of funds and qualifying staff.
18. The Legislature passed House Bill 110, "Combined Basic Tax Rate Reduction" which removed the automatic increase in the WPU Value Rate for future increases in the WPU Value. Revenue collected through FY 2026 will remain. Future increases in the tax rate or Teacher and Student Success program will not be automatic but based on appropriations made by the Legislature.
19. Legislators appropriated \$45.0 m one-time in FY 2025 and \$50.0 m one-time in FY 2026, both from the Public Education Economic Stabilization Restricted Account, to support mid and final year formula distribution changes associated with student enrollment changes and local property tax collections. The State Board may draw on these funds to maintain state funding levels for WPU's in both fiscal years. Unused funds will remain for future use or reallocation.

FY2025-2026 Final Estimates

BASIC SCHOOL PROGRAMS
FY2025-2026 Final Estimates

KINDERGARTEN

Program =	26PPA	WPU Value =	\$4,674
Rev. Code =	3010	WPU's Approp. =	41,603
ID	LEA NAME	WPU's	AMOUNT
1	Alpine	5,199.802	\$ 24,303,876
2	Beaver	85.521	\$ 399,724
3	Box Elder	855.345	\$ 3,997,883
4	Cache	1,128.009	\$ 5,272,312
5	Carbon	237.278	\$ 1,109,036
6	Daggett	7.154	\$ 33,440
7	Davis	3,975.752	\$ 18,582,664
8	Duchesne	336.680	\$ 1,573,644
9	Emery	119.322	\$ 557,712
10	Garfield	211.004	\$ 986,231
11	Grand	81.483	\$ 380,850
12	Granite	3,535.660	\$ 16,525,675
13	Iron	955.830	\$ 4,467,551
14	Jordan	2,991.184	\$ 13,980,793
15	Juab	169.110	\$ 790,422
16	Kane	100.517	\$ 469,815
17	Millard	185.747	\$ 868,180
18	Morgan	166.246	\$ 777,033
19	Nebo	2,831.840	\$ 13,236,020
20	North Sanpete	157.861	\$ 737,843
21	North Summit	48.274	\$ 225,633
22	Park City	212.061	\$ 991,174
23	Piute	55.578	\$ 259,771
24	Rich	25.667	\$ 119,966
25	San Juan	137.411	\$ 642,260
26	Sevier	289.350	\$ 1,352,422
27	South Sanpete	216.729	\$ 1,012,992
28	South Summit	86.050	\$ 402,198
29	Tintic	9.817	\$ 45,883
30	Tooele	882.038	\$ 4,122,648
31	Uintah	400.758	\$ 1,873,142
32	Wasatch	478.394	\$ 2,236,016
33	Washington	1,895.843	\$ 8,861,168
34	Wayne	20.710	\$ 96,797
35	Weber	1,873.835	\$ 8,758,306
36	Salt Lake	1,163.889	\$ 5,440,017
37	Ogden	719.585	\$ 3,363,339
38	Provo	849.509	\$ 3,970,606
39	Logan	406.360	\$ 1,899,329
40	Murray	376.684	\$ 1,760,623
42	Canyons	1,897.184	\$ 8,867,440

BASIC SCHOOL PROGRAMS
FY2025-2026 Final Estimates

KINDERGARTEN

Program =	26PPA	WPU Value =	\$4,674
Rev. Code =	3010	WPU's Approp. =	41,603
ID	LEA NAME	WPU's	AMOUNT
68	Ogden Preparatory Academy	92.255	\$ 431,200
74	American Preparatory Academy	487.679	\$ 2,279,411
81	Walden School of Liberal Arts	27.031	\$ 126,343
82	Freedom Preparatory Academy	229.519	\$ 1,072,772
83	Academy for Math Engineering & Science	-	\$ -
86	Pinnacle Canyon Academy	16.171	\$ 75,585
87	City Academy	-	\$ -
89	Soldier Hollow Charter School	37.780	\$ 176,584
91	Utah Arts Academy	-	\$ -
92	Uintah River High	-	\$ -
93	John Hancock Charter School	104.304	\$ 487,517
94	Thomas Edison	110.078	\$ 514,505
95	Timpanogos Academy	78.150	\$ 365,274
97	Salt Lake Arts Academy	-	\$ -
98	Fast Forward High	-	\$ -
A1	No. UT. Acad. for Math Engineering & Science	-	\$ -
A2	Ranches Academy	27.849	\$ 130,167
A3	Davinci Academy	105.385	\$ 492,568
A4	Summit Academy	222.941	\$ 1,042,025
A5	Itineris Early College High	-	\$ -
A6	North Davis Preparatory Academy	51.367	\$ 240,089
A8	East Hollywood High	-	\$ -
A9	Success Academy	-	\$ -
1B	Utah County Academy of Science	-	\$ -
2B	Lincoln Academy	59.643	\$ 278,773
3B	Beehive Science & Technology Academy	67.341	\$ 314,751
4B	Wasatch Peak Academy	64.260	\$ 300,351
5B	North Star Academy	40.545	\$ 189,506
7B	Reagan Academy	43.342	\$ 202,579
8B	American Leadership Academy	100.988	\$ 472,017
9B	Navigator Pointe Academy	35.420	\$ 165,552
1C	Odyssey Charter School	86.885	\$ 406,103
2C	InTech Collegiate Academy	-	\$ -
3C	Entheos Academy	116.719	\$ 545,545
4C	Lakeview Academy	105.240	\$ 491,891
5C	Legacy Preparatory Academy	90.768	\$ 424,247
7C	Monticello Academy	134.755	\$ 629,844
8C	Mountainville Academy	96.939	\$ 453,091
9C	Paradigm High School	-	\$ -
1D	Renaissance Academy	102.649	\$ 479,780
2D	Channing Hall	64.490	\$ 301,428

BASIC SCHOOL PROGRAMS
FY2025-2026 Final Estimates

KINDERGARTEN

Program =	26PPA	WPU Value =	\$4,674
Rev. Code =	3010	WPU's Approp. =	41,603
ID	LEA NAME	WPU's	AMOUNT
3D	Spectrum Academy	47.935	\$ 224,050
4D	Syracuse Arts Academy	218.911	\$ 1,023,189
5D	George Washington Academy	122.120	\$ 570,789
6D	Noah Webster Academy	68.315	\$ 319,303
8D	Open Classroom	34.400	\$ 160,786
9D	Canyon Rim Academy	58.068	\$ 271,409
1E	Guadalupe School	39.240	\$ 183,408
2E	Karl G. Maeser Preparatory Academy	-	\$ -
3E	C.S. Lewis Academy	32.765	\$ 153,144
4E	Dual Immersion Academy	45.860	\$ 214,350
5E	Edith Bowen Laboratory School	42.875	\$ 200,398
7E	Gateway Preparatory Academy	649.197	\$ 3,034,345
8E	Merit College Preparatory Academy	-	\$ -
9E	Providence Hall	120.447	\$ 562,967
1F	Quest Academy	92.505	\$ 432,367
2F	Rockwell Charter High School	-	\$ -
3F	Venture Academy	41.290	\$ 192,987
4F	Salt Lake Center for Science Education	-	\$ -
5F	Utah Virtual Academy	62.096	\$ 290,239
6F	Early Light Academy	87.012	\$ 406,695
7F	Excelsior Academy	125.411	\$ 586,173
8F	Hawthorn Academy	143.830	\$ 672,261
9F	Mountain Heights Academy	-	\$ -
1G	Jefferson Academy	61.930	\$ 289,463
2G	Vista School	81.257	\$ 379,796
3G	Bear River Charter School	37.884	\$ 177,071
4G	Maria Montessori Academy	45.035	\$ 210,494
5G	Canyon Grove Academy	149.621	\$ 699,327
6G	Weilenmann School of Discovery	32.690	\$ 152,793
8G	Good Foundations Academy	33.541	\$ 156,770
2H	Utah Connections Academy	38.925	\$ 181,933
3H	Endeavor Hall	31.885	\$ 149,030
5H	Highmark Charter School	38.200	\$ 178,547
6H	Promontory School of Expeditionary Learning	48.581	\$ 227,067
7H	Pacific Heritage Academy	32.758	\$ 153,110
8H	Valley Academy	81.395	\$ 380,441
1I	Utah International Charter School	-	\$ -
2I	Esperanza School	73.326	\$ 342,725
3I	Leadership Learning Academy	145.911	\$ 681,986
4I	Mana Academy Charter School	24.440	\$ 114,233
5I	Voyage Academy	55.907	\$ 261,311

BASIC SCHOOL PROGRAMS FY2025-2026 Final Estimates			
KINDERGARTEN			
Program =	26PPA	WPU Value =	\$4,674
Rev. Code =	3010	WPU's Approp. =	41,603
ID	LEA NAME	WPU's	AMOUNT
7I	Weber State University Charter Academy	10.800	\$ 50,455
8I	Winter Sports School	-	\$ -
9I	Utah Career Path High School	-	\$ -
2J	Ascent Academies of Utah	357.810	\$ 1,672,405
3J	Mountain View Montessori	40.909	\$ 191,211
5J	Mountain West Montessori Academy	46.265	\$ 216,243
6J	Scholar Academy	67.210	\$ 314,140
7J	Greenwood Charter School	46.297	\$ 216,391
8J	Terra Academy	37.275	\$ 174,223
9J	Lumen Scholar Institute	16.035	\$ 74,948
1K	Vanguard Academy	-	\$ -
2K	Utah Military Academy	-	\$ -
3K	Roots Charter High School	-	\$ -
4K	Athenian eAcademy	80.809	\$ 377,703
5K	Wasatch Waldorf Charter School	57.323	\$ 267,928
6K	Franklin Discovery Academy	80.396	\$ 375,771
7K	Wallace Stegner Academy	255.636	\$ 1,194,840
8K	American Academy of Innovation	-	\$ -
9K	St. George Academy	-	\$ -
2L	The Center for Creativity Innovation and Discovery	21.540	\$ 100,678
3L	Leadership Academy of Utah	-	\$ -
5L	Ignite Entrepreneurship Academy	75.750	\$ 354,056
6L	Bonneville Academy	28.270	\$ 132,134
7L	Treeside Charter School	53.413	\$ 249,652
8L	Salt Lake Academy High School	30.124	\$ 140,797
1M	Advantage Arts Academy	52.855	\$ 247,045
3M	Bridge Elementary School	67.255	\$ 314,350
4M	Mountain Sunrise Academy	82.818	\$ 387,092
8M	Elevated Charter School	31.908	\$ 149,140
1N	Virtual Horizons Charter School	-	\$ -
2N	ThrivePoint Academy	-	\$ -
Unallocated		(1,160.824)	\$ (5,424,188)
Districts - Total		35,377.071	\$ 165,352,432
Charters - Total		7,386.752	\$ 34,525,656
Grand Total		41,603.000	\$ 194,453,900

**BASIC SCHOOL PROGRAMS
FY2025-2026 Final Estimates**

Grades 1-12

Program =	26PPB	WPU Value =	\$4,674
Rev. Code =	3010	WPU's Approp. =	604,599
ID	LEA NAME	WPU's	AMOUNT
1	Alpine	76,633.717	\$ 358,185,992
2	Beaver	1,328.387	\$ 6,208,883
3	Box Elder	10,931.717	\$ 51,094,844
4	Cache	18,217.344	\$ 85,147,868
5	Carbon	2,878.128	\$ 13,452,369
6	Daggett	150.989	\$ 705,722
7	Davis	63,640.944	\$ 297,457,774
8	Duchesne	4,478.144	\$ 20,930,847
9	Emery	1,792.239	\$ 8,376,925
10	Garfield	1,280.361	\$ 5,984,408
11	Grand	1,257.497	\$ 5,877,539
12	Granite	50,397.194	\$ 235,556,487
13	Iron	12,574.489	\$ 58,773,161
14	Jordan	51,787.850	\$ 242,056,411
15	Juab	2,399.689	\$ 11,216,146
16	Kane	1,276.078	\$ 5,964,388
17	Millard	2,792.489	\$ 13,052,093
18	Morgan	2,912.628	\$ 13,613,622
19	Nebo	38,379.822	\$ 179,387,289
20	North Sanpete	2,261.517	\$ 10,570,329
21	North Summit	967.456	\$ 4,521,887
22	Park City	3,786.278	\$ 17,697,062
23	Piute	371.250	\$ 1,735,223
24	Rich	456.656	\$ 2,134,408
25	San Juan	2,549.406	\$ 11,915,922
26	Sevier	4,028.739	\$ 18,830,326
27	South Sanpete	2,850.539	\$ 13,323,419
28	South Summit	1,467.272	\$ 6,858,030
29	Tintic	247.467	\$ 1,156,659
30	Tooele	14,377.228	\$ 67,199,163
31	Uintah	5,708.756	\$ 26,682,723
32	Wasatch	7,891.422	\$ 36,884,507
33	Washington	31,464.244	\$ 147,063,879
34	Wayne	384.594	\$ 1,797,594
35	Weber	29,223.022	\$ 136,588,406
36	Salt Lake	16,471.250	\$ 76,986,623
37	Ogden	8,898.611	\$ 41,592,108
38	Provo	12,177.867	\$ 56,919,349
39	Logan	4,518.106	\$ 21,117,630
40	Murray	5,008.928	\$ 23,411,728
42	Canyons	29,342.567	\$ 137,147,157

BASIC SCHOOL PROGRAMS FY2025-2026 Final Estimates			
Grades 1-12			
Program =	26PPB	WPU Value =	\$4,674
Rev. Code =	3010	WPU's Approp. =	604,599
ID	LEA NAME	WPU's	AMOUNT
68	Ogden Preparatory Academy	809.385	\$ 3,781,117
74	American Preparatory Academy	4,695.666	\$ 21,936,640
81	Walden School of Liberal Arts	357.744	\$ 1,671,302
82	Freedom Preparatory Academy	1,798.061	\$ 8,399,846
83	Academy for Math Engineering & Science	558.644	\$ 2,610,169
86	Pinnacle Canyon Academy	318.770	\$ 1,489,214
87	City Academy	154.090	\$ 719,956
89	Soldier Hollow Charter School	261.204	\$ 1,220,223
91	Utah Arts Academy	441.893	\$ 2,064,678
92	Uintah River High	122.043	\$ 570,227
93	John Hancock Charter School	849.422	\$ 3,968,018
94	Thomas Edison	956.003	\$ 4,466,060
95	Timpanogos Academy	370.234	\$ 1,729,495
97	Salt Lake Arts Academy	389.364	\$ 1,819,069
98	Fast Forward High	636.982	\$ 2,976,271
A1	No. UT. Acad. for Math Engineering & Science	1,356.097	\$ 6,336,106
A2	Ranches Academy	277.801	\$ 1,297,720
A3	Davinci Academy	1,153.582	\$ 5,389,271
A4	Summit Academy	2,259.078	\$ 10,553,807
A5	Itineris Early College High	426.012	\$ 1,990,441
A6	North Davis Preparatory Academy	807.529	\$ 3,772,525
A8	East Hollywood High	389.134	\$ 1,818,149
A9	Success Academy	627.373	\$ 2,931,287
1B	Utah County Academy of Science	603.573	\$ 2,820,176
2B	Lincoln Academy	793.282	\$ 3,705,980
3B	Beehive Science & Technology Academy	779.426	\$ 3,641,249
4B	Wasatch Peak Academy	394.455	\$ 1,842,679
5B	North Star Academy	450.704	\$ 2,105,550
7B	Reagan Academy	544.167	\$ 2,542,087
8B	American Leadership Academy	1,516.654	\$ 7,085,564
9B	Navigator Pointe Academy	298.951	\$ 1,396,559
1C	Odyssey Charter School	316.664	\$ 1,479,177
2C	InTech Collegiate Academy	217.130	\$ 1,014,478
3C	Entheos Academy	865.123	\$ 4,041,402
4C	Lakeview Academy	900.182	\$ 4,205,246
5C	Legacy Preparatory Academy	847.607	\$ 3,959,801
7C	Monticello Academy	920.495	\$ 4,300,060
8C	Mountainville Academy	523.065	\$ 2,443,425
9C	Paradigm High School	410.705	\$ 1,918,907
1D	Renaissance Academy	577.623	\$ 2,698,291
2D	Channing Hall	494.642	\$ 2,310,733

BASIC SCHOOL PROGRAMS FY2025-2026 Final Estimates			
Grades 1-12			
Program =	26PPB	WPU Value =	\$4,674
Rev. Code =	3010	WPU's Approp. =	604,599
ID	LEA NAME	WPU's	AMOUNT
3D	Spectrum Academy	1,150.806	\$ 5,375,725
4D	Syracuse Arts Academy	1,656.629	\$ 7,738,985
5D	George Washington Academy	793.623	\$ 3,707,333
6D	Noah Webster Academy	401.023	\$ 1,873,324
8D	Open Classroom	220.187	\$ 1,028,614
9D	Canyon Rim Academy	397.420	\$ 1,856,513
1E	Guadalupe School	212.790	\$ 994,064
2E	Karl G. Maeser Preparatory Academy	744.000	\$ 3,476,110
3E	C.S. Lewis Academy	163.780	\$ 765,066
4E	Dual Immersion Academy	337.005	\$ 1,574,331
5E	Edith Bowen Laboratory School	272.680	\$ 1,273,790
7E	Gateway Preparatory Academy	1,319.382	\$ 6,162,346
8E	Merit College Preparatory Academy	475.808	\$ 2,223,121
9E	Providence Hall	1,920.303	\$ 8,971,388
1F	Quest Academy	833.866	\$ 3,895,486
2F	Rockwell Charter High School	315.003	\$ 1,471,898
3F	Venture Academy	784.302	\$ 3,664,260
4F	Salt Lake Center for Science Education	419.727	\$ 1,961,110
5F	Utah Virtual Academy	1,775.872	\$ 8,296,677
6F	Early Light Academy	861.570	\$ 4,024,910
7F	Excelsior Academy	1,142.350	\$ 5,336,526
8F	Hawthorn Academy	1,093.756	\$ 5,109,542
9F	Mountain Heights Academy	1,047.179	\$ 4,892,757
1G	Jefferson Academy	382.495	\$ 1,786,822
2G	Vista School	944.589	\$ 4,412,831
3G	Bear River Charter School	129.572	\$ 605,245
4G	Maria Montessori Academy	320.831	\$ 1,498,758
5G	Canyon Grove Academy	840.510	\$ 3,926,324
6G	Weilenmann School of Discovery	340.751	\$ 1,591,972
8G	Good Foundations Academy	330.960	\$ 1,546,021
2H	Utah Connections Academy	1,300.668	\$ 6,076,906
3H	Endeavor Hall	187.135	\$ 874,237
5H	Highmark Charter School	596.820	\$ 2,788,196
6H	Promontory School of Expeditionary Learning	347.883	\$ 1,625,189
7H	Pacific Heritage Academy	287.907	\$ 1,344,967
8H	Valley Academy	544.708	\$ 2,544,575
1I	Utah International Charter School	292.077	\$ 1,364,789
2I	Esperanza School	455.713	\$ 2,128,839
3I	Leadership Learning Academy	640.865	\$ 2,993,653
4I	Mana Academy Charter School	266.079	\$ 1,243,053
5I	Voyage Academy	407.147	\$ 1,901,946

BASIC SCHOOL PROGRAMS FY2025-2026 Final Estimates			
Grades 1-12			
Program =	26PPB	WPU Value =	\$4,674
Rev. Code =	3010	WPU's Approp. =	604,599
ID	LEA NAME	WPU's	AMOUNT
7I	Weber State University Charter Academy	-	\$ -
8I	Winter Sports School	118.107	\$ 551,853
9I	Utah Career Path High School	170.073	\$ 794,651
2J	Ascent Academies of Utah	2,314.799	\$ 10,813,493
3J	Mountain View Montessori	164.171	\$ 766,863
5J	Mountain West Montessori Academy	366.193	\$ 1,710,675
6J	Scholar Academy	554.825	\$ 2,591,890
7J	Greenwood Charter School	277.207	\$ 1,294,946
8J	Terra Academy	527.947	\$ 2,466,456
9J	Lumen Scholar Institute	448.066	\$ 2,093,364
1K	Vanguard Academy	737.422	\$ 3,445,388
2K	Utah Military Academy	1,278.621	\$ 5,973,948
3K	Roots Charter High School	293.118	\$ 1,369,531
4K	Athenian eAcademy	602.859	\$ 2,816,268
5K	Wasatch Waldorf Charter School	520.915	\$ 2,433,469
6K	Franklin Discovery Academy	615.231	\$ 2,874,008
7K	Wallace Stegner Academy	2,400.339	\$ 11,213,488
8K	American Academy of Innovation	408.779	\$ 1,909,952
9K	St. George Academy	318.433	\$ 1,487,771
2L	The Center for Creativity Innovation and Discovery	265.666	\$ 1,241,163
3L	Leadership Academy of Utah	555.317	\$ 2,594,501
5L	Ignite Entrepreneurship Academy	350.838	\$ 1,638,917
6L	Bonneville Academy	277.614	\$ 1,296,970
7L	Treeside Charter School	331.720	\$ 1,549,731
8L	Salt Lake Academy High School	884.394	\$ 4,131,882
1M	Advantage Arts Academy	268.398	\$ 1,253,756
3M	Bridge Elementary School	424.470	\$ 1,982,885
4M	Mountain Sunrise Academy	364.908	\$ 1,704,608
8M	Elevated Charter School	318.952	\$ 1,490,011
1N	Virtual Horizons Charter School	135.240	\$ 631,830
2N	ThrivePoint Academy	124.620	\$ 582,260
Unallocated		190.550	\$ 1,061,318
Districts - Total		529,562.879	\$ 2,475,176,898
Charters - Total		74,845.570	\$ 349,657,684
Grand Total		604,599.000	\$ 2,825,895,900

BASIC SCHOOL PROGRAMS
FY2025-2026 Final Estimates

Immunization Noncompliance				Net Grades 1-12	
				WPU Value =	\$4,674
				WPUs Approp. =	604,599
ID	LEA NAME	WPU's	Amount	Net WPU's	Net Amount
1	Alpine	-	\$ -	76,633.717	\$ 358,185,992
2	Beaver	-	\$ -	1,328.387	\$ 6,208,883
3	Box Elder	(0.572)	\$ (2,675)	10,931.144	\$ 51,092,169
4	Cache	-	\$ -	18,217.344	\$ 85,147,868
5	Carbon	-	\$ -	2,878.128	\$ 13,452,369
6	Daggett	-	\$ -	150.989	\$ 705,722
7	Davis	(0.050)	\$ (234)	63,640.894	\$ 297,457,541
8	Duchesne	(19.200)	\$ (89,741)	4,458.944	\$ 20,841,106
9	Emery	(1.000)	\$ (4,674)	1,791.239	\$ 8,372,251
10	Garfield	(0.333)	\$ (1,558)	1,280.028	\$ 5,982,850
11	Grand	(0.972)	\$ (4,544)	1,256.524	\$ 5,872,995
12	Granite	(9.111)	\$ (42,585)	50,388.083	\$ 235,513,902
13	Iron	-	\$ -	12,574.489	\$ 58,773,161
14	Jordan	(20.556)	\$ (96,077)	51,767.294	\$ 241,960,334
15	Juab	-	\$ -	2,399.689	\$ 11,216,146
16	Kane	-	\$ -	1,276.078	\$ 5,964,388
17	Millard	-	\$ -	2,792.489	\$ 13,052,093
18	Morgan	(0.056)	\$ (260)	2,912.572	\$ 13,613,363
19	Nebo	-	\$ -	38,379.822	\$ 179,387,289
20	North Sanpete	(2.067)	\$ (9,660)	2,259.450	\$ 10,560,669
21	North Summit	-	\$ -	967.456	\$ 4,521,887
22	Park City	(2.667)	\$ (12,464)	3,783.611	\$ 17,684,598
23	Piute	-	\$ -	371.250	\$ 1,735,223
24	Rich	-	\$ -	456.656	\$ 2,134,408
25	San Juan	(6.217)	\$ (29,057)	2,543.189	\$ 11,886,865
26	Sevier	-	\$ -	4,028.739	\$ 18,830,326
27	South Sanpete	-	\$ -	2,850.539	\$ 13,323,419
28	South Summit	-	\$ -	1,467.272	\$ 6,858,030
29	Tintic	-	\$ -	247.467	\$ 1,156,659
30	Tooele	(14.572)	\$ (68,111)	14,362.656	\$ 67,131,052
31	Uintah	-	\$ -	5,708.756	\$ 26,682,723
32	Wasatch	(0.500)	\$ (2,337)	7,890.922	\$ 36,882,170
33	Washington	(7.728)	\$ (36,120)	31,456.517	\$ 147,027,759
34	Wayne	-	\$ -	384.594	\$ 1,797,594
35	Weber	(0.061)	\$ (286)	29,222.961	\$ 136,588,120
36	Salt Lake	-	\$ -	16,471.250	\$ 76,986,623
37	Ogden	(7.539)	\$ (35,237)	8,891.072	\$ 41,556,872
38	Provo	-	\$ -	12,177.867	\$ 56,919,349
39	Logan	-	\$ -	4,518.106	\$ 21,117,630
40	Murray	-	\$ -	5,008.928	\$ 23,411,728
42	Canyons	-	\$ -	29,342.567	\$ 137,147,157

BASIC SCHOOL PROGRAMS
FY2025-2026 Final Estimates

Immunization Noncompliance				Net Grades 1-12	
				WPU Value =	\$4,674
				WPUs Approp. =	604,599
ID	LEA NAME	WPU's	Amount	Net WPU's	Net Amount
68	Ogden Preparatory Academy	-	\$ -	809.385	\$ 3,781,117
74	American Preparatory Academy	-	\$ -	4,695.666	\$ 21,936,640
81	Walden School of Liberal Arts	-	\$ -	357.744	\$ 1,671,302
82	Freedom Preparatory Academy	-	\$ -	1,798.061	\$ 8,399,846
83	Academy for Math Engineering & Sc	-	\$ -	558.644	\$ 2,610,169
86	Pinnacle Canyon Academy	-	\$ -	318.770	\$ 1,489,214
87	City Academy	-	\$ -	154.090	\$ 719,956
89	Soldier Hollow Charter School	(2.000)	\$ (9,348)	259.204	\$ 1,210,875
91	Utah Arts Academy	-	\$ -	441.893	\$ 2,064,678
92	Uintah River High	-	\$ -	122.043	\$ 570,227
93	John Hancock Charter School	-	\$ -	849.422	\$ 3,968,018
94	Thomas Edison	-	\$ -	956.003	\$ 4,466,060
95	Timpanogos Academy	-	\$ -	370.234	\$ 1,729,495
97	Salt Lake Arts Academy	-	\$ -	389.364	\$ 1,819,069
98	Fast Forward High	-	\$ -	636.982	\$ 2,976,271
A1	No. UT. Acad. for Math Engineering	-	\$ -	1,356.097	\$ 6,336,106
A2	Ranches Academy	-	\$ -	277.801	\$ 1,297,720
A3	Davinci Academy	-	\$ -	1,153.582	\$ 5,389,271
A4	Summit Academy	-	\$ -	2,259.078	\$ 10,553,807
A5	Itineris Early College High	-	\$ -	426.012	\$ 1,990,441
A6	North Davis Preparatory Academy	-	\$ -	807.529	\$ 3,772,525
A8	East Hollywood High	-	\$ -	389.134	\$ 1,818,149
A9	Success Academy	-	\$ -	627.373	\$ 2,931,287
1B	Utah County Academy of Science	-	\$ -	603.573	\$ 2,820,176
2B	Lincoln Academy	-	\$ -	793.282	\$ 3,705,980
3B	Beehive Science & Technology Acad	-	\$ -	779.426	\$ 3,641,249
4B	Wasatch Peak Academy	-	\$ -	394.455	\$ 1,842,679
5B	North Star Academy	-	\$ -	450.704	\$ 2,105,550
7B	Reagan Academy	-	\$ -	544.167	\$ 2,542,087
8B	American Leadership Academy	-	\$ -	1,516.654	\$ 7,085,564
9B	Navigator Pointe Academy	-	\$ -	298.951	\$ 1,396,559
1C	Odyssey Charter School	-	\$ -	316.664	\$ 1,479,177
2C	InTech Collegiate Academy	-	\$ -	217.130	\$ 1,014,478
3C	Entheos Academy	-	\$ -	865.123	\$ 4,041,402
4C	Lakeview Academy	-	\$ -	900.182	\$ 4,205,246
5C	Legacy Preparatory Academy	-	\$ -	847.607	\$ 3,959,801
7C	Monticello Academy	-	\$ -	920.495	\$ 4,300,060
8C	Mountainville Academy	-	\$ -	523.065	\$ 2,443,425
9C	Paradigm High School	-	\$ -	410.705	\$ 1,918,907
1D	Renaissance Academy	-	\$ -	577.623	\$ 2,698,291
2D	Channing Hall	(5.928)	\$ (27,706)	488.714	\$ 2,283,026

BASIC SCHOOL PROGRAMS
FY2025-2026 Final Estimates

Immunization Noncompliance				Net Grades 1-12	
				WPU Value =	\$4,674
				WPU's Approp. =	604,599
ID	LEA NAME	WPU's	Amount	Net WPU's	Net Amount
3D	Spectrum Academy	-	\$ -	1,150.806	\$ 5,375,725
4D	Syracuse Arts Academy	(0.944)	\$ (4,414)	1,655.685	\$ 7,734,571
5D	George Washington Academy	-	\$ -	793.623	\$ 3,707,333
6D	Noah Webster Academy	-	\$ -	401.023	\$ 1,873,324
8D	Open Classroom	-	\$ -	220.187	\$ 1,028,614
9D	Canyon Rim Academy	-	\$ -	397.420	\$ 1,856,513
1E	Guadalupe School	-	\$ -	212.790	\$ 994,064
2E	Karl G. Maeser Preparatory Academy	-	\$ -	744.000	\$ 3,476,110
3E	C.S. Lewis Academy	-	\$ -	163.780	\$ 765,066
4E	Dual Immersion Academy	-	\$ -	337.005	\$ 1,574,331
5E	Edith Bowen Laboratory School	-	\$ -	272.680	\$ 1,273,790
7E	Gateway Preparatory Academy	-	\$ -	1,319.382	\$ 6,162,346
8E	Merit College Preparatory Academy	-	\$ -	475.808	\$ 2,223,121
9E	Providence Hall	-	\$ -	1,920.303	\$ 8,971,388
1F	Quest Academy	-	\$ -	833.866	\$ 3,895,486
2F	Rockwell Charter High School	-	\$ -	315.003	\$ 1,471,898
3F	Venture Academy	-	\$ -	784.302	\$ 3,664,260
4F	Salt Lake Center for Science Education	-	\$ -	419.727	\$ 1,961,110
5F	Utah Virtual Academy	-	\$ -	1,775.872	\$ 8,296,677
6F	Early Light Academy	-	\$ -	861.570	\$ 4,024,910
7F	Excelsior Academy	-	\$ -	1,142.350	\$ 5,336,526
8F	Hawthorn Academy	-	\$ -	1,093.756	\$ 5,109,542
9F	Mountain Heights Academy	-	\$ -	1,047.179	\$ 4,892,757
1G	Jefferson Academy	-	\$ -	382.495	\$ 1,786,822
2G	Vista School	-	\$ -	944.589	\$ 4,412,831
3G	Bear River Charter School	-	\$ -	129.572	\$ 605,245
4G	Maria Montessori Academy	(2.933)	\$ (13,710)	317.897	\$ 1,485,047
5G	Canyon Grove Academy	(5.689)	\$ (26,590)	834.821	\$ 3,899,734
6G	Weilenmann School of Discovery	-	\$ -	340.751	\$ 1,591,972
8G	Good Foundations Academy	-	\$ -	330.960	\$ 1,546,021
2H	Utah Connections Academy	-	\$ -	1,300.668	\$ 6,076,906
3H	Endeavor Hall	(3.989)	\$ (18,644)	183.146	\$ 855,593
5H	Highmark Charter School	-	\$ -	596.820	\$ 2,788,196
6H	Promontory School of Expeditionary Learning	-	\$ -	347.883	\$ 1,625,189
7H	Pacific Heritage Academy	-	\$ -	287.907	\$ 1,344,967
8H	Valley Academy	-	\$ -	544.708	\$ 2,544,575
1I	Utah International Charter School	-	\$ -	292.077	\$ 1,364,789
2I	Esperanza School	-	\$ -	455.713	\$ 2,128,839
3I	Leadership Learning Academy	-	\$ -	640.865	\$ 2,993,653
4I	Mana Academy Charter School	-	\$ -	266.079	\$ 1,243,053
5I	Voyage Academy	-	\$ -	407.147	\$ 1,901,946

BASIC SCHOOL PROGRAMS
FY2025-2026 Final Estimates

Immunization Noncompliance				Net Grades 1-12	
				WPU Value =	\$4,674
				WPUs Approp. =	604,599
ID	LEA NAME	WPU's	Amount	Net WPU's	Net Amount
7I	Weber State University Charter Acad	-	\$ -	-	\$ -
8I	Winter Sports School	-	\$ -	118.107	\$ 551,853
9I	Utah Career Path High School	-	\$ -	170.073	\$ 794,651
2J	Ascent Academies of Utah	-	\$ -	2,314.799	\$ 10,813,493
3J	Mountain View Montessori	-	\$ -	164.171	\$ 766,863
5J	Mountain West Montessori Academ	-	\$ -	366.193	\$ 1,710,675
6J	Scholar Academy	-	\$ -	554.825	\$ 2,591,890
7J	Greenwood Charter School	-	\$ -	277.207	\$ 1,294,946
8J	Terra Academy	-	\$ -	527.947	\$ 2,466,456
9J	Lumen Scholar Institute	(3.139)	\$ (14,671)	444.927	\$ 2,078,693
1K	Vanguard Academy	-	\$ -	737.422	\$ 3,445,388
2K	Utah Military Academy	-	\$ -	1,278.621	\$ 5,973,948
3K	Roots Charter High School	-	\$ -	293.118	\$ 1,369,531
4K	Athenian eAcademy	-	\$ -	602.859	\$ 2,816,268
5K	Wasatch Waldorf Charter School	(0.850)	\$ (3,973)	520.065	\$ 2,429,496
6K	Franklin Discovery Academy	-	\$ -	615.231	\$ 2,874,008
7K	Wallace Stegner Academy	-	\$ -	2,400.339	\$ 11,213,488
8K	American Academy of Innovation	-	\$ -	408.779	\$ 1,909,952
9K	St. George Academy	-	\$ -	318.433	\$ 1,487,771
2L	The Center for Creativity Innovation	-	\$ -	265.666	\$ 1,241,163
3L	Leadership Academy of Utah	-	\$ -	555.317	\$ 2,594,501
5L	Ignite Entrepreneurship Academy	-	\$ -	350.838	\$ 1,638,917
6L	Bonneville Academy	-	\$ -	277.614	\$ 1,296,970
7L	Treeside Charter School	-	\$ -	331.720	\$ 1,549,731
8L	Salt Lake Academy High School	-	\$ -	884.394	\$ 4,131,882
1M	Advantage Arts Academy	-	\$ -	268.398	\$ 1,253,756
3M	Bridge Elementary School	(9.667)	\$ (45,182)	414.803	\$ 1,937,703
4M	Mountain Sunrise Academy	-	\$ -	364.908	\$ 1,704,608
8M	Elevated Charter School	-	\$ -	318.952	\$ 1,490,011
1N	Virtual Horizons Charter School	-	\$ -	135.240	\$ 631,830
2N	ThrivePoint Academy	-	\$ -	124.620	\$ 582,260
Unallocated		-	\$ -	318.889	\$ 1,661,174
Districts - Total		(93.200)	\$ (435,617)	529,469.679	\$ 2,474,741,281
Charters - Total		(35.139)	\$ (164,239)	74,810.432	\$ 349,493,445
Grand Total		(128.339)	\$ (599,856)	604,599.000	\$ 2,825,895,900

BASIC SCHOOL PROGRAMS
FY2025-2026 Final Estimates

FOREIGN EXCHANGE

Program =	26PPM	WPU Value =	\$4,674
Rev. Code =	3010	WPU's Approp. =	407
ID	LEA NAME	WPU's	AMOUNT
1	Alpine	58.000	\$ 271,092
2	Beaver	-	\$ -
3	Box Elder	9.000	\$ 42,066
4	Cache	24.000	\$ 112,176
5	Carbon	6.000	\$ 28,044
6	Daggett	-	\$ -
7	Davis	31.000	\$ 144,894
8	Duchesne	1.000	\$ 4,674
9	Emery	1.000	\$ 4,674
10	Garfield	1.000	\$ 4,674
11	Grand	-	\$ -
12	Granite	2.000	\$ 9,348
13	Iron	4.000	\$ 18,696
14	Jordan	22.000	\$ 102,828
15	Juab	2.000	\$ 9,348
16	Kane	3.000	\$ 14,022
17	Millard	-	\$ -
18	Morgan	-	\$ -
19	Nebo	11.000	\$ 51,414
20	North Sanpete	4.000	\$ 18,696
21	North Summit	2.000	\$ 9,348
22	Park City	3.000	\$ 14,022
23	Piute	-	\$ -
24	Rich	-	\$ -
25	San Juan	-	\$ -
26	Sevier	6.000	\$ 28,044
27	South Sanpete	3.000	\$ 14,022
28	South Summit	-	\$ -
29	Tintic	-	\$ -
30	Tooele	20.000	\$ 93,480
31	Uintah	9.000	\$ 42,066
32	Wasatch	5.000	\$ 23,370
33	Washington	8.000	\$ 37,392
34	Wayne	-	\$ -
35	Weber	22.000	\$ 102,828
36	Salt Lake	9.000	\$ 42,066
37	Ogden	3.000	\$ 14,022
38	Provo	5.000	\$ 23,370
39	Logan	-	\$ -
40	Murray	7.000	\$ 32,718
42	Canyons	15.000	\$ 70,110

**BASIC SCHOOL PROGRAMS
FY2025-2026 Final Estimates**

FOREIGN EXCHANGE

Program =	26PPM	WPU Value =	\$4,674
Rev. Code =	3010	WPU's Approp. =	407
ID	LEA NAME	WPU's	AMOUNT
68	Ogden Preparatory Academy	-	\$ -
74	American Preparatory Academy	-	\$ -
81	Walden School of Liberal Arts	-	\$ -
82	Freedom Preparatory Academy	5.000	\$ 23,370
83	Academy for Math Engineering & Science	-	\$ -
86	Pinnacle Canyon Academy	-	\$ -
87	City Academy	-	\$ -
89	Soldier Hollow Charter School	-	\$ -
91	Utah Arts Academy	-	\$ -
92	Uintah River High	-	\$ -
93	John Hancock Charter School	-	\$ -
94	Thomas Edison	-	\$ -
95	Timpanogos Academy	-	\$ -
97	Salt Lake Arts Academy	-	\$ -
98	Fast Forward High	-	\$ -
A1	No. UT. Acad. for Math Engineering & Science	-	\$ -
A2	Ranches Academy	-	\$ -
A3	Davinci Academy	-	\$ -
A4	Summit Academy	1.000	\$ 4,674
A5	Itineris Early College High	1.000	\$ 4,674
A6	North Davis Preparatory Academy	-	\$ -
A8	East Hollywood High	-	\$ -
A9	Success Academy	-	\$ -
1B	Utah County Academy of Science	1.000	\$ 4,674
2B	Lincoln Academy	-	\$ -
3B	Beehive Science & Technology Academy	-	\$ -
4B	Wasatch Peak Academy	-	\$ -
5B	North Star Academy	-	\$ -
7B	Reagan Academy	-	\$ -
8B	American Leadership Academy	1.000	\$ 4,674
9B	Navigator Pointe Academy	-	\$ -
1C	Odyssey Charter School	-	\$ -
2C	InTech Collegiate Academy	-	\$ -
3C	Entheos Academy	-	\$ -
4C	Lakeview Academy	-	\$ -
5C	Legacy Preparatory Academy	-	\$ -
7C	Monticello Academy	-	\$ -
8C	Mountainville Academy	-	\$ -
9C	Paradigm High School	8.000	\$ 37,392
1D	Renaissance Academy	-	\$ -
2D	Channing Hall	-	\$ -

**BASIC SCHOOL PROGRAMS
FY2025-2026 Final Estimates**

FOREIGN EXCHANGE

Program =	26PPM	WPU Value =	\$4,674
Rev. Code =	3010	WPU's Approp. =	407
ID	LEA NAME	WPU's	AMOUNT
3D	Spectrum Academy	-	\$ -
4D	Syracuse Arts Academy	-	\$ -
5D	George Washington Academy	-	\$ -
6D	Noah Webster Academy	-	\$ -
8D	Open Classroom	-	\$ -
9D	Canyon Rim Academy	-	\$ -
1E	Guadalupe School	-	\$ -
2E	Karl G. Maeser Preparatory Academy	2.000	\$ 9,348
3E	C.S. Lewis Academy	-	\$ -
4E	Dual Immersion Academy	-	\$ -
5E	Edith Bowen Laboratory School	-	\$ -
7E	Gateway Preparatory Academy	-	\$ -
8E	Merit College Preparatory Academy	5.000	\$ 23,370
9E	Providence Hall	7.000	\$ 32,718
1F	Quest Academy	-	\$ -
2F	Rockwell Charter High School	6.000	\$ 28,044
3F	Venture Academy	1.000	\$ 4,674
4F	Salt Lake Center for Science Education	2.000	\$ 9,348
5F	Utah Virtual Academy	-	\$ -
6F	Early Light Academy	-	\$ -
7F	Excelsior Academy	-	\$ -
8F	Hawthorn Academy	-	\$ -
9F	Mountain Heights Academy	-	\$ -
1G	Jefferson Academy	-	\$ -
2G	Vista School	-	\$ -
3G	Bear River Charter School	-	\$ -
4G	Maria Montessori Academy	-	\$ -
5G	Canyon Grove Academy	-	\$ -
6G	Weilenmann School of Discovery	-	\$ -
8G	Good Foundations Academy	-	\$ -
2H	Utah Connections Academy	-	\$ -
3H	Endeavor Hall	-	\$ -
5H	Highmark Charter School	-	\$ -
6H	Promontory School of Expeditionary Learning	-	\$ -
7H	Pacific Heritage Academy	-	\$ -
8H	Valley Academy	-	\$ -
1I	Utah International Charter School	-	\$ -
2I	Esperanza School	-	\$ -
3I	Leadership Learning Academy	-	\$ -
4I	Mana Academy Charter School	-	\$ -
5I	Voyage Academy	-	\$ -

**BASIC SCHOOL PROGRAMS
FY2025-2026 Final Estimates**

FOREIGN EXCHANGE

Program =	26PPM	WPU Value =	\$4,674
Rev. Code =	3010	WPU's Approp. =	407
ID	LEA NAME	WPU's	AMOUNT
7I	Weber State University Charter Academy	-	\$ -
8I	Winter Sports School	-	\$ -
9I	Utah Career Path High School	-	\$ -
2J	Ascent Academies of Utah	-	\$ -
3J	Mountain View Montessori	-	\$ -
5J	Mountain West Montessori Academy	-	\$ -
6J	Scholar Academy	-	\$ -
7J	Greenwood Charter School	-	\$ -
8J	Terra Academy	-	\$ -
9J	Lumen Scholar Institute	-	\$ -
1K	Vanguard Academy	-	\$ -
2K	Utah Military Academy	-	\$ -
3K	Roots Charter High School	-	\$ -
4K	Athenian eAcademy	-	\$ -
5K	Wasatch Waldorf Charter School	-	\$ -
6K	Franklin Discovery Academy	-	\$ -
7K	Wallace Stegner Academy	-	\$ -
8K	American Academy of Innovation	-	\$ -
9K	St. George Academy	6.000	\$ 28,044
2L	The Center for Creativity Innovation and Discovery	-	\$ -
3L	Leadership Academy of Utah	-	\$ -
5L	Ignite Entrepreneurship Academy	-	\$ -
6L	Bonneville Academy	-	\$ -
7L	Treeside Charter School	-	\$ -
8L	Salt Lake Academy High School	7.000	\$ 32,718
1M	Advantage Arts Academy	-	\$ -
3M	Bridge Elementary School	-	\$ -
4M	Mountain Sunrise Academy	-	\$ -
8M	Elevated Charter School	-	\$ -
1N	Virtual Horizons Charter School	-	\$ -
2N	ThrivePoint Academy	-	\$ -
Unallocated		58.000	\$ 271,274
Districts - Total		296.000	\$ 1,383,504
Charters - Total		53.000	\$ 247,722
Grand Total		407.000	\$ 1,902,500

BASIC SCHOOL PROGRAMS			
FY2025-2026 Final Estimates			
Necessarily Existent Small Schools			
Program =	26PPC	WPU Value =	\$4,674
Rev. Code =	3010	WPU's Approp. =	14,368
ID	LEA NAME	WPU's	AMOUNT
1	Alpine	-	\$ -
2	Beaver	880.216	\$ 4,114,131
3	Box Elder	220.000	\$ 1,028,280
4	Cache	-	\$ -
5	Carbon	341.910	\$ 1,598,087
6	Daggett	443.922	\$ 2,074,890
7	Davis	-	\$ -
8	Duchesne	987.650	\$ 4,616,278
9	Emery	752.400	\$ 3,516,720
10	Garfield	913.301	\$ 4,268,769
11	Grand	308.397	\$ 1,441,447
12	Granite	-	\$ -
13	Iron	424.000	\$ 1,981,776
14	Jordan	-	\$ -
15	Juab	148.962	\$ 696,247
16	Kane	975.478	\$ 4,559,384
17	Millard	484.140	\$ 2,262,868
18	Morgan	134.685	\$ 629,519
19	Nebo	-	\$ -
20	North Sanpete	256.246	\$ 1,197,696
21	North Summit	493.886	\$ 2,308,423
22	Park City	-	\$ -
23	Piute	532.570	\$ 2,489,230
24	Rich	590.600	\$ 2,760,466
25	San Juan	1,184.018	\$ 5,534,099
26	Sevier	748.977	\$ 3,500,721
27	South Sanpete	409.903	\$ 1,915,888
28	South Summit	409.600	\$ 1,914,469
29	Tintic	563.749	\$ 2,634,965
30	Tooele	520.920	\$ 2,434,782
31	Uintah	206.717	\$ 966,194
32	Wasatch	-	\$ -
33	Washington	491.000	\$ 2,294,934
34	Wayne	489.999	\$ 2,290,254
35	Weber	118.000	\$ 551,532
36	Salt Lake	-	\$ -
37	Ogden	-	\$ -
38	Provo	-	\$ -
39	Logan	-	\$ -
40	Murray	-	\$ -
42	Canyons	-	\$ -
Unallocated		336.753	\$ 1,569,753
Districts - Total		14,031.247	\$ 65,582,047
Charters - Total		-	\$ -
Grand Total		14,368.000	\$ 67,151,800

BASIC SCHOOL PROGRAMS FY2025-2026 Final Estimates			
SPECIAL EDUCATION ADD-ON			
Program =	26PPF	WPU Value =	\$4,674
Rev. Code =	3105	WPU's Approp. =	101,987
ID	LEA NAME	WPU's	AMOUNT
1	Alpine	10,877.267	\$ 50,840,345
2	Beaver	237.120	\$ 1,108,297
3	Box Elder	1,696.027	\$ 7,927,228
4	Cache	2,414.152	\$ 11,283,745
5	Carbon	600.166	\$ 2,805,174
6	Daggett	27.907	\$ 130,437
7	Davis	10,059.202	\$ 47,016,712
8	Duchesne	1,018.183	\$ 4,758,989
9	Emery	386.681	\$ 1,807,348
10	Garfield	140.149	\$ 655,057
11	Grand	203.479	\$ 951,059
12	Granite	7,807.564	\$ 36,492,555
13	Iron	1,545.724	\$ 7,224,715
14	Jordan	8,014.876	\$ 37,461,529
15	Juab	348.594	\$ 1,629,328
16	Kane	228.432	\$ 1,067,693
17	Millard	530.469	\$ 2,479,411
18	Morgan	348.500	\$ 1,628,889
19	Nebo	5,769.485	\$ 26,966,573
20	North Sanpete	397.813	\$ 1,859,380
21	North Summit	163.597	\$ 764,653
22	Park City	473.037	\$ 2,210,975
23	Piute	68.230	\$ 318,905
24	Rich	88.555	\$ 413,908
25	San Juan	465.806	\$ 2,177,175
26	Sevier	638.087	\$ 2,982,420
27	South Sanpete	529.760	\$ 2,476,096
28	South Summit	213.541	\$ 998,090
29	Tintic	42.535	\$ 198,809
30	Tooele	2,317.853	\$ 10,833,646
31	Uintah	1,128.247	\$ 5,273,427
32	Wasatch	706.453	\$ 3,301,962
33	Washington	4,540.666	\$ 21,223,074
34	Wayne	81.460	\$ 380,744
35	Weber	4,921.519	\$ 23,003,178
36	Salt Lake	2,887.277	\$ 13,495,133
37	Ogden	1,508.441	\$ 7,050,451
38	Provo	1,883.632	\$ 8,804,098
39	Logan	709.760	\$ 3,317,419
40	Murray	844.876	\$ 3,948,948
42	Canyons	3,841.032	\$ 17,952,981
68	Ogden Preparatory Academy	219.028	\$ 1,023,739

BASIC SCHOOL PROGRAMS FY2025-2026 Final Estimates			
SPECIAL EDUCATION ADD-ON			
Program =	26PPF	WPU Value =	\$4,674
Rev. Code =	3105	WPU's Approp. =	101,987
ID	LEA NAME	WPU's	AMOUNT
74	American Preparatory Academy	1,234.450	\$ 5,769,821
81	Walden School of Liberal Arts	120.930	\$ 565,229
82	Freedom Preparatory Academy	466.532	\$ 2,180,569
83	Academy for Math Engineering & Science	46.583	\$ 217,730
86	Pinnacle Canyon Academy	116.776	\$ 545,810
87	City Academy	30.901	\$ 144,431
89	Soldier Hollow Charter School	114.817	\$ 536,656
91	Utah Arts Academy	44.384	\$ 207,453
92	Uintah River High	21.786	\$ 101,829
93	John Hancock Charter School	174.229	\$ 814,349
94	Thomas Edison	240.788	\$ 1,125,445
95	Timpanogos Academy	86.735	\$ 405,397
97	Salt Lake Arts Academy	48.179	\$ 225,189
98	Fast Forward High	99.057	\$ 462,993
A1	No. UT. Acad. for Math Engineering & Science	42.559	\$ 198,919
A2	Ranches Academy	57.571	\$ 269,087
A3	Davinci Academy	215.304	\$ 1,006,331
A4	Summit Academy	652.264	\$ 3,048,684
A5	Itineris Early College High	17.008	\$ 79,496
A6	North Davis Preparatory Academy	116.317	\$ 543,665
A8	East Hollywood High	88.157	\$ 412,044
A9	Success Academy	6.109	\$ 28,554
1B	Utah County Academy of Science	15.047	\$ 70,331
2B	Lincoln Academy	120.701	\$ 564,155
3B	Beehive Science & Technology Academy	152.340	\$ 712,036
4B	Wasatch Peak Academy	100.378	\$ 469,169
5B	North Star Academy	48.326	\$ 225,878
7B	Reagan Academy	120.117	\$ 561,428
8B	American Leadership Academy	249.520	\$ 1,166,255
9B	Navigator Pointe Academy	73.378	\$ 342,969
1C	Odyssey Charter School	56.629	\$ 264,682
2C	InTech Collegiate Academy	36.321	\$ 169,764
3C	Entheos Academy	254.830	\$ 1,191,075
4C	Lakeview Academy	156.575	\$ 731,833
5C	Legacy Preparatory Academy	162.822	\$ 761,032
7C	Monticello Academy	262.276	\$ 1,225,876
8C	Mountainville Academy	90.317	\$ 422,142
9C	Paradigm High School	81.712	\$ 381,921
1D	Renaissance Academy	118.324	\$ 553,047
2D	Channing Hall	78.904	\$ 368,798
3D	Spectrum Academy	3,486.763	\$ 16,297,130
4D	Syracuse Arts Academy	630.696	\$ 2,947,875

BASIC SCHOOL PROGRAMS FY2025-2026 Final Estimates			
SPECIAL EDUCATION ADD-ON			
Program =	26PPF	WPU Value =	\$4,674
Rev. Code =	3105	WPU's Approp. =	101,987
ID	LEA NAME	WPU's	AMOUNT
5D	George Washington Academy	175.124	\$ 818,528
6D	Noah Webster Academy	102.361	\$ 478,434
8D	Open Classroom	57.200	\$ 267,353
9D	Canyon Rim Academy	83.911	\$ 392,198
1E	Guadalupe School	41.585	\$ 194,368
2E	Karl G. Maeser Preparatory Academy	63.091	\$ 294,886
3E	C.S. Lewis Academy	44.105	\$ 206,149
4E	Dual Immersion Academy	40.382	\$ 188,746
5E	Edith Bowen Laboratory School	63.836	\$ 298,370
7E	Gateway Preparatory Academy	255.190	\$ 1,192,758
8E	Merit College Preparatory Academy	128.256	\$ 599,470
9E	Providence Hall	432.419	\$ 2,021,124
1F	Quest Academy	225.158	\$ 1,052,387
2F	Rockwell Charter High School	61.376	\$ 286,872
3F	Venture Academy	197.064	\$ 921,077
4F	Salt Lake Center for Science Education	88.146	\$ 411,994
5F	Utah Virtual Academy	512.538	\$ 2,395,603
6F	Early Light Academy	220.416	\$ 1,030,226
7F	Excelsior Academy	422.550	\$ 1,974,999
8F	Hawthorn Academy	375.494	\$ 1,755,057
9F	Mountain Heights Academy	186.439	\$ 871,417
1G	Jefferson Academy	76.768	\$ 358,813
2G	Vista School	186.071	\$ 869,695
3G	Bear River Charter School	35.951	\$ 168,036
4G	Maria Montessori Academy	158.192	\$ 739,387
5G	Canyon Grove Academy	168.667	\$ 788,349
6G	Weilenmann School of Discovery	55.907	\$ 261,312
8G	Good Foundations Academy	80.083	\$ 374,310
2H	Utah Connections Academy	192.786	\$ 901,080
3H	Endeavor Hall	47.432	\$ 221,696
5H	Highmark Charter School	118.384	\$ 553,327
6H	Promontory School of Expeditionary Learning	102.805	\$ 480,509
7H	Pacific Heritage Academy	47.582	\$ 222,397
8H	Valley Academy	134.956	\$ 630,786
1I	Utah International Charter School	23.778	\$ 111,137
2I	Esperanza School	91.137	\$ 425,973
3I	Leadership Learning Academy	295.465	\$ 1,381,004
4I	Mana Academy Charter School	25.592	\$ 119,615
5I	Voyage Academy	76.411	\$ 357,143
7I	Weber State University Charter Academy	1.000	\$ 4,674
8I	Winter Sports School	1.276	\$ 5,962
9I	Utah Career Path High School	47.244	\$ 220,820

BASIC SCHOOL PROGRAMS FY2025-2026 Final Estimates			
SPECIAL EDUCATION ADD-ON			
Program =	26PPF	WPU Value =	\$4,674
Rev. Code =	3105	WPU's Approp. =	101,987
ID	LEA NAME	WPU's	AMOUNT
2J	Ascent Academies of Utah	1,133.656	\$ 5,298,707
3J	Mountain View Montessori	72.162	\$ 337,284
5J	Mountain West Montessori Academy	66.480	\$ 310,728
6J	Scholar Academy	114.612	\$ 535,699
7J	Greenwood Charter School	106.680	\$ 498,623
8J	Terra Academy	165.898	\$ 775,407
9J	Lumen Scholar Institute	102.232	\$ 477,832
1K	Vanguard Academy	19.768	\$ 92,396
2K	Utah Military Academy	378.581	\$ 1,769,486
3K	Roots Charter High School	61.579	\$ 287,820
4K	Athenian eAcademy	129.867	\$ 606,997
5K	Wasatch Waldorf Charter School	102.414	\$ 478,681
6K	Franklin Discovery Academy	99.277	\$ 464,021
7K	Wallace Stegner Academy	391.000	\$ 1,827,534
8K	American Academy of Innovation	99.639	\$ 465,711
9K	St. George Academy	44.766	\$ 209,237
2L	The Center for Creativity Innovation and Discovery	107.689	\$ 503,339
3L	Leadership Academy of Utah	66.307	\$ 309,917
5L	Ignite Entrepreneurship Academy	81.904	\$ 382,820
6L	Bonneville Academy	67.031	\$ 313,302
7L	Treeside Charter School	52.540	\$ 245,572
8L	Salt Lake Academy High School	150.562	\$ 703,726
1M	Advantage Arts Academy	77.130	\$ 360,505
3M	Bridge Elementary School	124.474	\$ 581,792
4M	Mountain Sunrise Academy	120.890	\$ 565,042
8M	Elevated Charter School	48.000	\$ 224,352
1N	Virtual Horizons Charter School	26.000	\$ 121,524
2N	ThrivePoint Academy	20.000	\$ 93,480
Unallocated		949.141	\$ 4,436,349
Districts - Total		80,706.153	\$ 377,220,558
Charters - Total		20,331.706	\$ 95,030,394
Grand Total		101,987.000	\$ 476,687,300

BASIC SCHOOL PROGRAMS FY2025-2026 Final Estimates			
SPECIAL EDUCATION SELF-CONTAINED			
Program =	26PPH	WPU Value =	\$4,674
Rev. Code =	3110	WPU's Approp. =	11,691
ID	LEA NAME	WPU's	AMOUNT
1	Alpine	1,690.606	\$ 7,901,890.37
2	Beaver	16.506	\$ 77,146.97
3	Box Elder	224.733	\$ 1,050,403.60
4	Cache	321.567	\$ 1,503,002.60
5	Carbon	43.417	\$ 202,929.50
6	Daggett	-	\$ -
7	Davis	871.878	\$ 4,075,156.73
8	Duchesne	123.378	\$ 576,667.73
9	Emery	24.361	\$ 113,863.83
10	Garfield	8.967	\$ 41,910.20
11	Grand	15.311	\$ 71,564.13
12	Granite	1,421.389	\$ 6,643,571.67
13	Iron	158.739	\$ 741,945.57
14	Jordan	1,301.383	\$ 6,082,665.70
15	Juab	32.061	\$ 149,853.63
16	Kane	17.611	\$ 82,314.33
17	Millard	35.617	\$ 166,472.30
18	Morgan	36.044	\$ 168,471.73
19	Nebo	809.372	\$ 3,783,005.77
20	North Sanpete	32.300	\$ 150,970.20
21	North Summit	9.967	\$ 46,584.20
22	Park City	50.583	\$ 236,426.50
23	Piute	2.000	\$ 9,348.00
24	Rich	15.272	\$ 71,382.37
25	San Juan	37.811	\$ 176,729.13
26	Sevier	60.333	\$ 281,998.00
27	South Sanpete	32.717	\$ 152,917.70
28	South Summit	13.339	\$ 62,345.97
29	Tintic	3.078	\$ 14,385.53
30	Tooele	260.694	\$ 1,218,485.83
31	Uintah	160.078	\$ 748,203.53
32	Wasatch	64.106	\$ 299,629.37
33	Washington	486.917	\$ 2,275,848.50
34	Wayne	2.394	\$ 11,191.63
35	Weber	464.167	\$ 2,169,515.00
36	Salt Lake	582.161	\$ 2,721,021.03
37	Ogden	317.000	\$ 1,481,658.00
38	Provo	268.856	\$ 1,256,630.87
39	Logan	94.906	\$ 443,588.57
40	Murray	70.178	\$ 328,010.93
42	Canyons	613.828	\$ 2,869,031.03
68	Ogden Preparatory Academy	22.994	\$ 107,476.03

BASIC SCHOOL PROGRAMS

FY2025-2026 Final Estimates

SPECIAL EDUCATION SELF-CONTAINED

Program =	26PPH	WPU Value =	\$4,674
Rev. Code =	3110	WPU's Approp. =	11,691
ID	LEA NAME	WPU's	AMOUNT
74	American Preparatory Academy	26.000	\$ 121,524.00
81	Walden School of Liberal Arts	4.000	\$ 18,696.00
82	Freedom Preparatory Academy	9.083	\$ 42,455.50
83	Academy for Math Engineering & Science	-	\$ -
86	Pinnacle Canyon Academy	28.467	\$ 133,053.20
87	City Academy	1.533	\$ 7,166.80
89	Soldier Hollow Charter School	0.017	\$ 77.90
91	Utah Arts Academy	-	\$ -
92	Uintah River High	-	\$ -
93	John Hancock Charter School	4.478	\$ 20,929.13
94	Thomas Edison	2.711	\$ 12,671.73
95	Timpanogos Academy	7.000	\$ 32,718.00
97	Salt Lake Arts Academy	1.000	\$ 4,674.00
98	Fast Forward High	-	\$ -
A1	No. UT. Acad. for Math Engineering & Science	-	\$ -
A2	Ranches Academy	1.911	\$ 8,932.53
A3	Davinci Academy	1.000	\$ 4,674.00
A4	Summit Academy	10.256	\$ 47,934.47
A5	Itineris Early College High	-	\$ -
A6	North Davis Preparatory Academy	2.294	\$ 10,724.23
A8	East Hollywood High	-	\$ -
A9	Success Academy	-	\$ -
1B	Utah County Academy of Science	-	\$ -
2B	Lincoln Academy	10.133	\$ 47,363.20
3B	Beehive Science & Technology Academy	1.000	\$ 4,674.00
4B	Wasatch Peak Academy	-	\$ -
5B	North Star Academy	2.522	\$ 11,788.87
7B	Reagan Academy	5.000	\$ 23,370.00
8B	American Leadership Academy	7.689	\$ 35,937.87
9B	Navigator Pointe Academy	2.944	\$ 13,762.33
1C	Odyssey Charter School	1.000	\$ 4,674.00
2C	InTech Collegiate Academy	-	\$ -
3C	Entheos Academy	10.372	\$ 48,479.77
4C	Lakeview Academy	10.000	\$ 46,740.00
5C	Legacy Preparatory Academy	5.672	\$ 26,511.97
7C	Monticello Academy	4.233	\$ 19,786.60
8C	Mountainville Academy	3.000	\$ 14,022.00
9C	Paradigm High School	1.000	\$ 4,674.00
1D	Renaissance Academy	8.200	\$ 38,326.80
2D	Channing Hall	3.000	\$ 14,022.00
3D	Spectrum Academy	356.983	\$ 1,668,540.10
4D	Syracuse Arts Academy	15.000	\$ 70,110.00

BASIC SCHOOL PROGRAMS

FY2025-2026 Final Estimates

SPECIAL EDUCATION SELF-CONTAINED

Program =	26PPH	WPU Value =	\$4,674
Rev. Code =	3110	WPU's Approp. =	11,691
ID	LEA NAME	WPU's	AMOUNT
5D	George Washington Academy	14.494	\$ 67,747.03
6D	Noah Webster Academy	6.533	\$ 30,536.80
8D	Open Classroom	0.628	\$ 2,934.23
9D	Canyon Rim Academy	3.972	\$ 18,566.17
1E	Guadalupe School	-	\$ -
2E	Karl G. Maeser Preparatory Academy	2.467	\$ 11,529.20
3E	C.S. Lewis Academy	5.761	\$ 26,927.43
4E	Dual Immersion Academy	2.000	\$ 9,348.00
5E	Edith Bowen Laboratory School	3.094	\$ 14,463.43
7E	Gateway Preparatory Academy	17.000	\$ 79,458.00
8E	Merit College Preparatory Academy	10.194	\$ 47,648.83
9E	Providence Hall	13.922	\$ 65,072.47
1F	Quest Academy	8.972	\$ 41,936.17
2F	Rockwell Charter High School	2.122	\$ 9,919.27
3F	Venture Academy	1.628	\$ 7,608.23
4F	Salt Lake Center for Science Education	13.583	\$ 63,488.50
5F	Utah Virtual Academy	33.150	\$ 154,943.10
6F	Early Light Academy	7.333	\$ 34,276.00
7F	Excelsior Academy	9.000	\$ 42,066.00
8F	Hawthorn Academy	8.289	\$ 38,742.27
9F	Mountain Heights Academy	9.233	\$ 43,156.60
1G	Jefferson Academy	3.000	\$ 14,022.00
2G	Vista School	4.000	\$ 18,696.00
3G	Bear River Charter School	1.950	\$ 9,114.30
4G	Maria Montessori Academy	2.344	\$ 10,957.93
5G	Canyon Grove Academy	3.022	\$ 14,125.87
6G	Weilenmann School of Discovery	5.744	\$ 26,849.53
8G	Good Foundations Academy	2.611	\$ 12,204.33
2H	Utah Connections Academy	-	\$ -
3H	Endeavor Hall	3.478	\$ 16,255.13
5H	Highmark Charter School	1.300	\$ 6,076.20
6H	Promontory School of Expeditionary Learning	3.328	\$ 15,554.03
7H	Pacific Heritage Academy	-	\$ -
8H	Valley Academy	0.023	\$ 106.14
1I	Utah International Charter School	-	\$ -
2I	Esperanza School	-	\$ -
3I	Leadership Learning Academy	14.328	\$ 66,968.03
4I	Mana Academy Charter School	-	\$ -
5I	Voyage Academy	-	\$ -
7I	Weber State University Charter Academy	-	\$ -
8I	Winter Sports School	-	\$ -
9I	Utah Career Path High School	1.756	\$ 8,205.47

BASIC SCHOOL PROGRAMS FY2025-2026 Final Estimates			
SPECIAL EDUCATION SELF-CONTAINED			
Program =	26PPH	WPU Value =	\$4,674
Rev. Code =	3110	WPUs Approp. =	11,691
ID	LEA NAME	WPU's	AMOUNT
2J	Ascent Academies of Utah	27.561	\$ 128,820.63
3J	Mountain View Montessori	4.833	\$ 22,591.00
5J	Mountain West Montessori Academy	3.000	\$ 14,022.00
6J	Scholar Academy	2.156	\$ 10,075.07
7J	Greenwood Charter School	-	\$ -
8J	Terra Academy	19.794	\$ 92,519.23
9J	Lumen Scholar Institute	-	\$ -
1K	Vanguard Academy	2.000	\$ 9,348.00
2K	Utah Military Academy	5.244	\$ 24,512.53
3K	Roots Charter High School	-	\$ -
4K	Athenian eAcademy	2.000	\$ 9,348.00
5K	Wasatch Waldorf Charter School	2.056	\$ 9,607.67
6K	Franklin Discovery Academy	-	\$ -
7K	Wallace Stegner Academy	24.000	\$ 112,176.00
8K	American Academy of Innovation	0.272	\$ 1,272.37
9K	St. George Academy	1.761	\$ 8,231.43
2L	The Center for Creativity Innovation and Discovery	0.633	\$ 2,960.20
3L	Leadership Academy of Utah	-	\$ -
5L	Ignite Entrepreneurship Academy	4.822	\$ 22,539.07
6L	Bonneville Academy	1.000	\$ 4,674.00
7L	Treeside Charter School	6.700	\$ 31,315.80
8L	Salt Lake Academy High School	1.111	\$ 5,193.33
1M	Advantage Arts Academy	3.872	\$ 18,098.77
3M	Bridge Elementary School	7.233	\$ 33,808.60
4M	Mountain Sunrise Academy	2.133	\$ 9,971.20
8M	Elevated Charter School	-	\$ -
1N	Virtual Horizons Charter School	-	\$ -
2N	ThrivePoint Academy	-	\$ -
Unallocated		(17.562)	\$ (82,017)
Districts - Total		10,795.622	\$ 50,458,738
Charters - Total		912.939	\$ 4,267,079
Grand Total		11,691.000	\$ 54,643,800

BASIC SCHOOL PROGRAMS			
FY2025-2026 Final Estimates			
SPECIAL EDUCATION - PRESCHOOL			
Program =	26PPG	WPU Value =	\$4,674
Rev. Code =	3115	WPU's Approp. =	11,174
ID	LEA NAME	WPU's	AMOUNT
1	Alpine	1,649.425	\$ 7,709,414
2	Beaver	32.603	\$ 152,387
3	Box Elder	342.334	\$ 1,600,067
4	Cache	529.061	\$ 2,472,831
5	Carbon	114.111	\$ 533,356
6	Daggett	2.964	\$ 13,853
7	Davis	1,258.187	\$ 5,880,766
8	Duchesne	118.557	\$ 554,136
9	Emery	59.279	\$ 277,068
10	Garfield	11.856	\$ 55,414
11	Grand	42.977	\$ 200,874
12	Granite	1,062.568	\$ 4,966,442
13	Iron	205.993	\$ 962,811
14	Jordan	1,330.803	\$ 6,220,174
15	Juab	51.869	\$ 242,434
16	Kane	20.747	\$ 96,974
17	Millard	71.134	\$ 332,481
18	Morgan	62.242	\$ 290,921
19	Nebo	818.044	\$ 3,823,537
20	North Sanpete	60.761	\$ 283,995
21	North Summit	26.675	\$ 124,681
22	Park City	23.711	\$ 110,827
23	Piute	10.374	\$ 48,487
24	Rich	8.892	\$ 41,560
25	San Juan	37.049	\$ 173,167
26	Sevier	121.521	\$ 567,989
27	South Sanpete	88.918	\$ 415,602
28	South Summit	23.711	\$ 110,827
29	Tintic	1.482	\$ 6,927
30	Tooele	256.380	\$ 1,198,319
31	Uintah	201.547	\$ 942,031
32	Wasatch	105.219	\$ 491,796
33	Washington	659.474	\$ 3,082,380
34	Wayne	19.266	\$ 90,047
35	Weber	425.324	\$ 1,987,962
36	Salt Lake	225.258	\$ 1,052,858
37	Ogden	133.377	\$ 623,403
38	Provo	254.898	\$ 1,191,392
39	Logan	148.196	\$ 692,670
40	Murray	65.206	\$ 304,775
42	Canyons	492.012	\$ 2,299,664
Unallocated		(0.005)	\$ (0)
Districts - Total		11,174.005	\$ 52,227,300
Charters - Total		-	\$ -
Grand Total		11,174.000	\$ 52,227,300

BASIC SCHOOL PROGRAMS FY2025-2026 Final Estimates			
SPED EXTENDED YEAR - SEVERELY DISABLED			
Program =	26PPI	WPU Value =	\$4,674
Rev. Code =	3120	WPU's Approp. =	452
ID	LEA NAME	WPU's	AMOUNT
1	Alpine	44.357	\$ 207,325
2	Beaver	1.541	\$ 7,204
3	Box Elder	7.950	\$ 37,159
4	Cache	11.173	\$ 52,222
5	Carbon	2.903	\$ 13,566
6	Daggett	0.594	\$ 2,776
7	Davis	43.828	\$ 204,853
8	Duchesne	4.826	\$ 22,555
9	Emery	2.242	\$ 10,481
10	Garfield	1.061	\$ 4,961
11	Grand	1.414	\$ 6,609
12	Granite	33.586	\$ 156,979
13	Iron	6.384	\$ 29,838
14	Jordan	35.984	\$ 168,190
15	Juab	2.025	\$ 9,465
16	Kane	1.250	\$ 5,843
17	Millard	2.657	\$ 12,416
18	Morgan	2.041	\$ 9,542
19	Nebo	23.978	\$ 112,075
20	North Sanpete	2.132	\$ 9,963
21	North Summit	1.287	\$ 6,015
22	Park City	2.246	\$ 10,500
23	Piute	0.483	\$ 2,259
24	Rich	0.852	\$ 3,984
25	San Juan	2.451	\$ 11,458
26	Sevier	3.526	\$ 16,479
27	South Sanpete	2.603	\$ 12,167
28	South Summit	0.483	\$ 2,259
29	Tintic	0.639	\$ 2,987
30	Tooele	10.591	\$ 49,501
31	Uintah	5.043	\$ 23,571
32	Wasatch	3.690	\$ 17,246
33	Washington	21.256	\$ 99,349
34	Wayne	0.803	\$ 3,754
35	Weber	19.829	\$ 92,680
36	Salt Lake	11.538	\$ 53,928
37	Ogden	6.552	\$ 30,623
38	Provo	7.675	\$ 35,875
39	Logan	3.386	\$ 15,828
40	Murray	3.973	\$ 18,568
42	Canyons	17.529	\$ 81,928
68	Ogden Preparatory Academy	1.201	\$ 5,613

BASIC SCHOOL PROGRAMS FY2025-2026 Final Estimates			
SPED EXTENDED YEAR - SEVERELY DISABLED			
Program =	26PPI	WPU Value =	\$4,674
Rev. Code =	3120	WPU's Approp. =	452
ID	LEA NAME	WPU's	AMOUNT
74	American Preparatory Academy	-	\$ -
81	Walden School of Liberal Arts	0.483	\$ 2,259
82	Freedom Preparatory Academy	1.636	\$ 7,644
83	Academy for Math Engineering & Science	0.656	\$ 3,064
86	Pinnacle Canyon Academy	0.483	\$ 2,259
87	City Academy	0.586	\$ 2,738
89	Soldier Hollow Charter School	0.828	\$ 3,869
91	Utah Arts Academy	0.483	\$ 2,259
92	Uintah River High	0.483	\$ 2,259
93	John Hancock Charter School	1.176	\$ 5,498
94	Thomas Edison	1.389	\$ 6,494
95	Timpanogos Academy	0.832	\$ 3,888
97	Salt Lake Arts Academy	0.483	\$ 2,259
98	Fast Forward High	0.483	\$ 2,259
A1	No. UT. Acad. for Math Engineering & Science	0.483	\$ 2,259
A2	Ranches Academy	0.709	\$ 3,313
A3	Davinci Academy	1.242	\$ 5,805
A4	Summit Academy	1.972	\$ 9,216
A5	Itineris Early College High	0.483	\$ 2,259
A6	North Davis Preparatory Academy	0.483	\$ 2,259
A8	East Hollywood High	0.483	\$ 2,259
A9	Success Academy	0.483	\$ 2,259
1B	Utah County Academy of Science	0.483	\$ 2,259
2B	Lincoln Academy	0.914	\$ 4,271
3B	Beehive Science & Technology Academy	0.483	\$ 2,259
4B	Wasatch Peak Academy	0.483	\$ 2,259
5B	North Star Academy	0.656	\$ 3,064
7B	Reagan Academy	0.893	\$ 4,176
8B	American Leadership Academy	1.439	\$ 6,724
9B	Navigator Pointe Academy	0.774	\$ 3,620
1C	Odyssey Charter School	0.483	\$ 2,259
2C	InTech Collegiate Academy	0.483	\$ 2,259
3C	Entheos Academy	1.262	\$ 5,900
4C	Lakeview Academy	1.033	\$ 4,827
5C	Legacy Preparatory Academy	1.074	\$ 5,019
7C	Monticello Academy	1.172	\$ 5,479
8C	Mountainville Academy	0.799	\$ 3,735
9C	Paradigm High School	0.483	\$ 2,259
1D	Renaissance Academy	0.848	\$ 3,965
2D	Channing Hall	0.754	\$ 3,524
3D	Spectrum Academy	5.851	\$ 27,346
4D	Syracuse Arts Academy	1.771	\$ 8,277

BASIC SCHOOL PROGRAMS FY2025-2026 Final Estimates			
SPED EXTENDED YEAR - SEVERELY DISABLED			
Program =	26PPI	WPU Value =	\$4,674
Rev. Code =	3120	WPU's Approp. =	452
ID	LEA NAME	WPU's	AMOUNT
5D	George Washington Academy	1.037	\$ 4,846
6D	Noah Webster Academy	0.836	\$ 3,907
8D	Open Classroom	0.483	\$ 2,259
9D	Canyon Rim Academy	0.742	\$ 3,466
1E	Guadalupe School	0.590	\$ 2,757
2E	Karl G. Maeser Preparatory Academy	0.483	\$ 2,259
3E	C.S. Lewis Academy	0.610	\$ 2,853
4E	Dual Immersion Academy	0.647	\$ 3,026
5E	Edith Bowen Laboratory School	0.725	\$ 3,390
7E	Gateway Preparatory Academy	1.094	\$ 5,115
8E	Merit College Preparatory Academy	0.881	\$ 4,118
9E	Providence Hall	1.480	\$ 6,916
1F	Quest Academy	1.070	\$ 5,000
2F	Rockwell Charter High School	0.483	\$ 2,259
3F	Venture Academy	0.483	\$ 2,259
4F	Salt Lake Center for Science Education	0.483	\$ 2,259
5F	Utah Virtual Academy	0.483	\$ 2,259
6F	Early Light Academy	1.098	\$ 5,134
7F	Excelsior Academy	1.377	\$ 6,437
8F	Hawthorn Academy	1.324	\$ 6,188
9F	Mountain Heights Academy	1.197	\$ 5,594
1G	Jefferson Academy	0.483	\$ 2,259
2G	Vista School	1.070	\$ 5,000
3G	Bear River Charter School	0.483	\$ 2,259
4G	Maria Montessori Academy	0.885	\$ 4,137
5G	Canyon Grove Academy	0.943	\$ 4,405
6G	Weilenmann School of Discovery	0.672	\$ 3,141
8G	Good Foundations Academy	0.483	\$ 2,259
2H	Utah Connections Academy	1.123	\$ 5,249
3H	Endeavor Hall	0.623	\$ 2,911
5H	Highmark Charter School	0.483	\$ 2,259
6H	Promontory School of Expeditionary Learning	0.869	\$ 4,061
7H	Pacific Heritage Academy	0.643	\$ 3,006
8H	Valley Academy	0.483	\$ 2,259
1I	Utah International Charter School	0.483	\$ 2,259
2I	Esperanza School	0.774	\$ 3,620
3I	Leadership Learning Academy	0.988	\$ 4,616
4I	Mana Academy Charter School	0.483	\$ 2,259
5I	Voyage Academy	0.803	\$ 3,754
7I	Weber State University Charter Academy	0.500	\$ 2,336
8I	Winter Sports School	-	\$ -
9I	Utah Career Path High School	0.660	\$ 3,083

BASIC SCHOOL PROGRAMS FY2025-2026 Final Estimates			
SPED EXTENDED YEAR - SEVERELY DISABLED			
Program =	26PPI	WPU Value =	\$4,674
Rev. Code =	3120	WPU's Approp. =	452
ID	LEA NAME	WPU's	AMOUNT
2J	Ascent Academies of Utah	2.230	\$ 10,423
3J	Mountain View Montessori	0.483	\$ 2,259
5J	Mountain West Montessori Academy	0.779	\$ 3,639
6J	Scholar Academy	0.955	\$ 4,463
7J	Greenwood Charter School	0.910	\$ 4,252
8J	Terra Academy	0.483	\$ 2,259
9J	Lumen Scholar Institute	0.865	\$ 4,041
1K	Vanguard Academy	0.483	\$ 2,259
2K	Utah Military Academy	1.070	\$ 5,000
3K	Roots Charter High School	0.483	\$ 2,259
4K	Athenian eAcademy	0.910	\$ 4,252
5K	Wasatch Waldorf Charter School	0.861	\$ 4,022
6K	Franklin Discovery Academy	0.483	\$ 2,259
7K	Wallace Stegner Academy	1.476	\$ 6,897
8K	American Academy of Innovation	0.873	\$ 4,080
9K	St. George Academy	0.623	\$ 2,911
2L	The Center for Creativity Innovation and Discovery	0.832	\$ 3,888
3L	Leadership Academy of Utah	0.664	\$ 3,102
5L	Ignite Entrepreneurship Academy	0.820	\$ 3,831
6L	Bonneville Academy	0.688	\$ 3,217
7L	Treeside Charter School	0.483	\$ 2,259
8L	Salt Lake Academy High School	0.836	\$ 3,907
1M	Advantage Arts Academy	0.766	\$ 3,581
3M	Bridge Elementary School	0.483	\$ 2,259
4M	Mountain Sunrise Academy	0.758	\$ 3,543
8M	Elevated Charter School	0.483	\$ 2,259
1N	Virtual Horizons Charter School	0.541	\$ 2,527
2N	ThrivePoint Academy	0.543	\$ 2,537
Unallocated		1.000	\$ 2,527
Districts - Total		358.362	\$ 1,674,984
Charters - Total		93.087	\$ 435,088
Grand Total		452.449	\$ 2,112,600

BASIC SCHOOL PROGRAMS
FY2025-2026 Final Estimates

SPECIAL EDUCATION - IMPACT AID			
Program =	26PPN	WPU Value =	\$4,674
Rev. Code =	3125	WPU's Approp. =	1,300
ID	LEA NAME	WPU's	AMOUNT
1	Alpine	106.316	\$ 496,922
2	Beaver	5.721	\$ 26,742
3	Box Elder	18.094	\$ 84,570
4	Cache	25.903	\$ 121,072
5	Carbon	13.912	\$ 65,026
6	Daggett	0.629	\$ 2,941
7	Davis	105.034	\$ 490,931
8	Duchesne	10.522	\$ 49,181
9	Emery	9.860	\$ 46,084
10	Garfield	3.301	\$ 15,431
11	Grand	5.082	\$ 23,753
12	Granite	80.214	\$ 374,920
13	Iron	14.298	\$ 66,829
14	Jordan	86.027	\$ 402,089
15	Juab	8.344	\$ 38,999
16	Kane	4.359	\$ 20,376
17	Millard	12.179	\$ 56,923
18	Morgan	8.834	\$ 41,290
19	Nebo	56.934	\$ 266,109
20	North Sanpete	9.470	\$ 44,265
21	North Summit	4.342	\$ 20,297
22	Park City	9.462	\$ 44,227
23	Piute	0.999	\$ 4,669
24	Rich	2.171	\$ 10,146
25	San Juan	10.610	\$ 49,593
26	Sevier	16.502	\$ 77,131
27	South Sanpete	51.797	\$ 242,098
28	South Summit	4.244	\$ 19,839
29	Tintic	0.897	\$ 4,194
30	Tooele	24.492	\$ 114,478
31	Uintah	11.049	\$ 51,643
32	Wasatch	17.165	\$ 80,227
33	Washington	50.336	\$ 235,272
34	Wayne	1.500	\$ 7,011
35	Weber	46.878	\$ 219,110
36	Salt Lake	73.949	\$ 345,638
37	Ogden	14.705	\$ 68,733
38	Provo	17.428	\$ 81,458
39	Logan	16.435	\$ 76,816
40	Murray	19.521	\$ 91,243
42	Canyons	41.304	\$ 193,056
68	Ogden Preparatory Academy	4.109	\$ 19,204

BASIC SCHOOL PROGRAMS
FY2025-2026 Final Estimates

SPECIAL EDUCATION - IMPACT AID			
Program =	26PPN	WPU Value =	\$4,674
Rev. Code =	3125	WPU's Approp. =	1,300
ID	LEA NAME	WPU's	AMOUNT
74	American Preparatory Academy	11.032	\$ 51,564
81	Walden School of Liberal Arts	2.272	\$ 10,618
82	Freedom Preparatory Academy	6.820	\$ 31,878
83	Academy for Math Engineering & Science	0.828	\$ 3,869
86	Pinnacle Canyon Academy	2.531	\$ 11,831
87	City Academy	0.544	\$ 2,543
89	Soldier Hollow Charter School	1.775	\$ 8,298
91	Utah Arts Academy	0.539	\$ 2,522
92	Uintah River High	0.366	\$ 1,711
93	John Hancock Charter School	3.053	\$ 14,271
94	Thomas Edison	5.386	\$ 25,176
95	Timpanogos Academy	1.778	\$ 8,310
97	Salt Lake Arts Academy	1.058	\$ 4,945
98	Fast Forward High	2.132	\$ 9,966
A1	No. UT. Acad. for Math Engineering & Science	1.055	\$ 4,930
A2	Ranches Academy	1.321	\$ 6,174
A3	Davinci Academy	4.254	\$ 19,884
A4	Summit Academy	8.051	\$ 37,628
A5	Itineris Early College High	0.183	\$ 856
A6	North Davis Preparatory Academy	2.620	\$ 12,246
A8	East Hollywood High	1.728	\$ 8,075
A9	Success Academy	0.125	\$ 585
1B	Utah County Academy of Science	0.243	\$ 1,136
2B	Lincoln Academy	2.449	\$ 11,447
3B	Beehive Science & Technology Academy	1.554	\$ 7,265
4B	Wasatch Peak Academy	2.089	\$ 9,762
5B	North Star Academy	1.108	\$ 5,177
7B	Reagan Academy	2.176	\$ 10,172
8B	American Leadership Academy	5.237	\$ 24,479
9B	Navigator Pointe Academy	1.342	\$ 6,273
1C	Odyssey Charter School	1.180	\$ 5,518
2C	InTech Collegiate Academy	0.577	\$ 2,696
3C	Entheos Academy	4.327	\$ 20,225
4C	Lakeview Academy	3.103	\$ 14,506
5C	Legacy Preparatory Academy	3.349	\$ 15,654
7C	Monticello Academy	3.471	\$ 16,222
8C	Mountainville Academy	1.717	\$ 8,027
9C	Paradigm High School	1.664	\$ 7,778
1D	Renaissance Academy	2.168	\$ 10,134
2D	Channing Hall	1.429	\$ 6,680
3D	Spectrum Academy	29.356	\$ 137,208
4D	Syracuse Arts Academy	7.105	\$ 33,208

**BASIC SCHOOL PROGRAMS
FY2025-2026 Final Estimates**

SPECIAL EDUCATION - IMPACT AID			
Program =	26PPN	WPU Value =	\$4,674
Rev. Code =	3125	WPU's Approp. =	1,300
ID	LEA NAME	WPU's	AMOUNT
5D	George Washington Academy	2.446	\$ 11,433
6D	Noah Webster Academy	1.640	\$ 7,668
8D	Open Classroom	1.028	\$ 4,806
9D	Canyon Rim Academy	1.182	\$ 5,522
1E	Guadalupe School	0.487	\$ 2,275
2E	Karl G. Maeser Preparatory Academy	1.124	\$ 5,252
3E	C.S. Lewis Academy	0.759	\$ 3,550
4E	Dual Immersion Academy	0.983	\$ 4,592
5E	Edith Bowen Laboratory School	1.411	\$ 6,596
7E	Gateway Preparatory Academy	2.862	\$ 13,377
8E	Merit College Preparatory Academy	2.369	\$ 11,071
9E	Providence Hall	5.943	\$ 27,777
1F	Quest Academy	3.347	\$ 15,642
2F	Rockwell Charter High School	1.256	\$ 5,870
3F	Venture Academy	4.055	\$ 18,954
4F	Salt Lake Center for Science Education	1.563	\$ 7,303
5F	Utah Virtual Academy	7.988	\$ 37,334
6F	Early Light Academy	3.165	\$ 14,791
7F	Excelsior Academy	4.599	\$ 21,495
8F	Hawthorn Academy	4.606	\$ 21,526
9F	Mountain Heights Academy	4.646	\$ 21,715
1G	Jefferson Academy	1.790	\$ 8,365
2G	Vista School	3.127	\$ 14,614
3G	Bear River Charter School	0.707	\$ 3,303
4G	Maria Montessori Academy	1.811	\$ 8,466
5G	Canyon Grove Academy	1.967	\$ 9,194
6G	Weilenmann School of Discovery	1.118	\$ 5,225
8G	Good Foundations Academy	1.434	\$ 6,704
2H	Utah Connections Academy	2.320	\$ 10,844
3H	Endeavor Hall	0.707	\$ 3,305
5H	Highmark Charter School	1.969	\$ 9,204
6H	Promontory School of Expeditionary Learning	2.081	\$ 9,726
7H	Pacific Heritage Academy	0.700	\$ 3,272
8H	Valley Academy	1.866	\$ 8,722
1I	Utah International Charter School	0.216	\$ 1,009
2I	Esperanza School	1.382	\$ 6,460
3I	Leadership Learning Academy	2.515	\$ 11,757
4I	Mana Academy Charter School	0.293	\$ 1,371
5I	Voyage Academy	1.740	\$ 8,133
7I	Weber State University Charter Academy	0.010	\$ 48
8I	Winter Sports School	0.020	\$ 93
9I	Utah Career Path High School	0.890	\$ 4,161

BASIC SCHOOL PROGRAMS
FY2025-2026 Final Estimates

SPECIAL EDUCATION - IMPACT AID			
Program =	26PPN	WPU Value =	\$4,674
Rev. Code =	3125	WPU's Approp. =	1,300
ID	LEA NAME	WPU's	AMOUNT
2J	Ascent Academies of Utah	8.312	\$ 38,851
3J	Mountain View Montessori	1.248	\$ 5,834
5J	Mountain West Montessori Academy	1.585	\$ 7,406
6J	Scholar Academy	2.275	\$ 10,633
7J	Greenwood Charter School	2.047	\$ 9,566
8J	Terra Academy	2.877	\$ 13,449
9J	Lumen Scholar Institute	1.898	\$ 8,873
1K	Vanguard Academy	0.441	\$ 2,061
2K	Utah Military Academy	3.167	\$ 14,801
3K	Roots Charter High School	1.396	\$ 6,527
4K	Athenian eAcademy	2.387	\$ 11,155
5K	Wasatch Waldorf Charter School	2.076	\$ 9,702
6K	Franklin Discovery Academy	2.273	\$ 10,623
7K	Wallace Stegner Academy	3.641	\$ 17,016
8K	American Academy of Innovation	1.824	\$ 8,523
9K	St. George Academy	0.867	\$ 4,053
2L	The Center for Creativity Innovation and Discovery	1.838	\$ 8,590
3L	Leadership Academy of Utah	0.873	\$ 4,079
5L	Ignite Entrepreneurship Academy	1.670	\$ 7,807
6L	Bonneville Academy	0.968	\$ 4,525
7L	Treeside Charter School	1.230	\$ 5,750
8L	Salt Lake Academy High School	2.080	\$ 9,724
1M	Advantage Arts Academy	1.297	\$ 6,062
3M	Bridge Elementary School	2.493	\$ 11,651
4M	Mountain Sunrise Academy	1.532	\$ 7,159
8M	Elevated Charter School	0.423	\$ 1,976
1N	Virtual Horizons Charter School	0.036	\$ 168
2N	ThrivePoint Academy	0.037	\$ 174
Unallocated		1.000	\$ 3,159,000
Districts - Total		1,020.824	\$ 4,771,331
Charters - Total		278.115	\$ 1,299,910
Grand Total		1,299.939	\$ 6,074,400

BASIC SCHOOL PROGRAMS FY2025-2026 Final Estimates			
SPED - EXTENDED YEAR FOR SPECIAL EDUCATORS			
Program =	26PPP	WPU Value =	\$4,674
Rev. Code =	3125	WPU's Approp. =	909
ID	LEA NAME	WPU's	AMOUNT
1	Alpine	80.282	\$ 375,240
2	Beaver	1.962	\$ 9,170
3	Box Elder	20.747	\$ 96,974
4	Cache	29.946	\$ 139,969
5	Carbon	6.202	\$ 28,990
6	Daggett	-	\$ -
7	Davis	80.198	\$ 374,844
8	Duchesne	6.210	\$ 29,026
9	Emery	3.947	\$ 18,448
10	Garfield	1.568	\$ 7,327
11	Grand	2.340	\$ 10,937
12	Granite	72.289	\$ 337,881
13	Iron	17.357	\$ 81,128
14	Jordan	63.789	\$ 298,150
15	Juab	3.494	\$ 16,331
16	Kane	2.236	\$ 10,452
17	Millard	3.765	\$ 17,600
18	Morgan	3.484	\$ 16,286
19	Nebo	46.664	\$ 218,108
20	North Sanpete	2.429	\$ 11,352
21	North Summit	0.834	\$ 3,900
22	Park City	3.813	\$ 17,820
23	Piute	0.671	\$ 3,136
24	Rich	1.231	\$ 5,755
25	San Juan	3.784	\$ 17,688
26	Sevier	7.164	\$ 33,487
27	South Sanpete	5.806	\$ 27,139
28	South Summit	2.304	\$ 10,771
29	Tintic	0.337	\$ 1,576
30	Tooele	18.687	\$ 87,341
31	Uintah	6.235	\$ 29,141
32	Wasatch	8.650	\$ 40,430
33	Washington	35.355	\$ 165,252
34	Wayne	0.388	\$ 1,816
35	Weber	42.808	\$ 200,083
36	Salt Lake	30.598	\$ 143,015
37	Ogden	11.738	\$ 54,861
38	Provo	17.831	\$ 83,343
39	Logan	4.405	\$ 20,589
40	Murray	7.699	\$ 35,987
42	Canyons	40.968	\$ 191,484
68	Ogden Preparatory Academy	0.591	\$ 2,760

BASIC SCHOOL PROGRAMS FY2025-2026 Final Estimates			
SPED - EXTENDED YEAR FOR SPECIAL EDUCATORS			
Program =	26PPP	WPU Value =	\$4,674
Rev. Code =	3125	WPU's Approp. =	909
ID	LEA NAME	WPU's	AMOUNT
74	American Preparatory Academy	4.119	\$ 19,250
81	Walden School of Liberal Arts	0.101	\$ 472
82	Freedom Preparatory Academy	0.979	\$ 4,577
83	Academy for Math Engineering & Science	0.310	\$ 1,450
86	Pinnacle Canyon Academy	0.050	\$ 234
87	City Academy	0.116	\$ 544
89	Soldier Hollow Charter School	-	\$ -
91	Utah Arts Academy	-	\$ -
92	Uintah River High	-	\$ -
93	John Hancock Charter School	0.512	\$ 2,392
94	Thomas Edison	1.540	\$ 7,198
95	Timpanogos Academy	0.353	\$ 1,652
97	Salt Lake Arts Academy	0.223	\$ 1,043
98	Fast Forward High	-	\$ -
A1	No. UT. Acad. for Math Engineering & Science	0.445	\$ 2,080
A2	Ranches Academy	0.252	\$ 1,177
A3	Davinci Academy	1.060	\$ 4,956
A4	Summit Academy	1.167	\$ 5,457
A5	Itineris Early College High	-	\$ -
A6	North Davis Preparatory Academy	1.216	\$ 5,684
A8	East Hollywood High	0.199	\$ 929
A9	Success Academy	0.056	\$ 264
1B	Utah County Academy of Science	-	\$ -
2B	Lincoln Academy	0.965	\$ 4,510
3B	Beehive Science & Technology Academy	-	\$ -
4B	Wasatch Peak Academy	-	\$ -
5B	North Star Academy	0.368	\$ 1,720
7B	Reagan Academy	0.802	\$ 3,749
8B	American Leadership Academy	0.709	\$ 3,316
9B	Navigator Pointe Academy	1.716	\$ 8,019
1C	Odyssey Charter School	0.211	\$ 987
2C	InTech Collegiate Academy	0.225	\$ 1,051
3C	Entheos Academy	1.329	\$ 6,210
4C	Lakeview Academy	0.739	\$ 3,454
5C	Legacy Preparatory Academy	0.290	\$ 1,356
7C	Monticello Academy	1.194	\$ 5,579
8C	Mountainville Academy	0.521	\$ 2,436
9C	Paradigm High School	0.479	\$ 2,240
1D	Renaissance Academy	0.394	\$ 1,840
2D	Channing Hall	0.491	\$ 2,293
3D	Spectrum Academy	12.335	\$ 57,655
4D	Syracuse Arts Academy	1.787	\$ 8,352

BASIC SCHOOL PROGRAMS FY2025-2026 Final Estimates			
SPED - EXTENDED YEAR FOR SPECIAL EDUCATORS			
Program =	26PPP	WPU Value =	\$4,674
Rev. Code =	3125	WPU's Approp. =	909
ID	LEA NAME	WPU's	AMOUNT
5D	George Washington Academy	0.958	\$ 4,480
6D	Noah Webster Academy	0.028	\$ 130
8D	Open Classroom	0.225	\$ 1,054
9D	Canyon Rim Academy	0.544	\$ 2,544
1E	Guadalupe School	0.093	\$ 435
2E	Karl G. Maeser Preparatory Academy	0.216	\$ 1,008
3E	C.S. Lewis Academy	0.329	\$ 1,540
4E	Dual Immersion Academy	0.467	\$ 2,185
5E	Edith Bowen Laboratory School	0.375	\$ 1,751
7E	Gateway Preparatory Academy	0.707	\$ 3,304
8E	Merit College Preparatory Academy	0.838	\$ 3,917
9E	Providence Hall	0.769	\$ 3,596
1F	Quest Academy	0.473	\$ 2,210
2F	Rockwell Charter High School	0.653	\$ 3,054
3F	Venture Academy	0.172	\$ 805
4F	Salt Lake Center for Science Education	0.854	\$ 3,992
5F	Utah Virtual Academy	4.145	\$ 19,372
6F	Early Light Academy	1.142	\$ 5,336
7F	Excelsior Academy	1.573	\$ 7,351
8F	Hawthorn Academy	1.537	\$ 7,182
9F	Mountain Heights Academy	1.878	\$ 8,778
1G	Jefferson Academy	0.050	\$ 232
2G	Vista School	0.683	\$ 3,192
3G	Bear River Charter School	0.097	\$ 452
4G	Maria Montessori Academy	0.240	\$ 1,120
5G	Canyon Grove Academy	0.467	\$ 2,183
6G	Weilenmann School of Discovery	-	\$ -
8G	Good Foundations Academy	0.513	\$ 2,400
2H	Utah Connections Academy	0.852	\$ 3,983
3H	Endeavor Hall	0.645	\$ 3,016
5H	Highmark Charter School	0.670	\$ 3,132
6H	Promontory School of Expeditionary Learning	0.387	\$ 1,808
7H	Pacific Heritage Academy	-	\$ -
8H	Valley Academy	0.454	\$ 2,123
1I	Utah International Charter School	0.199	\$ 928
2I	Esperanza School	0.842	\$ 3,937
3I	Leadership Learning Academy	1.229	\$ 5,746
4I	Mana Academy Charter School	0.318	\$ 1,486
5I	Voyage Academy	0.154	\$ 720
7I	Weber State University Charter Academy	-	\$ -
8I	Winter Sports School	-	\$ -
9I	Utah Career Path High School	1.936	\$ 9,048

BASIC SCHOOL PROGRAMS FY2025-2026 Final Estimates			
SPED - EXTENDED YEAR FOR SPECIAL EDUCATORS			
Program =	26PPP	WPU Value =	\$4,674
Rev. Code =	3125	WPU's Approp. =	909
ID	LEA NAME	WPU's	AMOUNT
2J	Ascent Academies of Utah	1.564	\$ 7,308
3J	Mountain View Montessori	0.199	\$ 928
5J	Mountain West Montessori Academy	0.447	\$ 2,088
6J	Scholar Academy	0.745	\$ 3,480
7J	Greenwood Charter School	0.541	\$ 2,530
8J	Terra Academy	0.445	\$ 2,080
9J	Lumen Scholar Institute	1.543	\$ 7,214
1K	Vanguard Academy	0.588	\$ 2,747
2K	Utah Military Academy	0.556	\$ 2,599
3K	Roots Charter High School	0.212	\$ 992
4K	Athenian eAcademy	0.601	\$ 2,808
5K	Wasatch Waldorf Charter School	0.767	\$ 3,584
6K	Franklin Discovery Academy	0.603	\$ 2,820
7K	Wallace Stegner Academy	1.564	\$ 7,308
8K	American Academy of Innovation	0.370	\$ 1,728
9K	St. George Academy	0.313	\$ 1,462
2L	The Center for Creativity Innovation and Discovery	-	\$ -
3L	Leadership Academy of Utah	1.009	\$ 4,715
5L	Ignite Entrepreneurship Academy	0.454	\$ 2,124
6L	Bonneville Academy	-	\$ -
7L	Treeside Charter School	0.193	\$ 904
8L	Salt Lake Academy High School	0.165	\$ 770
1M	Advantage Arts Academy	0.095	\$ 442
3M	Bridge Elementary School	0.154	\$ 720
4M	Mountain Sunrise Academy	0.383	\$ 1,792
8M	Elevated Charter School	-	\$ -
1N	Virtual Horizons Charter School	0.171	\$ 800
2N	ThrivePoint Academy	-	\$ -
41	USDB	20.895	\$ 97,662
Unallocated		108.650	\$ 508,052
Districts - Total		700.220	\$ 3,272,826
Charters - Total		100.133	\$ 468,022
Grand Total		909.003	\$ 4,248,900

BASIC SCHOOL PROGRAMS FY2025-2026 Final Estimates			
TOTAL SPECIAL EDUCATION			
		WPU Value =	\$4,674
		WPU's Approp. =	127,513
LEA ID	LEA NAME	WPU's	AMOUNT
1	Alpine	14,448.253	\$ 67,531,137
2	Beaver	295.453	\$ 1,380,946
3	Box Elder	2,309.885	\$ 10,796,401
4	Cache	3,331.802	\$ 15,572,842
5	Carbon	780.711	\$ 3,649,042
6	Daggett	32.094	\$ 150,007
7	Davis	12,418.328	\$ 58,043,263
8	Duchesne	1,281.676	\$ 5,990,554
9	Emery	486.370	\$ 2,273,293
10	Garfield	166.902	\$ 780,100
11	Grand	270.603	\$ 1,264,797
12	Granite	10,477.610	\$ 48,972,349
13	Iron	1,948.495	\$ 9,107,266
14	Jordan	10,832.862	\$ 50,632,798
15	Juab	446.387	\$ 2,086,411
16	Kane	274.637	\$ 1,283,652
17	Millard	655.820	\$ 3,065,304
18	Morgan	461.147	\$ 2,155,400
19	Nebo	7,524.477	\$ 35,169,407
20	North Sanpete	504.905	\$ 2,359,925
21	North Summit	206.703	\$ 966,130
22	Park City	562.853	\$ 2,630,775
23	Piute	82.757	\$ 386,805
24	Rich	116.974	\$ 546,736
25	San Juan	557.512	\$ 2,605,811
26	Sevier	847.134	\$ 3,959,504
27	South Sanpete	711.600	\$ 3,326,021
28	South Summit	257.623	\$ 1,204,132
29	Tintic	48.968	\$ 228,879
30	Tooele	2,888.697	\$ 13,501,770
31	Uintah	1,512.199	\$ 7,068,016
32	Wasatch	905.282	\$ 4,231,290
33	Washington	5,794.004	\$ 27,081,175
34	Wayne	105.812	\$ 494,564
35	Weber	5,920.524	\$ 27,672,528
36	Salt Lake	3,810.782	\$ 17,811,593
37	Ogden	1,991.812	\$ 9,309,730
38	Provo	2,450.320	\$ 11,452,796
39	Logan	977.088	\$ 4,566,911
40	Murray	1,011.453	\$ 4,727,533
42	Canyons	5,046.672	\$ 23,588,144
68	Ogden Preparatory Academy	247.923	\$ 1,158,791

BASIC SCHOOL PROGRAMS FY2025-2026 Final Estimates			
TOTAL SPECIAL EDUCATION			
		WPU Value =	\$4,674
		WPU's Approp. =	127,513
LEA ID	LEA NAME	WPU's	AMOUNT
74	American Preparatory Academy	1,275.601	\$ 5,962,159
81	Walden School of Liberal Arts	127.787	\$ 597,274
82	Freedom Preparatory Academy	485.050	\$ 2,267,124
83	Academy for Math Engineering & Science	48.377	\$ 226,112
86	Pinnacle Canyon Academy	148.307	\$ 693,187
87	City Academy	33.681	\$ 157,423
89	Soldier Hollow Charter School	117.437	\$ 548,900
91	Utah Arts Academy	45.407	\$ 212,234
92	Uintah River High	22.636	\$ 105,799
93	John Hancock Charter School	183.449	\$ 857,439
94	Thomas Edison	251.815	\$ 1,176,986
95	Timpanogos Academy	96.698	\$ 451,965
97	Salt Lake Arts Academy	50.943	\$ 238,110
98	Fast Forward High	101.673	\$ 475,217
A1	No. UT. Acad. for Math Engineering & Science	44.542	\$ 208,189
A2	Ranches Academy	61.764	\$ 288,684
A3	Davinci Academy	222.861	\$ 1,041,650
A4	Summit Academy	673.710	\$ 3,148,919
A5	Itineris Early College High	17.674	\$ 82,610
A6	North Davis Preparatory Academy	122.931	\$ 574,578
A8	East Hollywood High	90.566	\$ 423,306
A9	Success Academy	6.774	\$ 31,662
1B	Utah County Academy of Science	15.774	\$ 73,726
2B	Lincoln Academy	135.162	\$ 631,747
3B	Beehive Science & Technology Academy	155.377	\$ 726,234
4B	Wasatch Peak Academy	102.950	\$ 481,190
5B	North Star Academy	52.980	\$ 247,628
7B	Reagan Academy	128.989	\$ 602,895
8B	American Leadership Academy	264.594	\$ 1,236,712
9B	Navigator Pointe Academy	80.155	\$ 374,642
1C	Odyssey Charter School	59.504	\$ 278,120
2C	InTech Collegiate Academy	37.606	\$ 175,770
3C	Entheos Academy	272.120	\$ 1,271,890
4C	Lakeview Academy	171.451	\$ 801,360
5C	Legacy Preparatory Academy	173.208	\$ 809,573
7C	Monticello Academy	272.345	\$ 1,272,942
8C	Mountainville Academy	96.355	\$ 450,362
9C	Paradigm High School	85.338	\$ 398,872
1D	Renaissance Academy	129.934	\$ 607,312
2D	Channing Hall	84.578	\$ 395,317
3D	Spectrum Academy	3,891.288	\$ 18,187,879
4D	Syracuse Arts Academy	656.359	\$ 3,067,822

BASIC SCHOOL PROGRAMS FY2025-2026 Final Estimates			
TOTAL SPECIAL EDUCATION			
		WPU Value =	\$4,674
		WPU's Approp. =	127,513
LEA ID	LEA NAME	WPU's	AMOUNT
5D	George Washington Academy	194.060	\$ 907,035
6D	Noah Webster Academy	111.398	\$ 520,675
8D	Open Classroom	59.565	\$ 278,406
9D	Canyon Rim Academy	90.350	\$ 422,297
1E	Guadalupe School	42.755	\$ 199,835
2E	Karl G. Maeser Preparatory Academy	67.380	\$ 314,934
3E	C.S. Lewis Academy	51.566	\$ 241,019
4E	Dual Immersion Academy	44.479	\$ 207,897
5E	Edith Bowen Laboratory School	69.442	\$ 324,570
7E	Gateway Preparatory Academy	276.853	\$ 1,294,011
8E	Merit College Preparatory Academy	142.538	\$ 666,225
9E	Providence Hall	454.533	\$ 2,124,486
1F	Quest Academy	239.019	\$ 1,117,175
2F	Rockwell Charter High School	65.891	\$ 307,974
3F	Venture Academy	203.402	\$ 950,703
4F	Salt Lake Center for Science Education	104.629	\$ 489,037
5F	Utah Virtual Academy	558.304	\$ 2,609,511
6F	Early Light Academy	233.154	\$ 1,089,762
7F	Excelsior Academy	439.099	\$ 2,052,349
8F	Hawthorn Academy	391.248	\$ 1,828,695
9F	Mountain Heights Academy	203.393	\$ 950,661
1G	Jefferson Academy	82.090	\$ 383,691
2G	Vista School	194.950	\$ 911,196
3G	Bear River Charter School	39.188	\$ 183,164
4G	Maria Montessori Academy	163.472	\$ 764,068
5G	Canyon Grove Academy	175.066	\$ 818,258
6G	Weilenmann School of Discovery	63.442	\$ 296,527
8G	Good Foundations Academy	85.126	\$ 397,877
2H	Utah Connections Academy	197.081	\$ 921,156
3H	Endeavor Hall	52.885	\$ 247,183
5H	Highmark Charter School	122.807	\$ 573,998
6H	Promontory School of Expeditionary Learning	109.469	\$ 511,658
7H	Pacific Heritage Academy	48.925	\$ 228,675
8H	Valley Academy	137.783	\$ 643,997
1I	Utah International Charter School	24.676	\$ 115,333
2I	Esperanza School	94.136	\$ 439,990
3I	Leadership Learning Academy	314.525	\$ 1,470,091
4I	Mana Academy Charter School	26.686	\$ 124,731
5I	Voyage Academy	79.108	\$ 369,750
7I	Weber State University Charter Academy	1.510	\$ 7,058
8I	Winter Sports School	1.296	\$ 6,055
9I	Utah Career Path High School	52.486	\$ 245,318

BASIC SCHOOL PROGRAMS FY2025-2026 Final Estimates			
TOTAL SPECIAL EDUCATION			
		WPU Value =	\$4,674
		WPU's Approp. =	127,513
LEA ID	LEA NAME	WPU's	AMOUNT
2J	Ascent Academies of Utah	1,173.323	\$ 5,484,110
3J	Mountain View Montessori	78.925	\$ 368,896
5J	Mountain West Montessori Academy	72.290	\$ 337,884
6J	Scholar Academy	120.742	\$ 564,349
7J	Greenwood Charter School	110.178	\$ 514,971
8J	Terra Academy	189.498	\$ 885,714
9J	Lumen Scholar Institute	106.538	\$ 497,960
1K	Vanguard Academy	23.280	\$ 108,812
2K	Utah Military Academy	388.617	\$ 1,816,397
3K	Roots Charter High School	63.671	\$ 297,597
4K	Athenian eAcademy	135.764	\$ 634,560
5K	Wasatch Waldorf Charter School	108.172	\$ 505,597
6K	Franklin Discovery Academy	102.636	\$ 479,723
7K	Wallace Stegner Academy	421.680	\$ 1,970,931
8K	American Academy of Innovation	102.977	\$ 481,314
9K	St. George Academy	48.330	\$ 225,895
2L	The Center for Creativity Innovation and Discovery	110.992	\$ 518,777
3L	Leadership Academy of Utah	68.852	\$ 321,814
5L	Ignite Entrepreneurship Academy	89.671	\$ 419,120
6L	Bonneville Academy	69.687	\$ 325,719
7L	Treeside Charter School	61.147	\$ 285,801
8L	Salt Lake Academy High School	154.754	\$ 723,321
1M	Advantage Arts Academy	83.160	\$ 388,689
3M	Bridge Elementary School	134.837	\$ 630,230
4M	Mountain Sunrise Academy	125.697	\$ 587,508
8M	Elevated Charter School	48.906	\$ 228,587
1N	Virtual Horizons Charter School	26.748	\$ 125,019
2N	ThrivePoint Academy	20.580	\$ 96,191
Unallocated		1,062.729	\$ 4,965,732
Districts - Total		104,755.186	\$ 489,625,737
Charters - Total		21,695.086	\$ 101,402,831
Grand Total		127,513.000	\$ 595,994,300

BASIC SCHOOL PROGRAMS FY2025-2026 Final Estimates			
CAREER & TECHNOLOGY ADD-ON			
Program =	26PPK	WPU Value =	\$4,674
Rev. Code =	3155	WPU's Approp. =	27,847
ID	LEA NAME	WPU's	AMOUNT
1	Alpine	3,471.902	\$ 16,227,666
2	Beaver	122.083	\$ 570,620
3	Box Elder	680.979	\$ 3,182,899
4	Cache	938.628	\$ 4,387,146
5	Carbon	128.777	\$ 601,904
6	Daggett	40.650	\$ 190,000
7	Davis	3,140.319	\$ 14,677,851
8	Duchesne	297.126	\$ 1,388,766
9	Emery	150.649	\$ 704,131
10	Garfield	147.893	\$ 691,255
11	Grand	124.287	\$ 580,912
12	Granite	2,273.957	\$ 10,628,475
13	Iron	399.415	\$ 1,866,870
14	Jordan	2,206.873	\$ 10,314,929
15	Juab	164.750	\$ 770,041
16	Kane	145.077	\$ 678,090
17	Millard	223.406	\$ 1,044,200
18	Morgan	178.789	\$ 835,661
19	Nebo	1,629.381	\$ 7,615,728
20	North Sanpete	158.793	\$ 742,195
21	North Summit	101.932	\$ 476,427
22	Park City	136.017	\$ 635,743
23	Piute	76.741	\$ 358,688
24	Rich	32.471	\$ 151,769
25	San Juan	259.280	\$ 1,211,874
26	Sevier	385.383	\$ 1,801,283
27	South Sanpete	244.369	\$ 1,142,180
28	South Summit	130.859	\$ 611,636
29	Tintic	58.930	\$ 275,440
30	Tooele	952.603	\$ 4,452,466
31	Uintah	276.218	\$ 1,291,039
32	Wasatch	386.297	\$ 1,805,551
33	Washington	1,658.971	\$ 7,754,033
34	Wayne	78.084	\$ 364,967
35	Weber	1,905.716	\$ 8,907,315
36	Salt Lake	773.574	\$ 3,615,689
37	Ogden	425.970	\$ 1,990,986
38	Provo	540.982	\$ 2,528,549
39	Logan	180.149	\$ 842,019
40	Murray	239.988	\$ 1,121,698
42	Canyons	1,280.523	\$ 5,985,162
68	Ogden Preparatory Academy	-	\$ -

BASIC SCHOOL PROGRAMS FY2025-2026 Final Estimates			
CAREER & TECHNOLOGY ADD-ON			
Program =	26PPK	WPU Value =	\$4,674
Rev. Code =	3155	WPU's Approp. =	27,847
ID	LEA NAME	WPU's	AMOUNT
74	American Preparatory Academy	-	\$ -
81	Walden School of Liberal Arts	23.616	\$ 110,381
82	Freedom Preparatory Academy	37.018	\$ 173,019
83	Academy for Math Engineering & Science	42.559	\$ 198,919
86	Pinnacle Canyon Academy	-	\$ -
87	City Academy	4.279	\$ 20,000
89	Soldier Hollow Charter School	-	\$ -
91	Utah Arts Academy	4.279	\$ 20,000
92	Uintah River High	-	\$ -
93	John Hancock Charter School	-	\$ -
94	Thomas Edison	8.558	\$ 40,000
95	Timpanogos Academy	-	\$ -
97	Salt Lake Arts Academy	-	\$ -
98	Fast Forward High	54.731	\$ 255,814
A1	No. UT. Acad. for Math Engineering & Science	162.267	\$ 758,436
A2	Ranches Academy	-	\$ -
A3	Davinci Academy	31.700	\$ 148,166
A4	Summit Academy	120.258	\$ 562,087
A5	Itineris Early College High	39.730	\$ 185,697
A6	North Davis Preparatory Academy	4.279	\$ 20,000
A8	East Hollywood High	50.667	\$ 236,818
A9	Success Academy	28.558	\$ 133,480
1B	Utah County Academy of Science	33.517	\$ 156,655
2B	Lincoln Academy	4.279	\$ 20,000
3B	Beehive Science & Technology Academy	40.130	\$ 187,567
4B	Wasatch Peak Academy	-	\$ -
5B	North Star Academy	-	\$ -
7B	Reagan Academy	-	\$ -
8B	American Leadership Academy	57.773	\$ 270,027
9B	Navigator Pointe Academy	-	\$ -
1C	Odyssey Charter School	-	\$ -
2C	InTech Collegiate Academy	37.470	\$ 175,137
3C	Entheos Academy	-	\$ -
4C	Lakeview Academy	-	\$ -
5C	Legacy Preparatory Academy	-	\$ -
7C	Monticello Academy	-	\$ -
8C	Mountainville Academy	-	\$ -
9C	Paradigm High School	23.070	\$ 107,829
1D	Renaissance Academy	-	\$ -
2D	Channing Hall	-	\$ -
3D	Spectrum Academy	60.976	\$ 285,004
4D	Syracuse Arts Academy	5.074	\$ 23,714

BASIC SCHOOL PROGRAMS FY2025-2026 Final Estimates			
CAREER & TECHNOLOGY ADD-ON			
Program =	26PPK	WPU Value =	\$4,674
Rev. Code =	3155	WPU's Approp. =	27,847
ID	LEA NAME	WPU's	AMOUNT
5D	George Washington Academy	4.279	\$ 20,000
6D	Noah Webster Academy	-	\$ -
8D	Open Classroom	4.279	\$ 20,000
9D	Canyon Rim Academy	-	\$ -
1E	Guadalupe School	-	\$ -
2E	Karl G. Maeser Preparatory Academy	-	\$ -
3E	C.S. Lewis Academy	-	\$ -
4E	Dual Immersion Academy	-	\$ -
5E	Edith Bowen Laboratory School	-	\$ -
7E	Gateway Preparatory Academy	-	\$ -
8E	Merit College Preparatory Academy	43.922	\$ 205,291
9E	Providence Hall	55.068	\$ 257,389
1F	Quest Academy	-	\$ -
2F	Rockwell Charter High School	18.969	\$ 88,663
3F	Venture Academy	-	\$ -
4F	Salt Lake Center for Science Education	4.279	\$ 20,000
5F	Utah Virtual Academy	62.990	\$ 294,414
6F	Early Light Academy	4.279	\$ 20,000
7F	Excelsior Academy	-	\$ -
8F	Hawthorn Academy	4.279	\$ 20,000
9F	Mountain Heights Academy	-	\$ -
1G	Jefferson Academy	-	\$ -
2G	Vista School	4.279	\$ 20,000
3G	Bear River Charter School	-	\$ -
4G	Maria Montessori Academy	-	\$ -
5G	Canyon Grove Academy	-	\$ -
6G	Weilenmann School of Discovery	-	\$ -
8G	Good Foundations Academy	-	\$ -
2H	Utah Connections Academy	-	\$ -
3H	Endeavor Hall	-	\$ -
5H	Highmark Charter School	-	\$ -
6H	Promontory School of Expeditionary Learning	-	\$ -
7H	Pacific Heritage Academy	-	\$ -
8H	Valley Academy	-	\$ -
1I	Utah International Charter School	-	\$ -
2I	Esperanza School	-	\$ -
3I	Leadership Learning Academy	-	\$ -
4I	Mana Academy Charter School	-	\$ -
5I	Voyage Academy	-	\$ -
7I	Weber State University Charter Academy	-	\$ -
8I	Winter Sports School	4.279	\$ 20,000
9I	Utah Career Path High School	-	\$ -

BASIC SCHOOL PROGRAMS FY2025-2026 Final Estimates			
CAREER & TECHNOLOGY ADD-ON			
Program =	26PPK	WPU Value =	\$4,674
Rev. Code =	3155	WPU's Approp. =	27,847
ID	LEA NAME	WPU's	AMOUNT
2J	Ascent Academies of Utah	-	\$ -
3J	Mountain View Montessori	-	\$ -
5J	Mountain West Montessori Academy	4.279	\$ 20,000
6J	Scholar Academy	-	\$ -
7J	Greenwood Charter School	-	\$ -
8J	Terra Academy	-	\$ -
9J	Lumen Scholar Institute	-	\$ -
1K	Vanguard Academy	44.700	\$ 208,928
2K	Utah Military Academy	-	\$ -
3K	Roots Charter High School	19.123	\$ 89,381
4K	Athenian eAcademy	-	\$ -
5K	Wasatch Waldorf Charter School	-	\$ -
6K	Franklin Discovery Academy	-	\$ -
7K	Wallace Stegner Academy	-	\$ -
8K	American Academy of Innovation	46.835	\$ 218,906
9K	St. George Academy	-	\$ -
2L	The Center for Creativity Innovation and Discovery	-	\$ -
3L	Leadership Academy of Utah	-	\$ -
5L	Ignite Entrepreneurship Academy	-	\$ -
6L	Bonneville Academy	-	\$ -
7L	Treeside Charter School	-	\$ -
8L	Salt Lake Academy High School	33.600	\$ 157,046
1M	Advantage Arts Academy	-	\$ -
3M	Bridge Elementary School	-	\$ -
4M	Mountain Sunrise Academy	-	\$ -
8M	Elevated Charter School	-	\$ -
1N	Virtual Horizons Charter School	-	\$ -
2N	ThrivePoint Academy	-	\$ -
70	Sevier School District (CUES)	-	\$ -
71	Wasatch School District (NUES)	-	\$ -
72	Carbon Co School District (SESC)	-	\$ -
73	Iron Co School District (SEDC)	-	\$ -
Unallocated		(136.018)	\$ (637,421)
Districts - Total		26,748.791	\$ 125,023,853
Charters - Total		1,234.227	\$ 5,768,768
Grand Total		27,847.000	\$ 130,155,200

BASIC SCHOOL PROGRAMS FY2025-2026 Final Estimates			
STUDENTS AT-RISK			
Program =	26PPR	WPU Value =	\$4,674
Rev. Code =	3230	WPU's Approp. =	27,918
ID	LEA NAME	WPU's	AMOUNT
1	Alpine	2,319.078	\$ 10,839,368
2	Beaver	90.373	\$ 422,401
3	Box Elder	477.338	\$ 2,231,075
4	Cache	660.288	\$ 3,086,184
5	Carbon	171.633	\$ 802,210
6	Daggett	8.000	\$ 37,392
7	Davis	1,755.708	\$ 8,206,177
8	Duchesne	214.400	\$ 1,002,106
9	Emery	119.975	\$ 560,763
10	Garfield	59.678	\$ 278,933
11	Grand	78.248	\$ 365,729
12	Granite	3,928.085	\$ 18,359,869
13	Iron	526.593	\$ 2,461,293
14	Jordan	1,912.740	\$ 8,940,147
15	Juab	88.453	\$ 413,427
16	Kane	65.563	\$ 306,439
17	Millard	170.670	\$ 797,712
18	Morgan	34.250	\$ 160,085
19	Nebo	1,114.838	\$ 5,210,750
20	North Sanpete	173.518	\$ 811,021
21	North Summit	40.870	\$ 191,026
22	Park City	78.890	\$ 368,732
23	Piute	21.128	\$ 98,750
24	Rich	22.893	\$ 107,000
25	San Juan	291.385	\$ 1,361,933
26	Sevier	238.785	\$ 1,116,081
27	South Sanpete	202.895	\$ 948,331
28	South Summit	42.760	\$ 199,860
29	Tintic	16.375	\$ 76,537
30	Tooele	569.528	\$ 2,661,972
31	Uintah	292.983	\$ 1,369,400
32	Wasatch	271.570	\$ 1,269,318
33	Washington	1,298.050	\$ 6,067,086
34	Wayne	33.023	\$ 154,347
35	Weber	933.443	\$ 4,362,910
36	Salt Lake	1,273.145	\$ 5,950,680
37	Ogden	859.633	\$ 4,017,922
38	Provo	726.023	\$ 3,393,429
39	Logan	377.728	\$ 1,765,498
40	Murray	245.120	\$ 1,145,691
42	Canyons	1,115.013	\$ 5,211,568
68	Ogden Preparatory Academy	97.340	\$ 454,967

BASIC SCHOOL PROGRAMS FY2025-2026 Final Estimates			
STUDENTS AT-RISK			
Program =	26PPR	WPU Value =	\$4,674
Rev. Code =	3230	WPU's Approp. =	27,918
ID	LEA NAME	WPU's	AMOUNT
74	American Preparatory Academy	329.660	\$ 1,540,831
81	Walden School of Liberal Arts	25.255	\$ 118,042
82	Freedom Preparatory Academy	126.538	\$ 591,436
83	Academy for Math Engineering & Science	18.658	\$ 87,205
86	Pinnacle Canyon Academy	37.875	\$ 177,028
87	City Academy	10.523	\$ 49,182
89	Soldier Hollow Charter School	5.470	\$ 25,567
91	Utah Arts Academy	17.845	\$ 83,408
92	Uintah River High	11.000	\$ 51,414
93	John Hancock Charter School	32.315	\$ 151,040
94	Thomas Edison	42.240	\$ 197,430
95	Timpanogos Academy	9.350	\$ 43,702
97	Salt Lake Arts Academy	13.910	\$ 65,015
98	Fast Forward High	27.943	\$ 130,603
A1	No. UT. Acad. for Math Engineering & Science	12.820	\$ 59,921
A2	Ranches Academy	11.005	\$ 51,437
A3	Davinci Academy	48.623	\$ 227,262
A4	Summit Academy	59.148	\$ 276,455
A5	Itineris Early College High	22.180	\$ 103,669
A6	North Davis Preparatory Academy	48.720	\$ 227,717
A8	East Hollywood High	23.545	\$ 110,049
A9	Success Academy	12.720	\$ 59,453
1B	Utah County Academy of Science	16.885	\$ 78,920
2B	Lincoln Academy	24.545	\$ 114,723
3B	Beehive Science & Technology Academy	29.690	\$ 138,771
4B	Wasatch Peak Academy	14.975	\$ 69,993
5B	North Star Academy	10.933	\$ 51,099
7B	Reagan Academy	26.670	\$ 124,656
8B	American Leadership Academy	76.298	\$ 356,615
9B	Navigator Pointe Academy	5.518	\$ 25,789
1C	Odyssey Charter School	17.165	\$ 80,229
2C	InTech Collegiate Academy	12.440	\$ 58,145
3C	Entheos Academy	91.768	\$ 428,921
4C	Lakeview Academy	23.158	\$ 108,238
5C	Legacy Preparatory Academy	27.468	\$ 128,383
7C	Monticello Academy	82.605	\$ 386,096
8C	Mountainville Academy	10.095	\$ 47,184
9C	Paradigm High School	12.475	\$ 58,308
1D	Renaissance Academy	13.363	\$ 62,456
2D	Channing Hall	20.208	\$ 94,450
3D	Spectrum Academy	61.340	\$ 286,703
4D	Syracuse Arts Academy	54.563	\$ 255,025

BASIC SCHOOL PROGRAMS FY2025-2026 Final Estimates			
STUDENTS AT-RISK			
Program =	26PPR	WPU Value =	\$4,674
Rev. Code =	3230	WPU's Approp. =	27,918
ID	LEA NAME	WPU's	AMOUNT
5D	George Washington Academy	29.870	\$ 139,612
6D	Noah Webster Academy	34.593	\$ 161,685
8D	Open Classroom	16.385	\$ 76,583
9D	Canyon Rim Academy	9.238	\$ 43,176
1E	Guadalupe School	41.510	\$ 194,018
2E	Karl G. Maeser Preparatory Academy	11.755	\$ 54,943
3E	C.S. Lewis Academy	25.325	\$ 118,369
4E	Dual Immersion Academy	26.345	\$ 123,137
5E	Edith Bowen Laboratory School	13.393	\$ 62,597
7E	Gateway Preparatory Academy	130.723	\$ 610,997
8E	Merit College Preparatory Academy	21.690	\$ 101,379
9E	Providence Hall	66.588	\$ 311,230
1F	Quest Academy	29.528	\$ 138,012
2F	Rockwell Charter High School	12.000	\$ 56,088
3F	Venture Academy	20.063	\$ 93,772
4F	Salt Lake Center for Science Education	24.303	\$ 113,590
5F	Utah Virtual Academy	151.090	\$ 706,195
6F	Early Light Academy	23.313	\$ 108,963
7F	Excelsior Academy	42.090	\$ 196,729
8F	Hawthorn Academy	59.698	\$ 279,026
9F	Mountain Heights Academy	23.925	\$ 111,825
1G	Jefferson Academy	13.125	\$ 61,346
2G	Vista School	49.763	\$ 232,590
3G	Bear River Charter School	10.535	\$ 49,241
4G	Maria Montessori Academy	12.200	\$ 57,023
5G	Canyon Grove Academy	15.660	\$ 73,195
6G	Weilenmann School of Discovery	6.083	\$ 28,430
8G	Good Foundations Academy	22.415	\$ 104,768
2H	Utah Connections Academy	28.288	\$ 132,216
3H	Endeavor Hall	17.610	\$ 82,309
5H	Highmark Charter School	5.500	\$ 25,707
6H	Promontory School of Expeditionary Learning	20.165	\$ 94,251
7H	Pacific Heritage Academy	25.775	\$ 120,472
8H	Valley Academy	39.858	\$ 186,294
1I	Utah International Charter School	35.730	\$ 167,002
2I	Esperanza School	69.523	\$ 324,948
3I	Leadership Learning Academy	44.623	\$ 208,566
4I	Mana Academy Charter School	42.933	\$ 200,667
5I	Voyage Academy	19.220	\$ 89,834
7I	Weber State University Charter Academy	5.000	\$ 23,370
8I	Winter Sports School	5.048	\$ 23,592
9I	Utah Career Path High School	6.815	\$ 31,853

BASIC SCHOOL PROGRAMS FY2025-2026 Final Estimates			
STUDENTS AT-RISK			
Program =	26PPR	WPU Value =	\$4,674
Rev. Code =	3230	WPU's Approp. =	27,918
ID	LEA NAME	WPU's	AMOUNT
2J	Ascent Academies of Utah	125.970	\$ 588,784
3J	Mountain View Montessori	18.065	\$ 84,436
5J	Mountain West Montessori Academy	16.373	\$ 76,525
6J	Scholar Academy	31.033	\$ 145,046
7J	Greenwood Charter School	27.273	\$ 127,472
8J	Terra Academy	22.875	\$ 106,918
9J	Lumen Scholar Institute	16.518	\$ 77,203
1K	Vanguard Academy	54.750	\$ 255,902
2K	Utah Military Academy	53.683	\$ 250,912
3K	Roots Charter High School	28.258	\$ 132,076
4K	Athenian eAcademy	34.500	\$ 161,253
5K	Wasatch Waldorf Charter School	19.143	\$ 89,472
6K	Franklin Discovery Academy	25.093	\$ 117,282
7K	Wallace Stegner Academy	242.710	\$ 1,134,427
8K	American Academy of Innovation	15.183	\$ 70,963
9K	St. George Academy	10.470	\$ 48,937
2L	The Center for Creativity Innovation and Discovery	19.785	\$ 92,475
3L	Leadership Academy of Utah	14.583	\$ 68,159
5L	Ignite Entrepreneurship Academy	5.773	\$ 26,981
6L	Bonneville Academy	17.030	\$ 79,598
7L	Treeside Charter School	15.855	\$ 74,106
8L	Salt Lake Academy High School	47.233	\$ 220,765
1M	Advantage Arts Academy	21.813	\$ 101,952
3M	Bridge Elementary School	33.153	\$ 154,955
4M	Mountain Sunrise Academy	6.208	\$ 29,014
8M	Elevated Charter School	5.125	\$ 23,954
1N	Virtual Horizons Charter School	7.750	\$ 36,224
2N	ThrivePoint Academy	7.618	\$ 35,604
Unallocated		1,067.405	\$ 5,001,719
Districts - Total		22,920.658	\$ 107,131,153
Charters - Total		3,929.938	\$ 18,368,528
Grand Total		27,918.000	\$ 130,501,400

BASIC SCHOOL PROGRAMS
FY2025-2026 Final Estimates

CLASS SIZE REDUCTION

Program =	26PPL	WPU Value =	\$4,674
Rev. Code =	3230	WPU's Approp. =	41,861
ID	LEA NAME	WPU's	AMOUNT
1	Alpine	5,174.048	\$ 24,183,500
2	Beaver	90.630	\$ 423,603
3	Box Elder	755.909	\$ 3,533,119
4	Cache	1,201.914	\$ 5,617,745
5	Carbon	200.803	\$ 938,553
6	Daggett	9.572	\$ 44,741
7	Davis	4,181.528	\$ 19,544,462
8	Duchesne	307.686	\$ 1,438,124
9	Emery	121.343	\$ 567,159
10	Garfield	115.083	\$ 537,897
11	Grand	82.496	\$ 385,588
12	Granite	3,384.805	\$ 15,820,580
13	Iron	913.663	\$ 4,270,459
14	Jordan	3,399.383	\$ 15,888,716
15	Juab	168.155	\$ 785,954
16	Kane	88.071	\$ 411,642
17	Millard	192.749	\$ 900,910
18	Morgan	184.922	\$ 864,327
19	Nebo	2,752.145	\$ 12,863,525
20	North Sanpete	154.864	\$ 723,836
21	North Summit	62.089	\$ 290,205
22	Park City	239.009	\$ 1,117,130
23	Piute	31.692	\$ 148,130
24	Rich	30.985	\$ 144,822
25	San Juan	171.965	\$ 803,764
26	Sevier	276.334	\$ 1,291,586
27	South Sanpete	198.151	\$ 926,159
28	South Summit	95.262	\$ 445,254
29	Tintic	15.114	\$ 70,644
30	Tooele	917.911	\$ 4,290,314
31	Uintah	394.953	\$ 1,846,010
32	Wasatch	546.455	\$ 2,554,132
33	Washington	2,018.969	\$ 9,436,662
34	Wayne	26.985	\$ 126,126
35	Weber	1,924.056	\$ 8,993,036
36	Salt Lake	1,089.772	\$ 5,093,596
37	Ogden	620.664	\$ 2,900,983
38	Provo	810.251	\$ 3,787,114
39	Logan	336.879	\$ 1,574,575
40	Murray	342.782	\$ 1,602,164
42	Canyons	1,904.608	\$ 8,902,136
68	Ogden Preparatory Academy	80.660	\$ 377,006

BASIC SCHOOL PROGRAMS

FY2025-2026 Final Estimates

CLASS SIZE REDUCTION

Program =	26PPL	WPU Value =	\$4,674
Rev. Code =	3230	WPU's Approp. =	41,861
ID	LEA NAME	WPU's	AMOUNT
74	American Preparatory Academy	425.453	\$ 1,988,569
81	Walden School of Liberal Arts	25.490	\$ 119,139
82	Freedom Preparatory Academy	173.242	\$ 809,731
83	Academy for Math Engineering & Science	-	\$ -
86	Pinnacle Canyon Academy	18.575	\$ 86,817
87	City Academy	2.536	\$ 11,856
89	Soldier Hollow Charter School	30.833	\$ 144,112
91	Utah Arts Academy	7.143	\$ 33,384
92	Uintah River High	-	\$ -
93	John Hancock Charter School	100.050	\$ 467,632
94	Thomas Edison	110.225	\$ 515,193
95	Timpanogos Academy	45.348	\$ 211,957
97	Salt Lake Arts Academy	38.861	\$ 181,635
98	Fast Forward High	-	\$ -
A1	No. UT. Acad. for Math Engineering & Science	-	\$ -
A2	Ranches Academy	33.879	\$ 158,352
A3	Davinci Academy	89.261	\$ 417,206
A4	Summit Academy	183.725	\$ 858,733
A5	Itineris Early College High	-	\$ -
A6	North Davis Preparatory Academy	81.309	\$ 380,037
A8	East Hollywood High	-	\$ -
A9	Success Academy	-	\$ -
1B	Utah County Academy of Science	-	\$ -
2B	Lincoln Academy	75.932	\$ 354,906
3B	Beehive Science & Technology Academy	65.404	\$ 305,698
4B	Wasatch Peak Academy	48.059	\$ 224,630
5B	North Star Academy	44.959	\$ 210,138
7B	Reagan Academy	63.192	\$ 295,359
8B	American Leadership Academy	104.819	\$ 489,925
9B	Navigator Pointe Academy	34.533	\$ 161,408
1C	Odyssey Charter School	42.319	\$ 197,798
2C	InTech Collegiate Academy	4.629	\$ 21,637
3C	Entheos Academy	101.136	\$ 472,708
4C	Lakeview Academy	92.944	\$ 434,418
5C	Legacy Preparatory Academy	87.052	\$ 406,880
7C	Monticello Academy	109.149	\$ 510,160
8C	Mountainville Academy	64.959	\$ 303,617
9C	Paradigm High School	11.116	\$ 51,954
1D	Renaissance Academy	67.870	\$ 317,224
2D	Channing Hall	57.359	\$ 268,096
3D	Spectrum Academy	66.982	\$ 313,076
4D	Syracuse Arts Academy	177.348	\$ 828,925

BASIC SCHOOL PROGRAMS FY2025-2026 Final Estimates			
CLASS SIZE REDUCTION			
Program =	26PPL	WPU Value =	\$4,674
Rev. Code =	3230	WPU's Approp. =	41,861
ID	LEA NAME	WPU's	AMOUNT
5D	George Washington Academy	95.126	\$ 444,617
6D	Noah Webster Academy	48.985	\$ 228,954
8D	Open Classroom	26.254	\$ 122,710
9D	Canyon Rim Academy	49.031	\$ 229,170
1E	Guadalupe School	26.405	\$ 123,418
2E	Karl G. Maeser Preparatory Academy	20.869	\$ 97,542
3E	C.S. Lewis Academy	20.592	\$ 96,247
4E	Dual Immersion Academy	39.357	\$ 183,954
5E	Edith Bowen Laboratory School	33.134	\$ 154,868
7E	Gateway Preparatory Academy	201.578	\$ 942,177
8E	Merit College Preparatory Academy	11.785	\$ 55,081
9E	Providence Hall	135.343	\$ 632,591
1F	Quest Academy	85.666	\$ 400,401
2F	Rockwell Charter High School	5.591	\$ 26,130
3F	Venture Academy	41.648	\$ 194,661
4F	Salt Lake Center for Science Education	-	\$ -
5F	Utah Virtual Academy	92.504	\$ 432,366
6F	Early Light Academy	86.818	\$ 405,787
7F	Excelsior Academy	130.310	\$ 609,071
8F	Hawthorn Academy	120.957	\$ 565,352
9F	Mountain Heights Academy	16.063	\$ 75,080
1G	Jefferson Academy	46.771	\$ 218,607
2G	Vista School	95.750	\$ 447,534
3G	Bear River Charter School	17.552	\$ 82,037
4G	Maria Montessori Academy	35.019	\$ 163,679
5G	Canyon Grove Academy	91.392	\$ 427,168
6G	Weilenmann School of Discovery	38.499	\$ 179,945
8G	Good Foundations Academy	40.425	\$ 188,946
2H	Utah Connections Academy	63.947	\$ 298,888
3H	Endeavor Hall	22.947	\$ 107,253
5H	Highmark Charter School	54.013	\$ 252,455
6H	Promontory School of Expeditionary Learning	40.849	\$ 190,929
7H	Pacific Heritage Academy	32.825	\$ 153,422
8H	Valley Academy	64.745	\$ 302,618
1I	Utah International Charter School	5.727	\$ 26,769
2I	Esperanza School	55.148	\$ 257,760
3I	Leadership Learning Academy	82.317	\$ 384,750
4I	Mana Academy Charter School	22.296	\$ 104,209
5I	Voyage Academy	49.654	\$ 232,083
7I	Weber State University Charter Academy	1.132	\$ 5,289
8I	Winter Sports School	-	\$ -
9I	Utah Career Path High School	-	\$ -

BASIC SCHOOL PROGRAMS FY2025-2026 Final Estimates			
CLASS SIZE REDUCTION			
Program =	26PPL	WPU Value =	\$4,674
Rev. Code =	3230	WPU's Approp. =	41,861
ID	LEA NAME	WPU's	AMOUNT
2J	Ascent Academies of Utah	263.323	\$ 1,230,773
3J	Mountain View Montessori	21.568	\$ 100,808
5J	Mountain West Montessori Academy	40.263	\$ 188,191
6J	Scholar Academy	63.826	\$ 298,322
7J	Greenwood Charter School	33.188	\$ 155,123
8J	Terra Academy	42.122	\$ 196,877
9J	Lumen Scholar Institute	26.030	\$ 121,665
1K	Vanguard Academy	24.971	\$ 116,716
2K	Utah Military Academy	37.242	\$ 174,071
3K	Roots Charter High School	-	\$ -
4K	Athenian eAcademy	70.386	\$ 328,985
5K	Wasatch Waldorf Charter School	60.192	\$ 281,338
6K	Franklin Discovery Academy	73.424	\$ 343,185
7K	Wallace Stegner Academy	242.599	\$ 1,133,906
8K	American Academy of Innovation	11.822	\$ 55,257
9K	St. George Academy	10.965	\$ 51,251
2L	The Center for Creativity Innovation and Discovery	29.298	\$ 136,941
3L	Leadership Academy of Utah	20.500	\$ 95,818
5L	Ignite Entrepreneurship Academy	44.405	\$ 207,547
6L	Bonneville Academy	31.423	\$ 146,869
7L	Treeside Charter School	40.315	\$ 188,432
8L	Salt Lake Academy High School	45.140	\$ 210,983
1M	Advantage Arts Academy	33.915	\$ 158,521
3M	Bridge Elementary School	51.518	\$ 240,795
4M	Mountain Sunrise Academy	44.921	\$ 209,961
8M	Elevated Charter School	33.702	\$ 157,522
1N	Virtual Horizons Charter School	12.258	\$ 57,294
2N	ThrivePoint Academy	1.697	\$ 7,933
Unallocated		(0.000)	\$ -
Districts - Total		35,534.656	\$ 166,088,983
Charters - Total		6,326.384	\$ 29,569,517
Grand Total		41,861.040	\$ 195,658,500

BASIC SCHOOL PROGRAMS FY2025-2026 Final Estimates			
TOTAL RESTRICTED BASIC SCHOOL PROGRAMS			
		WPU Value =	\$4,674
		WPU's Approp. =	225,139
LEA ID	LEA NAME	WPU's	AMOUNT
1	Alpine	25,413.281	\$ 118,781,670
2	Beaver	598.538	\$ 2,797,571
3	Box Elder	4,224.110	\$ 19,743,495
4	Cache	6,132.631	\$ 28,663,917
5	Carbon	1,281.923	\$ 5,991,709
6	Daggett	90.316	\$ 422,140
7	Davis	21,495.882	\$ 100,471,753
8	Duchesne	2,100.888	\$ 9,819,550
9	Emery	878.337	\$ 4,105,346
10	Garfield	489.555	\$ 2,288,185
11	Grand	555.633	\$ 2,597,025
12	Granite	20,064.457	\$ 93,781,273
13	Iron	3,788.165	\$ 17,705,889
14	Jordan	18,351.858	\$ 85,776,590
15	Juab	867.744	\$ 4,055,833
16	Kane	573.347	\$ 2,679,823
17	Millard	1,242.645	\$ 5,808,125
18	Morgan	859.108	\$ 4,015,473
19	Nebo	13,020.841	\$ 60,859,410
20	North Sanpete	992.080	\$ 4,636,976
21	North Summit	411.594	\$ 1,923,789
22	Park City	1,016.769	\$ 4,752,380
23	Piute	212.317	\$ 992,373
24	Rich	203.322	\$ 950,326
25	San Juan	1,280.142	\$ 5,983,383
26	Sevier	1,747.636	\$ 8,168,454
27	South Sanpete	1,357.016	\$ 6,342,691
28	South Summit	526.504	\$ 2,460,882
29	Tintic	139.388	\$ 651,500
30	Tooele	5,328.738	\$ 24,906,522
31	Uintah	2,476.352	\$ 11,574,465
32	Wasatch	2,109.605	\$ 9,860,292
33	Washington	10,769.994	\$ 50,338,956
34	Wayne	243.903	\$ 1,140,004
35	Weber	10,683.738	\$ 49,935,789
36	Salt Lake	6,947.273	\$ 32,471,558
37	Ogden	3,898.078	\$ 18,219,621
38	Provo	4,527.576	\$ 21,161,888
39	Logan	1,871.844	\$ 8,749,002
40	Murray	1,839.344	\$ 8,597,086
42	Canyons	9,346.815	\$ 43,687,011
68	Ogden Preparatory Academy	425.923	\$ 1,990,764

BASIC SCHOOL PROGRAMS FY2025-2026 Final Estimates			
TOTAL RESTRICTED BASIC SCHOOL PROGRAMS			
		WPU Value =	\$4,674
		WPUs Approp. =	225,139
LEA ID	LEA NAME	WPU's	AMOUNT
74	American Preparatory Academy	2,030.714	\$ 9,491,559
81	Walden School of Liberal Arts	202.147	\$ 944,836
82	Freedom Preparatory Academy	821.847	\$ 3,841,310
83	Academy for Math Engineering & Science	109.593	\$ 512,237
86	Pinnacle Canyon Academy	204.757	\$ 957,032
87	City Academy	51.019	\$ 238,461
89	Soldier Hollow Charter School	153.740	\$ 718,579
91	Utah Arts Academy	74.674	\$ 349,026
92	Uintah River High	33.636	\$ 157,213
93	John Hancock Charter School	315.813	\$ 1,476,111
94	Thomas Edison	412.839	\$ 1,929,608
95	Timpanogos Academy	151.396	\$ 707,624
97	Salt Lake Arts Academy	103.714	\$ 484,760
98	Fast Forward High	184.346	\$ 861,635
A1	No. UT. Acad. for Math Engineering & Science	219.629	\$ 1,026,545
A2	Ranches Academy	106.648	\$ 498,474
A3	Davinci Academy	392.444	\$ 1,834,283
A4	Summit Academy	1,036.841	\$ 4,846,195
A5	Itineris Early College High	79.584	\$ 371,977
A6	North Davis Preparatory Academy	257.238	\$ 1,202,332
A8	East Hollywood High	164.778	\$ 770,174
A9	Success Academy	48.052	\$ 224,595
1B	Utah County Academy of Science	66.176	\$ 309,301
2B	Lincoln Academy	239.918	\$ 1,121,376
3B	Beehive Science & Technology Academy	290.601	\$ 1,358,269
4B	Wasatch Peak Academy	165.985	\$ 775,814
5B	North Star Academy	108.871	\$ 508,865
7B	Reagan Academy	218.851	\$ 1,022,909
8B	American Leadership Academy	503.484	\$ 2,353,278
9B	Navigator Pointe Academy	120.205	\$ 561,839
1C	Odyssey Charter School	118.987	\$ 556,146
2C	InTech Collegiate Academy	92.145	\$ 430,689
3C	Entheos Academy	465.023	\$ 2,173,519
4C	Lakeview Academy	287.552	\$ 1,344,017
5C	Legacy Preparatory Academy	287.727	\$ 1,344,835
7C	Monticello Academy	464.099	\$ 2,169,198
8C	Mountainville Academy	171.409	\$ 801,163
9C	Paradigm High School	131.999	\$ 616,963
1D	Renaissance Academy	211.166	\$ 986,992
2D	Channing Hall	162.144	\$ 757,863
3D	Spectrum Academy	4,080.586	\$ 19,072,662
4D	Syracuse Arts Academy	893.344	\$ 4,175,487

BASIC SCHOOL PROGRAMS FY2025-2026 Final Estimates			
TOTAL RESTRICTED BASIC SCHOOL PROGRAMS			
		WPU Value =	\$4,674
		WPU's Approp. =	225,139
LEA ID	LEA NAME	WPU's	AMOUNT
5D	George Washington Academy	323.334	\$ 1,511,264
6D	Noah Webster Academy	194.975	\$ 911,315
8D	Open Classroom	106.483	\$ 497,699
9D	Canyon Rim Academy	148.618	\$ 694,643
1E	Guadalupe School	110.670	\$ 517,271
2E	Karl G. Maeser Preparatory Academy	100.004	\$ 467,419
3E	C.S. Lewis Academy	97.483	\$ 455,635
4E	Dual Immersion Academy	110.181	\$ 514,987
5E	Edith Bowen Laboratory School	115.968	\$ 542,035
7E	Gateway Preparatory Academy	609.154	\$ 2,847,185
8E	Merit College Preparatory Academy	219.935	\$ 1,027,976
9E	Providence Hall	711.531	\$ 3,325,696
1F	Quest Academy	354.212	\$ 1,655,587
2F	Rockwell Charter High School	102.450	\$ 478,855
3F	Venture Academy	265.113	\$ 1,239,136
4F	Salt Lake Center for Science Education	133.211	\$ 622,627
5F	Utah Virtual Academy	864.888	\$ 4,042,485
6F	Early Light Academy	347.564	\$ 1,624,512
7F	Excelsior Academy	611.499	\$ 2,858,148
8F	Hawthorn Academy	576.182	\$ 2,693,073
9F	Mountain Heights Academy	243.382	\$ 1,137,566
1G	Jefferson Academy	141.986	\$ 663,644
2G	Vista School	344.741	\$ 1,611,320
3G	Bear River Charter School	67.275	\$ 314,441
4G	Maria Montessori Academy	210.691	\$ 984,770
5G	Canyon Grove Academy	282.118	\$ 1,318,621
6G	Weilenmann School of Discovery	108.024	\$ 504,902
8G	Good Foundations Academy	147.966	\$ 691,591
2H	Utah Connections Academy	289.315	\$ 1,352,259
3H	Endeavor Hall	93.441	\$ 436,745
5H	Highmark Charter School	182.319	\$ 852,160
6H	Promontory School of Expeditionary Learning	170.483	\$ 796,838
7H	Pacific Heritage Academy	107.524	\$ 502,569
8H	Valley Academy	242.385	\$ 1,132,908
1I	Utah International Charter School	66.133	\$ 309,105
2I	Esperanza School	218.806	\$ 1,022,698
3I	Leadership Learning Academy	441.465	\$ 2,063,407
4I	Mana Academy Charter School	91.914	\$ 429,607
5I	Voyage Academy	147.982	\$ 691,667
7I	Weber State University Charter Academy	7.641	\$ 35,716
8I	Winter Sports School	10.622	\$ 49,647
9I	Utah Career Path High School	59.301	\$ 277,171

BASIC SCHOOL PROGRAMS FY2025-2026 Final Estimates			
TOTAL RESTRICTED BASIC SCHOOL PROGRAMS			
		WPU Value =	\$4,674
		WPUs Approp. =	225,139
LEA ID	LEA NAME	WPU's	AMOUNT
2J	Ascent Academies of Utah	1,562.616	\$ 7,303,667
3J	Mountain View Montessori	118.558	\$ 554,140
5J	Mountain West Montessori Academy	133.205	\$ 622,600
6J	Scholar Academy	215.601	\$ 1,007,717
7J	Greenwood Charter School	170.639	\$ 797,565
8J	Terra Academy	254.495	\$ 1,189,509
9J	Lumen Scholar Institute	149.086	\$ 696,827
1K	Vanguard Academy	147.702	\$ 690,358
2K	Utah Military Academy	479.542	\$ 2,241,381
3K	Roots Charter High School	111.051	\$ 519,054
4K	Athenian eAcademy	240.650	\$ 1,124,798
5K	Wasatch Waldorf Charter School	187.507	\$ 876,407
6K	Franklin Discovery Academy	201.153	\$ 940,190
7K	Wallace Stegner Academy	906.988	\$ 4,239,263
8K	American Academy of Innovation	176.817	\$ 826,440
9K	St. George Academy	69.765	\$ 326,082
2L	The Center for Creativity Innovation and Discovery	160.075	\$ 748,193
3L	Leadership Academy of Utah	103.935	\$ 485,791
5L	Ignite Entrepreneurship Academy	139.848	\$ 653,648
6L	Bonneville Academy	118.140	\$ 552,186
7L	Treeside Charter School	117.317	\$ 548,339
8L	Salt Lake Academy High School	280.726	\$ 1,312,115
1M	Advantage Arts Academy	138.888	\$ 649,161
3M	Bridge Elementary School	219.508	\$ 1,025,980
4M	Mountain Sunrise Academy	176.826	\$ 826,483
8M	Elevated Charter School	87.733	\$ 410,063
1N	Virtual Horizons Charter School	46.756	\$ 218,537
2N	ThrivePoint Academy	29.895	\$ 139,728
Unallocated		1,994.076	\$ 9,330,030
Districts - Total		189,959.290	\$ 887,869,727
Charters - Total		33,185.634	\$ 155,109,644
Grand Total		225,139.000	\$ 1,052,309,400

BASIC SCHOOL PROGRAMS FY2025-2026 Final Estimates			
TOTAL BASIC SCHOOL PROGRAM			
		WPU Value =	\$4,674
		WPU's Approp. =	886,116
LEA ID	LEA NAME	WPU's	AMOUNT
1	Alpine	107,304.800	\$ 501,542,630
2	Beaver	2,892.662	\$ 13,520,308
3	Box Elder	16,239.600	\$ 75,903,893
4	Cache	25,501.984	\$ 119,196,273
5	Carbon	4,745.239	\$ 22,179,246
6	Daggett	692.381	\$ 3,236,192
7	Davis	89,143.528	\$ 416,656,852
8	Duchesne	7,885.163	\$ 36,855,253
9	Emery	3,542.299	\$ 16,556,703
10	Garfield	2,894.888	\$ 13,530,709
11	Grand	2,202.037	\$ 10,292,317
12	Granite	73,990.201	\$ 345,830,197
13	Iron	17,746.485	\$ 82,947,073
14	Jordan	73,132.337	\$ 341,820,545
15	Juab	3,587.504	\$ 16,767,995
16	Kane	2,928.419	\$ 13,687,431
17	Millard	4,705.021	\$ 21,991,266
18	Morgan	4,072.611	\$ 19,035,387
19	Nebo	54,243.503	\$ 253,534,134
20	North Sanpete	3,669.637	\$ 17,151,880
21	North Summit	1,923.210	\$ 8,989,080
22	Park City	5,015.442	\$ 23,442,174
23	Piute	1,171.715	\$ 5,476,596
24	Rich	1,276.245	\$ 5,965,167
25	San Juan	5,144.760	\$ 24,046,607
26	Sevier	6,820.703	\$ 31,879,966
27	South Sanpete	4,837.187	\$ 22,609,011
28	South Summit	2,489.426	\$ 11,635,579
29	Tintic	960.420	\$ 4,489,007
30	Tooele	21,114.353	\$ 98,688,484
31	Uintah	8,801.582	\$ 41,138,591
32	Wasatch	10,483.921	\$ 49,001,848
33	Washington	44,621.354	\$ 208,560,209
34	Wayne	1,139.205	\$ 5,324,649
35	Weber	41,920.534	\$ 195,936,575
36	Salt Lake	24,591.412	\$ 114,940,263
37	Ogden	13,511.735	\$ 63,153,854
38	Provo	17,559.952	\$ 82,075,213
39	Logan	6,796.311	\$ 31,765,961
40	Murray	7,231.956	\$ 33,802,156
42	Canyons	40,601.566	\$ 189,771,718
68	Ogden Preparatory Academy	1,327.563	\$ 6,203,081

BASIC SCHOOL PROGRAMS FY2025-2026 Final Estimates			
TOTAL BASIC SCHOOL PROGRAM			
		WPU Value =	\$4,674
		WPU's Approp. =	886,116
LEA ID	LEA NAME	WPU's	AMOUNT
74	American Preparatory Academy	7,214.059	\$ 33,707,610
81	Walden School of Liberal Arts	586.923	\$ 2,742,482
82	Freedom Preparatory Academy	2,854.427	\$ 13,337,299
83	Academy for Math Engineering & Science	668.237	\$ 3,122,406
86	Pinnacle Canyon Academy	539.698	\$ 2,521,831
87	City Academy	205.108	\$ 958,417
89	Soldier Hollow Charter School	450.724	\$ 2,106,038
91	Utah Arts Academy	516.567	\$ 2,413,704
92	Uintah River High	155.679	\$ 727,440
93	John Hancock Charter School	1,269.539	\$ 5,931,646
94	Thomas Edison	1,478.919	\$ 6,910,172
95	Timpanogos Academy	599.780	\$ 2,802,393
97	Salt Lake Arts Academy	493.078	\$ 2,303,829
98	Fast Forward High	821.328	\$ 3,837,906
A1	No. UT. Acad. for Math Engineering & Science	1,575.726	\$ 7,362,651
A2	Ranches Academy	412.299	\$ 1,926,362
A3	Davinci Academy	1,651.411	\$ 7,716,122
A4	Summit Academy	3,519.860	\$ 16,446,701
A5	Itineris Early College High	506.597	\$ 2,367,092
A6	North Davis Preparatory Academy	1,116.135	\$ 5,214,947
A8	East Hollywood High	553.912	\$ 2,588,323
A9	Success Academy	675.425	\$ 3,155,882
1B	Utah County Academy of Science	670.749	\$ 3,134,151
2B	Lincoln Academy	1,092.843	\$ 5,106,129
3B	Beehive Science & Technology Academy	1,137.368	\$ 5,314,270
4B	Wasatch Peak Academy	624.700	\$ 2,918,844
5B	North Star Academy	600.120	\$ 2,803,921
7B	Reagan Academy	806.360	\$ 3,767,575
8B	American Leadership Academy	2,122.126	\$ 9,915,533
9B	Navigator Pointe Academy	454.576	\$ 2,123,950
1C	Odyssey Charter School	522.537	\$ 2,441,426
2C	InTech Collegiate Academy	309.275	\$ 1,445,168
3C	Entheos Academy	1,446.865	\$ 6,760,466
4C	Lakeview Academy	1,292.974	\$ 6,041,154
5C	Legacy Preparatory Academy	1,226.102	\$ 5,728,883
7C	Monticello Academy	1,519.348	\$ 7,099,103
8C	Mountainville Academy	791.412	\$ 3,697,679
9C	Paradigm High School	550.704	\$ 2,573,262
1D	Renaissance Academy	891.439	\$ 4,165,064
2D	Channing Hall	715.349	\$ 3,342,318
3D	Spectrum Academy	5,279.328	\$ 24,672,437
4D	Syracuse Arts Academy	2,767.939	\$ 12,933,246

BASIC SCHOOL PROGRAMS FY2025-2026 Final Estimates			
TOTAL BASIC SCHOOL PROGRAM			
		WPU Value =	\$4,674
		WPU's Approp. =	886,116
LEA ID	LEA NAME	WPU's	AMOUNT
5D	George Washington Academy	1,239.077	\$ 5,789,386
6D	Noah Webster Academy	664.313	\$ 3,103,942
8D	Open Classroom	361.070	\$ 1,687,099
9D	Canyon Rim Academy	604.106	\$ 2,822,565
1E	Guadalupe School	362.700	\$ 1,694,743
2E	Karl G. Maeser Preparatory Academy	846.004	\$ 3,952,877
3E	C.S. Lewis Academy	294.028	\$ 1,373,844
4E	Dual Immersion Academy	493.046	\$ 2,303,668
5E	Edith Bowen Laboratory School	431.523	\$ 2,016,223
7E	Gateway Preparatory Academy	2,577.733	\$ 12,043,876
8E	Merit College Preparatory Academy	700.743	\$ 3,274,466
9E	Providence Hall	2,759.281	\$ 12,892,769
1F	Quest Academy	1,280.583	\$ 5,983,440
2F	Rockwell Charter High School	423.453	\$ 1,978,798
3F	Venture Academy	1,091.704	\$ 5,101,057
4F	Salt Lake Center for Science Education	554.937	\$ 2,593,085
5F	Utah Virtual Academy	2,702.857	\$ 12,629,400
6F	Early Light Academy	1,296.146	\$ 6,056,118
7F	Excelsior Academy	1,879.261	\$ 8,780,847
8F	Hawthorn Academy	1,813.768	\$ 8,474,877
9F	Mountain Heights Academy	1,290.560	\$ 6,030,323
1G	Jefferson Academy	586.412	\$ 2,739,928
2G	Vista School	1,370.587	\$ 6,403,948
3G	Bear River Charter School	234.731	\$ 1,096,757
4G	Maria Montessori Academy	573.623	\$ 2,680,311
5G	Canyon Grove Academy	1,266.560	\$ 5,917,682
6G	Weilenmann School of Discovery	481.464	\$ 2,249,667
8G	Good Foundations Academy	512.466	\$ 2,394,382
2H	Utah Connections Academy	1,628.908	\$ 7,611,099
3H	Endeavor Hall	308.472	\$ 1,441,368
5H	Highmark Charter School	817.340	\$ 3,818,903
6H	Promontory School of Expeditionary Learning	566.947	\$ 2,649,095
7H	Pacific Heritage Academy	428.190	\$ 2,000,647
8H	Valley Academy	868.489	\$ 4,057,924
1I	Utah International Charter School	358.210	\$ 1,673,893
2I	Esperanza School	747.844	\$ 3,494,262
3I	Leadership Learning Academy	1,228.240	\$ 5,739,046
4I	Mana Academy Charter School	382.434	\$ 1,786,894
5I	Voyage Academy	611.036	\$ 2,854,925
7I	Weber State University Charter Academy	18.441	\$ 86,172
8I	Winter Sports School	128.729	\$ 601,500
9I	Utah Career Path High School	229.374	\$ 1,071,822

BASIC SCHOOL PROGRAMS FY2025-2026 Final Estimates			
TOTAL BASIC SCHOOL PROGRAM			
		WPU Value =	\$4,674
		WPU's Approp. =	886,116
LEA ID	LEA NAME	WPU's	AMOUNT
2J	Ascent Academies of Utah	4,235.225	\$ 19,789,565
3J	Mountain View Montessori	323.638	\$ 1,512,215
5J	Mountain West Montessori Academy	545.663	\$ 2,549,517
6J	Scholar Academy	837.635	\$ 3,913,746
7J	Greenwood Charter School	494.143	\$ 2,308,902
8J	Terra Academy	819.717	\$ 3,830,188
9J	Lumen Scholar Institute	610.048	\$ 2,850,467
1K	Vanguard Academy	885.123	\$ 4,135,745
2K	Utah Military Academy	1,758.163	\$ 8,215,329
3K	Roots Charter High School	404.169	\$ 1,888,585
4K	Athenian eAcademy	924.318	\$ 4,318,769
5K	Wasatch Waldorf Charter School	764.895	\$ 3,573,831
6K	Franklin Discovery Academy	896.780	\$ 4,189,970
7K	Wallace Stegner Academy	3,562.963	\$ 16,647,592
8K	American Academy of Innovation	585.596	\$ 2,736,392
9K	St. George Academy	394.198	\$ 1,841,897
2L	The Center for Creativity Innovation and Discovery	447.281	\$ 2,090,033
3L	Leadership Academy of Utah	659.252	\$ 3,080,292
5L	Ignite Entrepreneurship Academy	566.436	\$ 2,646,620
6L	Bonneville Academy	424.024	\$ 1,981,290
7L	Treeside Charter School	502.450	\$ 2,347,723
8L	Salt Lake Academy High School	1,202.244	\$ 5,617,513
1M	Advantage Arts Academy	460.141	\$ 2,149,963
3M	Bridge Elementary School	701.566	\$ 3,278,033
4M	Mountain Sunrise Academy	624.552	\$ 2,918,183
8M	Elevated Charter School	438.594	\$ 2,049,214
1N	Virtual Horizons Charter School	181.996	\$ 850,367
2N	ThrivePoint Academy	154.515	\$ 721,988
41	USDB	20.895	\$ 97,662
Unallocated		1,526.000	\$ 7,310,380
Districts - Total		769,133.288	\$ 3,594,928,991
Charters - Total		115,435.818	\$ 539,376,467
Other - Total		20.895	\$ 97,662
Grand Total		886,116.000	\$ 4,141,713,500

RELATED TO BASIC PROGRAMS FY2025-2026 Final Estimates		
ID	Local Education Agency	Pupil Transportation Pgm: 5315, Rev: 3200 \$134,414,900
		DOLLARS
1	Alpine	\$ 16,586,357
2	Beaver	\$ 293,158
3	Box Elder	\$ 5,385,146
4	Cache	\$ 7,901,494
5	Carbon	\$ 1,422,912
6	Daggett	\$ 167,481
7	Davis	\$ 10,794,022
8	Duchesne	\$ 2,121,968
9	Emery	\$ 823,815
10	Garfield	\$ 240,485
11	Grand	\$ 440,937
12	Granite	\$ 8,627,590
13	Iron	\$ 2,861,365
14	Jordan	\$ 12,983,873
15	Juab	\$ 653,557
16	Kane	\$ 486,447
17	Millard	\$ 1,099,692
18	Morgan	\$ 1,028,498
19	Nebo	\$ 8,759,758
20	North Sanpete	\$ 949,312
21	North Summit	\$ 480,993
22	Park City	\$ 1,488,685
23	Piute	\$ 179,782
24	Rich	\$ 376,675
25	San Juan	\$ 1,991,914
26	Sevier	\$ 1,152,769
27	South Sanpete	\$ 755,187
28	South Summit	\$ 458,858
29	Tintic	\$ 81,822
30	Tooele	\$ 4,100,942
31	Uintah	\$ 3,177,423
32	Wasatch	\$ 1,597,669
33	Washington	\$ 5,167,786
34	Wayne	\$ 198,714
35	Weber	\$ 7,617,881
36	Salt Lake	\$ 3,502,957
37	Ogden	\$ 1,630,690
38	Provo	\$ 1,724,725
39	Logan	\$ 1,529,983
40	Murray	\$ 636,067
42	Canyons	\$ 7,935,510
41	USDB	\$ -
Unallocated		\$ 5,000,000
Districts - Total		\$ 129,414,900
Charters - Total		\$ -
USDB		\$ -
Grand Total		\$ 134,414,900

RELATED TO BASIC PROGRAMS FY2025-2026 Final Estimates			
ID	Local Education Agency	CHARTER SCHOOLS	
		Local Replacement Prog: 5619, Rev: 3200 \$302,909,000	Charter Funding Base Prog: Var., Rev: 3200 \$11,465,000
		DOLLARS	DOLLARS
68	Ogden Preparatory Academy	\$ 3,533,672	\$ 112,010
74	American Preparatory Academy	\$ 19,776,228	\$ 200,560
81	Walden School of Liberal Arts	\$ 1,440,316	\$ 85,000
82	Freedom Preparatory Academy	\$ 7,782,060	\$ 200,560
83	Academy for Math Engineering & Science	\$ 1,690,648	\$ 85,000
86	Pinnacle Canyon Academy	\$ 1,298,824	\$ 85,000
87	City Academy	\$ 471,640	\$ 85,000
89	Soldier Hollow Charter School	\$ 1,168,216	\$ 85,000
91	Utah Arts Academy	\$ 1,320,592	\$ 85,000
92	Uintah River High	\$ 370,056	\$ 85,000
93	John Hancock Charter School	\$ 3,950,892	\$ 125,235
94	Thomas Edison	\$ 4,164,944	\$ 132,020
95	Timpanogos Academy	\$ 1,774,092	\$ 85,000
97	Salt Lake Arts Academy	\$ 1,483,852	\$ 85,000
98	Fast Forward High	\$ 1,781,348	\$ 85,000
A1	No. UT. Acad. for Math Engineering & Science	\$ 4,154,060	\$ 131,675
A2	Ranches Academy	\$ 1,309,708	\$ 85,000
A3	Davinci Academy	\$ 4,665,608	\$ 147,890
A4	Summit Academy	\$ 9,294,936	\$ 200,560
A5	Itineris Early College High	\$ 1,342,360	\$ 85,000
A6	North Davis Preparatory Academy	\$ 3,384,924	\$ 107,295
A8	East Hollywood High	\$ 1,200,868	\$ 85,000
A9	Success Academy	\$ 1,915,584	\$ 74,015
1B	Utah County Academy of Science	\$ 1,679,764	\$ 85,000
2B	Lincoln Academy	\$ 3,297,852	\$ 104,535
3B	Beehive Science & Technology Academy	\$ 3,239,804	\$ 102,695
4B	Wasatch Peak Academy	\$ 1,821,256	\$ 74,015
5B	North Star Academy	\$ 1,886,560	\$ 74,015
7B	Reagan Academy	\$ 2,448,900	\$ 77,625
8B	American Leadership Academy	\$ 5,946,292	\$ 188,485
9B	Navigator Pointe Academy	\$ 1,335,104	\$ 85,000
1C	Odyssey Charter School	\$ 1,650,740	\$ 85,000
2C	InTech Collegiate Academy	\$ 703,832	\$ 85,000
3C	Entheos Academy	\$ 3,958,148	\$ 125,465
4C	Lakeview Academy	\$ 4,001,684	\$ 126,845
5C	Legacy Preparatory Academy	\$ 3,475,624	\$ 110,170
7C	Monticello Academy	\$ 4,230,248	\$ 134,090
8C	Mountainville Academy	\$ 2,503,320	\$ 79,350
9C	Paradigm High School	\$ 1,324,220	\$ 85,000
1D	Renaissance Academy	\$ 2,757,280	\$ 87,400
2D	Channing Hall	\$ 2,220,336	\$ 74,015
3D	Spectrum Academy	\$ 5,703,216	\$ 180,780
4D	Syracuse Arts Academy	\$ 7,437,400	\$ 200,560

RELATED TO BASIC PROGRAMS FY2025-2026 Final Estimates			
ID	Local Education Agency	CHARTER SCHOOLS	
		Local Replacement Prog: 5619, Rev: 3200 \$302,909,000	Charter Funding Base Prog: Var., Rev: 3200 \$11,465,000
		DOLLARS	DOLLARS
5D	George Washington Academy	\$ 3,736,840	\$ 118,450
6D	Noah Webster Academy	\$ 1,919,212	\$ 74,015
8D	Open Classroom	\$ 979,560	\$ 85,000
9D	Canyon Rim Academy	\$ 1,864,792	\$ 74,015
1E	Guadalupe School	\$ 936,024	\$ 85,000
2E	Karl G. Maeser Preparatory Academy	\$ 2,438,016	\$ 77,280
3E	C.S. Lewis Academy	\$ 801,788	\$ 85,000
4E	Dual Immersion Academy	\$ 1,505,620	\$ 85,000
5E	Edith Bowen Laboratory School	\$ 1,298,824	\$ 85,000
7E	Gateway Preparatory Academy	\$ 8,065,044	\$ 200,560
8E	Merit College Preparatory Academy	\$ 1,462,084	\$ 85,000
9E	Providence Hall	\$ 7,455,540	\$ 200,560
1F	Quest Academy	\$ 3,635,256	\$ 115,230
2F	Rockwell Charter High School	\$ 769,136	\$ 85,000
3F	Venture Academy	\$ 2,844,352	\$ 90,160
4F	Salt Lake Center for Science Education	\$ 1,255,288	\$ 85,000
5F	Utah Virtual Academy	\$ 6,802,500	\$ 215,625
6F	Early Light Academy	\$ 3,754,980	\$ 119,025
7F	Excelsior Academy	\$ 5,111,852	\$ 162,035
8F	Hawthorn Academy	\$ 4,850,636	\$ 153,755
9F	Mountain Heights Academy	\$ 3,185,384	\$ 100,970
1G	Jefferson Academy	\$ 1,741,440	\$ 85,000
2G	Vista School	\$ 3,947,264	\$ 125,120
3G	Bear River Charter School	\$ 678,436	\$ 85,000
4G	Maria Montessori Academy	\$ 1,458,456	\$ 85,000
5G	Canyon Grove Academy	\$ 4,027,080	\$ 127,650
6G	Weilenmann School of Discovery	\$ 1,262,544	\$ 85,000
8G	Good Foundations Academy	\$ 1,607,204	\$ 85,000
2H	Utah Connections Academy	\$ 4,382,624	\$ 138,920
3H	Endeavor Hall	\$ 783,648	\$ 85,000
5H	Highmark Charter School	\$ 2,434,388	\$ 77,165
6H	Promontory School of Expeditionary Learning	\$ 1,480,224	\$ 85,000
7H	Pacific Heritage Academy	\$ 1,291,568	\$ 85,000
8H	Valley Academy	\$ 2,525,088	\$ 80,040
1I	Utah International Charter School	\$ 689,320	\$ 85,000
2I	Esperanza School	\$ 2,107,868	\$ 74,015
3I	Leadership Learning Academy	\$ 3,174,500	\$ 100,625
4I	Mana Academy Charter School	\$ 1,092,028	\$ 85,000
5I	Voyage Academy	\$ 1,919,212	\$ 74,015
7I	Weber State University Charter Academy	\$ 43,536	\$ 85,000
8I	Winter Sports School	\$ 322,892	\$ 85,000
9I	Utah Career Path High School	\$ 493,408	\$ 85,000
2J	Ascent Academies of Utah	\$ 10,662,692	\$ 200,560

RELATED TO BASIC PROGRAMS FY2025-2026 Final Estimates			
ID	Local Education Agency	CHARTER SCHOOLS	
		Local Replacement Prog: 5619, Rev: 3200 \$302,909,000	Charter Funding Base Prog: Var., Rev: 3200 \$11,465,000
		DOLLARS	DOLLARS
3J	Mountain View Montessori	\$ 852,580	\$ 85,000
5J	Mountain West Montessori Academy	\$ 1,654,368	\$ 85,000
6J	Scholar Academy	\$ 2,467,040	\$ 78,200
7J	Greenwood Charter School	\$ 1,306,080	\$ 85,000
8J	Terra Academy	\$ 2,122,380	\$ 74,015
9J	Lumen Scholar Institute	\$ 1,625,344	\$ 85,000
1K	Vanguard Academy	\$ 2,398,108	\$ 76,015
2K	Utah Military Academy	\$ 4,219,364	\$ 133,745
3K	Roots Charter High School	\$ 907,000	\$ 85,000
4K	Athenian eAcademy	\$ 2,713,744	\$ 86,020
5K	Wasatch Waldorf Charter School	\$ 2,332,804	\$ 74,015
6K	Franklin Discovery Academy	\$ 2,869,748	\$ 90,965
7K	Wallace Stegner Academy	\$ 10,332,544	\$ 200,560
8K	American Academy of Innovation	\$ 1,237,148	\$ 85,000
9K	St. George Academy	\$ 1,059,376	\$ 85,000
2L	The Center for Creativity Innovation and Discovery	\$ 1,012,212	\$ 85,000
3L	Leadership Academy of Utah	\$ 1,908,328	\$ 74,015
5L	Ignite Entrepreneurship Academy	\$ 1,632,600	\$ 85,000
6L	Bonneville Academy	\$ 1,084,772	\$ 85,000
7L	Treeside Charter School	\$ 1,320,592	\$ 85,000
8L	Salt Lake Academy High School	\$ 3,221,664	\$ 102,120
1M	Advantage Arts Academy	\$ 1,338,732	\$ 85,000
3M	Bridge Elementary School	\$ 1,973,632	\$ 74,015
4M	Mountain Sunrise Academy	\$ 1,766,836	\$ 85,000
8M	Elevated Charter School	\$ 1,400,408	\$ 85,000
1N	Virtual Horizons Charter School	\$ 511,548	\$ 85,000
2N	ThrivePoint Academy	\$ 388,196	\$ 85,000
Unallocated		\$ (6,443,304)	\$ (145,340.0)
Districts - Total		\$ -	\$ -
Charters - Total		\$ 309,352,304	\$ 11,610,340
Grand Total		\$ 302,909,000	\$ 11,465,000

FOCUS POPULATIONS FY2025-2026 Final Estimates		
ID	Local Education Agency	Youth-in-Care Pgm: 5340, Rev: 3300 \$33,963,300
		DOLLARS
1	Alpine	\$ 3,664,449
2	Beaver	\$ -
3	Box Elder	\$ 552,715
4	Cache	\$ 249,820
5	Carbon	\$ 453,023
6	Daggett	\$ -
7	Davis	\$ 1,890,152
8	Duchesne	\$ 146,898
9	Emery	\$ 93,805
10	Garfield	\$ -
11	Grand	\$ 145,155
12	Granite	\$ 5,993,603
13	Iron	\$ 1,537,817
14	Jordan	\$ 847,257
15	Juab	\$ -
16	Kane	\$ -
17	Millard	\$ -
18	Morgan	\$ -
19	Nebo	\$ 1,647,867
20	North Sanpete	\$ 1,341,672
21	North Summit	\$ -
22	Park City	\$ -
23	Piute	\$ -
24	Rich	\$ -
25	San Juan	\$ 402,911
26	Sevier	\$ 472,969
27	South Sanpete	\$ 957,316
28	South Summit	\$ -
29	Tintic	\$ -
30	Tooele	\$ 333,496
31	Uintah	\$ 617,276
32	Wasatch	\$ -
33	Washington	\$ 1,110,663
34	Wayne	\$ -
35	Weber	\$ 553,069
36	Salt Lake	\$ 1,070,164
37	Ogden	\$ 4,279,607
38	Provo	\$ 4,316,322
39	Logan	\$ 471,244
40	Murray	\$ 341,170
42	Canyons	\$ 448,952
Unallocated		\$ 23,908
Districts - Total		\$ 33,939,392

FOCUS POPULATIONS		
FY2025-2026 Final Estimates		
ID	Local Education Agency	Youth-in-Care
		Pgm: 5340, Rev: 3300
		\$33,963,300
		DOLLARS
Grand Total		\$ 33,963,300

FOCUS POPULATIONS FY2025-2026 Final Estimates					
ID	Local Education Agency	Adult Education Pgm: 1609, Rev: 3300 \$15,317,560	Adult Education Supplemental Pgm: 1609, Rev: 3300 \$474,640	Adult Education Corrections Institutions Pgm: 5613, Rev 3300 \$3,295,500	Adult Education Total \$19,087,700
		DOLLARS	DOLLARS	DOLLARS	Dollars
1	Alpine	\$ 632,370	\$ 1,623	\$ -	\$ 633,993
2	Beaver	\$ 68,206	\$ 966	\$ 247,462	\$ 316,634
3	Box Elder	\$ 290,651	\$ 30,707	\$ 23,993	\$ 345,351
4	Cache	\$ 183,321	\$ 31,896	\$ 17,506	\$ 232,723
5	Carbon	\$ 111,991	\$ 34,859	\$ -	\$ 146,850
6	Daggett	\$ 20,467	\$ 100	\$ -	\$ 20,567
7	Davis	\$ 1,460,360	\$ 4,162	\$ 24,508	\$ 1,489,030
8	Duchesne	\$ 158,782	\$ 600	\$ 16,666	\$ 176,048
9	Emery	\$ 33,538	\$ 200	\$ 9,662	\$ 43,400
10	Garfield	\$ 204,889	\$ 670	\$ 25,835	\$ 231,394
11	Grand	\$ 129,572	\$ 600	\$ 10,111	\$ 140,283
12	Granite	\$ 2,967,495	\$ 8,188	\$ -	\$ 2,975,683
13	Iron	\$ 98,810	\$ 22,537	\$ 9,723	\$ 131,070
14	Jordan	\$ 1,061,000	\$ 2,744	\$ -	\$ 1,063,744
15	Juab	\$ 56,310	\$ 200	\$ 8,767	\$ 65,277
16	Kane	\$ 162,638	\$ 750	\$ 46,384	\$ 209,772
17	Millard	\$ 47,475	\$ 200	\$ 16,667	\$ 64,342
18	Morgan	\$ 39,801	\$ 100	\$ -	\$ 39,901
19	Nebo	\$ 326,096	\$ 944	\$ -	\$ 327,040
20	North Sanpete	\$ 35,306	\$ 8,551	\$ -	\$ 43,857
21	North Summit	\$ 27,698	\$ 100	\$ -	\$ 27,798
22	Park City	\$ 109,010	\$ 600	\$ 11,428	\$ 121,038
23	Piute	\$ -	\$ -	\$ -	\$ -
24	Rich	\$ -	\$ -	\$ -	\$ -
25	San Juan	\$ 270,341	\$ 955	\$ 44,532	\$ 315,828
26	Sevier	\$ 43,542	\$ 200	\$ 21,077	\$ 64,819
27	South Sanpete	\$ 73,134	\$ 4,936	\$ 1,434,291	\$ 1,512,361
28	South Summit	\$ 29,736	\$ 15,136	\$ -	\$ 44,872
29	Tintic	\$ 31,147	\$ 100	\$ -	\$ 31,247
30	Tooele	\$ 282,390	\$ 40,407	\$ 10,195	\$ 332,992
31	Uintah	\$ 300,324	\$ 1,138	\$ 81,505	\$ 382,967
32	Wasatch	\$ 67,071	\$ 19,671	\$ 14,009	\$ 100,751
33	Washington	\$ 526,120	\$ 1,584	\$ 20,588	\$ 548,292
34	Wayne	\$ -	\$ -	\$ -	\$ -
35	Weber	\$ 1,059,756	\$ 1,422	\$ -	\$ 1,061,178
36	Salt Lake	\$ 2,273,032	\$ 108,524	\$ 1,166,953	\$ 3,548,509
37	Ogden	\$ 471,205	\$ 79,770	\$ -	\$ 550,975
38	Provo	\$ 802,079	\$ 10,443	\$ -	\$ 812,522
39	Logan	\$ -	\$ -	\$ -	\$ -
40	Murray	\$ -	\$ -	\$ -	\$ -
42	Canyons	\$ 824,368	\$ 39,057	\$ -	\$ 863,425
Unallocated		\$ 37,529	\$ -	\$ 33,638	\$ 71,167
Districts - Total		\$ 15,280,031	\$ 474,640	\$ 3,261,862	\$ 19,016,533
Charters - Total		\$ -	\$ -	\$ -	\$ -
Grand Total		\$ 15,317,560	\$ 474,640	\$ 3,295,500	\$ 19,087,700

FOCUS POPULATIONS FY2025-2026 Final Estimates						
ID	Enhancement for Accelerated Students					Concurrent Enrollment Pgm: 5333, Rev: 3300 \$23,345,400 DOLLARS
	Local Education Agency	Gifted and Talented Pgm: 5331, Rev: 3300 \$4,230,200	Advanced Placement Pgm: 5332, Rev: 3300 \$2,953,500	International Baccalaureate Pgm: 5612, Rev: 3300 \$200,000	TOTAL EASP \$7,383,700	
		DOLLARS	DOLLARS	DOLLARS	DOLLARS	
1	Alpine	\$ 496,174	\$ 460,593	\$ -	\$ 956,767	\$ 1,657,240
2	Beaver	\$ -	\$ -	\$ -	\$ -	\$ 130,268
3	Box Elder	\$ 72,761	\$ 32,743	\$ -	\$ 105,505	\$ 291,739
4	Cache	\$ 115,047	\$ 94,728	\$ -	\$ 209,775	\$ 649,259
5	Carbon	\$ 19,152	\$ 6,168	\$ -	\$ 25,320	\$ 104,292
6	Daggett	\$ -	\$ -	\$ -	\$ -	\$ 14,486
7	Davis	\$ 398,440	\$ 419,263	\$ 14,414	\$ 832,117	\$ 1,719,440
8	Duchesne	\$ 29,927	\$ 4,858	\$ -	\$ 34,785	\$ 160,773
9	Emery	\$ 11,633	\$ -	\$ -	\$ 11,633	\$ 73,554
10	Garfield	\$ 11,341	\$ -	\$ -	\$ 11,341	\$ 76,737
11	Grand	\$ 7,997	\$ 2,340	\$ -	\$ 10,337	\$ 66,851
12	Granite	\$ 327,342	\$ 327,251	\$ 12,815	\$ 667,407	\$ 514,240
13	Iron	\$ 86,995	\$ 12,274	\$ -	\$ 99,269	\$ 240,756
14	Jordan	\$ 326,581	\$ 292,677	\$ 13,430	\$ 632,688	\$ 830,660
15	Juab	\$ -	\$ -	\$ -	\$ -	\$ 130,736
16	Kane	\$ 8,413	\$ -	\$ -	\$ 8,413	\$ 140,661
17	Millard	\$ -	\$ -	\$ -	\$ -	\$ 104,960
18	Morgan	\$ 17,516	\$ 10,323	\$ -	\$ 27,839	\$ 130,701
19	Nebo	\$ 263,843	\$ 73,083	\$ -	\$ 336,925	\$ 890,918
20	North Sanpete	\$ 14,411	\$ 4,023	\$ -	\$ 18,433	\$ 71,260
21	North Summit	\$ 5,909	\$ 554	\$ -	\$ 6,464	\$ 66,524
22	Park City	\$ 22,656	\$ 108,972	\$ -	\$ 131,627	\$ 91,436
23	Piute	\$ -	\$ -	\$ -	\$ -	\$ 25,221
24	Rich	\$ -	\$ -	\$ -	\$ -	\$ 90,910
25	San Juan	\$ -	\$ -	\$ -	\$ -	\$ 115,641
26	Sevier	\$ 26,283	\$ -	\$ -	\$ 26,283	\$ 229,414
27	South Sanpete	\$ -	\$ -	\$ -	\$ -	\$ 157,070
28	South Summit	\$ -	\$ 8,915	\$ -	\$ 8,915	\$ 79,678
29	Tintic	\$ 1,380	\$ -	\$ -	\$ 1,380	\$ 18,373
30	Tooele	\$ 86,960	\$ 42,575	\$ -	\$ 129,535	\$ 399,344
31	Uintah	\$ 38,499	\$ 7,502	\$ -	\$ 46,001	\$ 119,546
32	Wasatch	\$ 51,831	\$ 35,591	\$ -	\$ 87,422	\$ 231,579
33	Washington	\$ 202,475	\$ 89,803	\$ -	\$ 292,278	\$ 733,239
34	Wayne	\$ 2,619	\$ -	\$ -	\$ 2,619	\$ 37,417
35	Weber	\$ 183,456	\$ 80,242	\$ -	\$ 263,698	\$ 672,377
36	Salt Lake	\$ 106,492	\$ 138,016	\$ 41,073	\$ 285,582	\$ 127,579
37	Ogden	\$ 59,943	\$ 31,866	\$ 33,961	\$ 125,770	\$ 113,809
38	Provo	\$ 78,149	\$ 106,135	\$ -	\$ 184,283	\$ 233,424
39	Logan	\$ 31,732	\$ 23,933	\$ -	\$ 55,665	\$ 98,906
40	Murray	\$ 32,882	\$ 28,776	\$ -	\$ 61,658	\$ 85,523
42	Canyons	\$ 182,164	\$ 264,747	\$ 15,791	\$ 462,702	\$ 642,382
68	Ogden Preparatory Academy	\$ 7,820	\$ -	\$ -	\$ 7,820	\$ -
74	American Preparatory Academy	\$ 38,570	\$ 21,951	\$ -	\$ 60,522	\$ 8,422
81	Walden School of Liberal Arts	\$ -	\$ 251	\$ -	\$ 251	\$ -
82	Freedom Preparatory Academy	\$ 16,463	\$ 1,031	\$ -	\$ 17,494	\$ 19,569
83	Academy for Math Engineering & Science	\$ -	\$ 9,274	\$ -	\$ 9,274	\$ 165,177
86	Pinnacle Canyon Academy	\$ -	\$ -	\$ -	\$ -	\$ -
87	City Academy	\$ -	\$ -	\$ -	\$ -	\$ -
89	Soldier Hollow Charter School	\$ 2,919	\$ -	\$ -	\$ 2,919	\$ -
91	Utah Arts Academy	\$ 380	\$ 1,586	\$ -	\$ 1,967	\$ 11,060
92	Uintah River High	\$ -	\$ -	\$ -	\$ -	\$ -
93	John Hancock Charter School	\$ 9,236	\$ -	\$ -	\$ 9,236	\$ -
94	Thomas Edison	\$ 10,501	\$ -	\$ -	\$ 10,501	\$ -
95	Timpanogos Academy	\$ -	\$ -	\$ -	\$ -	\$ -
97	Salt Lake Arts Academy	\$ -	\$ -	\$ -	\$ -	\$ -
98	Fast Forward High	\$ -	\$ -	\$ -	\$ -	\$ -
A1	No. UT. Acad. for Math Engineering & Science	\$ -	\$ 5,515	\$ -	\$ 5,515	\$ 258,474
A2	Ranches Academy	\$ -	\$ -	\$ -	\$ -	\$ -

FOCUS POPULATIONS FY2025-2026 Final Estimates						
ID	Enhancement for Accelerated Students					Concurrent Enrollment Pgm: 5333, Rev: 3300 \$23,345,400 DOLLARS
	Local Education Agency	Gifted and Talented Pgm: 5331, Rev: 3300 \$4,230,200	Advanced Placement Pgm: 5332, Rev: 3300 \$2,953,500	International Baccalaureate Pgm: 5612, Rev: 3300 \$200,000	TOTAL EASP \$7,383,700	
		DOLLARS	DOLLARS	DOLLARS	DOLLARS	
A3	Davinci Academy	\$ -	\$ 8,113	\$ -	\$ 8,113	\$ -
A4	Summit Academy	\$ -	\$ 9,690	\$ -	\$ 9,690	\$ 40,026
A5	Itineris Early College High	\$ -	\$ 3,296	\$ -	\$ 3,296	\$ 123,195
A6	North Davis Preparatory Academy	\$ -	\$ -	\$ -	\$ -	\$ -
A8	East Hollywood High	\$ -	\$ -	\$ -	\$ -	\$ -
A9	Success Academy	\$ -	\$ -	\$ -	\$ -	\$ 242,145
1B	Utah County Academy of Science	\$ -	\$ -	\$ -	\$ -	\$ 90,210
2B	Lincoln Academy	\$ -	\$ -	\$ -	\$ -	\$ -
3B	Beehive Science & Technology Academy	\$ 6,033	\$ 5,314	\$ -	\$ 11,347	\$ 17,251
4B	Wasatch Peak Academy	\$ 4,600	\$ -	\$ -	\$ 4,600	\$ -
5B	North Star Academy	\$ 4,069	\$ -	\$ -	\$ 4,069	\$ -
7B	Reagan Academy	\$ -	\$ -	\$ -	\$ -	\$ -
8B	American Leadership Academy	\$ -	\$ -	\$ -	\$ -	\$ 93,778
9B	Navigator Pointe Academy	\$ -	\$ -	\$ -	\$ -	\$ -
1C	Odyssey Charter School	\$ 3,715	\$ -	\$ -	\$ 3,715	\$ -
2C	InTech Collegiate Academy	\$ -	\$ 1,133	\$ -	\$ 1,133	\$ 32,251
3C	Entheos Academy	\$ -	\$ -	\$ -	\$ -	\$ -
4C	Lakeview Academy	\$ 8,731	\$ -	\$ -	\$ 8,731	\$ -
5C	Legacy Preparatory Academy	\$ -	\$ -	\$ -	\$ -	\$ -
7C	Monticello Academy	\$ -	\$ -	\$ -	\$ -	\$ -
8C	Mountainville Academy	\$ 5,847	\$ -	\$ -	\$ 5,847	\$ -
9C	Paradigm High School	\$ 1,017	\$ -	\$ -	\$ 1,017	\$ -
1D	Renaissance Academy	\$ -	\$ -	\$ -	\$ -	\$ -
2D	Channing Hall	\$ 5,334	\$ -	\$ 14,150	\$ 19,484	\$ -
3D	Spectrum Academy	\$ 8,687	\$ -	\$ -	\$ 8,687	\$ -
4D	Syracuse Arts Academy	\$ 13,977	\$ -	\$ -	\$ 13,977	\$ -
5D	George Washington Academy	\$ -	\$ -	\$ -	\$ -	\$ -
6D	Noah Webster Academy	\$ -	\$ -	\$ -	\$ -	\$ -
8D	Open Classroom	\$ -	\$ -	\$ -	\$ -	\$ -
9D	Canyon Rim Academy	\$ 4,635	\$ -	\$ -	\$ 4,635	\$ -
1E	Guadalupe School	\$ -	\$ -	\$ -	\$ -	\$ -
2E	Karl G. Maeser Preparatory Academy	\$ -	\$ -	\$ -	\$ -	\$ -
3E	C.S. Lewis Academy	\$ 1,982	\$ -	\$ -	\$ 1,982	\$ -
4E	Dual Immersion Academy	\$ -	\$ -	\$ -	\$ -	\$ -
5E	Edith Bowen Laboratory School	\$ 3,176	\$ -	\$ -	\$ 3,176	\$ -
7E	Gateway Preparatory Academy	\$ 6,502	\$ -	\$ -	\$ 6,502	\$ -
8E	Merit College Preparatory Academy	\$ -	\$ 403	\$ -	\$ 403	\$ 32,090
9E	Providence Hall	\$ 12,624	\$ 10,759	\$ 8,900	\$ 32,283	\$ 10,250
1F	Quest Academy	\$ -	\$ -	\$ -	\$ -	\$ -
2F	Rockwell Charter High School	\$ -	\$ -	\$ -	\$ -	\$ 11,884
3F	Venture Academy	\$ -	\$ 2,871	\$ -	\$ 2,871	\$ 5,718
4F	Salt Lake Center for Science Education	\$ -	\$ 5,058	\$ -	\$ 5,058	\$ 4,477
5F	Utah Virtual Academy	\$ -	\$ -	\$ -	\$ -	\$ 27,938
6F	Early Light Academy	\$ 8,307	\$ -	\$ -	\$ 8,307	\$ -
7F	Excelsior Academy	\$ 12,438	\$ -	\$ -	\$ 12,438	\$ -
8F	Hawthorn Academy	\$ -	\$ -	\$ -	\$ -	\$ -
9F	Mountain Heights Academy	\$ -	\$ -	\$ -	\$ -	\$ -
1G	Jefferson Academy	\$ -	\$ -	\$ -	\$ -	\$ -
2G	Vista School	\$ 9,191	\$ -	\$ -	\$ 9,191	\$ -
3G	Bear River Charter School	\$ -	\$ -	\$ -	\$ -	\$ -
4G	Maria Montessori Academy	\$ 3,335	\$ -	\$ -	\$ 3,335	\$ -
5G	Canyon Grove Academy	\$ 7,962	\$ -	\$ -	\$ 7,962	\$ -
6G	Weilenmann School of Discovery	\$ -	\$ -	\$ -	\$ -	\$ -
8G	Good Foundations Academy	\$ -	\$ -	\$ -	\$ -	\$ -
2H	Utah Connections Academy	\$ 4,901	\$ 478	\$ -	\$ 5,379	\$ 8,944
3H	Endeavor Hall	\$ 2,274	\$ -	\$ -	\$ 2,274	\$ -
5H	Highmark Charter School	\$ -	\$ -	\$ -	\$ -	\$ -
6H	Promontory School of Expeditionary Learning	\$ 3,937	\$ -	\$ -	\$ 3,937	\$ -

FOCUS POPULATIONS FY2025-2026 Final Estimates						
ID	Enhancement for Accelerated Students					Concurrent Enrollment Pgm: 5333, Rev: 3300 \$23,345,400 DOLLARS
	Local Education Agency	Gifted and Talented Pgm: 5331, Rev: 3300 \$4,230,200	Advanced Placement Pgm: 5332, Rev: 3300 \$2,953,500	International Baccalaureate Pgm: 5612, Rev: 3300 \$200,000	TOTAL EASP \$7,383,700	
		DOLLARS	DOLLARS	DOLLARS	DOLLARS	
7H	Pacific Heritage Academy	\$ -	\$ -	\$ -	\$ -	\$ -
8H	Valley Academy	\$ -	\$ -	\$ -	\$ -	\$ -
1I	Utah International Charter School	\$ -	\$ -	\$ -	\$ -	\$ -
2I	Esperanza School	\$ 5,096	\$ -	\$ -	\$ 5,096	\$ -
3I	Leadership Learning Academy	\$ -	\$ -	\$ -	\$ -	\$ -
4I	Mana Academy Charter School	\$ -	\$ -	\$ -	\$ -	\$ 12,260
5I	Voyage Academy	\$ -	\$ -	\$ -	\$ -	\$ -
7I	Weber State University Charter Academy	\$ -	\$ -	\$ -	\$ -	\$ -
8I	Winter Sports School	\$ -	\$ -	\$ -	\$ -	\$ -
9I	Utah Career Path High School	\$ -	\$ -	\$ -	\$ -	\$ -
2J	Ascent Academies of Utah	\$ 24,230	\$ -	\$ -	\$ 24,230	\$ -
3J	Mountain View Montessori	\$ -	\$ -	\$ -	\$ -	\$ -
5J	Mountain West Montessori Academy	\$ 9,306	\$ -	\$ -	\$ 9,306	\$ -
6J	Scholar Academy	\$ 5,688	\$ -	\$ -	\$ 5,688	\$ -
7J	Greenwood Charter School	\$ -	\$ -	\$ -	\$ -	\$ -
8J	Terra Academy	\$ -	\$ -	\$ -	\$ -	\$ 23,650
9J	Lumen Scholar Institute	\$ -	\$ -	\$ -	\$ -	\$ 21,255
1K	Vanguard Academy	\$ 4,680	\$ -	\$ -	\$ 4,680	\$ 123,749
2K	Utah Military Academy	\$ -	\$ 2,285	\$ -	\$ 2,285	\$ 33,488
3K	Roots Charter High School	\$ -	\$ -	\$ -	\$ -	\$ -
4K	Athenian eAcademy	\$ -	\$ -	\$ -	\$ -	\$ -
5K	Wasatch Waldorf Charter School	\$ -	\$ -	\$ -	\$ -	\$ -
6K	Franklin Discovery Academy	\$ 5,556	\$ -	\$ -	\$ 5,556	\$ -
7K	Wallace Stegner Academy	\$ 18,418	\$ -	\$ -	\$ 18,418	\$ -
8K	American Academy of Innovation	\$ 2,601	\$ -	\$ -	\$ 2,601	\$ 6,883
9K	St. George Academy	\$ 522	\$ 1,989	\$ -	\$ 2,511	\$ 7,554
2L	The Center for Creativity Innovation and Discovery	\$ 3,733	\$ -	\$ -	\$ 3,733	\$ -
3L	Leadership Academy of Utah	\$ -	\$ -	\$ -	\$ -	\$ 19,193
5L	Ignite Entrepreneurship Academy	\$ -	\$ -	\$ -	\$ -	\$ -
6L	Bonneville Academy	\$ 2,972	\$ -	\$ -	\$ 2,972	\$ -
7L	Treeside Charter School	\$ 3,866	\$ -	\$ -	\$ 3,866	\$ -
8L	Salt Lake Academy High School	\$ -	\$ -	\$ -	\$ -	\$ -
1M	Advantage Arts Academy	\$ -	\$ -	\$ -	\$ -	\$ -
3M	Bridge Elementary School	\$ -	\$ -	\$ -	\$ -	\$ -
4M	Mountain Sunrise Academy	\$ -	\$ -	\$ -	\$ -	\$ -
8M	Elevated Charter School	\$ -	\$ -	\$ -	\$ -	\$ -
1N	Virtual Horizons Charter School	\$ -	\$ -	\$ -	\$ -	\$ -
2N	ThrivePoint Academy	\$ -	\$ -	\$ -	\$ -	\$ -
Unallocated		\$ 593,366	\$ 154,554	\$ 45,466	\$ 793,386	\$ 9,525,586
Districts - Total		\$ 3,321,002	\$ 2,707,949	\$ 131,484	\$ -	\$ -
Charters - Total		\$ 315,833	\$ 90,997	\$ 23,050	\$ -	\$ -
Grand Total		\$ 4,230,200	\$ 2,953,500	\$ 200,000	\$ 7,383,700	\$ 23,345,400

EDUCATOR SUPPORTS
FY2025-2026 Final Estimates

ID	Local Education Agency	Educator Salary Adjustments Prog: 5876, Rev: 3400 \$490,498,200	Salary Supplement for Highly Needed Educators (SHiNE) Prog:5807, Rev: 3400 \$26,036,200	Teacher Supplies and Materials Pgm: 5868, Rev: 3400 \$14,300,000
		DOLLARS	DOLLARS	DOLLARS
1	Alpine	\$ 54,676,123	\$ 2,753,931	\$ 1,378,751
2	Beaver	\$ 1,193,852	\$ 153,321	\$ 31,839
3	Box Elder	\$ 9,000,280	\$ 490,236	\$ 218,140
4	Cache	\$ 13,640,744	\$ 726,110	\$ 331,942
5	Carbon	\$ 2,641,515	\$ 207,480	\$ 64,625
6	Daggett	\$ 279,652	\$ 113,809	\$ 7,260
7	Davis	\$ 49,307,874	\$ 2,264,812	\$ 1,186,355
8	Duchesne	\$ 4,159,759	\$ 268,612	\$ 100,374
9	Emery	\$ 1,769,823	\$ 170,201	\$ 43,784
10	Garfield	\$ 996,703	\$ 156,868	\$ 26,525
11	Grand	\$ 1,206,889	\$ 151,455	\$ 29,066
12	Granite	\$ 41,060,405	\$ 1,893,248	\$ 923,924
13	Iron	\$ 7,829,865	\$ 538,371	\$ 196,070
14	Jordan	\$ 42,126,322	\$ 1,895,511	\$ 986,035
15	Juab	\$ 1,921,551	\$ 192,709	\$ 48,642
16	Kane	\$ 1,043,940	\$ 152,403	\$ 26,976
17	Millard	\$ 2,393,835	\$ 203,627	\$ 62,670
18	Morgan	\$ 2,335,816	\$ 204,820	\$ 59,185
19	Nebo	\$ 26,461,686	\$ 1,447,769	\$ 614,368
20	North Sanpete	\$ 1,954,164	\$ 185,829	\$ 50,403
21	North Summit	\$ 838,215	\$ 140,935	\$ 21,883
22	Park City	\$ 4,285,568	\$ 236,441	\$ 91,720
23	Piute	\$ 382,893	\$ 122,097	\$ 10,931
24	Rich	\$ 520,861	\$ 124,299	\$ 12,575
25	San Juan	\$ 2,638,583	\$ 194,697	\$ 64,558
26	Sevier	\$ 3,275,990	\$ 246,319	\$ 81,880
27	South Sanpete	\$ 2,599,754	\$ 206,991	\$ 62,676
28	South Summit	\$ 1,342,487	\$ 157,357	\$ 30,423
29	Tintic	\$ 309,264	\$ 116,929	\$ 8,206
30	Tooele	\$ 11,791,963	\$ 595,436	\$ 288,573
31	Uintah	\$ 4,395,032	\$ 312,038	\$ 105,977
32	Wasatch	\$ 6,419,318	\$ 370,295	\$ 149,888
33	Washington	\$ 24,418,222	\$ 1,224,189	\$ 585,988
34	Wayne	\$ 444,966	\$ 121,761	\$ 11,133
35	Weber	\$ 23,140,773	\$ 1,094,249	\$ 559,634
36	Salt Lake	\$ 16,724,266	\$ 693,449	\$ 387,493
37	Ogden	\$ 8,637,457	\$ 425,403	\$ 196,272
38	Provo	\$ 10,298,076	\$ 529,196	\$ 248,613
39	Logan	\$ 3,983,994	\$ 266,594	\$ 91,954
40	Murray	\$ 4,328,849	\$ 280,417	\$ 101,319
42	Canyons	\$ 24,369,581	\$ 1,114,524	\$ 557,764
68	Ogden Preparatory Academy	\$ 907,077	\$ 36,552	\$ 21,043
74	American Preparatory Academy	\$ 3,532,416	\$ 171,079	\$ 93,647

EDUCATOR SUPPORTS
FY2025-2026 Final Estimates

ID	Local Education Agency	Educator Salary Adjustments Prog: 5876, Rev: 3400 \$490,498,200	Salary Supplement for Highly Needed Educators (SHiNE) Prog:5807, Rev: 3400 \$26,036,200	Teacher Supplies and Materials Pgm: 5868, Rev: 3400 \$14,300,000
		DOLLARS	DOLLARS	DOLLARS
81	Walden School of Liberal Arts	\$ 448,043	\$ 17,530	\$ 10,553
82	Freedom Preparatory Academy	\$ 1,689,292	\$ 71,659	\$ 48,460
83	Academy for Math Engineering & Science	\$ 306,610	\$ 19,610	\$ 4,938
86	Pinnacle Canyon Academy	\$ 308,954	\$ 17,316	\$ 7,208
87	City Academy	\$ 170,740	\$ 8,417	\$ 2,901
89	Soldier Hollow Charter School	\$ 309,717	\$ 15,665	\$ 8,630
91	Utah Arts Academy	\$ 275,348	\$ 15,084	\$ 4,763
92	Uintah River High	\$ 107,275	\$ 8,081	\$ 1,750
93	John Hancock Charter School	\$ 823,424	\$ 37,775	\$ 28,531
94	Thomas Edison	\$ 955,470	\$ 42,026	\$ 25,760
95	Timpanogos Academy	\$ 350,630	\$ 20,711	\$ 13,345
97	Salt Lake Arts Academy	\$ 336,841	\$ 18,264	\$ 7,968
98	Fast Forward High	\$ 290,960	\$ 19,090	\$ 4,756
A1	No. UT. Acad. for Math Engineering & Science	\$ 814,408	\$ 40,191	\$ 12,940
A2	Ranches Academy	\$ 234,384	\$ 16,674	\$ 9,000
A3	Davinci Academy	\$ 1,070,269	\$ 44,687	\$ 25,948
A4	Summit Academy	\$ 2,219,513	\$ 84,687	\$ 54,014
A5	Itineris Early College High	\$ 307,543	\$ 16,766	\$ 4,876
A6	North Davis Preparatory Academy	\$ 706,990	\$ 35,237	\$ 18,730
A8	East Hollywood High	\$ 239,681	\$ 15,573	\$ 3,701
A9	Success Academy	\$ 241,287	\$ 22,026	\$ 3,416
1B	Utah County Academy of Science	\$ 326,593	\$ 21,139	\$ 4,375
2B	Lincoln Academy	\$ 639,550	\$ 33,586	\$ 16,558
3B	Beehive Science & Technology Academy	\$ 787,263	\$ 32,056	\$ 19,548
4B	Wasatch Peak Academy	\$ 430,292	\$ 21,475	\$ 12,300
5B	North Star Academy	\$ 406,502	\$ 21,659	\$ 10,683
7B	Reagan Academy	\$ 537,132	\$ 26,582	\$ 17,690
8B	American Leadership Academy	\$ 1,221,911	\$ 54,503	\$ 31,064
9B	Navigator Pointe Academy	\$ 377,025	\$ 17,041	\$ 10,695
1C	Odyssey Charter School	\$ 325,382	\$ 18,417	\$ 10,750
2C	InTech Collegiate Academy	\$ 159,089	\$ 11,598	\$ 2,517
3C	Entheos Academy	\$ 715,568	\$ 38,142	\$ 23,638
4C	Lakeview Academy	\$ 735,445	\$ 38,295	\$ 21,300
5C	Legacy Preparatory Academy	\$ 749,205	\$ 36,888	\$ 21,761
7C	Monticello Academy	\$ 842,982	\$ 40,375	\$ 27,594
8C	Mountainville Academy	\$ 442,574	\$ 25,848	\$ 16,000
9C	Paradigm High School	\$ 352,415	\$ 16,399	\$ 5,241
1D	Renaissance Academy	\$ 684,453	\$ 28,509	\$ 21,366
2D	Channing Hall	\$ 542,114	\$ 24,075	\$ 14,135
3D	Spectrum Academy	\$ 2,617,325	\$ 64,870	\$ 52,974
4D	Syracuse Arts Academy	\$ 1,711,759	\$ 58,571	\$ 49,962
5D	George Washington Academy	\$ 683,093	\$ 37,041	\$ 20,953
6D	Noah Webster Academy	\$ 378,787	\$ 21,781	\$ 12,322

EDUCATOR SUPPORTS
FY2025-2026 Final Estimates

ID	Local Education Agency	Educator Salary Adjustments Prog: 5876, Rev: 3400 \$490,498,200	Salary Supplement for Highly Needed Educators (SHiNE) Prog:5807, Rev: 3400 \$26,036,200	Teacher Supplies and Materials Pgm: 5868, Rev: 3400 \$14,300,000
		DOLLARS	DOLLARS	DOLLARS
8D	Open Classroom	\$ 237,488	\$ 14,136	\$ 7,313
9D	Canyon Rim Academy	\$ 355,964	\$ 21,689	\$ 12,551
1E	Guadalupe School	\$ 210,526	\$ 14,503	\$ 7,234
2E	Karl G. Maeser Preparatory Academy	\$ 570,950	\$ 25,604	\$ 9,396
3E	C.S. Lewis Academy	\$ 162,767	\$ 12,576	\$ 6,250
4E	Dual Immersion Academy	\$ 289,542	\$ 18,906	\$ 9,500
5E	Edith Bowen Laboratory School	\$ 294,381	\$ 16,766	\$ 9,563
7E	Gateway Preparatory Academy	\$ 541,753	\$ 28,631	\$ 14,838
8E	Merit College Preparatory Academy	\$ 413,914	\$ 19,702	\$ 6,155
9E	Providence Hall	\$ 1,904,567	\$ 68,173	\$ 43,168
1F	Quest Academy	\$ 656,798	\$ 36,735	\$ 18,956
2F	Rockwell Charter High School	\$ 205,534	\$ 14,411	\$ 3,312
3F	Venture Academy	\$ 623,768	\$ 30,099	\$ 15,100
4F	Salt Lake Center for Science Education	\$ 324,340	\$ 16,980	\$ 4,875
5F	Utah Virtual Academy	\$ 1,679,450	\$ 64,656	\$ 35,200
6F	Early Light Academy	\$ 776,680	\$ 37,011	\$ 20,755
7F	Excelsior Academy	\$ 963,494	\$ 48,876	\$ 29,003
8F	Hawthorn Academy	\$ 1,194,472	\$ 47,622	\$ 32,233
9F	Mountain Heights Academy	\$ 1,117,787	\$ 33,157	\$ 17,932
1G	Jefferson Academy	\$ 337,350	\$ 21,047	\$ 12,600
2G	Vista School	\$ 770,430	\$ 39,824	\$ 20,495
3G	Bear River Charter School	\$ 178,241	\$ 10,527	\$ 5,775
4G	Maria Montessori Academy	\$ 336,841	\$ 17,928	\$ 9,358
5G	Canyon Grove Academy	\$ 599,541	\$ 38,448	\$ 18,759
6G	Weilenmann School of Discovery	\$ 348,555	\$ 18,539	\$ 9,860
8G	Good Foundations Academy	\$ 305,699	\$ 19,212	\$ 11,000
2H	Utah Connections Academy	\$ 765,852	\$ 38,295	\$ 14,294
3H	Endeavor Hall	\$ 222,362	\$ 13,524	\$ 7,300
5H	Highmark Charter School	\$ 513,889	\$ 26,063	\$ 13,360
6H	Promontory School of Expeditionary Learning	\$ 393,987	\$ 19,273	\$ 11,254
7H	Pacific Heritage Academy	\$ 195,320	\$ 15,604	\$ 5,750
8H	Valley Academy	\$ 514,899	\$ 25,237	\$ 15,664
1I	Utah International Charter School	\$ 247,514	\$ 13,065	\$ 4,731
2I	Esperanza School	\$ 372,759	\$ 23,218	\$ 13,125
3I	Leadership Learning Academy	\$ 722,996	\$ 33,708	\$ 23,500
4I	Mana Academy Charter School	\$ 179,892	\$ 14,778	\$ 4,853
5I	Voyage Academy	\$ 330,265	\$ 21,751	\$ 10,563
7I	Weber State University Charter Academy	\$ 13,021	\$ 6,796	\$ 500
8I	Winter Sports School	\$ 123,334	\$ 8,570	\$ 1,601
9I	Utah Career Path High School	\$ 168,975	\$ 10,160	\$ 2,763
2J	Ascent Academies of Utah	\$ 2,364,646	\$ 94,076	\$ 73,024
3J	Mountain View Montessori	\$ 156,256	\$ 12,148	\$ 5,250
5J	Mountain West Montessori Academy	\$ 343,742	\$ 19,457	\$ 9,693

EDUCATOR SUPPORTS
FY2025-2026 Final Estimates

ID	Local Education Agency	Educator Salary Adjustments Prog: 5876, Rev: 3400 \$490,498,200	Salary Supplement for Highly Needed Educators (SHiNE) Prog:5807, Rev: 3400 \$26,036,200	Teacher Supplies and Materials Pgm: 5868, Rev: 3400 \$14,300,000
		DOLLARS	DOLLARS	DOLLARS
6J	Scholar Academy	\$ 476,278	\$ 26,858	\$ 13,703
7J	Greenwood Charter School	\$ 350,123	\$ 16,429	\$ 9,598
8J	Terra Academy	\$ 352,045	\$ 24,350	\$ 10,078
9J	Lumen Scholar Institute	\$ 458,634	\$ 19,640	\$ 11,039
1K	Vanguard Academy	\$ 516,940	\$ 24,656	\$ 8,152
2K	Utah Military Academy	\$ 912,531	\$ 34,839	\$ 15,931
3K	Roots Charter High School	\$ 162,767	\$ 12,423	\$ 2,678
4K	Athenian eAcademy	\$ 390,425	\$ 23,218	\$ 13,513
5K	Wasatch Waldorf Charter School	\$ 473,174	\$ 24,778	\$ 14,625
6K	Franklin Discovery Academy	\$ 464,533	\$ 27,592	\$ 16,074
7K	Wallace Stegner Academy	\$ 1,835,776	\$ 72,363	\$ 53,540
8K	American Academy of Innovation	\$ 382,806	\$ 17,041	\$ 5,467
9K	St. George Academy	\$ 242,123	\$ 12,454	\$ 4,166
2L	The Center for Creativity Innovation and Discovery	\$ 269,424	\$ 15,787	\$ 7,808
3L	Leadership Academy of Utah	\$ 572,385	\$ 21,108	\$ 10,314
5L	Ignite Entrepreneurship Academy	\$ 357,784	\$ 20,680	\$ 11,200
6L	Bonneville Academy	\$ 260,427	\$ 15,940	\$ 8,500
7L	Treeside Charter School	\$ 383,978	\$ 19,059	\$ 12,500
8L	Salt Lake Academy High School	\$ 687,861	\$ 31,720	\$ 15,538
1M	Advantage Arts Academy	\$ 283,063	\$ 16,613	\$ 9,625
3M	Bridge Elementary School	\$ 298,602	\$ 22,851	\$ 8,863
4M	Mountain Sunrise Academy	\$ 346,693	\$ 20,803	\$ 12,000
8M	Elevated Charter School	\$ 396,701	\$ 12,760	\$ 10,709
1N	Virtual Horizons Charter School	\$ 130,213	\$ 9,854	\$ 3,693
2N	ThrivePoint Academy	\$ 52,085	\$ 10,007	\$ 750
41	USDB	\$ 2,571,060	\$ 114,859	\$ 64,089
70	Sevier School District (CUES)	\$ 39,064	\$ -	\$ -
71	Wasatch School District (NUES)	\$ 104,171	\$ -	\$ -
72	Carbon Co School District (SESC)	\$ 52,085	\$ -	\$ -
73	Iron Co School District (SEDC)	\$ 26,043	\$ -	\$ -
Unallocated		\$ 157,623	\$ 7,744	\$ 2,440,768
Districts - Total		\$ 421,146,910	\$ 22,744,738	\$ 10,056,391
Charters - Total		\$ 66,401,243	\$ 3,176,603	\$ 1,738,752
Other Institutions - Total		\$ 2,792,423	\$ 114,859	\$ 64,089
Grand Total		\$ 490,498,200	\$ 26,036,200	\$ 14,300,000

EDUCATOR SUPPORTS FY2025-2026 Final Estimates			
ID	Local Education Agency	Effective Teachers in High Poverty Schools Incentive Program Pgm: 5668, Rev: 3400 \$600,000	Educator Professional Time Pgm: 5651, Rev: 3200 \$77,700,000
		DOLLARS	DOLLARS
1	Alpine	\$ -	\$ 8,652,951
2	Beaver	\$ -	\$ 195,046
3	Box Elder	\$ -	\$ 1,420,361
4	Cache	\$ -	\$ 2,138,217
5	Carbon	\$ -	\$ 418,797
6	Daggett	\$ -	\$ 48,059
7	Davis	\$ -	\$ 7,832,002
8	Duchesne	\$ -	\$ 662,873
9	Emery	\$ -	\$ 291,677
10	Garfield	\$ -	\$ 163,007
11	Grand	\$ -	\$ 191,932
12	Granite	\$ -	\$ 6,505,088
13	Iron	\$ -	\$ 1,252,026
14	Jordan	\$ -	\$ 6,650,849
15	Juab	\$ -	\$ 306,838
16	Kane	\$ -	\$ 166,666
17	Millard	\$ -	\$ 385,941
18	Morgan	\$ -	\$ 372,092
19	Nebo	\$ -	\$ 4,111,430
20	North Sanpete	\$ -	\$ 310,257
21	North Summit	\$ -	\$ 132,799
22	Park City	\$ -	\$ 672,038
23	Piute	\$ -	\$ 60,701
24	Rich	\$ -	\$ 82,838
25	San Juan	\$ -	\$ 437,613
26	Sevier	\$ -	\$ 519,252
27	South Sanpete	\$ -	\$ 414,035
28	South Summit	\$ -	\$ 217,225
29	Tintic	\$ -	\$ 52,668
30	Tooele	\$ -	\$ 1,880,122
31	Uintah	\$ -	\$ 695,894
32	Wasatch	\$ -	\$ 1,024,428
33	Washington	\$ -	\$ 3,813,735
34	Wayne	\$ -	\$ 74,834
35	Weber	\$ -	\$ 3,661,418
36	Salt Lake	\$ -	\$ 2,647,065
37	Ogden	\$ -	\$ 1,373,613
38	Provo	\$ -	\$ 1,636,763
39	Logan	\$ -	\$ 628,412
40	Murray	\$ -	\$ 693,278
42	Canyons	\$ -	\$ 3,851,774
68	Ogden Preparatory Academy	\$ -	\$ 149,694
74	American Preparatory Academy	\$ -	\$ 555,331
81	Walden School of Liberal Arts	\$ -	\$ 70,999
82	Freedom Preparatory Academy	\$ -	\$ 279,741
83	Academy for Math Engineering & Science	\$ -	\$ 49,040
86	Pinnacle Canyon Academy	\$ -	\$ 51,982
87	City Academy	\$ -	\$ 28,771
89	Soldier Hollow Charter School	\$ -	\$ 51,564
91	Utah Arts Academy	\$ -	\$ 47,063
92	Uintah River High	\$ -	\$ 21,577
93	John Hancock Charter School	\$ -	\$ 135,883
94	Thomas Edison	\$ -	\$ 151,032
95	Timpanogos Academy	\$ -	\$ 56,276
97	Salt Lake Arts Academy	\$ -	\$ 53,561
98	Fast Forward High	\$ -	\$ 46,146
A1	No. UT. Acad. for Math Engineering & Science	\$ -	\$ 134,965
A2	Ranches Academy	\$ -	\$ 37,270

EDUCATOR SUPPORTS FY2025-2026 Final Estimates			
ID	Local Education Agency	Effective Teachers in High Poverty Schools Incentive Program Pgm: 5668, Rev: 3400 \$600,000	Educator Professional Time Pgm: 5651, Rev: 3200 \$77,700,000
		DOLLARS	DOLLARS
A3	Davinci Academy	\$ -	\$ 170,716
A4	Summit Academy	\$ -	\$ 348,269
A5	Itineris Early College High	\$ -	\$ 45,862
A6	North Davis Preparatory Academy	\$ -	\$ 111,914
A8	East Hollywood High	\$ -	\$ 39,487
A9	Success Academy	\$ -	\$ 41,513
1B	Utah County Academy of Science	\$ -	\$ 51,982
2B	Lincoln Academy	\$ -	\$ 102,810
3B	Beehive Science & Technology Academy	\$ -	\$ 128,013
4B	Wasatch Peak Academy	\$ -	\$ 71,264
5B	North Star Academy	\$ -	\$ 64,536
7B	Reagan Academy	\$ -	\$ 85,397
8B	American Leadership Academy	\$ -	\$ 194,204
9B	Navigator Pointe Academy	\$ -	\$ 64,175
1C	Odyssey Charter School	\$ -	\$ 55,660
2C	InTech Collegiate Academy	\$ -	\$ 26,207
3C	Entheos Academy	\$ -	\$ 115,733
4C	Lakeview Academy	\$ -	\$ 110,790
5C	Legacy Preparatory Academy	\$ -	\$ 115,851
7C	Monticello Academy	\$ -	\$ 136,889
8C	Mountainville Academy	\$ -	\$ 68,655
9C	Paradigm High School	\$ -	\$ 59,652
1D	Renaissance Academy	\$ -	\$ 105,070
2D	Channing Hall	\$ -	\$ 86,616
3D	Spectrum Academy	\$ -	\$ 416,514
4D	Syracuse Arts Academy	\$ -	\$ 271,779
5D	George Washington Academy	\$ -	\$ 110,841
6D	Noah Webster Academy	\$ -	\$ 62,011
8D	Open Classroom	\$ -	\$ 37,270
9D	Canyon Rim Academy	\$ -	\$ 58,045
1E	Guadalupe School	\$ -	\$ 34,702
2E	Karl G. Maeser Preparatory Academy	\$ -	\$ 92,659
3E	C.S. Lewis Academy	\$ -	\$ 27,443
4E	Dual Immersion Academy	\$ -	\$ 47,058
5E	Edith Bowen Laboratory School	\$ -	\$ 47,568
7E	Gateway Preparatory Academy	\$ -	\$ 81,857
8E	Merit College Preparatory Academy	\$ -	\$ 58,944
9E	Providence Hall	\$ -	\$ 292,727
1F	Quest Academy	\$ -	\$ 107,249
2F	Rockwell Charter High School	\$ -	\$ 32,221
3F	Venture Academy	\$ -	\$ 98,962
4F	Salt Lake Center for Science Education	\$ -	\$ 50,354
5F	Utah Virtual Academy	\$ -	\$ 257,948
6F	Early Light Academy	\$ -	\$ 122,030
7F	Excelsior Academy	\$ -	\$ 153,984
8F	Hawthorn Academy	\$ -	\$ 189,371
9F	Mountain Heights Academy	\$ -	\$ 170,395
1G	Jefferson Academy	\$ -	\$ 55,254
2G	Vista School	\$ -	\$ 125,914
3G	Bear River Charter School	\$ -	\$ 28,345
4G	Maria Montessori Academy	\$ -	\$ 54,198
5G	Canyon Grove Academy	\$ -	\$ 107,971
6G	Weilenmann School of Discovery	\$ -	\$ 55,646
8G	Good Foundations Academy	\$ -	\$ 48,351
2H	Utah Connections Academy	\$ -	\$ 122,010
3H	Endeavor Hall	\$ -	\$ 40,409
5H	Highmark Charter School	\$ -	\$ 81,896
6H	Promontory School of Expeditionary Learning	\$ -	\$ 63,275

EDUCATOR SUPPORTS FY2025-2026 Final Estimates			
ID	Local Education Agency	Effective Teachers in High Poverty Schools Incentive Program Pgm: 5668, Rev: 3400 \$600,000	Educator Professional Time Pgm: 5651, Rev: 3200 \$77,700,000
		DOLLARS	DOLLARS
7H	Pacific Heritage Academy	\$ -	\$ 33,347
8H	Valley Academy	\$ -	\$ 86,439
1I	Utah International Charter School	\$ -	\$ 41,193
2I	Esperanza School	\$ -	\$ 61,103
3I	Leadership Learning Academy	\$ -	\$ 115,988
4I	Mana Academy Charter School	\$ -	\$ 29,169
5I	Voyage Academy	\$ -	\$ 53,208
7I	Weber State University Charter Academy	\$ -	\$ 1,962
8I	Winter Sports School	\$ -	\$ 21,118
9I	Utah Career Path High School	\$ -	\$ 29,424
2J	Ascent Academies of Utah	\$ -	\$ 374,325
3J	Mountain View Montessori	\$ -	\$ 24,520
5J	Mountain West Montessori Academy	\$ -	\$ 53,277
6J	Scholar Academy	\$ -	\$ 73,559
7J	Greenwood Charter School	\$ -	\$ 54,434
8J	Terra Academy	\$ -	\$ 56,003
9J	Lumen Scholar Institute	\$ -	\$ 72,323
1K	Vanguard Academy	\$ -	\$ 84,385
2K	Utah Military Academy	\$ -	\$ 146,824
3K	Roots Charter High School	\$ -	\$ 33,347
4K	Athenian eAcademy	\$ -	\$ 73,206
5K	Wasatch Waldorf Charter School	\$ -	\$ 74,932
6K	Franklin Discovery Academy	\$ -	\$ 75,380
7K	Wallace Stegner Academy	\$ -	\$ 292,962
8K	American Academy of Innovation	\$ -	\$ 59,161
9K	St. George Academy	\$ -	\$ 42,174
2L	The Center for Creativity Innovation and Discovery	\$ -	\$ 43,351
3L	Leadership Academy of Utah	\$ -	\$ 86,226
5L	Ignite Entrepreneurship Academy	\$ -	\$ 58,847
6L	Bonneville Academy	\$ -	\$ 39,232
7L	Treeside Charter School	\$ -	\$ 59,338
8L	Salt Lake Academy High School	\$ -	\$ 121,133
1M	Advantage Arts Academy	\$ -	\$ 44,136
3M	Bridge Elementary School	\$ -	\$ 49,402
4M	Mountain Sunrise Academy	\$ -	\$ 56,150
8M	Elevated Charter School	\$ -	\$ 63,141
1N	Virtual Horizons Charter School	\$ -	\$ 21,577
2N	ThrivePoint Academy	\$ -	\$ 7,846
41	USDB	\$ -	\$ 411,881
70	Sevier School District (CUES)	\$ -	\$ -
71	Wasatch School District (NUES)	\$ -	\$ -
72	Carbon Co School District (SESC)	\$ -	\$ -
73	Iron Co School District (SEDC)	\$ -	\$ -
Unallocated		\$ 600,000	\$ -
Districts - Total		\$ -	\$ 66,646,614
Charters - Total		\$ -	\$ 10,641,505
USDB		\$ -	\$ 411,881
Grand Total		\$ 600,000	\$ 77,700,000

STATEWIDE INITIATIVES FY2025-2026 Final Estimates					
ID	Local Education Agency	School Land Trust Estimate Prog: 5420, Rev: 3500 \$111,314,500	Teacher and Students Success Act Program Prog: 5678, Rev: 3500 \$228,549,600	Dual Immersion Prog: 5635, Rev: 3500 \$7,859,700	Student Health and Counseling Support Program Prog: 5679, Rev: 3500 \$23,480,000
		DOLLARS	DOLLARS	DOLLARS	DOLLARS
1	Alpine	\$ 13,028,577	\$ 27,588,809	\$ 1,260,850	\$ 2,603,121
2	Beaver	\$ 452,706	\$ 672,356	\$ -	\$ 64,111
3	Box Elder	\$ 2,069,465	\$ 4,170,227	\$ 114,780	\$ 396,827
4	Cache	\$ 3,206,580	\$ 6,631,340	\$ 864,301	\$ 628,702
5	Carbon	\$ 714,738	\$ 1,208,888	\$ -	\$ 121,911
6	Daggett	\$ 262,314	\$ 166,042	\$ -	\$ 29,897
7	Davis	\$ 10,648,008	\$ 23,405,624	\$ 227,024	\$ 1,923,327
8	Duchesne	\$ 1,001,597	\$ 1,992,302	\$ -	\$ 180,252
9	Emery	\$ 535,264	\$ 919,455	\$ -	\$ 79,166
10	Garfield	\$ 471,700	\$ 735,283	\$ -	\$ 67,575
11	Grand	\$ 443,284	\$ 525,009	\$ -	\$ 62,393
12	Granite	\$ 8,769,666	\$ 19,666,772	\$ 569,140	\$ 1,580,656
13	Iron	\$ 2,314,596	\$ 4,680,224	\$ 29,348	\$ 403,645
14	Jordan	\$ 8,775,649	\$ 18,871,947	\$ 703,316	\$ 1,761,339
15	Juab	\$ 642,799	\$ 883,965	\$ -	\$ 98,776
16	Kane	\$ 448,818	\$ 704,736	\$ -	\$ 63,402
17	Millard	\$ 696,491	\$ 1,209,818	\$ -	\$ 108,568
18	Morgan	\$ 703,371	\$ 1,038,010	\$ -	\$ 119,599
19	Nebo	\$ 6,661,299	\$ 14,289,881	\$ 220,095	\$ 1,331,322
20	North Sanpete	\$ 610,045	\$ 908,463	\$ 20,264	\$ 100,619
21	North Summit	\$ 393,929	\$ 450,040	\$ -	\$ 56,665
22	Park City	\$ 853,979	\$ 1,353,780	\$ 661,837	\$ 150,230
23	Piute	\$ 302,696	\$ 264,560	\$ -	\$ -
24	Rich	\$ 312,866	\$ 321,763	\$ -	\$ 38,610
25	San Juan	\$ 652,221	\$ 1,328,313	\$ -	\$ 100,495
26	Sevier	\$ 901,091	\$ 1,752,854	\$ -	\$ 159,812
27	South Sanpete	\$ 712,793	\$ 1,223,502	\$ -	\$ 121,516
28	South Summit	\$ 473,495	\$ 638,868	\$ 11,050	\$ 72,847
29	Tintic	\$ 277,420	\$ 215,162	\$ -	\$ 32,146
30	Tooele	\$ 2,580,217	\$ 5,402,993	\$ 1,072,112	\$ 500,095
31	Uintah	\$ 1,208,290	\$ 2,305,157	\$ 13,983	\$ 222,290
32	Wasatch	\$ 1,507,264	\$ 2,765,816	\$ 78,344	\$ 283,095
33	Washington	\$ 5,623,343	\$ 11,705,556	\$ 278,534	\$ 1,120,223
34	Wayne	\$ 301,051	\$ 291,094	\$ -	\$ 37,775
35	Weber	\$ 4,986,361	\$ 11,061,781	\$ 67,646	\$ 990,674
36	Salt Lake	\$ 3,010,505	\$ 6,668,193	\$ 73,553	\$ 530,524
37	Ogden	\$ 1,740,579	\$ 3,476,219	\$ 23,638	\$ 298,968
38	Provo	\$ 2,251,780	\$ 4,519,772	\$ 73,633	\$ 392,190
39	Logan	\$ 994,418	\$ 1,752,794	\$ 26,488	\$ 162,898
40	Murray	\$ 1,066,656	\$ 1,914,767	\$ 149,102	\$ 193,484
42	Canyons	\$ 5,068,470	\$ 10,668,855	\$ 1,180,146	\$ 1,007,160
68	Ogden Preparatory Academy	\$ 153,154	\$ 339,669	\$ -	\$ 55,022
74	American Preparatory Academy	\$ 804,715	\$ 1,761,526	\$ -	\$ -
81	Walden School of Liberal Arts	\$ 59,896	\$ 145,261	\$ -	\$ 36,741
82	Freedom Preparatory Academy	\$ 334,858	\$ 722,862	\$ -	\$ 83,857
83	Academy for Math Engineering & Science	\$ 71,068	\$ 173,882	\$ -	\$ 37,492
86	Pinnacle Canyon Academy	\$ 54,611	\$ 145,936	\$ -	\$ 34,519
87	City Academy	\$ 54,611	\$ 40,107	\$ -	\$ -
89	Soldier Hollow Charter School	\$ 54,611	\$ 115,176	\$ -	\$ 34,000
91	Utah Arts Academy	\$ 54,611	\$ 105,080	\$ -	\$ 33,482
92	Uintah River High	\$ 54,611	\$ 33,383	\$ -	\$ -
93	John Hancock Charter School	\$ 188,989	\$ 302,514	\$ -	\$ 53,529

STATEWIDE INITIATIVES FY2025-2026 Final Estimates					
ID	Local Education Agency	School Land Trust Estimate Prog: 5420, Rev: 3500 \$111,314,500 DOLLARS	Teacher and Students Success Act Program Prog: 5678, Rev: 3500 \$228,549,600 DOLLARS	Dual Immersion Prog: 5635, Rev: 3500 \$7,859,700 DOLLARS	Student Health and Counseling Support Program Prog: 5679, Rev: 3500 \$23,480,000 DOLLARS
94	Thomas Edison	\$ 184,498	\$ 386,619	\$ -	\$ 57,429
95	Timpanogos Academy	\$ 76,034	\$ 146,886	\$ -	\$ -
97	Salt Lake Arts Academy	\$ 64,396	\$ 129,050	\$ -	\$ 36,319
98	Fast Forward High	\$ 68,585	\$ 192,800	\$ -	\$ -
A1	No. UT. Acad. for Math Engineering & Science	\$ 175,653	\$ 423,335	\$ -	\$ 55,874
A2	Ranches Academy	\$ 56,017	\$ 104,261	\$ -	\$ 34,846
A3	Davinci Academy	\$ 198,308	\$ 418,425	\$ -	\$ 59,856
A4	Summit Academy	\$ 398,478	\$ 885,206	\$ 52,856	\$ 95,040
A5	Itineris Early College High	\$ 56,792	\$ 140,333	\$ -	\$ 34,982
A6	North Davis Preparatory Academy	\$ 150,050	\$ 285,650	\$ 17,750	\$ 51,374
A8	East Hollywood High	\$ 54,611	\$ 146,102	\$ -	\$ 33,864
A9	Success Academy	\$ 109,222	\$ 173,469	\$ -	\$ 39,673
1B	Utah County Academy of Science	\$ 78,982	\$ 186,612	\$ -	\$ 38,882
2B	Lincoln Academy	\$ 141,361	\$ 279,442	\$ -	\$ 52,711
3B	Beehive Science & Technology Academy	\$ 133,602	\$ 293,493	\$ -	\$ 51,190
4B	Wasatch Peak Academy	\$ 80,689	\$ 162,171	\$ -	\$ 39,183
5B	North Star Academy	\$ 80,999	\$ 151,858	\$ -	\$ 39,237
7B	Reagan Academy	\$ 105,982	\$ 201,113	\$ -	\$ 43,628
8B	American Leadership Academy	\$ 247,032	\$ 530,118	\$ 21,533	\$ 68,420
9B	Navigator Pointe Academy	\$ 58,189	\$ 119,434	\$ -	\$ -
1C	Odyssey Charter School	\$ 65,172	\$ 127,373	\$ -	\$ -
2C	InTech Collegiate Academy	\$ 54,611	\$ 79,863	\$ -	\$ 30,992
3C	Entheos Academy	\$ 163,550	\$ 352,536	\$ -	\$ -
4C	Lakeview Academy	\$ 164,636	\$ 314,443	\$ -	\$ 53,938
5C	Legacy Preparatory Academy	\$ 158,274	\$ 318,111	\$ -	\$ 52,820
7C	Monticello Academy	\$ 175,653	\$ 367,586	\$ -	\$ 55,874
8C	Mountainville Academy	\$ 102,568	\$ 194,183	\$ -	\$ -
9C	Paradigm High School	\$ 54,775	\$ 143,819	\$ -	\$ 34,628
1D	Renaissance Academy	\$ 115,137	\$ 232,102	\$ 10,250	\$ 45,237
2D	Channing Hall	\$ 93,723	\$ 179,881	\$ -	\$ 41,474
3D	Spectrum Academy	\$ 242,221	\$ 1,302,208	\$ -	\$ 67,575
4D	Syracuse Arts Academy	\$ 375,805	\$ 599,854	\$ -	\$ 71,857
5D	George Washington Academy	\$ 157,343	\$ 304,399	\$ -	\$ 52,656
6D	Noah Webster Academy	\$ 80,689	\$ 164,839	\$ -	\$ -
8D	Open Classroom	\$ 54,611	\$ 95,034	\$ -	\$ 32,609
9D	Canyon Rim Academy	\$ 81,309	\$ 148,391	\$ -	\$ 39,292
1E	Guadalupe School	\$ 54,611	\$ 91,449	\$ -	\$ 32,964
2E	Karl G. Maeser Preparatory Academy	\$ 101,482	\$ 210,189	\$ -	\$ 42,837
3E	C.S. Lewis Academy	\$ 54,611	\$ 77,109	\$ -	\$ 31,109
4E	Dual Immersion Academy	\$ 67,344	\$ 139,207	\$ 21,606	\$ 36,837
5E	Edith Bowen Laboratory School	\$ 55,706	\$ 114,596	\$ -	\$ 34,791
7E	Gateway Preparatory Academy	\$ 114,361	\$ 240,921	\$ -	\$ 45,101
8E	Merit College Preparatory Academy	\$ 70,292	\$ 183,324	\$ -	\$ 37,355
9E	Providence Hall	\$ 316,548	\$ 721,956	\$ -	\$ 80,639
1F	Quest Academy	\$ 156,722	\$ 326,841	\$ -	\$ -
2F	Rockwell Charter High School	\$ 54,611	\$ 113,824	\$ -	\$ 32,828
3F	Venture Academy	\$ 124,292	\$ 272,750	\$ -	\$ -
4F	Salt Lake Center for Science Education	\$ 56,792	\$ 141,098	\$ -	\$ 34,982
5F	Utah Virtual Academy	\$ 294,359	\$ 713,179	\$ -	\$ -
6F	Early Light Academy	\$ 158,740	\$ 326,363	\$ -	\$ 52,901
7F	Excelsior Academy	\$ 218,170	\$ 466,652	\$ -	\$ 63,347
8F	Hawthorn Academy	\$ 211,653	\$ 473,445	\$ -	\$ 62,202

STATEWIDE INITIATIVES FY2025-2026 Final Estimates					
ID	Local Education Agency	School Land Trust Estimate Prog: 5420, Rev: 3500 \$111,314,500	Teacher and Students Success Act Program Prog: 5678, Rev: 3500 \$228,549,600	Dual Immersion Prog: 5635, Rev: 3500 \$7,859,700	Student Health and Counseling Support Program Prog: 5679, Rev: 3500 \$23,480,000
		DOLLARS	DOLLARS	DOLLARS	DOLLARS
9F	Mountain Heights Academy	\$ 139,809	\$ 354,924	\$ -	\$ -
1G	Jefferson Academy	\$ 78,361	\$ 162,971	\$ -	\$ -
2G	Vista School	\$ 173,015	\$ 347,409	\$ -	\$ 55,411
3G	Bear River Charter School	\$ 54,611	\$ 55,271	\$ -	\$ 29,418
4G	Maria Montessori Academy	\$ 62,379	\$ 137,694	\$ -	\$ 35,964
5G	Canyon Grove Academy	\$ 204,195	\$ 306,709	\$ -	\$ 54,156
6G	Weilenmann School of Discovery	\$ 65,482	\$ 141,064	\$ -	\$ 36,510
8G	Good Foundations Academy	\$ 68,741	\$ 131,229	\$ -	\$ -
2H	Utah Connections Academy	\$ 166,033	\$ 364,581	\$ -	\$ 54,183
3H	Endeavor Hall	\$ 54,611	\$ 82,802	\$ -	\$ 32,009
5H	Highmark Charter School	\$ 103,654	\$ 203,972	\$ -	\$ -
6H	Promontory School of Expeditionary Learning	\$ 69,051	\$ 143,301	\$ -	\$ 37,137
7H	Pacific Heritage Academy	\$ 54,611	\$ 98,202	\$ -	\$ 33,946
8H	Valley Academy	\$ 154,386	\$ 197,624	\$ -	\$ 42,537
1I	Utah International Charter School	\$ 54,611	\$ 96,275	\$ -	\$ 32,452
2I	Esperanza School	\$ 89,378	\$ 180,470	\$ 16,173	\$ 40,710
3I	Leadership Learning Academy	\$ 140,740	\$ 309,165	\$ -	\$ 49,738
4I	Mana Academy Charter School	\$ 54,611	\$ 95,788	\$ -	\$ 33,209
5I	Voyage Academy	\$ 82,085	\$ 156,520	\$ -	\$ 39,428
7I	Weber State University Charter Academy	\$ 54,611	\$ 9,254	\$ -	\$ 26,091
8I	Winter Sports School	\$ 54,611	\$ 34,867	\$ -	\$ -
9I	Utah Career Path High School	\$ 54,611	\$ 59,508	\$ -	\$ 29,037
2J	Ascent Academies of Utah	\$ 443,323	\$ 1,014,275	\$ -	\$ 102,922
3J	Mountain View Montessori	\$ 54,611	\$ 77,879	\$ -	\$ 30,728
5J	Mountain West Montessori Academy	\$ 69,982	\$ 140,001	\$ -	\$ 37,301
6J	Scholar Academy	\$ 107,378	\$ 212,723	\$ -	\$ 43,874
7J	Greenwood Charter School	\$ 54,930	\$ 117,774	\$ -	\$ 34,655
8J	Terra Academy	\$ 92,637	\$ 206,828	\$ -	\$ -
9J	Lumen Scholar Institute	\$ 71,379	\$ 158,295	\$ -	\$ 37,546
1K	Vanguard Academy	\$ 96,671	\$ 213,091	\$ -	\$ -
2K	Utah Military Academy	\$ 148,033	\$ 375,089	\$ -	\$ 54,019
3K	Roots Charter High School	\$ 54,611	\$ 92,126	\$ -	\$ -
4K	Athenian eAcademy	\$ 88,913	\$ 184,955	\$ -	\$ 67,564
5K	Wasatch Waldorf Charter School	\$ 97,447	\$ 188,880	\$ -	\$ 42,128
6K	Franklin Discovery Academy	\$ 111,723	\$ 212,024	\$ -	\$ 44,637
7K	Wallace Stegner Academy	\$ 403,179	\$ 663,376	\$ -	\$ 84,076
8K	American Academy of Innovation	\$ 58,034	\$ 142,432	\$ -	\$ 35,200
9K	St. George Academy	\$ 54,611	\$ 80,896	\$ -	\$ 31,814
2L	The Center for Creativity Innovation and Discovery	\$ 54,611	\$ 111,360	\$ -	\$ 34,055
3L	Leadership Academy of Utah	\$ 78,827	\$ 162,878	\$ -	\$ 38,855
5L	Ignite Entrepreneurship Academy	\$ 75,878	\$ 140,700	\$ -	\$ 38,337
6L	Bonneville Academy	\$ 54,611	\$ 112,719	\$ -	\$ 34,191
7L	Treeside Charter School	\$ 67,810	\$ 131,765	\$ -	\$ 38,293
8L	Salt Lake Academy High School	\$ 61,603	\$ 309,496	\$ -	\$ 48,319
1M	Advantage Arts Academy	\$ 54,930	\$ 109,280	\$ -	\$ 34,655
3M	Bridge Elementary School	\$ 86,585	\$ 174,389	\$ -	\$ -
4M	Mountain Sunrise Academy	\$ 76,499	\$ 145,399	\$ -	\$ 39,996
8M	Elevated Charter School	\$ 54,611	\$ 66,260	\$ -	\$ -
1N	Virtual Horizons Charter School	\$ 54,611	\$ 40,543	\$ -	\$ -
2N	ThrivePoint Academy	\$ 54,611	\$ 44,169	\$ -	\$ -
4I	USDB	\$ 35,396	\$ 94,728	\$ -	\$ -
70	Sevier School District (CUES)	\$ -	\$ -	\$ -	\$ 350,000

STATEWIDE INITIATIVES FY2025-2026 Final Estimates					
ID	Local Education Agency	School Land Trust Estimate Prog: 5420, Rev: 3500 \$111,314,500	Teacher and Students Success Act Program Prog: 5678, Rev: 3500 \$228,549,600	Dual Immersion Prog: 5635, Rev: 3500 \$7,859,700	Student Health and Counseling Support Program Prog: 5679, Rev: 3500 \$23,480,000
		DOLLARS	DOLLARS	DOLLARS	DOLLARS
71	Wasatch School District (NUES)	\$ -	\$ -	\$ -	\$ 450,000
72	Carbon Co School District (SESC)	\$ -	\$ -	\$ -	\$ 200,000
73	Iron Co School District (SEDC)	\$ -	\$ -	\$ -	\$ 300,000
	Unallocated	\$ 130,280	\$ 25,376	\$ 348	\$ -
	Districts - Total	\$ 97,676,394	\$ 200,350,992	\$ 7,719,184	\$ 18,196,904
	Charters - Total	\$ 13,527,041	\$ 28,103,580	\$ 140,168	\$ 3,983,096
	Other Institutions - Total	\$ 35,396	\$ 94,728	\$ -	\$ 1,300,000
	Grand Total	\$ 111,314,500	\$ 228,549,600	\$ 7,859,700	\$ 23,480,000

STATEWIDE INITIATIVES FY2025-2026 Final Estimates					
ID	Local Education Agency	Beverley Taylor Sorenson Arts Learning Program Pgm: 5862, Rev: 3500 \$19,445,000	Digital Teaching and Learning Prog: 5655, Rev: 3500 \$18,352,400	School-Based Education Support Professionals Stipends Prog: 5659, Rev: 3400 \$45,200,000	Flexible Allocation WPU Distribution Prog: 5310, Rev: 3200 \$266,916,200
		DOLLARS	DOLLARS	DOLLARS	DOLLARS
1	Alpine	\$ 2,629,375	\$ 2,138,252	\$ 3,429,471	\$ 32,378,917
2	Beaver	\$ 70,000	\$ 74,901	\$ 108,870	\$ 872,853
3	Box Elder	\$ 122,500	\$ 342,592	\$ 924,813	\$ 4,900,253
4	Cache	\$ 652,520	\$ 530,867	\$ 1,178,054	\$ 7,695,151
5	Carbon	\$ -	\$ 118,286	\$ 293,020	\$ 1,431,862
6	Daggett	\$ -	\$ 43,377	\$ 25,530	\$ 208,924
7	Davis	\$ 817,865	\$ 1,762,964	\$ 3,194,004	\$ 26,898,805
8	Duchesne	\$ 315,000	\$ 165,782	\$ 371,783	\$ 2,379,326
9	Emery	\$ 115,500	\$ 88,570	\$ 165,674	\$ 1,068,879
10	Garfield	\$ 75,987	\$ 78,046	\$ 71,227	\$ 873,524
11	Grand	\$ 68,220	\$ 73,341	\$ 97,375	\$ 664,458
12	Granite	\$ 2,310,000	\$ 1,451,838	\$ 2,660,032	\$ 22,326,332
13	Iron	\$ 288,058	\$ 383,179	\$ 615,386	\$ 5,354,951
14	Jordan	\$ 2,030,000	\$ 1,452,952	\$ 2,710,982	\$ 22,067,474
15	Juab	\$ 70,000	\$ 106,375	\$ 190,130	\$ 1,082,519
16	Kane	\$ 70,000	\$ 74,257	\$ 98,748	\$ 883,642
17	Millard	\$ 131,250	\$ 115,265	\$ 258,608	\$ 1,419,727
18	Morgan	\$ 87,500	\$ 116,404	\$ 172,311	\$ 1,228,899
19	Nebo	\$ 560,000	\$ 1,102,874	\$ 1,604,008	\$ 16,367,822
20	North Sanpete	\$ 140,000	\$ 100,952	\$ 221,089	\$ 1,107,303
21	North Summit	\$ 35,000	\$ 65,169	\$ 96,437	\$ 580,323
22	Park City	\$ 35,000	\$ 141,341	\$ 275,207	\$ 1,513,395
23	Piute	\$ 55,779	\$ 50,063	\$ 31,288	\$ 353,562
24	Rich	\$ -	\$ 51,747	\$ 30,132	\$ 385,103
25	San Juan	\$ -	\$ 107,935	\$ 271,588	\$ 1,552,417
26	Sevier	\$ 140,000	\$ 149,141	\$ 257,239	\$ 2,058,127
27	South Sanpete	\$ 75,000	\$ 117,964	\$ 205,097	\$ 1,459,607
28	South Summit	\$ 52,500	\$ 78,343	\$ 98,324	\$ 751,177
29	Tintic	\$ 17,500	\$ 45,879	\$ 31,535	\$ 289,804
30	Tooele	\$ 346,500	\$ 426,168	\$ 788,270	\$ 6,371,196
31	Uintah	\$ 274,534	\$ 200,005	\$ 431,454	\$ 2,655,852
32	Wasatch	\$ 210,000	\$ 249,507	\$ 490,149	\$ 3,163,493
33	Washington	\$ 925,268	\$ 931,017	\$ 1,354,924	\$ 13,464,366
34	Wayne	\$ 35,000	\$ 49,791	\$ 35,873	\$ 343,752
35	Weber	\$ 385,000	\$ 825,550	\$ 1,940,207	\$ 12,649,401
36	Salt Lake	\$ 819,000	\$ 498,378	\$ 900,371	\$ 7,420,388
37	Ogden	\$ 346,037	\$ 288,138	\$ 508,677	\$ 4,077,128
38	Provo	\$ 420,000	\$ 372,778	\$ 674,679	\$ 5,298,665
39	Logan	\$ 140,000	\$ 164,594	\$ 292,564	\$ 2,050,767
40	Murray	\$ 262,500	\$ 176,554	\$ 403,965	\$ 2,182,222
42	Canyons	\$ 1,078,000	\$ 838,972	\$ 1,651,595	\$ 12,251,407
68	Ogden Preparatory Academy	\$ -	\$ 38,166	\$ 114,617	\$ 400,588
74	American Preparatory Academy	\$ -	\$ 208,617	\$ 374,588	\$ 2,176,822
81	Walden School of Liberal Arts	\$ 45,500	\$ 14,926	\$ 31,047	\$ 177,102
82	Freedom Preparatory Academy	\$ 87,500	\$ 83,447	\$ 153,113	\$ 861,315
83	Academy for Math Engineering & Science	\$ -	\$ 17,710	\$ 11,980	\$ 201,639
86	Pinnacle Canyon Academy	\$ -	\$ 13,495	\$ 54,375	\$ 162,852
87	City Academy	\$ -	\$ 3,596	\$ 3,540	\$ 61,891
89	Soldier Hollow Charter School	\$ 35,000	\$ 12,761	\$ 8,921	\$ 136,005
91	Utah Arts Academy	\$ -	\$ -	\$ 4,763	\$ 155,872
92	Uintah River High	\$ -	\$ -	\$ 1,217	\$ 46,976
93	John Hancock Charter School	\$ 70,000	\$ 40,447	\$ 49,562	\$ 383,080
94	Thomas Edison	\$ 35,000	\$ 45,977	\$ 74,862	\$ 446,260
95	Timpanogos Academy	\$ -	\$ -	\$ 24,479	\$ 180,982

STATEWIDE INITIATIVES FY2025-2026 Final Estimates					
ID	Local Education Agency	Beverley Taylor Sorenson Arts Learning Program Pgm: 5862, Rev: 3500 \$19,445,000	Digital Teaching and Learning Prog: 5655, Rev: 3500 \$18,352,400	School-Based Education Support Professionals Stipends Prog: 5659, Rev: 3400 \$45,200,000	Flexible Allocation WPU Distribution Prog: 5310, Rev: 3200 \$266,916,200
		DOLLARS	DOLLARS	DOLLARS	DOLLARS
97	Salt Lake Arts Academy	\$ 14,000	\$ 16,047	\$ 5,181	\$ 148,785
98	Fast Forward High	\$ -	\$ -	\$ 23,220	\$ 247,833
A1	No. UT. Acad. for Math Engineering & Science	\$ -	\$ 43,773	\$ 7,800	\$ 475,471
A2	Ranches Academy	\$ -	\$ -	\$ 34,583	\$ 124,410
A3	Davinci Academy	\$ -	\$ 49,418	\$ 63,100	\$ 498,309
A4	Summit Academy	\$ 105,000	\$ 99,301	\$ 131,050	\$ 1,062,108
A5	Itineris Early College High	\$ -	\$ 14,153	\$ 5,351	\$ 152,864
A6	North Davis Preparatory Academy	\$ -	\$ -	\$ 50,503	\$ 336,790
A8	East Hollywood High	\$ -	\$ -	\$ 17,550	\$ 167,141
A9	Success Academy	\$ -	\$ 20,804	\$ 8,514	\$ 203,808
1B	Utah County Academy of Science	\$ -	\$ 19,682	\$ 6,075	\$ 202,397
2B	Lincoln Academy	\$ -	\$ 35,227	\$ 55,468	\$ 329,762
3B	Beehive Science & Technology Academy	\$ -	\$ 33,294	\$ 28,982	\$ 343,197
4B	Wasatch Peak Academy	\$ -	\$ 20,108	\$ 25,691	\$ 188,501
5B	North Star Academy	\$ 35,000	\$ 20,185	\$ 20,458	\$ 181,085
7B	Reagan Academy	\$ 35,000	\$ 26,411	\$ 36,326	\$ 243,317
8B	American Leadership Academy	\$ 55,978	\$ -	\$ 59,069	\$ 640,345
9B	Navigator Pointe Academy	\$ -	\$ -	\$ 27,644	\$ 137,167
1C	Odyssey Charter School	\$ -	\$ 16,241	\$ 21,683	\$ 157,674
2C	InTech Collegiate Academy	\$ -	\$ 7,618	\$ 2,348	\$ 93,323
3C	Entheos Academy	\$ 35,000	\$ -	\$ 73,280	\$ 436,587
4C	Lakeview Academy	\$ 26,921	\$ 41,027	\$ 136,005	\$ 390,151
5C	Legacy Preparatory Academy	\$ -	\$ 39,442	\$ 23,862	\$ 369,973
7C	Monticello Academy	\$ 35,000	\$ 43,773	\$ 52,642	\$ 458,459
8C	Mountainville Academy	\$ -	\$ 25,560	\$ 30,142	\$ 238,806
9C	Paradigm High School	\$ -	\$ -	\$ 18,950	\$ 166,173
1D	Renaissance Academy	\$ -	\$ 28,692	\$ 21,569	\$ 268,989
2D	Channing Hall	\$ -	\$ 23,356	\$ 22,372	\$ 215,855
3D	Spectrum Academy	\$ -	\$ 60,362	\$ 409,889	\$ 1,593,022
4D	Syracuse Arts Academy	\$ 87,500	\$ 66,433	\$ 119,785	\$ 835,218
5D	George Washington Academy	\$ 49,000	\$ 39,210	\$ 61,209	\$ 373,888
6D	Noah Webster Academy	\$ 35,000	\$ 20,108	\$ 41,015	\$ 200,455
8D	Open Classroom	\$ 35,000	\$ 10,789	\$ 13,939	\$ 108,952
9D	Canyon Rim Academy	\$ 35,000	\$ 20,262	\$ 25,936	\$ 182,287
1E	Guadalupe School	\$ 52,500	\$ 11,291	\$ 36,503	\$ 109,444
2E	Karl G. Maeser Preparatory Academy	\$ -	\$ -	\$ 19,317	\$ 255,279
3E	C.S. Lewis Academy	\$ 26,913	\$ -	\$ 20,723	\$ 88,722
4E	Dual Immersion Academy	\$ 35,000	\$ -	\$ 23,328	\$ 148,775
5E	Edith Bowen Laboratory School	\$ 35,000	\$ -	\$ 25,536	\$ 130,211
7E	Gateway Preparatory Academy	\$ 42,000	\$ 28,499	\$ 57,370	\$ 777,823
8E	Merit College Preparatory Academy	\$ -	\$ 17,517	\$ 27,337	\$ 211,447
9E	Providence Hall	\$ 35,000	\$ 78,884	\$ 107,286	\$ 832,605
1F	Quest Academy	\$ -	\$ -	\$ 54,090	\$ 386,412
2F	Rockwell Charter High School	\$ -	\$ 11,098	\$ 8,645	\$ 127,776
3F	Venture Academy	\$ -	\$ -	\$ 42,490	\$ 329,419
4F	Salt Lake Center for Science Education	\$ -	\$ 14,153	\$ 12,292	\$ 167,451
5F	Utah Virtual Academy	\$ -	\$ -	\$ 43,700	\$ 815,579
6F	Early Light Academy	\$ 52,500	\$ 39,558	\$ 34,849	\$ 391,108
7F	Excelsior Academy	\$ -	\$ 54,368	\$ 107,505	\$ 567,062
8F	Hawthorn Academy	\$ 87,500	\$ 52,744	\$ 63,995	\$ 547,299
9F	Mountain Heights Academy	\$ -	\$ -	\$ 23,290	\$ 389,423
1G	Jefferson Academy	\$ -	\$ 19,528	\$ 19,476	\$ 176,948
2G	Vista School	\$ 35,000	\$ 43,115	\$ 42,568	\$ 413,571
3G	Bear River Charter School	\$ 52,500	\$ 6,264	\$ 15,600	\$ 70,829

STATEWIDE INITIATIVES FY2025-2026 Final Estimates					
ID	Local Education Agency	Beverley Taylor Sorenson Arts Learning Program Pgm: 5862, Rev: 3500 \$19,445,000	Digital Teaching and Learning Prog: 5655, Rev: 3500 \$18,352,400	School-Based Education Support Professionals Stipends Prog: 5659, Rev: 3400 \$45,200,000	Flexible Allocation WPU Distribution Prog: 5310, Rev: 3200 \$266,916,200
		DOLLARS	DOLLARS	DOLLARS	DOLLARS
4G	Maria Montessori Academy	\$ 35,000	\$ 15,545	\$ 24,558	\$ 173,089
5G	Canyon Grove Academy	\$ -	\$ 41,337	\$ 45,400	\$ 382,181
6G	Weilenmann School of Discovery	\$ 35,000	\$ 16,318	\$ 24,438	\$ 145,280
8G	Good Foundations Academy	\$ -	\$ 17,130	\$ 29,352	\$ 154,635
2H	Utah Connections Academy	\$ -	\$ -	\$ 8,820	\$ 491,518
3H	Endeavor Hall	\$ 35,000	\$ -	\$ 14,150	\$ 93,081
5H	Highmark Charter School	\$ -	\$ -	\$ 21,601	\$ 246,630
6H	Promontory School of Expeditionary Learning	\$ 35,000	\$ 17,207	\$ 59,670	\$ 171,075
7H	Pacific Heritage Academy	\$ -	\$ -	\$ 24,479	\$ 129,205
8H	Valley Academy	\$ 35,000	\$ -	\$ 49,492	\$ 262,064
1I	Utah International Charter School	\$ -	\$ -	\$ 12,722	\$ 108,089
2I	Esperanza School	\$ -	\$ -	\$ 38,260	\$ 225,660
3I	Leadership Learning Academy	\$ -	\$ -	\$ 71,219	\$ 370,618
4I	Mana Academy Charter School	\$ -	\$ -	\$ 25,650	\$ 115,398
5I	Voyage Academy	\$ -	\$ -	\$ 30,199	\$ 184,378
7I	Weber State University Charter Academy	\$ -	\$ -	\$ 3,577	\$ 5,565
8I	Winter Sports School	\$ -	\$ -	\$ 1,115	\$ 38,844
9I	Utah Career Path High School	\$ -	\$ 5,723	\$ 4,945	\$ 69,213
2J	Ascent Academies of Utah	\$ 175,000	\$ 110,476	\$ 98,160	\$ 1,277,967
3J	Mountain View Montessori	\$ -	\$ -	\$ 14,237	\$ 97,657
5J	Mountain West Montessori Academy	\$ -	\$ 17,440	\$ 29,339	\$ 164,652
6J	Scholar Academy	\$ 18,919	\$ 26,759	\$ 38,305	\$ 252,754
7J	Greenwood Charter School	\$ 35,000	\$ 13,689	\$ 25,003	\$ 149,106
8J	Terra Academy	\$ -	\$ -	\$ 37,667	\$ 247,347
9J	Lumen Scholar Institute	\$ -	\$ -	\$ 3,591	\$ 184,080
1K	Vanguard Academy	\$ -	\$ -	\$ 34,985	\$ 267,083
2K	Utah Military Academy	\$ -	\$ -	\$ 41,325	\$ 530,521
3K	Roots Charter High School	\$ -	\$ -	\$ 27,548	\$ 121,957
4K	Athenian eAcademy	\$ 49,000	\$ -	\$ 4,320	\$ 278,910
5K	Wasatch Waldorf Charter School	\$ 35,000	\$ -	\$ 44,020	\$ 230,805
6K	Franklin Discovery Academy	\$ 52,500	\$ 27,841	\$ 60,874	\$ 270,601
7K	Wallace Stegner Academy	\$ -	\$ 83,756	\$ 55,071	\$ 1,075,114
8K	American Academy of Innovation	\$ -	\$ 14,462	\$ 12,298	\$ 176,702
9K	St. George Academy	\$ -	\$ 8,662	\$ 12,252	\$ 118,948
2L	The Center for Creativity Innovation and Discovery	\$ 35,000	\$ -	\$ 19,996	\$ 134,966
3L	Leadership Academy of Utah	\$ -	\$ 19,644	\$ 13,942	\$ 198,927
5L	Ignite Entrepreneurship Academy	\$ -	\$ 18,909	\$ 24,950	\$ 170,920
6L	Bonneville Academy	\$ -	\$ -	\$ 25,777	\$ 127,948
7L	Treeside Charter School	\$ 35,000	\$ 16,898	\$ 31,116	\$ 151,613
8L	Salt Lake Academy High School	\$ -	\$ 33,062	\$ 48,299	\$ 362,774
1M	Advantage Arts Academy	\$ 35,000	\$ -	\$ 11,299	\$ 138,846
3M	Bridge Elementary School	\$ -	\$ -	\$ 41,903	\$ 211,696
4M	Mountain Sunrise Academy	\$ 21,840	\$ -	\$ 29,060	\$ 188,457
8M	Elevated Charter School	\$ -	\$ -	\$ 7,226	\$ 132,344
1N	Virtual Horizons Charter School	\$ -	\$ -	\$ 13,440	\$ 54,917
2N	ThrivePoint Academy	\$ -	\$ -	\$ 4,771	\$ 46,624
41	USDB	\$ -	\$ -	\$ 241,405	\$ -
70	Sevier School District (CUES)	\$ -	\$ -	\$ -	\$ -
71	Wasatch School District (NUES)	\$ 170,000	\$ -	\$ 1,727	\$ -
72	Carbon Co School District (SESC)	\$ -	\$ -	\$ 653	\$ -
73	Iron Co School District (SEDC)	\$ -	\$ -	\$ 2,632	\$ -
Unallocated		\$ 1,091,036	\$ -	\$ 11,118,322	\$ -
Districts - Total		\$ 16,206,394	\$ 16,150,112	\$ 29,160,689	\$ 232,083,772
Charters - Total		\$ 1,977,571	\$ 2,202,288	\$ 4,674,571	\$ 34,832,428

STATEWIDE INITIATIVES					
FY2025-2026 Final Estimates					
ID	Local Education Agency	Beverley Taylor Sorenson Arts Learning Program Pgm: 5862, Rev: 3500 \$19,445,000	Digital Teaching and Learning Prog: 5655, Rev: 3500 \$18,352,400	School-Based Education Support Professionals Stipends Prog: 5659, Rev: 3400 \$45,200,000	Flexible Allocation WPU Distribution Prog: 5310, Rev: 3200 \$266,916,200
		DOLLARS	DOLLARS	DOLLARS	DOLLARS
		Other Institutions - Total			
Grand Total		\$ 19,445,000	\$ 18,352,400	\$ 45,200,000	\$ 266,916,200

RELATED TO BASIC SCHOOL PROGRAMS FY2025-2026 Final Estimates		
TOTAL RELATED TO BASIC SCHOOL PROGRAMS		
Total Appropriation: \$		1,862,820,800
LEA ID	LEA NAME	AMOUNT
1	Alpine	\$ 176,017,931
2	Beaver	\$ 4,629,913
3	Box Elder	\$ 30,850,930
4	Cache	\$ 47,467,599
5	Carbon	\$ 9,373,520
6	Daggett	\$ 1,387,400
7	Davis	\$ 146,193,426
8	Duchesne	\$ 14,238,132
9	Emery	\$ 6,294,201
10	Garfield	\$ 4,276,401
11	Grand	\$ 4,316,986
12	Granite	\$ 128,495,627
13	Iron	\$ 28,755,996
14	Jordan	\$ 126,390,599
15	Juab	\$ 6,393,874
16	Kane	\$ 4,578,880
17	Millard	\$ 8,254,794
18	Morgan	\$ 7,664,946
19	Nebo	\$ 86,735,065
20	North Sanpete	\$ 8,133,921
21	North Summit	\$ 3,393,172
22	Park City	\$ 12,103,322
23	Piute	\$ 1,839,574
24	Rich	\$ 2,348,379
25	San Juan	\$ 10,174,714
26	Sevier	\$ 11,487,959
27	South Sanpete	\$ 10,580,869
28	South Summit	\$ 4,516,420
29	Tintic	\$ 1,529,336
30	Tooele	\$ 37,339,954
31	Uintah	\$ 17,163,720
32	Wasatch	\$ 18,729,018
33	Washington	\$ 73,297,623
34	Wayne	\$ 1,985,780
35	Weber	\$ 71,530,897
36	Salt Lake	\$ 48,907,978
37	Ogden	\$ 28,092,979
38	Provo	\$ 33,987,421
39	Logan	\$ 12,711,274
40	Murray	\$ 12,877,531
42	Canyons	\$ 73,991,217
68	Ogden Preparatory Academy	\$ 5,869,084

RELATED TO BASIC SCHOOL PROGRAMS		
FY2025-2026 Final Estimates		
TOTAL RELATED TO BASIC SCHOOL PROGRAMS		
Total Appropriation: \$		1,862,820,800
LEA ID	LEA NAME	AMOUNT
74	American Preparatory Academy	\$ 29,724,473
81	Walden School of Liberal Arts	\$ 2,583,166
82	Freedom Preparatory Academy	\$ 12,435,787
83	Academy for Math Engineering & Science	\$ 2,844,066
86	Pinnacle Canyon Academy	\$ 2,235,072
87	City Academy	\$ 931,214
89	Soldier Hollow Charter School	\$ 2,038,185
91	Utah Arts Academy	\$ 2,114,685
92	Uintah River High	\$ 729,925
93	John Hancock Charter School	\$ 6,199,096
94	Thomas Edison	\$ 6,712,397
95	Timpanogos Academy	\$ 2,728,434
97	Salt Lake Arts Academy	\$ 2,399,263
98	Fast Forward High	\$ 2,759,740
A1	No. UT. Acad. for Math Engineering & Science	\$ 6,734,133
A2	Ranches Academy	\$ 2,046,152
A3	Davinci Academy	\$ 7,420,647
A4	Summit Academy	\$ 15,080,733
A5	Itineris Early College High	\$ 2,333,372
A6	North Davis Preparatory Academy	\$ 5,257,207
A8	East Hollywood High	\$ 2,003,578
A9	Success Academy	\$ 3,095,474
1B	Utah County Academy of Science	\$ 2,791,693
2B	Lincoln Academy	\$ 5,088,861
3B	Beehive Science & Technology Academy	\$ 5,221,735
4B	Wasatch Peak Academy	\$ 2,951,544
5B	North Star Academy	\$ 2,996,846
7B	Reagan Academy	\$ 3,885,103
8B	American Leadership Academy	\$ 9,352,731
9B	Navigator Pointe Academy	\$ 2,231,473
1C	Odyssey Charter School	\$ 2,537,807
2C	InTech Collegiate Academy	\$ 1,290,381
3C	Entheos Academy	\$ 6,037,648
4C	Lakeview Academy	\$ 6,170,212
5C	Legacy Preparatory Academy	\$ 5,471,982
7C	Monticello Academy	\$ 6,601,165
8C	Mountainville Academy	\$ 3,732,854
9C	Paradigm High School	\$ 2,262,289
1D	Renaissance Academy	\$ 4,406,054
2D	Channing Hall	\$ 3,557,434
3D	Spectrum Academy	\$ 12,719,643
4D	Syracuse Arts Academy	\$ 11,900,459

RELATED TO BASIC SCHOOL PROGRAMS		
FY2025-2026 Final Estimates		
TOTAL RELATED TO BASIC SCHOOL PROGRAMS		
Total Appropriation: \$		1,862,820,800
LEA ID	LEA NAME	AMOUNT
5D	George Washington Academy	\$ 5,744,923
6D	Noah Webster Academy	\$ 3,010,234
8D	Open Classroom	\$ 1,711,700
9D	Canyon Rim Academy	\$ 2,924,170
1E	Guadalupe School	\$ 1,676,750
2E	Karl G. Maeser Preparatory Academy	\$ 3,843,008
3E	C.S. Lewis Academy	\$ 1,396,992
4E	Dual Immersion Academy	\$ 2,427,724
5E	Edith Bowen Laboratory School	\$ 2,151,118
7E	Gateway Preparatory Academy	\$ 10,245,260
8E	Merit College Preparatory Academy	\$ 2,625,563
9E	Providence Hall	\$ 12,180,185
1F	Quest Academy	\$ 5,494,290
2F	Rockwell Charter High School	\$ 1,470,279
3F	Venture Academy	\$ 4,479,979
4F	Salt Lake Center for Science Education	\$ 2,173,141
5F	Utah Virtual Academy	\$ 10,950,134
6F	Early Light Academy	\$ 5,894,808
7F	Excelsior Academy	\$ 7,958,786
8F	Hawthorn Academy	\$ 7,966,926
9F	Mountain Heights Academy	\$ 5,533,071
1G	Jefferson Academy	\$ 2,709,974
2G	Vista School	\$ 6,148,327
3G	Bear River Charter School	\$ 1,270,817
4G	Maria Montessori Academy	\$ 2,449,344
5G	Canyon Grove Academy	\$ 5,961,389
6G	Weilenmann School of Discovery	\$ 2,244,235
8G	Good Foundations Academy	\$ 2,477,554
2H	Utah Connections Academy	\$ 6,561,453
3H	Endeavor Hall	\$ 1,466,169
5H	Highmark Charter School	\$ 3,722,617
6H	Promontory School of Expeditionary Learning	\$ 2,589,390
7H	Pacific Heritage Academy	\$ 1,967,031
8H	Valley Academy	\$ 3,988,470
1I	Utah International Charter School	\$ 1,384,973
2I	Esperanza School	\$ 3,247,835
3I	Leadership Learning Academy	\$ 5,112,796
4I	Mana Academy Charter School	\$ 1,742,635
5I	Voyage Academy	\$ 2,901,624
7I	Weber State University Charter Academy	\$ 249,913
8I	Winter Sports School	\$ 691,952
9I	Utah Career Path High School	\$ 1,012,765

RELATED TO BASIC SCHOOL PROGRAMS FY2025-2026 Final Estimates		
TOTAL RELATED TO BASIC SCHOOL PROGRAMS		
Total Appropriation: \$		1,862,820,800
LEA ID	LEA NAME	AMOUNT
2J	Ascent Academies of Utah	\$ 17,015,674
3J	Mountain View Montessori	\$ 1,410,865
5J	Mountain West Montessori Academy	\$ 2,633,556
6J	Scholar Academy	\$ 3,842,036
7J	Greenwood Charter School	\$ 2,251,820
8J	Terra Academy	\$ 3,246,999
9J	Lumen Scholar Institute	\$ 2,748,127
1K	Vanguard Academy	\$ 3,848,517
2K	Utah Military Academy	\$ 6,647,995
3K	Roots Charter High School	\$ 1,499,456
4K	Athenian eAcademy	\$ 3,973,789
5K	Wasatch Waldorf Charter School	\$ 3,632,609
6K	Franklin Discovery Academy	\$ 4,330,047
7K	Wallace Stegner Academy	\$ 15,170,734
8K	American Academy of Innovation	\$ 2,235,235
9K	St. George Academy	\$ 1,762,539
2L	The Center for Creativity Innovation and Discovery	\$ 1,827,303
3L	Leadership Academy of Utah	\$ 3,204,643
5L	Ignite Entrepreneurship Academy	\$ 2,635,807
6L	Bonneville Academy	\$ 1,852,090
7L	Treeside Charter School	\$ 2,356,828
8L	Salt Lake Academy High School	\$ 5,043,589
1M	Advantage Arts Academy	\$ 2,161,178
3M	Bridge Elementary School	\$ 2,941,938
4M	Mountain Sunrise Academy	\$ 2,788,733
8M	Elevated Charter School	\$ 2,229,159
1N	Virtual Horizons Charter School	\$ 925,396
2N	ThrivePoint Academy	\$ 694,061
41	USDB	\$ 3,533,418
70	Sevier School District (CUES)	\$ 389,064
71	Wasatch School District (NUES)	\$ 725,898
72	Carbon Co School District (SESC)	\$ 252,738
73	Iron Co School District (SEDC)	\$ 328,675
Unallocated		\$ 24,396,900
Districts - Total		\$ 1,339,039,278
Charters - Total		\$ 490,306,214
Other Institutions		\$ 5,229,793
Grand Total		\$ 1,862,820,800

VOTED LOCAL LEVY: STATE AND LOCAL FUNDS

FY2025-2026 Final Estimates

ID	LEA	VOTED LOCAL LEVY					
		Tax Rate	Local Funds \$560,961,500	Regular Voted Pgm: Var, Rev: 3600 \$82,687,100	Min. Basic Growth Pgm: Var, Rev: 3600 \$44,030,300	Local Levy Growth Pgm: Var, Rev: 3600 \$74,268,700	TOTAL \$761,947,600
		TAX RATE	DOLLARS	DOLLARS	DOLLARS	DOLLARS	DOLLARS
1	Alpine	0.001152	\$ 66,148,409	\$ 10,856,351	\$ 5,780,930	\$ 9,751,062	\$ 92,536,752
2	Beaver	0.000853	\$ 1,239,661	\$ 89,393	\$ 47,601	\$ 80,292	\$ 1,456,947
3	Box Elder	0.000540	\$ 3,424,298	\$ 536,824	\$ 285,855	\$ 482,170	\$ 4,729,148
4	Cache	0.000762	\$ 9,799,020	\$ 4,350,757	\$ 2,316,747	\$ 3,907,805	\$ 20,374,329
5	Carbon	0.001100	\$ 1,912,661	\$ 274,352	\$ 146,091	\$ 246,420	\$ 2,579,524
6	Daggett	-	\$ -	\$ -	\$ -	\$ -	\$ -
7	Davis	0.001409	\$ 45,754,610	\$ 11,047,522	\$ 5,882,728	\$ 9,922,770	\$ 72,607,630
8	Duchesne	0.001166	\$ 4,859,412	\$ 719,258	\$ 383,000	\$ 646,030	\$ 6,607,700
9	Emery	0.001710	\$ 1,991,780	\$ 139,323	\$ 74,189	\$ 125,139	\$ 2,330,431
10	Garfield	0.001300	\$ 1,666,895	\$ 544,107	\$ 289,733	\$ 488,712	\$ 2,989,447
11	Grand	0.000882	\$ 2,758,969	\$ -	\$ -	\$ -	\$ 2,758,969
12	Granite	0.000707	\$ 33,024,187	\$ 2,530,556	\$ 1,347,504	\$ 2,272,920	\$ 39,175,167
13	Iron	0.000528	\$ 4,895,435	\$ 1,099,598	\$ 585,528	\$ 987,647	\$ 7,568,207
14	Jordan	0.001600	\$ 69,062,565	\$ 2,355,715	\$ 1,254,401	\$ 2,115,878	\$ 74,788,560
15	Juab	0.000262	\$ 590,370	\$ 41,696	\$ 22,203	\$ 37,451	\$ 691,720
16	Kane	0.000570	\$ 1,880,105	\$ 3,562	\$ 1,897	\$ 3,199	\$ 1,888,762
17	Millard	0.000546	\$ 2,488,860	\$ 27,264	\$ 14,518	\$ 24,489	\$ 2,555,131
18	Morgan	-	\$ -	\$ -	\$ -	\$ -	\$ -
19	Nebo	0.001300	\$ 23,909,490	\$ 7,586,208	\$ 4,039,603	\$ 6,813,854	\$ 42,349,155
20	North Sanpete	0.000865	\$ 1,782,713	\$ 495,719	\$ 263,967	\$ 445,250	\$ 2,987,648
21	North Summit	0.000102	\$ 441,230	\$ -	\$ -	\$ -	\$ 441,230
22	Park City	0.000518	\$ 21,713,699	\$ -	\$ -	\$ -	\$ 21,713,699
23	Piute	0.001600	\$ 427,909	\$ 404,279	\$ 215,276	\$ 363,120	\$ 1,410,584
24	Rich	0.000640	\$ 1,955,044	\$ -	\$ -	\$ -	\$ 1,955,044
25	San Juan	0.001600	\$ 1,949,335	\$ 1,739,788	\$ 926,425	\$ 1,562,660	\$ 6,178,208
26	Sevier	0.000846	\$ 2,608,453	\$ 832,793	\$ 443,456	\$ 748,006	\$ 4,632,708
27	South Sanpete	0.001026	\$ 1,564,300	\$ 960,361	\$ 511,386	\$ 862,587	\$ 3,898,634
28	South Summit	0.000490	\$ 3,660,275	\$ -	\$ -	\$ -	\$ 3,660,275
29	Tintic	0.001386	\$ 215,350	\$ 285,473	\$ 152,012	\$ 256,408	\$ 909,243
30	Tooele	0.001600	\$ 7,819,474	\$ 1,907,171	\$ 1,015,555	\$ 1,713,002	\$ 12,455,202
31	Uintah	-	\$ -	\$ -	\$ -	\$ -	\$ -
32	Wasatch	0.001200	\$ 17,500,243	\$ -	\$ -	\$ -	\$ 17,500,243
33	Washington	0.001061	\$ 47,377,041	\$ -	\$ -	\$ -	\$ 47,377,041
34	Wayne	0.001600	\$ 1,427,230	\$ 245,167	\$ 130,550	\$ 220,207	\$ 2,023,153
35	Weber	0.000900	\$ 23,341,720	\$ 3,410,639	\$ 1,816,141	\$ 3,063,401	\$ 31,631,901
36	Salt Lake	0.000441	\$ 23,424,105	\$ -	\$ -	\$ -	\$ 23,424,105
37	Ogden	0.001441	\$ 10,914,093	\$ -	\$ -	\$ -	\$ 10,914,093
38	Provo	0.001239	\$ 10,062,236	\$ 379,420	\$ 202,038	\$ 340,791	\$ 10,984,485
39	Logan	0.000823	\$ 4,866,357	\$ 228,411	\$ 121,627	\$ 205,156	\$ 5,421,551
40	Murray	0.000995	\$ 7,260,788	\$ 147,792	\$ 78,698	\$ 132,745	\$ 7,620,023
42	Canyons	0.001181	\$ 40,565,580	\$ 289,014	\$ 153,898	\$ 259,589	\$ 41,268,081
	TOTAL	0.000925	\$ 560,961,500	\$ 53,528,513	\$ 28,503,557	\$ 48,078,758	\$ 761,947,600
	Under(Over)		\$ 54,677,600	\$ 29,158,587	\$ 15,526,743	\$ 26,189,942	\$ 125,552,872

BOARD LOCAL LEVY: STATE AND LOCAL FUNDS

FY2025-2026 Final Estimates

ID	LEA	BOARD LOCAL LEVY					
		Tax Rate	Local Funds \$422,312,600	Regular Board Pgm: Var, Rev: 3600 \$23,240,200	Min. Basic Growth Pgm: Var, Rev: 3600 \$12,219,700	Local Levy Growth Pgm: Var, Rev: 3600 \$53,284,600	TOTAL \$511,057,100
		TAX RATE	DOLLARS	DOLLARS	DOLLARS	DOLLARS	DOLLARS
1	Alpine	0.001070	\$ 61,439,929	\$ 6,418,622	\$ 3,374,912	\$ 14,716,471	\$ 85,949,935
2	Beaver	0.001707	\$ 2,480,776	\$ 113,871	\$ 59,873	\$ 261,081	\$ 2,915,602
3	Box Elder	0.002263	\$ 14,350,346	\$ 1,432,022	\$ 752,957	\$ 3,283,307	\$ 19,818,632
4	Cache	0.000746	\$ 9,593,266	\$ 2,711,286	\$ 1,425,595	\$ 6,216,375	\$ 19,946,521
5	Carbon	0.002139	\$ 3,719,256	\$ 339,589	\$ 178,556	\$ 778,601	\$ 5,016,001
6	Daggett	0.001367	\$ 736,134	\$ -	\$ -	\$ -	\$ 736,134
7	Davis	0.001385	\$ 44,975,255	\$ 6,912,423	\$ 3,634,553	\$ 15,848,646	\$ 71,370,878
8	Duchesne	0.001122	\$ 4,676,038	\$ 440,561	\$ 231,647	\$ 1,010,107	\$ 6,358,352
9	Emery	0.002219	\$ 2,584,655	\$ 115,083	\$ 60,511	\$ 263,860	\$ 3,024,108
10	Garfield	0.000700	\$ 897,559	\$ 186,494	\$ 98,059	\$ 427,590	\$ 1,609,702
11	Grand	0.001549	\$ 4,845,400	\$ -	\$ -	\$ -	\$ 4,845,400
12	Granite	0.001656	\$ 77,352,268	\$ 3,772,972	\$ 1,983,829	\$ 8,650,585	\$ 91,759,655
13	Iron	0.001178	\$ 10,922,011	\$ 1,561,607	\$ 821,093	\$ 3,580,417	\$ 16,885,129
14	Jordan	0.000765	\$ 33,020,539	\$ 716,953	\$ 376,974	\$ 1,643,814	\$ 35,758,280
15	Juab	0.001792	\$ 4,037,950	\$ 181,534	\$ 95,451	\$ 416,218	\$ 4,731,152
16	Kane	0.000978	\$ 3,225,864	\$ 3,890	\$ 2,045	\$ 8,919	\$ 3,240,717
17	Millard	0.001698	\$ 7,740,082	\$ 53,972	\$ 28,378	\$ 123,746	\$ 7,946,178
18	Morgan	0.001909	\$ 6,888,571	\$ -	\$ -	\$ -	\$ 6,888,571
19	Nebo	0.001217	\$ 22,382,961	\$ 4,520,627	\$ 2,376,946	\$ 10,364,790	\$ 39,645,324
20	North Sanpete	0.000930	\$ 1,916,674	\$ 339,257	\$ 178,381	\$ 777,841	\$ 3,212,153
21	North Summit	0.001177	\$ 5,091,448	\$ -	\$ -	\$ -	\$ 5,091,448
22	Park City	0.001306	\$ 54,745,350	\$ -	\$ -	\$ -	\$ 54,745,350
23	Piute	0.000409	\$ 109,384	\$ 65,783	\$ 34,589	\$ 150,825	\$ 360,580
24	Rich	0.000672	\$ 2,052,796	\$ -	\$ -	\$ -	\$ 2,052,796
25	San Juan	0.000414	\$ 504,391	\$ 286,552	\$ 150,669	\$ 657,000	\$ 1,598,611
26	Sevier	0.001083	\$ 3,339,190	\$ 678,612	\$ 356,814	\$ 1,555,907	\$ 5,930,524
27	South Sanpete	0.000950	\$ 1,448,426	\$ 566,028	\$ 297,617	\$ 1,297,775	\$ 3,609,846
28	South Summit	0.001079	\$ 8,060,074	\$ -	\$ -	\$ -	\$ 8,060,074
29	Tintic	0.000827	\$ 128,495	\$ 108,426	\$ 57,010	\$ 248,597	\$ 542,528
30	Tooele	0.002500	\$ 12,217,928	\$ 1,896,865	\$ 997,372	\$ 4,349,089	\$ 19,461,253
31	Uintah	0.002108	\$ 12,686,475	\$ 161,840	\$ 85,095	\$ 371,062	\$ 13,304,472
32	Wasatch	0.001578	\$ 23,012,820	\$ -	\$ -	\$ -	\$ 23,012,820
33	Washington	0.000319	\$ 14,244,370	\$ -	\$ -	\$ -	\$ 14,244,370
34	Wayne	0.000404	\$ 360,375	\$ 39,405	\$ 20,719	\$ 90,347	\$ 510,846
35	Weber	0.000920	\$ 23,860,425	\$ 2,219,258	\$ 1,166,886	\$ 5,088,264	\$ 32,334,832
36	Salt Lake	0.001212	\$ 64,376,453	\$ -	\$ -	\$ -	\$ 64,376,453
37	Ogden	0.001342	\$ 10,164,270	\$ -	\$ -	\$ -	\$ 10,164,270
38	Provo	0.001755	\$ 14,252,803	\$ 342,100	\$ 179,876	\$ 784,358	\$ 15,559,138
39	Logan	0.001347	\$ 7,964,742	\$ 237,964	\$ 125,121	\$ 545,598	\$ 8,873,425
40	Murray	0.001077	\$ 7,859,164	\$ 101,829	\$ 53,542	\$ 233,471	\$ 8,248,005
42	Canyons	0.001212	\$ 41,630,384	\$ 188,798	\$ 99,270	\$ 432,872	\$ 42,351,325
	TOTAL	0.001270	\$ 625,895,294	\$ 36,714,223	\$ 19,304,343	\$ 84,177,532	\$ 766,091,391
	Under(Over)		\$ (203,582,694)	\$ (13,474,023)	\$ (7,084,643)	\$ (30,892,932)	\$ (255,034,291)

VOTED AND BOARD LOCAL LEVIES COMBINED

FY2025-2026 Final Estimates

VOTED AND BOARD LOCAL LEVIES COMBINED

ID	LEA	Implied	Local	State	Min. Basic Growth	Local Levy Growth	TOTAL
		Tax Rate	Funds	Funds	SB97	HB293	
		TAX RATE	\$983,274,100	\$105,927,300	\$56,250,000	\$127,553,300	\$1,273,004,700
			DOLLARS	DOLLARS	DOLLARS	DOLLARS	DOLLARS
1	Alpine	0.002222	\$ 127,588,338	\$ 17,274,973	\$ 9,155,843	\$ 24,467,533	\$ 178,486,687
2	Beaver	0.002560	\$ 3,720,437	\$ 203,264	\$ 107,475	\$ 341,373	\$ 4,372,548
3	Box Elder	0.002803	\$ 17,774,644	\$ 1,968,846	\$ 1,038,812	\$ 3,765,477	\$ 24,547,779
4	Cache	0.001508	\$ 19,392,285	\$ 7,062,043	\$ 3,742,342	\$ 10,124,180	\$ 40,320,850
5	Carbon	0.003239	\$ 5,631,917	\$ 613,941	\$ 324,646	\$ 1,025,021	\$ 7,595,525
6	Daggett	0.001367	\$ 736,134	\$ -	\$ -	\$ -	\$ 736,134
7	Davis	0.002794	\$ 90,729,866	\$ 17,959,945	\$ 9,517,281	\$ 25,771,416	\$ 143,978,508
8	Duchesne	0.002288	\$ 9,535,449	\$ 1,159,819	\$ 614,647	\$ 1,656,138	\$ 12,966,052
9	Emery	0.003929	\$ 4,576,434	\$ 254,406	\$ 134,699	\$ 388,999	\$ 5,354,539
10	Garfield	0.002000	\$ 2,564,454	\$ 730,602	\$ 387,792	\$ 916,302	\$ 4,599,149
11	Grand	0.002431	\$ 7,604,368	\$ -	\$ -	\$ -	\$ 7,604,368
12	Granite	0.002363	\$ 110,376,455	\$ 6,303,529	\$ 3,331,333	\$ 10,923,505	\$ 130,934,821
13	Iron	0.001706	\$ 15,817,446	\$ 2,661,205	\$ 1,406,621	\$ 4,568,064	\$ 24,453,336
14	Jordan	0.002365	\$ 102,083,104	\$ 3,072,668	\$ 1,631,375	\$ 3,759,692	\$ 110,546,840
15	Juab	0.002054	\$ 4,628,319	\$ 223,230	\$ 117,654	\$ 453,669	\$ 5,422,872
16	Kane	0.001548	\$ 5,105,968	\$ 7,451	\$ 3,942	\$ 12,118	\$ 5,129,479
17	Millard	0.002244	\$ 10,228,942	\$ 81,236	\$ 42,897	\$ 148,234	\$ 10,501,309
18	Morgan	0.001909	\$ 6,888,571	\$ -	\$ -	\$ -	\$ 6,888,571
19	Nebo	0.002517	\$ 46,292,452	\$ 12,106,835	\$ 6,416,549	\$ 17,178,644	\$ 81,994,479
20	North Sanpete	0.001795	\$ 3,699,386	\$ 834,976	\$ 442,348	\$ 1,223,090	\$ 6,199,801
21	North Summit	0.001279	\$ 5,532,678	\$ -	\$ -	\$ -	\$ 5,532,678
22	Park City	0.001824	\$ 76,459,050	\$ -	\$ -	\$ -	\$ 76,459,050
23	Piute	0.002009	\$ 537,293	\$ 470,062	\$ 249,865	\$ 513,945	\$ 1,771,164
24	Rich	0.001312	\$ 4,007,839	\$ -	\$ -	\$ -	\$ 4,007,839
25	San Juan	0.002014	\$ 2,453,726	\$ 2,026,340	\$ 1,077,094	\$ 2,219,659	\$ 7,776,819
26	Sevier	0.001929	\$ 5,947,643	\$ 1,511,405	\$ 800,271	\$ 2,303,913	\$ 10,563,232
27	South Sanpete	0.001976	\$ 3,012,726	\$ 1,526,389	\$ 809,003	\$ 2,160,362	\$ 7,508,480
28	South Summit	0.001569	\$ 11,720,349	\$ -	\$ -	\$ -	\$ 11,720,349
29	Tintic	0.002213	\$ 343,846	\$ 393,898	\$ 209,023	\$ 505,005	\$ 1,451,772
30	Tooele	0.004100	\$ 20,037,401	\$ 3,804,036	\$ 2,012,927	\$ 6,062,090	\$ 31,916,456
31	Uintah	0.002108	\$ 12,686,475	\$ 161,840	\$ 85,095	\$ 371,062	\$ 13,304,472
32	Wasatch	0.002778	\$ 40,513,063	\$ -	\$ -	\$ -	\$ 40,513,063
33	Washington	0.001380	\$ 61,621,411	\$ -	\$ -	\$ -	\$ 61,621,411
34	Wayne	0.002004	\$ 1,787,605	\$ 284,572	\$ 151,269	\$ 310,553	\$ 2,534,000
35	Weber	0.001820	\$ 47,202,144	\$ 5,629,897	\$ 2,983,028	\$ 8,151,665	\$ 63,966,734
36	Salt Lake	0.001653	\$ 87,800,558	\$ -	\$ -	\$ -	\$ 87,800,558
37	Ogden	0.002783	\$ 21,078,362	\$ -	\$ -	\$ -	\$ 21,078,362
38	Provo	0.002994	\$ 24,315,039	\$ 721,520	\$ 381,915	\$ 1,125,150	\$ 26,543,623
39	Logan	0.002170	\$ 12,831,099	\$ 466,375	\$ 246,749	\$ 750,754	\$ 14,294,976
40	Murray	0.002072	\$ 15,119,952	\$ 249,621	\$ 132,240	\$ 366,216	\$ 15,868,029
42	Canyons	0.002393	\$ 82,195,964	\$ 477,812	\$ 253,168	\$ 692,461	\$ 83,619,406
	TOTAL	0.002196	\$ 1,132,179,193	\$ 90,242,736	\$ 47,807,900	\$ 132,256,290	\$ 1,402,486,119
	Under(Over)		\$ (148,905,093)	\$ 15,684,564	\$ 8,442,100	\$ (4,702,990)	\$ (129,481,419)

Implied Tax Rates - Combined Local Levy Rates									Held Harmless Rate*
ID	Local Education Agency	2019	2020	2021	2022	2023	2024	2025	
1	ALPINE	0.002255	0.002338	0.002159	0.001732	0.002074	0.002366	0.002222	0.002366
2	BEAVER	0.002564	0.002567	0.002701	0.002589	0.002681	0.002645	0.002560	0.002560
3	BOX ELDER	0.003069	0.002985	0.002802	0.002477	0.002421	0.002731	0.002803	0.002803
4	CACHE	0.002920	0.002765	0.002409	0.001910	0.001681	0.001573	0.001508	0.001573
5	CARBON	0.004175	0.004130	0.003599	0.003219	0.002858	0.003173	0.003239	0.003239
6	DAGGETT	0.002109	0.002055	0.001859	0.001607	0.001598	0.001381	0.001367	0.001381
7	DAVIS	0.002962	0.002875	0.003338	0.002715	0.002758	0.002645	0.002794	0.002794
8	DUCHESNE	0.003116	0.003160	0.003200	0.002592	0.002388	0.002252	0.002288	0.002288
9	EMERY	0.003666	0.003641	0.003834	0.003752	0.003844	0.004017	0.003929	0.004017
10	GARFIELD	0.004272	0.004238	0.004113	0.002404	0.002358	0.001935	0.002000	0.002000
11	GRAND	0.002888	0.003008	0.002973	0.002948	0.002887	0.002559	0.002431	0.002559
12	GRANITE	0.003370	0.003205	0.002824	0.002432	0.002680	0.002484	0.002363	0.002484
13	IRON	0.001963	0.001879	0.001707	0.001467	0.001386	0.001735	0.001706	0.001735
14	JORDAN	0.002275	0.002439	0.002076	0.002546	0.002640	0.002477	0.002365	0.002477
15	JUAB	0.002757	0.002655	0.002638	0.002312	0.002342	0.002213	0.002054	0.002213
16	KANE	0.002558	0.002482	0.002355	0.001865	0.001664	0.001557	0.001548	0.001557
17	MILLARD	0.003196	0.003237	0.003265	0.003144	0.002902	0.002706	0.002244	0.002706
18	MORGAN	0.002350	0.002349	0.002324	0.001981	0.002150	0.002047	0.001909	0.002047
19	NEBO	0.002787	0.002820	0.002751	0.002579	0.002534	0.002558	0.002517	0.002558
20	NO. SANPETE	0.003235	0.003059	0.002764	0.002326	0.002056	0.001913	0.001795	0.001913
21	NO. SUMMIT	0.002462	0.002245	0.002079	0.001493	0.001264	0.001314	0.001279	0.001314
22	PARK CITY	0.002463	0.002389	0.002182	0.001728	0.001711	0.001913	0.001824	0.001913
23	PIUTE	0.002003	0.002005	0.002000	0.002007	0.001840	0.001700	0.002009	0.002009
24	RICH	0.002133	0.002072	0.001739	0.001747	0.001341	0.001325	0.001312	0.001325
25	SAN JUAN	0.003482	0.003779	0.003741	0.002261	0.002382	0.002366	0.002014	0.002014
26	SEVIER	0.002802	0.003025	0.002797	0.002274	0.001983	0.001981	0.001929	0.001981
27	SO. SANPETE	0.002950	0.003082	0.002784	0.002403	0.002251	0.002066	0.001976	0.002066
28	SO. SUMMIT	0.002609	0.002683	0.002403	0.001757	0.001629	0.001630	0.001569	0.001630
29	TINTIC	0.003624	0.003523	0.003292	0.002693	0.002734	0.002461	0.002213	0.002461
30	TOOELE	0.003600	0.003968	0.003594	0.002986	0.002480	0.004338	0.004100	0.004338
31	UINTAH	0.002684	0.002980	0.002897	0.002664	0.002283	0.002132	0.002108	0.002132
32	WASATCH	0.003649	0.003925	0.003777	0.002795	0.002797	0.002732	0.002778	0.002778
33	WASHINGTON	0.002174	0.002086	0.001831	0.001431	0.001394	0.001429	0.001380	0.001429
34	WAYNE	0.001749	0.001749	0.001788	0.001796	0.001101	0.000800	0.002004	0.002004
35	WEBER	0.001994	0.001860	0.001579	0.001782	0.001492	0.001455	0.001820	0.001820
36	SALT LAKE	0.002476	0.002422	0.002238	0.002005	0.001905	0.001764	0.001653	0.001764
37	OGDEN	0.003187	0.002945	0.002575	0.002631	0.002859	0.002838	0.002783	0.002838
38	PROVO	0.002661	0.003058	0.002645	0.002443	0.003229	0.003148	0.002994	0.003148
39	LOGAN	0.003689	0.003550	0.002920	0.002561	0.002428	0.002338	0.002170	0.002338
40	MURRAY	0.003222	0.003066	0.002888	0.002410	0.002309	0.002157	0.002072	0.002157
42	CANYONS	0.003407	0.003266	0.002942	0.002451	0.002387	0.002377	0.002393	0.002393

*53F-2-601 states that changes in the certified tax rate are held harmless for a period of one year following any change in the rate due to changes in property valuations. Therefore, Districts receive the maximum rate from the current year and the preceding year up to the maximum guarantee of 20 increments.

TOTAL MSP FUNDS FY2025-2026 Final Estimates			
TOTAL ALLOCATED MSP FUNDS			
		WPU's	886,116
		Amount	\$ 7,277,539,000
LEA ID	LEA NAME	WPU's	AMOUNT
1	Alpine	107,304.800	\$ 856,047,247
2	Beaver	2,892.662	\$ 22,522,769
3	Box Elder	16,239.600	\$ 131,302,602
4	Cache	25,501.984	\$ 206,984,723
5	Carbon	4,745.239	\$ 39,148,291
6	Daggett	692.381	\$ 5,359,726
7	Davis	89,143.528	\$ 706,828,786
8	Duchesne	7,885.163	\$ 64,059,437
9	Emery	3,542.299	\$ 28,205,443
10	Garfield	2,894.888	\$ 22,406,259
11	Grand	2,202.037	\$ 22,213,671
12	Granite	73,990.201	\$ 605,260,645
13	Iron	17,746.485	\$ 136,156,405
14	Jordan	73,132.337	\$ 578,757,984
15	Juab	3,587.504	\$ 28,584,741
16	Kane	2,928.419	\$ 23,395,790
17	Millard	4,705.021	\$ 40,747,369
18	Morgan	4,072.611	\$ 33,588,904
19	Nebo	54,243.503	\$ 422,263,678
20	North Sanpete	3,669.637	\$ 31,485,603
21	North Summit	1,923.210	\$ 17,914,930
22	Park City	5,015.442	\$ 112,004,545
23	Piute	1,171.715	\$ 9,087,334
24	Rich	1,276.245	\$ 12,321,385
25	San Juan	5,144.760	\$ 41,998,139
26	Sevier	6,820.703	\$ 53,931,158
27	South Sanpete	4,837.187	\$ 40,698,360
28	South Summit	2,489.426	\$ 27,872,349
29	Tintic	960.420	\$ 7,470,114
30	Tooele	21,114.353	\$ 167,944,894
31	Uintah	8,801.582	\$ 71,606,782
32	Wasatch	10,483.921	\$ 108,243,929
33	Washington	44,621.354	\$ 343,479,243
34	Wayne	1,139.205	\$ 9,844,428
35	Weber	41,920.534	\$ 331,434,206
36	Salt Lake	24,591.412	\$ 251,648,799
37	Ogden	13,511.735	\$ 112,325,195
38	Provo	17,559.952	\$ 142,606,257
39	Logan	6,796.311	\$ 58,772,211
40	Murray	7,231.956	\$ 62,547,715
42	Canyons	40,601.566	\$ 347,382,341
68	Ogden Preparatory Academy	1,327.563	\$ 12,072,165

TOTAL MSP FUNDS FY2025-2026 Final Estimates			
TOTAL ALLOCATED MSP FUNDS			
		WPU's	886,116
		Amount	\$ 7,277,539,000
LEA ID	LEA NAME	WPU's	AMOUNT
74	American Preparatory Academy	7,214.059	\$ 63,432,082
81	Walden School of Liberal Arts	586.923	\$ 5,325,647
82	Freedom Preparatory Academy	2,854.427	\$ 25,773,085
83	Academy for Math Engineering & Science	668.237	\$ 5,966,472
86	Pinnacle Canyon Academy	539.698	\$ 4,756,903
87	City Academy	205.108	\$ 1,889,631
89	Soldier Hollow Charter School	450.724	\$ 4,144,224
91	Utah Arts Academy	516.567	\$ 4,528,389
92	Uintah River High	155.679	\$ 1,457,365
93	John Hancock Charter School	1,269.539	\$ 12,130,742
94	Thomas Edison	1,478.919	\$ 13,622,569
95	Timpanogos Academy	599.780	\$ 5,530,828
97	Salt Lake Arts Academy	493.078	\$ 4,703,093
98	Fast Forward High	821.328	\$ 6,597,645
A1	No. UT. Acad. for Math Engineering & Science	1,575.726	\$ 14,096,784
A2	Ranches Academy	412.299	\$ 3,972,514
A3	Davinci Academy	1,651.411	\$ 15,136,770
A4	Summit Academy	3,519.860	\$ 31,527,434
A5	Itineris Early College High	506.597	\$ 4,700,464
A6	North Davis Preparatory Academy	1,116.135	\$ 10,472,154
A8	East Hollywood High	553.912	\$ 4,591,901
A9	Success Academy	675.425	\$ 6,251,356
1B	Utah County Academy of Science	670.749	\$ 5,925,845
2B	Lincoln Academy	1,092.843	\$ 10,194,990
3B	Beehive Science & Technology Academy	1,137.368	\$ 10,536,005
4B	Wasatch Peak Academy	624.700	\$ 5,870,388
5B	North Star Academy	600.120	\$ 5,800,767
7B	Reagan Academy	806.360	\$ 7,652,678
8B	American Leadership Academy	2,122.126	\$ 19,268,264
9B	Navigator Pointe Academy	454.576	\$ 4,355,423
1C	Odyssey Charter School	522.537	\$ 4,979,232
2C	InTech Collegiate Academy	309.275	\$ 2,735,549
3C	Entheos Academy	1,446.865	\$ 12,798,114
4C	Lakeview Academy	1,292.974	\$ 12,211,366
5C	Legacy Preparatory Academy	1,226.102	\$ 11,200,865
7C	Monticello Academy	1,519.348	\$ 13,700,268
8C	Mountainville Academy	791.412	\$ 7,430,533
9C	Paradigm High School	550.704	\$ 4,835,551
1D	Renaissance Academy	891.439	\$ 8,571,118
2D	Channing Hall	715.349	\$ 6,899,752
3D	Spectrum Academy	5,279.328	\$ 37,392,080
4D	Syracuse Arts Academy	2,767.939	\$ 24,833,705

TOTAL MSP FUNDS FY2025-2026 Final Estimates			
TOTAL ALLOCATED MSP FUNDS			
		WPU's	886,116
		Amount	\$ 7,277,539,000
LEA ID	LEA NAME	WPU's	AMOUNT
5D	George Washington Academy	1,239.077	\$ 11,534,309
6D	Noah Webster Academy	664.313	\$ 6,114,176
8D	Open Classroom	361.070	\$ 3,398,799
9D	Canyon Rim Academy	604.106	\$ 5,746,734
1E	Guadalupe School	362.700	\$ 3,371,493
2E	Karl G. Maeser Preparatory Academy	846.004	\$ 7,795,885
3E	C.S. Lewis Academy	294.028	\$ 2,770,836
4E	Dual Immersion Academy	493.046	\$ 4,731,392
5E	Edith Bowen Laboratory School	431.523	\$ 4,167,342
7E	Gateway Preparatory Academy	2,577.733	\$ 22,289,136
8E	Merit College Preparatory Academy	700.743	\$ 5,900,030
9E	Providence Hall	2,759.281	\$ 25,072,954
1F	Quest Academy	1,280.583	\$ 11,477,730
2F	Rockwell Charter High School	423.453	\$ 3,449,077
3F	Venture Academy	1,091.704	\$ 9,581,037
4F	Salt Lake Center for Science Education	554.937	\$ 4,766,226
5F	Utah Virtual Academy	2,702.857	\$ 23,579,534
6F	Early Light Academy	1,296.146	\$ 11,950,926
7F	Excelsior Academy	1,879.261	\$ 16,739,633
8F	Hawthorn Academy	1,813.768	\$ 16,441,803
9F	Mountain Heights Academy	1,290.560	\$ 11,563,394
1G	Jefferson Academy	586.412	\$ 5,449,903
2G	Vista School	1,370.587	\$ 12,552,275
3G	Bear River Charter School	234.731	\$ 2,367,575
4G	Maria Montessori Academy	573.623	\$ 5,129,655
5G	Canyon Grove Academy	1,266.560	\$ 11,879,071
6G	Weilenmann School of Discovery	481.464	\$ 4,493,902
8G	Good Foundations Academy	512.466	\$ 4,871,936
2H	Utah Connections Academy	1,628.908	\$ 14,172,551
3H	Endeavor Hall	308.472	\$ 2,907,537
5H	Highmark Charter School	817.340	\$ 7,541,520
6H	Promontory School of Expeditionary Learning	566.947	\$ 5,238,485
7H	Pacific Heritage Academy	428.190	\$ 3,967,678
8H	Valley Academy	868.489	\$ 8,046,394
1I	Utah International Charter School	358.210	\$ 3,058,866
2I	Esperanza School	747.844	\$ 6,742,097
3I	Leadership Learning Academy	1,228.240	\$ 10,851,842
4I	Mana Academy Charter School	382.434	\$ 3,529,529
5I	Voyage Academy	611.036	\$ 5,756,549
7I	Weber State University Charter Academy	18.441	\$ 336,084
8I	Winter Sports School	128.729	\$ 1,293,452
9I	Utah Career Path High School	229.374	\$ 2,084,587

TOTAL MSP FUNDS FY2025-2026 Final Estimates			
TOTAL ALLOCATED MSP FUNDS			
		WPU's	886,116
		Amount	\$ 7,277,539,000
LEA ID	LEA NAME	WPU's	AMOUNT
2J	Ascent Academies of Utah	4,235.225	\$ 36,805,239
3J	Mountain View Montessori	323.638	\$ 2,923,080
5J	Mountain West Montessori Academy	545.663	\$ 5,183,074
6J	Scholar Academy	837.635	\$ 7,755,782
7J	Greenwood Charter School	494.143	\$ 4,560,722
8J	Terra Academy	819.717	\$ 7,077,187
9J	Lumen Scholar Institute	610.048	\$ 5,598,595
1K	Vanguard Academy	885.123	\$ 7,984,262
2K	Utah Military Academy	1,758.163	\$ 14,863,323
3K	Roots Charter High School	404.169	\$ 3,388,041
4K	Athenian eAcademy	924.318	\$ 8,292,558
5K	Wasatch Waldorf Charter School	764.895	\$ 7,206,440
6K	Franklin Discovery Academy	896.780	\$ 8,520,017
7K	Wallace Stegner Academy	3,562.963	\$ 31,818,327
8K	American Academy of Innovation	585.596	\$ 4,971,627
9K	St. George Academy	394.198	\$ 3,604,436
2L	The Center for Creativity Innovation and Discovery	447.281	\$ 3,917,336
3L	Leadership Academy of Utah	659.252	\$ 6,284,935
5L	Ignite Entrepreneurship Academy	566.436	\$ 5,282,427
6L	Bonneville Academy	424.024	\$ 3,833,380
7L	Treeside Charter School	502.450	\$ 4,704,550
8L	Salt Lake Academy High School	1,202.244	\$ 10,661,102
1M	Advantage Arts Academy	460.141	\$ 4,311,141
3M	Bridge Elementary School	701.566	\$ 6,219,971
4M	Mountain Sunrise Academy	624.552	\$ 5,706,916
8M	Elevated Charter School	438.594	\$ 4,278,374
1N	Virtual Horizons Charter School	181.996	\$ 1,775,762
2N	ThrivePoint Academy	154.515	\$ 1,416,049
41	USDB	20.895	\$ 3,631,080
70	Sevier School District (CUES)	-	\$ 389,064
71	Wasatch School District (NUES)	-	\$ 725,898
72	Carbon Co School District (SESC)	-	\$ 252,738
73	Iron Co School District (SEDC)	-	\$ 328,675
Unallocated		1,526.000	\$ (97,774,139)
Districts - Total		769,133.288	\$ 6,336,454,388
Charters - Total		115,435.818	\$ 1,033,531,297
Other Institutions		20.895	\$ 5,327,455
Grand Total		886,116.000	\$ 7,277,539,000

BASIC RATE REVENUES
FY2025-2026 Final Estimates

ID	DISTRICT	Total Local Taxes Collected	Basic Levy Tax Rate	Total Local School District Levies	Basic Rate Percent of Total Rate	Basic Rate Yield
		DOLLARS	DOLLARS	DOLLARS	DOLLARS	DOLLARS
1	Alpine	\$ 362,414,673	0.001379	0.005681	24.27%	\$ 87,972,159
2	Beaver	\$ 9,650,814	0.001379	0.005188	26.58%	\$ 2,565,241
3	Box Elder	\$ 61,544,704	0.001379	0.006925	19.91%	\$ 12,255,617
4	Cache	\$ 59,167,046	0.001379	0.004601	29.97%	\$ 17,733,396
5	Carbon	\$ 19,700,446	0.001379	0.006996	19.71%	\$ 3,883,207
6	Daggett	\$ 1,981,153	0.001379	0.003679	37.48%	\$ 742,596
7	Davis	\$ 282,487,436	0.001379	0.006227	22.15%	\$ 62,558,242
8	Duchesne	\$ 35,233,484	0.001379	0.007390	18.66%	\$ 6,574,692
9	Emery	\$ 19,781,637	0.001379	0.008645	15.95%	\$ 3,155,451
10	Garfield	\$ 7,217,655	0.001379	0.005629	24.50%	\$ 1,768,191
11	Grand	\$ 21,562,186	0.001379	0.005671	24.32%	\$ 5,243,212
12	Granite	\$ 315,566,284	0.001379	0.005718	24.12%	\$ 76,104,566
13	Iron	\$ 42,640,348	0.001379	0.004599	29.98%	\$ 12,785,614
14	Jordan	\$ 253,778,598	0.001379	0.004972	27.74%	\$ 70,386,300
15	Juab	\$ 13,378,157	0.001379	0.005781	23.85%	\$ 3,191,226
16	Kane	\$ 13,889,685	0.001379	0.004211	32.75%	\$ 4,548,534
17	Millard	\$ 25,091,595	0.001379	0.004906	28.11%	\$ 7,052,856
18	Morgan	\$ 22,018,890	0.001379	0.006102	22.60%	\$ 4,976,081
19	Nebo	\$ 165,819,562	0.001379	0.007164	19.25%	\$ 31,918,645
20	N. Sanpete	\$ 9,818,316	0.001379	0.004764	28.95%	\$ 2,842,035
21	N. Summit	\$ 13,046,566	0.001379	0.003016	45.72%	\$ 5,965,257
22	Park City	\$ 148,516,673	0.001379	0.003543	38.92%	\$ 57,805,389
23	Piute	\$ 1,176,671	0.001379	0.004380	31.48%	\$ 370,463
24	Rich	\$ 9,329,223	0.001379	0.003054	45.15%	\$ 4,212,508
25	San Juan	\$ 7,370,993	0.001379	0.006008	22.95%	\$ 1,691,844
26	Sevier	\$ 15,672,303	0.001379	0.005083	27.13%	\$ 4,251,841
27	S. Sanpete	\$ 9,878,265	0.001379	0.006479	21.28%	\$ 2,102,505
28	S. Summit	\$ 26,981,454	0.001379	0.003612	38.18%	\$ 10,301,059
29	Tintic	\$ 887,465	0.001379	0.005162	26.71%	\$ 237,082
30	Tooele	\$ 79,538,465	0.001379	0.007939	17.37%	\$ 13,815,788
31	Uintah	\$ 33,118,042	0.001379	0.005221	26.41%	\$ 8,747,324
32	Wasatch	\$ 126,583,066	0.001379	0.006249	22.07%	\$ 27,933,757
33	Washington	\$ 205,360,049	0.001379	0.004599	29.98%	\$ 61,576,758
34	Wayne	\$ 3,746,820	0.001379	0.004192	32.90%	\$ 1,232,554
35	Weber	\$ 148,245,855	0.001379	0.005716	24.13%	\$ 35,764,702
36	Salt Lake	\$ 197,166,166	0.001379	0.003712	37.15%	\$ 73,246,806
37	Ogden	\$ 70,897,072	0.001379	0.006727	20.50%	\$ 14,533,531
38	Provo	\$ 82,817,023	0.001379	0.006812	20.24%	\$ 16,765,219
39	Logan	\$ 33,707,297	0.001379	0.005254	26.25%	\$ 8,847,043
40	Murray	\$ 33,974,532	0.001379	0.004494	30.69%	\$ 10,425,207
42	Canyons	\$ 230,148,700	0.001379	0.005600	24.63%	\$ 56,674,117
	TOTAL	\$ 3,220,905,369	0.001379	0.005407	27.09%	\$ 834,758,614

LOCAL LEVY REVENUES						
FY2025-2026 Final Estimates						
ID	LOCAL EDUCATION AGENCY	STATE BASIC LEVY DOLLARS	STATE BASIC LEVY RECAPTURE	VOTED LOCAL LEVY DOLLARS	BOARD LOCAL LEVY DOLLARS	TOTAL
1	Alpine	\$ 87,972,159	\$ -	\$ 66,148,409	\$ 61,439,929	\$ 215,560,497
2	Beaver	\$ 2,565,241	\$ -	\$ 1,239,661	\$ 2,480,776	\$ 6,285,678
3	Box Elder	\$ 12,255,617	\$ -	\$ 3,424,298	\$ 14,350,346	\$ 30,030,261
4	Cache	\$ 17,733,396	\$ -	\$ 9,799,020	\$ 9,593,266	\$ 37,125,682
5	Carbon	\$ 3,883,207	\$ -	\$ 1,912,661	\$ 3,719,256	\$ 9,515,124
6	Daggett	\$ 742,596	\$ -	\$ -	\$ 736,134	\$ 1,478,730
7	Davis	\$ 62,558,242	\$ -	\$ 45,754,610	\$ 44,975,255	\$ 153,288,108
8	Duchesne	\$ 6,574,692	\$ -	\$ 4,859,412	\$ 4,676,038	\$ 16,110,141
9	Emery	\$ 3,155,451	\$ -	\$ 1,991,780	\$ 2,584,655	\$ 7,731,886
10	Garfield	\$ 1,768,191	\$ -	\$ 1,666,895	\$ 897,559	\$ 4,332,644
11	Grand	\$ 5,243,212	\$ -	\$ 2,758,969	\$ 4,845,400	\$ 12,847,580
12	Granite	\$ 76,104,566	\$ -	\$ 33,024,187	\$ 77,352,268	\$ 186,481,020
13	Iron	\$ 12,785,614	\$ -	\$ 4,895,435	\$ 10,922,011	\$ 28,603,060
14	Jordan	\$ 70,386,300	\$ -	\$ 69,062,565	\$ 33,020,539	\$ 172,469,405
15	Juab	\$ 3,191,226	\$ -	\$ 590,370	\$ 4,037,950	\$ 7,819,546
16	Kane	\$ 4,548,534	\$ -	\$ 1,880,105	\$ 3,225,864	\$ 9,654,502
17	Millard	\$ 7,052,856	\$ -	\$ 2,488,860	\$ 7,740,082	\$ 17,281,798
18	Morgan	\$ 4,976,081	\$ -	\$ -	\$ 6,888,571	\$ 11,864,652
19	Nebo	\$ 31,918,645	\$ -	\$ 23,909,490	\$ 22,382,961	\$ 78,211,097
20	North Sanpete	\$ 2,842,035	\$ -	\$ 1,782,713	\$ 1,916,674	\$ 6,541,422
21	North Summit	\$ 5,965,257	\$ -	\$ 441,230	\$ 5,091,448	\$ 11,497,935
22	Park City	\$ 57,805,389	\$ (34,363,215)	\$ 21,713,699	\$ 54,745,350	\$ 99,901,223
23	Piute	\$ 370,463	\$ -	\$ 427,909	\$ 109,384	\$ 907,756
24	Rich	\$ 4,212,508	\$ -	\$ 1,955,044	\$ 2,052,796	\$ 8,220,347
25	San Juan	\$ 1,691,844	\$ -	\$ 1,949,335	\$ 504,391	\$ 4,145,570
26	Sevier	\$ 4,251,841	\$ -	\$ 2,608,453	\$ 3,339,190	\$ 10,199,484
27	South Sanpete	\$ 2,102,505	\$ -	\$ 1,564,300	\$ 1,448,426	\$ 5,115,231
28	South Summit	\$ 10,301,059	\$ -	\$ 3,660,275	\$ 8,060,074	\$ 22,021,408
29	Tintic	\$ 237,082	\$ -	\$ 215,350	\$ 128,495	\$ 580,927
30	Tooele	\$ 13,815,788	\$ -	\$ 7,819,474	\$ 12,217,928	\$ 33,853,190
31	Uintah	\$ 8,747,324	\$ -	\$ -	\$ 12,686,475	\$ 21,433,799
32	Wasatch	\$ 27,933,757	\$ -	\$ 17,500,243	\$ 23,012,820	\$ 68,446,820
33	Washington	\$ 61,576,758	\$ -	\$ 47,377,041	\$ 14,244,370	\$ 123,198,168
34	Wayne	\$ 1,232,554	\$ -	\$ 1,427,230	\$ 360,375	\$ 3,020,159
35	Weber	\$ 35,764,702	\$ -	\$ 23,341,720	\$ 23,860,425	\$ 82,966,846
36	Salt Lake	\$ 73,246,806	\$ -	\$ 23,424,105	\$ 64,376,453	\$ 161,047,364
37	Ogden	\$ 14,533,531	\$ -	\$ 10,914,093	\$ 10,164,270	\$ 35,611,893
38	Provo	\$ 16,765,219	\$ -	\$ 10,062,236	\$ 14,252,803	\$ 41,080,259
39	Logan	\$ 8,847,043	\$ -	\$ 4,866,357	\$ 7,964,742	\$ 21,678,142
40	Murray	\$ 10,425,207	\$ -	\$ 7,260,788	\$ 7,859,164	\$ 25,545,159
42	Canyons	\$ 56,674,117	\$ -	\$ 40,565,580	\$ 41,630,384	\$ 138,870,082
TOTAL		\$ 834,758,614	\$ (34,363,215)	\$ 506,283,900	\$ 625,895,294	\$ 1,932,574,593

ALL MSP PROGRAM FUNDS
FY2025-2026 Final Estimates

ID	LOCAL EDUCATION AGENCY	UNIFORM SCHOOL FUNDS		STATE FUNDS TOTAL	LOCAL LEVIES TOTAL	ALL PROGRAMS TOTAL
		MINIMUM SCHOOL PROGRAM	OTHER STATE PROGRAMS			
1	Alpine	\$ 640,486,750	\$ 2,335,195	\$ 642,821,945	\$ 215,560,497	\$ 858,382,442
2	Beaver	\$ 16,237,091	\$ 37,542	\$ 16,274,633	\$ 6,285,678	\$ 22,560,311
3	Box Elder	\$ 101,272,341	\$ 324,262	\$ 101,596,604	\$ 30,030,261	\$ 131,626,864
4	Cache	\$ 169,859,041	\$ 4,711,534	\$ 174,570,575	\$ 37,125,682	\$ 211,696,256
5	Carbon	\$ 29,633,168	\$ 86,824	\$ 29,719,992	\$ 9,515,124	\$ 39,235,116
6	Daggett	\$ 3,880,996	\$ 54,967	\$ 3,935,964	\$ 1,478,730	\$ 5,414,693
7	Davis	\$ 553,540,678	\$ 7,351,851	\$ 560,892,528	\$ 153,288,108	\$ 714,180,636
8	Duchesne	\$ 47,949,296	\$ 131,772	\$ 48,081,068	\$ 16,110,141	\$ 64,191,209
9	Emery	\$ 20,473,557	\$ 54,062	\$ 20,527,619	\$ 7,731,886	\$ 28,259,505
10	Garfield	\$ 18,073,615	\$ 22,937	\$ 18,096,552	\$ 4,332,644	\$ 22,429,196
11	Grand	\$ 9,366,091	\$ 39,016	\$ 9,405,107	\$ 12,847,580	\$ 22,252,687
12	Granite	\$ 418,779,625	\$ 1,537,867	\$ 420,317,491	\$ 186,481,020	\$ 606,798,512
13	Iron	\$ 107,553,345	\$ 2,130,115	\$ 109,683,460	\$ 28,603,060	\$ 138,286,520
14	Jordan	\$ 406,288,579	\$ 1,617,328	\$ 407,905,907	\$ 172,469,405	\$ 580,375,312
15	Juab	\$ 20,765,196	\$ 70,142	\$ 20,835,337	\$ 7,819,546	\$ 28,654,883
16	Kane	\$ 13,741,288	\$ 37,443	\$ 13,778,731	\$ 9,654,502	\$ 23,433,233
17	Millard	\$ 23,465,571	\$ 80,664	\$ 23,546,235	\$ 17,281,798	\$ 40,828,033
18	Morgan	\$ 21,724,252	\$ 94,584	\$ 21,818,836	\$ 11,864,652	\$ 33,683,489
19	Nebo	\$ 344,052,581	\$ 10,343,800	\$ 354,396,381	\$ 78,211,097	\$ 432,607,478
20	North Sanpete	\$ 24,944,181	\$ 67,746	\$ 25,011,927	\$ 6,541,422	\$ 31,553,348
21	North Summit	\$ 6,416,996	\$ 30,006	\$ 6,447,002	\$ 11,497,935	\$ 17,944,936
22	Park City	\$ 12,103,322	\$ 124,369	\$ 12,227,691	\$ 99,901,223	\$ 112,128,914
23	Piute	\$ 8,179,578	\$ 208,868	\$ 8,388,445	\$ 907,756	\$ 9,296,201
24	Rich	\$ 4,101,038	\$ 13,385	\$ 4,114,423	\$ 8,220,347	\$ 12,334,770
25	San Juan	\$ 37,852,569	\$ 2,100,478	\$ 39,953,047	\$ 4,145,570	\$ 44,098,617
26	Sevier	\$ 43,731,674	\$ 117,727	\$ 43,849,400	\$ 10,199,484	\$ 54,048,884
27	South Sanpete	\$ 35,583,130	\$ 2,235,895	\$ 37,819,025	\$ 5,115,231	\$ 42,934,256
28	South Summit	\$ 5,850,941	\$ 47,218	\$ 5,898,158	\$ 22,021,408	\$ 27,919,566
29	Tintic	\$ 6,889,187	\$ 208,369	\$ 7,097,556	\$ 580,927	\$ 7,678,483
30	Tooele	\$ 134,091,704	\$ 2,800,961	\$ 136,892,665	\$ 33,853,190	\$ 170,745,854
31	Uintah	\$ 50,172,983	\$ 166,902	\$ 50,339,885	\$ 21,433,799	\$ 71,773,684
32	Wasatch	\$ 39,797,109	\$ 227,330	\$ 40,024,440	\$ 68,446,820	\$ 108,471,260
33	Washington	\$ 220,281,074	\$ 1,001,401	\$ 221,282,475	\$ 123,198,168	\$ 344,480,643
34	Wayne	\$ 6,824,269	\$ 110,566	\$ 6,934,835	\$ 3,020,159	\$ 9,954,994
35	Weber	\$ 248,467,360	\$ 914,209	\$ 249,381,569	\$ 82,966,846	\$ 332,348,415
36	Salt Lake	\$ 90,601,435	\$ 501,847	\$ 91,103,281	\$ 161,047,364	\$ 252,150,645
37	Ogden	\$ 76,713,301	\$ 254,041	\$ 76,967,342	\$ 35,611,893	\$ 112,579,236
38	Provo	\$ 101,525,999	\$ 369,977	\$ 101,895,976	\$ 41,080,259	\$ 142,976,235
39	Logan	\$ 37,094,070	\$ 121,114	\$ 37,215,183	\$ 21,678,142	\$ 58,893,325
40	Murray	\$ 37,002,556	\$ 149,317	\$ 37,151,873	\$ 25,545,159	\$ 62,697,032
42	Canyons	\$ 208,512,259	\$ 923,304	\$ 209,435,563	\$ 138,870,082	\$ 348,305,645
	Charters	\$ 1,026,061,112	\$ 1,622,867	\$ 1,027,683,979	\$ -	\$ 1,027,683,979
	USDB	\$ 3,631,080	\$ -	\$ 3,631,080	\$ -	\$ 3,631,080
TOTAL		\$ 5,433,571,987	\$ 45,379,800	\$ 5,478,951,787	\$ 1,932,574,593	\$ 7,411,526,380

ID	Local Education Agency	Estimated Charter School Levy Local Funds*
1	ALPINE	\$ 5,802,211
2	BEAVER	\$ 7,290
3	BOX ELDER	\$ 487,349
4	CACHE	\$ 443,850
5	CARBON	\$ 275,173
6	DAGGETT	\$ 3,245
7	DAVIS	\$ 3,637,968
8	DUCHESNE	\$ 178,861
9	EMERY	\$ 56,460
10	GARFIELD	\$ 441
11	GRAND	\$ 229,994
12	GRANITE	\$ 7,525,231
13	IRON	\$ 335,394
14	JORDAN	\$ 6,428,903
15	JUAB	\$ 59,536
16	KANE	\$ 6,434
17	MILLARD	\$ 41,233
18	MORGAN	\$ 52,048
19	NEBO	\$ 1,450,693
20	NO. SANPETE	\$ 22,931
21	NO. SUMMIT	\$ 54,164
22	PARK CITY	\$ 940,278
23	PIUTE	\$ 1,446
24	RICH	\$ 7,555
25	SAN JUAN	\$ 9,969
26	SEVIER	\$ 44,152
27	SO. SANPETE	\$ 24,492
28	SO. SUMMIT	\$ 203,350
29	TINTIC	\$ 1,289
30	TOOELE	\$ 1,019,333
31	UINTAH	\$ 597,901
32	WASATCH	\$ 870,670
33	WASHINGTON	\$ 3,691,614
34	WAYNE	\$ 5,328
35	WEBER	\$ 2,076,764
36	SALT LAKE	\$ 3,961,505
37	OGDEN	\$ 1,924,237
38	PROVO	\$ 1,464,865
39	LOGAN	\$ 812,159
40	MURRAY	\$ 319,912
42	CANYONS	\$ 2,378,600
	TOTAL	47,454,832
*The Charter School Levy amount is the budgeted amount that the levy should collect for the year prior to any reconciliation for over- or under-collections.		

OTHER ENTITIES

FY2025-2026 Final Estimates				
OTHER ENTITIES				
	Pupil Transportation	School Land Trust	Teacher Supplies and Materials	Educator Salary Adjustments
	DOLLARS	DOLLARS	DOLLARS	DOLLARS
41 USDB	\$ -	\$ 35,396.20	\$ 64,088.50	\$ 2,571,060.42
70 Sevier School District (CUES)	\$ -	\$ -	\$ -	\$ 39,064.01
71 Wasatch School District (NUES)	\$ -	\$ -	\$ -	\$ 104,170.68
72 Carbon Co School District (SESC)	\$ -	\$ -	\$ -	\$ 52,085.34
73 Iron Co School District (SEDC)	\$ -	\$ -	\$ -	\$ 26,042.67
	\$ -	\$ 35,396.20	\$ 64,088.50	\$ 2,792,423.12
	Teacher & Student Success Act Program	Educator Professional Time	School Health & Counseling Support	SPED Extended Year SPED Educators
	DOLLARS	DOLLARS	DOLLARS	DOLLARS
41 USDB	\$ 94,728.16	\$ 411,880.96	\$ -	\$ 97,662.00
70 Sevier School District (CUES)	\$ -	\$ -	\$ 350,000.00	\$ -
71 Wasatch School District (NUES)	\$ -	\$ -	\$ 450,000.00	\$ -
72 Carbon Co School District (SESC)	\$ -	\$ -	\$ 200,000.00	\$ -
73 Iron Co School District (SEDC)	\$ -	\$ -	\$ 300,000.00	\$ -
	\$ 94,728.16	\$ 411,880.96	\$ 1,300,000.00	\$ 97,662.00
	Total			
	DOLLARS			
41 USDB	\$ 3,274,816.24			
70 Sevier School District (CUES)	\$ 389,064.01			
71 Wasatch School District (NUES)	\$ 554,170.68			
72 Carbon Co School District (SESC)	\$ 252,085.34			
73 Iron Co School District (SEDC)	\$ 326,042.67			
	\$ 4,796,178.94			

OTHER PROGRAMS

OTHER STATE: CAPITAL OUTLAY FOUNDATION				
FY2025-2026 Final Estimates				
ID	LOCAL EDUCATION AGENCY	FOUNDATION GUARANTEE	FOUNDATION GUARANTEE MBG	CAPITAL OUTLAY
		Pgm:5550, Rev: 3700 \$12,610,900	Pgm:5550, Rev: 3700 \$15,000,000	TOTAL \$27,610,900
		DOLLARS	DOLLARS	DOLLARS
1	Alpine	\$ -	\$ -	\$ -
2	Beaver	\$ -	\$ -	\$ -
3	Box Elder	\$ -	\$ -	\$ -
4	Cache	\$ 1,892,272	\$ 2,250,758	\$ 4,143,030
5	Carbon	\$ -	\$ -	\$ -
6	Daggett	\$ 22,837	\$ 27,163	\$ 50,000
7	Davis	\$ 2,446,062	\$ 2,909,462	\$ 5,355,525
8	Duchesne	\$ -	\$ -	\$ -
9	Emery	\$ -	\$ -	\$ -
10	Garfield	\$ -	\$ -	\$ -
11	Grand	\$ -	\$ -	\$ -
12	Granite	\$ -	\$ -	\$ -
13	Iron	\$ 814,559	\$ 968,875	\$ 1,783,434
14	Jordan	\$ -	\$ -	\$ -
15	Juab	\$ -	\$ -	\$ -
16	Kane	\$ -	\$ -	\$ -
17	Millard	\$ -	\$ -	\$ -
18	Morgan	\$ -	\$ -	\$ -
19	Nebo	\$ 4,225,157	\$ 5,025,602	\$ 9,250,759
20	North Sanpete	\$ -	\$ -	\$ -
21	North Summit	\$ -	\$ -	\$ -
22	Park City	\$ -	\$ -	\$ -
23	Piute	\$ 91,347	\$ 108,653	\$ 200,000
24	Rich	\$ -	\$ -	\$ -
25	San Juan	\$ 924,802	\$ 1,100,003	\$ 2,024,805
26	Sevier	\$ -	\$ -	\$ -
27	South Sanpete	\$ 982,297	\$ 1,168,391	\$ 2,150,688
28	South Summit	\$ -	\$ -	\$ -
29	Tintic	\$ 91,347	\$ 108,653	\$ 200,000
30	Tooele	\$ 1,074,545	\$ 1,278,115	\$ 2,352,660
31	Uintah	\$ -	\$ -	\$ -
32	Wasatch	\$ -	\$ -	\$ -
33	Washington	\$ -	\$ -	\$ -
34	Wayne	\$ 45,674	\$ 54,326	\$ 100,000
35	Weber	\$ -	\$ -	\$ -
36	Salt Lake	\$ -	\$ -	\$ -
37	Ogden	\$ -	\$ -	\$ -
38	Provo	\$ -	\$ -	\$ -
39	Logan	\$ -	\$ -	\$ -
40	Murray	\$ -	\$ -	\$ -
42	Canyons	\$ -	\$ -	\$ -
	TOTAL	\$ 12,610,900	\$ 15,000,000	\$ 27,610,900
	Unallocated	\$ -	\$ -	\$ -

SCHOOL FEES AMENDMENTS (HB4152024GS)		
FY2025-2026 Final Estimates		
ID	Local Education Agency	School Fees Funding Pgm: VAR, Rev: 3800 \$17,768,900
		DOLLARS
1	Alpine	\$ 2,335,195
2	Beaver	\$ 37,542
3	Box Elder	\$ 324,262
4	Cache	\$ 568,504
5	Carbon	\$ 86,824
6	Daggett	\$ 4,967
7	Davis	\$ 1,996,326
8	Duchesne	\$ 131,772
9	Emery	\$ 54,062
10	Garfield	\$ 22,937
11	Grand	\$ 39,016
12	Granite	\$ 1,537,867
13	Iron	\$ 346,681
14	Jordan	\$ 1,617,328
15	Juab	\$ 70,142
16	Kane	\$ 37,443
17	Millard	\$ 80,664
18	Morgan	\$ 94,584
19	Nebo	\$ 1,093,041
20	North Sanpete	\$ 67,746
21	North Summit	\$ 30,006
22	Park City	\$ 124,369
23	Piute	\$ 8,868
24	Rich	\$ 13,385
25	San Juan	\$ 75,673
26	Sevier	\$ 117,727
27	South Sanpete	\$ 85,207
28	South Summit	\$ 47,218
29	Tintic	\$ 8,369
30	Tooele	\$ 448,301
31	Uintah	\$ 166,902
32	Wasatch	\$ 227,330
33	Washington	\$ 1,001,401
34	Wayne	\$ 10,566
35	Weber	\$ 914,209
36	Salt Lake	\$ 501,847
37	Ogden	\$ 254,041
38	Provo	\$ 369,977
39	Logan	\$ 121,114
40	Murray	\$ 149,317
42	Canyons	\$ 923,304

SCHOOL FEES AMENDMENTS (HB4152024GS)		
FY2025-2026 Final Estimates		
ID	Local Education Agency	School Fees Funding Pgm: VAR, Rev: 3800 \$17,768,900
		DOLLARS
68	Ogden Preparatory Academy	\$ 14,956
74	American Preparatory Academy	\$ 94,183
81	Walden School of Liberal Arts	\$ 10,064
82	Freedom Preparatory Academy	\$ 32,019
83	Academy for Math Engineering & Science	\$ 28,052
86	Pinnacle Canyon Academy	\$ 10,097
87	City Academy	\$ 5,528
89	Soldier Hollow Charter School	\$ 2,637
91	Utah Arts Academy	\$ 19,446
92	Uintah River High	\$ 5,011
93	John Hancock Charter School	\$ 7,629
94	Thomas Edison	\$ 13,142
95	Timpanogos Academy	\$ -
97	Salt Lake Arts Academy	\$ 10,365
98	Fast Forward High	\$ 29,298
A1	No. UT. Acad. for Math Engineering & Science	\$ 68,536
A2	Ranches Academy	\$ -
A3	Davinci Academy	\$ 30,563
A4	Summit Academy	\$ 53,964
A5	Itineris Early College High	\$ 21,523
A6	North Davis Preparatory Academy	\$ 13,728
A8	East Hollywood High	\$ 19,547
A9	Success Academy	\$ 32,042
1B	Utah County Academy of Science	\$ 30,827
2B	Lincoln Academy	\$ 17,613
3B	Beehive Science & Technology Academy	\$ 18,788
4B	Wasatch Peak Academy	\$ -
5B	North Star Academy	\$ 8,931
7B	Reagan Academy	\$ 6,288
8B	American Leadership Academy	\$ 42,070
9B	Navigator Pointe Academy	\$ 2,135
1C	Odyssey Charter School	\$ -
2C	InTech Collegiate Academy	\$ 11,090
3C	Entheos Academy	\$ 9,498
4C	Lakeview Academy	\$ 14,554
5C	Legacy Preparatory Academy	\$ 13,508
7C	Monticello Academy	\$ 7,203
8C	Mountainville Academy	\$ -
9C	Paradigm High School	\$ 20,262
1D	Renaissance Academy	\$ 5,243
2D	Channing Hall	\$ 5,236

SCHOOL FEES AMENDMENTS (HB4152024GS) FY2025-2026 Final Estimates		
ID	Local Education Agency	School Fees Funding Pgm: VAR, Rev: 3800 \$17,768,900
		DOLLARS
3D	Spectrum Academy	\$ 37,729
4D	Syracuse Arts Academy	\$ 24,572
5D	George Washington Academy	\$ 4,714
6D	Noah Webster Academy	\$ -
8D	Open Classroom	\$ 2,248
9D	Canyon Rim Academy	\$ -
1E	Guadalupe School	\$ -
2E	Karl G. Maeser Preparatory Academy	\$ 36,929
3E	C.S. Lewis Academy	\$ -
4E	Dual Immersion Academy	\$ 4,053
5E	Edith Bowen Laboratory School	\$ -
7E	Gateway Preparatory Academy	\$ 6,278
8E	Merit College Preparatory Academy	\$ 24,336
9E	Providence Hall	\$ 55,835
1F	Quest Academy	\$ 13,788
2F	Rockwell Charter High School	\$ 16,110
3F	Venture Academy	\$ 27,282
4F	Salt Lake Center for Science Education	\$ 21,437
5F	Utah Virtual Academy	\$ 65,924
6F	Early Light Academy	\$ 15,243
7F	Excelsior Academy	\$ 18,360
8F	Hawthorn Academy	\$ 12,364
9F	Mountain Heights Academy	\$ 53,524
1G	Jefferson Academy	\$ -
2G	Vista School	\$ 17,111
3G	Bear River Charter School	\$ -
4G	Maria Montessori Academy	\$ 4,377
5G	Canyon Grove Academy	\$ 12,328
6G	Weilenmann School of Discovery	\$ 3,357
8G	Good Foundations Academy	\$ -
2H	Utah Connections Academy	\$ 43,979
3H	Endeavor Hall	\$ -
5H	Highmark Charter School	\$ 15,886
6H	Promontory School of Expeditionary Learning	\$ 3,805
7H	Pacific Heritage Academy	\$ 3,985
8H	Valley Academy	\$ 4,017
1I	Utah International Charter School	\$ 14,345
2I	Esperanza School	\$ 1,710
3I	Leadership Learning Academy	\$ -
4I	Mana Academy Charter School	\$ 5,916
5I	Voyage Academy	\$ -

SCHOOL FEES AMENDMENTS (HB4152024GS)		
FY2025-2026 Final Estimates		
ID	Local Education Agency	School Fees Funding Pgm: VAR, Rev: 3800 \$17,768,900
		DOLLARS
8I	Winter Sports School	\$ 6,034
9I	Utah Career Path High School	\$ 8,690
2J	Ascent Academies of Utah	\$ 22,147
3J	Mountain View Montessori	\$ 639
5J	Mountain West Montessori Academy	\$ 4,396
6J	Scholar Academy	\$ 7,211
7J	Greenwood Charter School	\$ 2,817
8J	Terra Academy	\$ 12,987
9J	Lumen Scholar Institute	\$ 15,650
1K	Vanguard Academy	\$ 35,517
2K	Utah Military Academy	\$ 53,549
3K	Roots Charter High School	\$ 13,444
4K	Athenian eAcademy	\$ 4,775
5K	Wasatch Waldorf Charter School	\$ 5,988
6K	Franklin Discovery Academy	\$ -
7K	Wallace Stegner Academy	\$ 28,178
8K	American Academy of Innovation	\$ 19,345
9K	St. George Academy	\$ 12,659
2L	The Center for Creativity Innovation and Discovery	\$ 4,248
3L	Leadership Academy of Utah	\$ 26,499
5L	Ignite Entrepreneurship Academy	\$ 2,139
6L	Bonneville Academy	\$ 3,351
7L	Treeside Charter School	\$ -
8L	Salt Lake Academy High School	\$ 23,982
1M	Advantage Arts Academy	\$ -
3M	Bridge Elementary School	\$ -
4M	Mountain Sunrise Academy	\$ 1,506
8M	Elevated Charter School	\$ -
1N	Virtual Horizons Charter School	\$ -
2N	ThrivePoint Academy	\$ -
Unallocated		\$ (0)
Districts - Total		\$ 16,146,033
Charters - Total		\$ 1,622,867
Grand Total		\$ 17,768,900

FUNDING DATA

		October 1, 2024		October 1, 2025		FY 25/26 Growth													
		K	1-12	K	1-12	K	1-12	K ADM		HDK WPUs		FDK							
ID	District	FY 2024	FY 2024	FY 2025	FY 2025	Change	Change	FY 2025	Prior Year + Growth	FY 2025	Prior Year + Growth	Oct. 1, 2024 FDK - Counts	FY 2025 - %	FY 2025 - ADM	Oct. 1, 2025 FDK - Counts	FY 2026 - %	FY 2026 - Base ADM	FY 2026 - Growth %	FY 2026 - Growth ADM
1	Alpine	5,435	79,322	5,456	78,759	0.4%	-0.7%	5,301.1	5,321.6	2,915.617	2,926.883	5,171	95.1%	5,076.0	4,699	86.1%	4,583.3	0.0%	-
2	Beaver	96	1,338	89	1,363	-7.3%	1.9%	91.8	85.1	50.499	46.817	95	99.0%	89.8	89	100.0%	85.1	1.0%	0.9
3	Box Elder	882	11,362	808	11,279	-8.4%	-0.7%	858.6	786.6	472.224	432.604	836	94.8%	838.6	779	96.4%	758.3	1.6%	12.8
4	Cache	1,218	18,629	1,186	18,534	-2.6%	-0.5%	1,190.3	1,159.0	654.668	637.468	1,018	83.6%	1,010.1	1,034	87.2%	1,010.5	3.6%	41.8
5	Carbon	239	2,947	236	2,899	-1.3%	-1.6%	237.7	234.7	130.750	129.109	239	100.0%	236.7	236	100.0%	234.7	0.0%	-
6	Daggett	7	154	7	133	0.0%	-13.6%	6.7	6.7	3.697	3.697	6	85.7%	6.7	7	100.0%	6.7	14.3%	1.0
7	Davis	4,068	65,534	3,641	63,825	-10.5%	-2.6%	4,017.6	3,595.9	2,209.668	1,977.729	3,915	96.2%	3,874.3	3,555	97.6%	3,510.9	1.4%	50.3
8	Duchesne	348	4,756	335	4,607	-3.7%	-3.1%	338.7	326.0	186.264	179.305	341	98.0%	331.6	331	98.8%	322.1	0.8%	2.7
9	Emery	124	1,862	107	1,800	-13.7%	-3.3%	119.8	103.4	65.875	56.844	123	99.2%	118.8	106	99.1%	102.4	0.0%	-
10	Garfield	226	1,335	145	1,174	-35.8%	-12.1%	211.6	135.8	116.398	74.680	225	99.6%	209.6	145	100.0%	135.8	0.4%	0.6
11	Grand	67	1,304	79	1,297	17.9%	-0.5%	69.1	81.5	38.008	44.815	67	100.0%	69.1	79	100.0%	81.5	0.0%	-
12	Granite	3,658	53,380	3,389	51,078	-7.4%	-4.3%	3,536.3	3,276.2	1,944.953	1,801.926	3,606	98.6%	3,513.5	3,363	99.2%	3,251.1	0.7%	21.4
13	Iron	987	12,896	902	12,505	-8.6%	-3.0%	963.9	880.9	530.142	484.486	963	97.6%	942.1	884	98.0%	863.3	0.4%	3.8
14	Jordan	3,251	53,832	3,277	52,543	0.8%	-2.4%	3,174.2	3,199.6	1,745.831	1,759.794	2,311	71.1%	2,267.0	2,842	86.7%	2,774.9	15.6%	500.4
15	Juab	171	2,534	166	2,488	-2.9%	-1.8%	171.6	166.6	94.365	91.606	159	93.0%	165.5	155	93.4%	155.5	0.4%	0.7
16	Kane	99	1,309	87	1,299	-12.1%	-0.8%	99.5	87.4	54.719	48.086	93	93.9%	99.5	84	96.6%	84.4	2.6%	2.3
17	Millard	189	2,875	204	2,793	7.9%	-2.9%	188.2	203.1	103.498	111.712	182	96.3%	182.2	197	96.6%	196.1	0.3%	0.6
18	Morgan	171	2,939	157	2,864	-8.2%	-2.6%	169.7	155.8	93.326	85.685	171	100.0%	162.0	151	96.2%	149.8	0.0%	-
19	Nebo	3,149	39,797	2,584	39,091	-17.9%	-1.8%	3,074.4	2,522.7	1,690.893	1,387.509	2,573	81.7%	2,535.4	2,066	80.0%	2,017.0	0.0%	-
20	North Sanpete	161	2,325	165	2,320	2.5%	-0.2%	160.6	164.6	88.309	90.503	155	96.3%	154.6	158	95.8%	157.6	0.0%	-

		October 1, 2024		October 1, 2025		FY 25/26 Growth													
		K	1-12	K	1-12	K	1-12	K ADM		HDK WPU's		FDK							
ID	District	FY 2024	FY 2024	FY 2025	FY 2025	Change	Change	FY 2025	Prior Year + Growth	FY 2025	Prior Year + Growth	Oct. 1, 2024 FDK - Counts	FY 2025 - %	FY 2025 - ADM	Oct. 1, 2025 FDK - Counts	FY 2026 - %	FY 2026 - Base ADM	FY 2026 - Growth %	FY 2026 - Growth ADM
21	North Summit	48	993	75	949	56.3%	-4.4%	49.0	76.5	26.932	42.081	48	100.0%	47.4	72	96.0%	73.5	0.0%	-
22	Park City	211	3,906	226	3,823	7.1%	-2.1%	212.1	227.1	116.634	124.925	211	100.0%	212.1	226	100.0%	227.1	0.0%	-
23	Piute	56	375	34	374	-39.3%	-0.3%	55.6	33.7	30.568	18.559	56	100.0%	55.6	34	100.0%	33.7	0.0%	-
24	Rich	26	473	28	457	7.7%	-3.4%	25.7	27.6	14.117	15.203	26	100.0%	25.7	28	100.0%	27.6	0.0%	-
25	San Juan	146	2,622	164	2,561	12.3%	-2.3%	145.5	163.5	80.031	89.898	118	80.8%	127.5	128	78.0%	127.6	0.0%	-
26	Sevier	296	4,136	256	4,016	-13.5%	-2.9%	292.5	253.0	160.875	139.135	291	98.3%	285.5	243	94.9%	240.1	0.0%	-
27	South Sanpete	233	2,940	200	2,901	-14.2%	-1.3%	222.5	191.0	122.357	105.027	216	92.7%	209.7	181	90.5%	172.8	0.0%	-
28	South Summit	86	1,487	92	1,424	7.0%	-4.2%	86.1	92.1	47.328	50.629	86	100.0%	86.1	92	100.0%	92.1	0.0%	-
29	Tintic	10	252	10	240	0.0%	-4.8%	9.8	9.8	5.399	5.399	10	100.0%	9.8	10	100.0%	9.8	0.0%	-
30	Tooele	958	14,661	911	14,826	-4.9%	1.1%	944.6	898.2	519.512	494.024	887	92.6%	873.8	859	94.3%	847.0	1.7%	15.3
31	Uintah	418	6,068	414	5,936	-1.0%	-2.2%	405.5	401.6	223.013	220.879	392	93.8%	395.0	384	92.8%	372.5	0.0%	-
32	Wasatch	481	8,004	524	7,690	8.9%	-3.9%	478.4	521.2	263.117	286.639	478	99.4%	478.4	520	99.2%	517.2	0.0%	-
33	Washington	2,160	33,846	2,038	32,358	-5.6%	-4.4%	1,923.6	1,815.0	1,057.989	998.232	1,813	83.9%	1,799.2	1,781	87.4%	1,586.1	3.5%	62.7
34	Wayne	21	399	23	383	9.5%	-4.0%	20.6	22.6	11.348	12.429	19	90.5%	19.6	22	95.7%	21.6	5.2%	1.2
35	Weber	1,918	29,829	1,755	29,213	-8.5%	-2.1%	1,882.7	1,722.7	1,035.473	947.474	1,899	99.0%	1,863.0	1,703	97.0%	1,671.6	0.0%	-
36	Salt Lake	1,200	17,335	1,201	16,448	0.1%	-5.1%	1,163.9	1,164.9	640.139	640.672	1,200	100.0%	1,163.9	1,201	100.0%	1,164.9	0.0%	-
37	Ogden	737	9,308	694	9,104	-5.8%	-2.2%	719.7	677.7	395.820	372.726	737	100.0%	719.5	693	99.9%	676.7	0.0%	-
38	Provo	873	12,590	835	12,175	-4.4%	-3.3%	856.4	819.1	471.035	450.532	832	95.3%	839.9	797	95.4%	781.9	0.1%	1.2
39	Logan	416	4,640	422	4,653	1.4%	0.3%	400.2	405.9	220.083	223.257	415	99.8%	400.2	422	100.0%	405.9	0.2%	1.0
40	Murray	381	5,158	382	5,022	0.3%	-2.6%	376.1	377.0	206.834	207.376	361	94.8%	362.6	377	98.7%	372.1	3.9%	14.9
42	Canyons	1,930	30,359	1,781	29,718	-7.7%	-2.1%	1,910.9	1,763.4	1,050.983	969.845	1,877	97.3%	1,857.8	1,755	98.5%	1,737.6	1.3%	22.7
	District Total	37,151	549,811	35,085	536,922	-5.6%	-2.3%	36,162.3	34,156.7	19,889.286	18,786.200	34,221		33,715.3	32,488		31,640.6		758.0
Ties to Oct 1																			
Ties to ADM File																			
Calculation																			
Non-FDK Weight																			
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1-12 Weight																			
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		FDK Base WPU		Total Base K WPU		1-12 ADM		1-12 WPU		Total Base K-12 WPU		Final Base K-12 WPU	FDK Growth WPU	Final K-12 WPU - FY2026	
ID	District	FY 2025	Prior Year + Growth	FY 2025	Prior Year + Growth	FY 2025	Prior Year + Growth	FY 2025	Prior Year + Growth	FY 2025	Prior Year + Growth	FY 2026	FY 2026	K	1-12
1	Alpine	2,284.185	2,062.463	5,199.802	4,989.346	76,633.7	76,089.8	76,633.717	76,089.797	81,833.519	81,079.143	81,833.519	-	5,199.802	76,633.717
2	Beaver	40.418	38.305	90.917	85.122	1,304.0	1,328.4	1,304.022	1,328.387	1,394.939	1,413.509	1,413.509	0.399	85.521	1,328.387
3	Box Elder	377.365	341.245	849.589	773.849	10,931.7	10,851.9	10,931.717	10,851.860	11,781.306	11,625.709	11,781.306	5.756	855.345	10,931.717
4	Cache	454.542	454.720	1,109.211	1,092.188	18,217.3	18,124.4	18,217.344	18,124.444	19,326.555	19,216.632	19,326.555	18.798	1,128.009	18,217.344
5	Carbon	106.528	105.635	237.278	234.744	2,878.1	2,831.2	2,878.128	2,831.250	3,115.406	3,065.993	3,115.406	-	237.278	2,878.128
6	Daggett	3.025	3.025	6.722	6.722	151.0	130.4	150.989	130.399	157.711	137.122	157.711	0.432	7.154	150.989
7	Davis	1,743.445	1,579.921	3,953.113	3,557.650	63,640.9	61,981.3	63,640.944	61,981.312	67,594.057	65,538.962	67,594.057	22.639	3,975.752	63,640.944
8	Duchesne	149.218	144.953	335.481	324.258	4,478.1	4,337.8	4,478.144	4,337.849	4,813.626	4,662.108	4,813.626	1.199	336.680	4,478.144
9	Emery	53.447	46.074	119.322	102.917	1,792.2	1,732.6	1,792.239	1,732.562	1,911.561	1,835.479	1,911.561	-	119.322	1,792.239
10	Garfield	94.335	61.102	210.733	135.782	1,280.4	1,126.0	1,280.361	1,125.951	1,491.094	1,261.733	1,491.094	0.270	211.004	1,280.361
11	Grand	31.098	36.667	69.106	81.483	1,264.3	1,257.5	1,264.283	1,257.497	1,333.389	1,338.979	1,338.979	-	81.483	1,257.497
12	Granite	1,581.060	1,462.992	3,526.013	3,264.918	50,397.2	48,223.8	50,397.194	48,223.827	53,923.207	51,488.745	53,923.207	9.647	3,535.660	50,397.194
13	Iron	423.960	388.488	954.102	872.974	12,574.5	12,193.2	12,574.489	12,193.237	13,528.591	13,066.211	13,528.591	1.728	955.830	12,574.489
14	Jordan	1,020.165	1,248.703	2,765.996	3,008.497	51,787.9	50,547.8	51,787.850	50,547.797	54,553.846	53,556.294	54,553.846	225.187	2,991.184	51,787.850
15	Juab	74.453	69.983	168.817	161.589	2,399.7	2,356.1	2,399.689	2,356.127	2,568.506	2,517.716	2,568.506	0.293	169.110	2,399.689
16	Kane	44.770	37.987	99.489	86.073	1,276.1	1,266.3	1,276.078	1,266.329	1,375.567	1,352.402	1,375.567	1.028	100.517	1,276.078
17	Millard	82.000	88.264	185.498	199.976	2,792.5	2,712.8	2,792.489	2,712.842	2,977.987	2,912.818	2,977.987	0.249	185.747	2,792.489
18	Morgan	72.920	67.427	166.246	153.112	2,912.6	2,838.3	2,912.628	2,838.301	3,078.874	2,991.413	3,078.874	-	166.246	2,912.628
19	Nebo	1,140.948	907.661	2,831.840	2,295.170	38,379.8	37,699.0	38,379.822	37,698.963	41,211.662	39,994.133	41,211.662	-	2,831.840	38,379.822
20	North Sanpete	69.552	70.906	157.861	161.409	2,261.5	2,256.7	2,261.517	2,256.653	2,419.378	2,418.062	2,419.378	-	157.861	2,261.517

		FDK Base WPU		Total Base K WPU		1-12 ADM		1-12 WPU		Total Base K-12 WPU		Final Base K-12 WPU	FDK Growth WPU	Final K-12 WPU - FY2026	
ID	District	FY 2025	Prior Year + Growth	FY 2025	Prior Year + Growth	FY 2025	Prior Year + Growth	FY 2025	Prior Year + Growth	FY 2025	Prior Year + Growth	FY 2026	FY 2026	K	1-12
21	North Summit	21.343	33.053	48.274	75.133	967.5	924.6	967.456	924.587	1,015.730	999.721	1,015.730	-	48.274	967.456
22	Park City	95.427	102.211	212.061	227.137	3,786.3	3,705.8	3,786.278	3,705.822	3,998.339	3,932.958	3,998.339	-	212.061	3,786.278
23	Piute	25.010	15.185	55.578	33.744	371.3	370.3	371.250	370.260	426.828	404.004	426.828	-	55.578	371.250
24	Rich	11.550	12.438	25.667	27.641	456.7	441.2	456.656	441.208	482.322	468.849	482.322	-	25.667	456.656
25	San Juan	57.380	57.407	137.411	147.305	2,549.4	2,490.1	2,549.406	2,490.094	2,686.817	2,637.400	2,686.817	-	137.411	2,549.406
26	Sevier	128.475	108.057	289.350	247.192	4,028.7	3,911.9	4,028.739	3,911.851	4,318.089	4,159.043	4,318.089	-	289.350	4,028.739
27	South Sanpete	94.373	77.768	216.729	182.795	2,850.5	2,812.7	2,850.539	2,812.726	3,067.268	2,995.521	3,067.268	-	216.729	2,850.539
28	South Summit	38.723	41.424	86.050	92.053	1,467.3	1,405.1	1,467.272	1,405.108	1,553.322	1,497.162	1,553.322	-	86.050	1,467.272
29	Tintic	4.418	4.418	9.817	9.817	247.5	235.7	247.467	235.683	257.283	245.499	257.283	-	9.817	247.467
30	Tooele	393.213	381.130	912.724	875.154	14,217.2	14,377.2	14,217.222	14,377.228	15,129.946	15,252.382	15,252.382	6.885	882.038	14,377.228
31	Uintah	177.745	167.623	400.758	388.502	5,708.8	5,584.6	5,708.756	5,584.570	6,109.513	5,973.072	6,109.513	-	400.758	5,708.756
32	Wasatch	215.278	232.732	478.394	519.371	7,891.4	7,581.8	7,891.422	7,581.839	8,369.817	8,101.210	8,369.817	-	478.394	7,891.422
33	Washington	809.640	713.742	1,867.629	1,711.974	31,464.2	30,081.0	31,464.244	30,080.956	33,331.874	31,792.930	33,331.874	28.213	1,895.843	31,464.244
34	Wayne	8.835	9.727	20.183	22.156	384.6	369.2	384.594	369.172	404.778	391.328	404.778	0.526	20.710	384.594
35	Weber	838.363	752.237	1,873.835	1,699.711	29,223.0	28,619.5	29,223.022	28,619.536	31,096.858	30,319.247	31,096.858	-	1,873.835	29,223.022
36	Salt Lake	523.750	524.186	1,163.889	1,164.859	16,471.3	15,628.4	16,471.250	15,628.446	17,635.139	16,793.305	17,635.139	-	1,163.889	16,471.250
37	Ogden	323.765	304.518	719.585	677.244	8,898.6	8,703.6	8,898.611	8,703.584	9,618.196	9,380.827	9,618.196	-	719.585	8,898.611
38	Provo	377.938	351.842	848.973	802.374	12,177.9	11,776.5	12,177.867	11,776.452	13,026.839	12,578.825	13,026.839	0.537	849.509	12,177.867
39	Logan	180.068	182.665	400.150	405.921	4,505.5	4,518.1	4,505.483	4,518.106	4,905.633	4,924.028	4,924.028	0.439	406.360	4,518.106
40	Murray	163.165	167.451	369.999	374.827	5,008.9	4,876.9	5,008.928	4,876.858	5,378.926	5,251.686	5,378.926	6.686	376.684	5,008.928
42	Canyons	835.995	781.925	1,886.978	1,751.770	29,342.6	28,723.0	29,342.567	28,723.028	31,229.544	30,474.798	31,229.544	10.207	1,897.184	29,342.567
	District Total	15,171.883	14,238.260	35,061.169	33,024.460	529,372.7	517,022.5	529,372.672	517,022.498	564,433.841	550,046.958	564,598.831	341.119	35,377.071	529,562.879
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Ties to ADM File															
Calculation															
Non-FDK Weight															
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ID	LEA Name	October 1, 2024				October 1, 2025				FY 25/FY26 Growth				K ADM		HDK WPU's		FDK								FDK Base WPU's		Total Base K WPU's	
		K	1-6	7-8	9-12	K	1-6	7-8	9-12	K	1-6	7-8	9-12	FY2025	Prior Year + Growth	FY2025	Prior Year + Growth	Oct. 1, 2024 FDK - Counts	FY 2025 - %	FY 2025 - ADM	Oct. 1, 2025 FDK - Counts	FY 2026 - %	FY 2026 - Base ADM	FY 2026 - Growth %	FY 2026 - Growth ADM	FY 2025	Prior Year + Growth	FY 2025	Prior Year + Growth
68	Ogden Preparatory Academy	102	594	187	104	100	585	188	101	-2.0%	-1.5%	0.5%	-2.9%	102.5	100.5	56.378	55.273	102	100.0%	102.5	100	100.0%	100.5	0.0%	-	35.877	35.173	92.255	90.446
74	American Preparatory Academy	489	3,126	955	825	508	3,123	959	861	3.9%	-0.1%	0.4%	4.4%	492.2	511.4	270.731	281.251	414	84.7%	419.2	508	100.0%	511.4	15.3%	78.4	146.708	178.978	417.440	460.228
81	Walden School of Liberal Arts	29	175	69	113	30	181	69	117	3.4%	3.4%	0.0%	3.5%	29.0	30.0	15.968	16.519	29	100.0%	29.0	30	100.0%	30.0	0.0%	-	10.162	10.512	26.130	27.031
82	Freedom Preparatory Academy	265	1,323	275	295	248	1,341	251	305	-6.4%	1.4%	-8.7%	3.4%	257.9	241.4	141.869	132.768	258	97.4%	247.9	244	98.4%	237.5	1.0%	2.5	86.781	83.126	228.650	215.895
83	Academy for Math Engineering & Science	0	0	0	458	0	0	0	466	0.0%	0.0%	0.0%	1.7%	-	-	-	-	0	0.0%	-	0	0.0%	-	0.0%	-	-	-	-	-
86	Pinnacle Canyon Academy	22	134	61	132	18	135	68	137	-18.2%	0.7%	11.5%	3.8%	22.0	18.0	12.079	9.882	22	100.0%	22.0	18	100.0%	18.0	0.0%	-	7.686	6.289	19.765	16.171
87	City Academy	0	0	27	66	0	0	26	104	0.0%	0.0%	-3.7%	57.6%	-	-	-	-	0	0.0%	-	0	0.0%	-	0.0%	-	-	-	-	-
89	Soldier Hollow Charter School	42	236	52	0	38	227	57	0	-9.5%	-3.8%	9.6%	0.0%	42.0	38.0	23.088	20.889	42	100.0%	42.0	38	100.0%	38.0	0.0%	-	14.692	13.293	37.780	34.182
91	Utah Arts Academy	0	0	41	270	0	0	68	296	0.0%	0.0%	65.9%	9.6%	-	-	-	-	0	0.0%	-	0	0.0%	-	0.0%	-	-	-	-	-
92	Uintah River High	0	0	0	82	0	0	0	102	0.0%	0.0%	0.0%	24.4%	-	-	-	-	0	0.0%	-	0	0.0%	-	0.0%	-	-	-	-	-
93	John Hancock Charter School	146	741	159	0	138	802	149	0	-5.5%	8.2%	-6.3%	0.0%	140.0	132.3	76.982	72.763	128	87.7%	125.0	94	68.1%	90.1	0.0%	-	43.764	31.540	120.745	104.304
94	Thomas Edison	133	791	265	0	113	770	265	0	-15.0%	-2.7%	0.0%	0.0%	132.7	112.8	73.003	62.025	111	83.5%	105.9	85	75.2%	84.8	0.0%	-	37.075	29.690	110.078	91.716
95	Timpanogos Academy	61	429	0	0	70	419	0	0	14.8%	-2.3%	0.0%	0.0%	59.7	68.6	32.856	37.704	0	0.0%	-	59	84.3%	57.8	84.3%	57.8	-	20.223	32.856	57.927
97	Salt Lake Arts Academy	0	208	207	0	0	207	202	0	0.0%	-0.5%	-2.4%	0.0%	-	-	-	-	0	0.0%	-	0	0.0%	-	0.0%	-	-	-	-	-
98	Fast Forward High	0	0	0	442	0	0	0	491	0.0%	0.0%	0.0%	11.1%	-	-	-	-	0	0.0%	-	0	0.0%	-	0.0%	-	-	-	-	-
A1	No. UT. Acad. for Math Engineering & Science	0	0	0	1,132	0	0	0	1,145	0.0%	0.0%	0.0%	1.1%	-	-	-	-	0	0.0%	-	0	0.0%	-	0.0%	-	-	-	-	-
A2	Ranches Academy	52	309	0	0	51	310	0	0	-1.9%	0.3%	0.0%	0.0%	51.6	50.6	28.395	27.849	0	0.0%	-	0	0.0%	-	0.0%	-	-	-	28.395	27.849
A3	Davinci Academy	110	625	216	327	118	613	226	329	7.3%	-1.9%	4.6%	0.6%	109.2	117.1	60.036	64.402	110	100.0%	109.2	118	100.0%	117.1	0.0%	-	38.204	40.983	98.240	105.385
A4	Summit Academy	236	1,370	363	599	246	1,369	348	599	4.2%	-0.1%	-4.1%	0.0%	233.7	243.6	128.532	133.978	149	63.1%	169.9	206	83.7%	204.0	20.6%	50.2	59.461	71.396	187.993	205.374
A5	Itineris Early College High	0	0	0	366	0	0	0	370	0.0%	0.0%	0.0%	1.1%	-	-	-	-	0	0.0%	-	0	0.0%	-	0.0%	-	-	-	-	-
A6	North Davis Preparatory Academy	94	611	174	88	86	606	173	68	-8.5%	-0.8%	-0.6%	-22.7%	93.4	85.4	51.367	46.995	0	0.0%	-	0	0.0%	-	0.0%	-	-	-	51.367	46.995
A8	East Hollywood High	0	0	0	325	0	0	0	331	0.0%	0.0%	0.0%	1.8%	-	-	-	-	0	0.0%	-	0	0.0%	-	0.0%	-	-	-	-	-
A9	Success Academy	0	0	0	538	0	0	0	528	0.0%	0.0%	0.0%	-1.9%	-	-	-	-	0	0.0%	-	0	0.0%	-	0.0%	-	-	-	-	-
1B	Utah County Academy of Science	0	0	0	509	0	0	0	463	0.0%	0.0%	0.0%	-9.0%	-	-	-	-	0	0.0%	-	0	0.0%	-	0.0%	-	-	-	-	-
2B	Lincoln Academy	74	500	238	99	75	501	236	97	1.4%	0.2%	-0.8%	-2.0%	74.1	75.1	40.734	41.284	50	67.6%	54.0	50	66.7%	50.0	0.0%	-	18.910	17.514	59.643	58.799
3B	Beehive Science & Technology Academy	66	451	165	179	75	482	158	178	13.6%	6.9%	-4.2%	-0.6%	65.8	74.8	36.214	41.153	66	100.0%	65.8	75	100.0%	74.8	0.0%	-	23.046	26.188	59.260	67.341
4B	Wasatch Peak Academy	72	448	0	0	69	433	0	0	-4.2%	-3.3%	0.0%	0.0%	71.4	68.4	39.270	37.634	72	100.0%	71.4	69	100.0%	68.4	0.0%	-	24.990	23.949	64.260	61.583
5B	North Star Academy	51	308	101	62	49	309	121	41	-3.9%	0.3%	19.8%	-33.9%	49.9	48.0	27.466	26.389	37	72.5%	35.0	38	77.6%	37.2	5.0%	2.4	12.238	13.023	39.705	39.413
7B	Reagan Academy	79	478	126	0	79	470	126	0	0.0%	-1.7%	0.0%	0.0%	78.0	78.0	42.885	42.885	1	1.3%	1.3	0	0.0%	-	0.0%	-	0.457	-	43.342	42.885
8B	American Leadership Academy	117	727	276	472	126	749	257	507	7.7%	3.0%	-6.9%	7.4%	112.9	121.6	62.098	66.875	98	83.8%	94.1	101	80.2%	97.5	0.0%	-	32.949	34.113	95.047	100.988
9B	Navigator Pointe Academy	39	293	43	0	48	275	45	0	23.1%	-6.1%	4.7%	0.0%	38.3	47.1	21.059	25.919	22	56.4%	31.3	37	77.1%	36.3	20.7%	9.7	10.951	12.714	32.010	38.633
1C	Odyssey Charter School	86	334	0	0	97	358	0	0	12.8%	7.2%	0.0%	0.0%	86.0	97.0	47.309	53.360	80	93.0%	86.0	93	95.9%	93.0	2.9%	2.8	30.106	32.556	77.415	85.917
2C	InTech Collegiate Academy	0	0	51	146	0	0	49	145	0.0%	0.0%	-3.9%	-0.7%	-	-	-	-	0	0.0%	-	0	0.0%	-	0.0%	-	-	-	-	-
3C	Entheos Academy	139	719	196	0	133	764	194	0	-4.3%	6.3%	-1.0%	0.0%	136.2	130.3	74.907	71.674	124	89.2%	121.5	125	94.0%	122.5	4.8%	6.2	42.529	42.867	117.436	114.541
4C	Lakeview Academy	128	654	205	74	124	684	208	87	-3.1%	4.6%	1.5%	17.6%	124.0	120.1	68.206	66.075	112	87.5%	118.1	112	90.3%	108.5	2.8%	3.4	41.331	37.978	109.537	104.053
5C	Legacy Preparatory Academy	103	661	176	80	101	600	183	74	-1.9%	-9.2%	4.0%	-7.5%	101.3	99.3	55.715	54.633	98	95.1%	100.2	91	90.1%	89.5	0.0%	-	35.053	31.324	90.768	85.957
7C	Monticello Academy	158	832	142	0	154	865	147	0	-2.5%	4.0%	3.5%	0.0%	153.6	149.7	84.489	82.350	158	100.0%	153.6	154	100.0%	149.7	0.0%	-	53.766	52.405	138.255	134.755
8C	Mountainville Academy	95	566	0	0	108	582	0	0	13.7%	2.8%	0.0%	0.0%	94.7	107.7	52.109	59.240	95	100.0%	94.7	108	100.0%	107.7	0.0%	-	33.161	37.698	85.270	96.939
9C	Paradigm High School	0	0	115	238	0	0	116	249	0.0%	0.0%	0.9%	4.6%	-	-	-	-	0	0.0%	-	0	0.0%	-	0.0%	-	-	-	-	-
1D	Renaissance Academy	88	557	73	24	130	528	69	33	47.7%	-5.2%	-5.5%	37.5%	87.3	129.0	48.027	70.949	56	63.6%	56.0	87	66.9%	86.3	3.3%	4.2	19.598	30.215	67.625	101.165
2D	Channing Hall	69	430	105	0	68	440	104	0	-1.4%	2.3%	-1.0%	0.0%	70.0	68.9	38.473	37.915	62	89.9%	64.0	68	100.0%	68.9	10.1%	7.0	22.383	24.128	60.855	62.043
3D	Spectrum Academy	69	650	265	577	81	635	261	595	17.4%	-2.3%	-1.5%	3.1%	45.1	53.0	24.814	29.130	68	98.6%	45.1	81	100.0%	53.0	1.4%	0.8	15.791	18.537	40.605	47.667
4D	Syracuse Arts Academy	159	1,094	327	138	260	1,338	310	142	63.5%	22.3%	-5.2%	2.9%	158.0	258.4	86.921	142.136	128	80.5%	130.1	215	82.7%	213.7	2.2%	5.7	45.537	74.795	132.458	216.931
5D	George Washington Academy	140	779	95	0	140	802	88	0	0.0%	3.0%	-7.4%	0.0%	135.7	135.7	74.629	74.629	140	100.0%	135.7	140	100.0%	135.7	0.0%	-	47.491	47.491	122.120	122.120
6D	Noah Webster Academy	73	447	0	0	75	454	0	0	2.7%	1.6%	0.0%	0.0%	71.9	73.9	39.569	40.654	66	90.4%	71.9	74	98.7%	72.9	8.3%	6.1	25.181	25.525	64.750	66.179
8D	Open Classroom	39	196	44	0	28	192	50	0	-28.2%	-2.0%	13.6%	0.0%	38.2	27.4	21.022	15.093	39	100.0%	38.2	28	100.0%	27.4	0.0%	-	13.378	9.605	34.400	24.697
9D	Canyon Rim Academy	78	446	0	0	76	438	0	0	-2.6%	-1.8%	0.0%	0.0%	78.4	76.4	43.123	42.017	39	50.0%	40.7	40	52.6%	40.2	2.6%	2.0	14.241	14.073	57.364	56.090

ID	LEA Name	October 1, 2024				October 1, 2025				FY 25/FY26 Growth				K ADM		HDK WPU's		FDK								FDK Base WPU's		Total Base K WPU's	
		K	1-6	7-8	9-12	K	1-6	7-8	9-12	K	1-6	7-8	9-12	FY2025	Prior Year + Growth	FY2025	Prior Year + Growth	Oct. 1, 2024 FDK - Counts	FY 2025 - %	FY 2025 - ADM	Oct. 1, 2025 FDK - Counts	FY 2026 - %	FY 2026 - Base ADM	FY 2026 - Growth %	FY 2026 - Growth ADM	FY 2025	Prior Year + Growth	FY 2025	Prior Year + Growth
1E	Guadalupe School	48	244	0	0	44	214	0	0	-8.3%	-12.3%	0.0%	0.0%	43.6	40.0	23.980	21.982	48	100.0%	43.6	44	100.0%	40.0	0.0%	-	15.260	13.988	39.240	35.970
2E	Karl G. Maeser Preparatory Academy	0	0	226	428	0	0	226	446	0.0%	0.0%	0.0%	4.2%	-	-	-	-	0	0.0%	-	0	0.0%	-	0.0%	-	-	-	-	-
3E	C.S. Lewis Academy	39	185	0	0	34	187	0	0	-12.8%	1.1%	0.0%	0.0%	36.4	31.7	20.023	17.456	39	100.0%	36.4	31	91.2%	28.9	0.0%	-	12.742	10.128	32.765	27.584
4E	Dual Immersion Academy	54	298	82	0	48	297	70	0	-11.1%	-0.3%	-14.6%	0.0%	51.0	45.3	28.026	24.912	54	100.0%	51.0	48	100.0%	45.3	0.0%	-	17.834	15.853	45.860	40.764
5E	Edith Bowen Laboratory School	49	310	0	0	48	310	0	0	-2.0%	0.0%	0.0%	0.0%	48.4	47.4	26.629	26.086	49	100.0%	46.4	48	100.0%	47.4	0.0%	-	16.246	16.600	42.875	42.686
7E	Gateway Preparatory Academy	109	495	133	0	710	1,280	233	0	551.4%	158.6%	75.2%	0.0%	110.2	717.8	60.607	394.779	107	98.2%	109.2	708	99.7%	715.8	1.6%	11.1	38.218	250.515	98.825	645.295
8E	Merit College Preparatory Academy	0	0	130	323	0	0	112	291	0.0%	0.0%	-13.8%	-9.9%	-	-	-	-	0	0.0%	-	0	0.0%	-	0.0%	-	-	-	-	-
9E	Providence Hall	136	911	380	613	137	917	390	611	0.7%	0.7%	2.6%	-0.3%	136.2	137.2	74.925	75.476	99	72.8%	97.8	114	83.2%	114.2	10.4%	14.3	34.240	39.967	109.165	115.443
1F	Quest Academy	107	635	183	85	108	635	180	79	0.9%	0.0%	-1.6%	-7.1%	105.1	106.0	57.781	58.321	86	80.4%	97.1	89	82.4%	87.4	2.0%	2.2	33.969	30.584	91.750	88.904
2F	Rockwell Charter High School	0	0	64	223	0	0	38	174	0.0%	0.0%	-40.6%	-22.0%	-	-	-	-	0	0.0%	-	0	0.0%	-	0.0%	-	-	-	-	-
3F	Venture Academy	47	280	119	355	45	279	122	338	-4.3%	-0.4%	2.5%	-4.8%	45.3	43.4	24.939	23.878	41	87.2%	44.1	42	93.3%	40.5	6.1%	2.6	15.423	14.182	40.363	38.060
4F	Salt Lake Center for Science Education	0	0	0	366	0	0	0	346	0.0%	0.0%	0.0%	-5.5%	-	-	-	-	0	0.0%	-	0	0.0%	-	0.0%	-	-	-	-	-
5F	Utah Virtual Academy	86	589	377	845	79	584	341	871	-8.1%	-0.8%	-9.5%	3.1%	74.8	68.7	41.122	37.775	70	81.4%	59.9	62	78.5%	53.9	0.0%	-	20.975	18.866	62.096	56.640
6F	Early Light Academy at Daybreak	104	627	208	84	104	635	205	91	0.0%	1.3%	-1.4%	8.3%	101.2	101.2	55.672	55.672	95	91.3%	97.2	92	88.5%	89.5	0.0%	-	34.028	31.340	89.700	87.012
7F	Excelsior Academy	146	886	374	0	148	917	344	0	1.4%	3.5%	-8.0%	0.0%	144.5	146.5	79.484	80.573	115	78.8%	114.5	123	83.1%	121.8	4.3%	6.4	40.075	42.613	119.559	123.186
8F	Hawthorn Academy	159	963	184	58	155	929	188	65	-2.5%	-3.5%	2.2%	12.1%	159.8	155.8	87.896	85.685	159	100.0%	159.8	155	100.0%	155.8	0.0%	-	55.934	54.527	143.830	140.212
9F	Mountain Heights Academy	0	0	151	750	0	0	144	734	0.0%	0.0%	-4.6%	-2.1%	-	-	-	-	0	0.0%	-	0	0.0%	-	0.0%	-	-	-	-	-
1G	Jefferson Academy	72	433	0	0	72	408	0	0	0.0%	-5.8%	0.0%	0.0%	71.0	71.0	39.062	39.062	61	84.7%	60.4	66	91.7%	65.1	6.9%	4.9	21.142	22.786	60.204	61.849
2G	Vista School	92	692	255	76	100	657	256	75	8.7%	-5.1%	0.4%	-1.3%	89.3	97.0	49.088	53.356	89	96.7%	88.8	100	100.0%	97.0	3.3%	3.2	31.063	33.954	80.150	87.310
3G	Bear River Charter School	34	128	0	0	43	144	0	0	26.5%	12.5%	0.0%	0.0%	33.3	42.1	18.306	23.151	34	100.0%	33.3	43	100.0%	42.1	0.0%	-	11.649	14.733	29.955	37.884
4G	Maria Montessori Academy	50	267	61	24	60	270	49	23	20.0%	1.1%	-19.7%	-4.2%	50.0	60.0	27.521	33.026	50	100.0%	50.0	59	98.3%	59.0	0.0%	-	17.514	20.666	45.035	53.692
5G	Canyon Grove Academy	167	682	65	155	169	764	80	97	1.2%	12.0%	23.1%	-37.4%	164.3	166.2	90.353	91.435	167	100.0%	164.2	169	100.0%	166.2	0.0%	-	57.484	58.186	147.836	149.621
6G	Weilenmann School of Discovery	37	314	71	0	31	243	74	0	-16.2%	-22.6%	4.2%	0.0%	36.3	30.4	19.977	16.738	37	100.0%	36.3	31	100.0%	30.4	0.0%	-	12.713	10.651	32.690	27.389
8G	Good Foundations Academy	63	380	0	0	66	377	0	0	4.8%	-0.8%	0.0%	0.0%	61.0	63.9	33.541	35.138	0	0.0%	-	0	0.0%	-	0.0%	-	-	-	33.541	35.138
2H	Utah Connections Academy	45	301	215	509	43	370	223	572	-4.4%	22.9%	3.7%	12.4%	45.3	43.2	24.894	23.787	45	100.0%	45.3	43	100.0%	43.2	0.0%	-	15.841	15.137	40.735	38.925
3H	Endeavor Hall	35	222	0	0	28	188	0	0	-20.0%	-15.3%	0.0%	0.0%	35.4	28.3	19.485	15.588	35	100.0%	35.4	28	100.0%	28.3	0.0%	-	12.400	9.920	31.885	25.508
5H	Highmark Charter School	43	327	194	104	48	333	202	88	11.6%	1.8%	4.1%	-15.4%	42.4	47.4	23.344	26.059	43	100.0%	42.4	48	100.0%	47.4	0.0%	-	14.856	16.583	38.200	42.642
6H	Promontory School of Expeditionary Learning	55	312	78	0	45	293	70	0	-18.2%	-6.1%	-10.3%	0.0%	54.2	44.4	29.813	24.393	34	61.8%	36.7	45	100.0%	44.4	38.2%	16.9	12.841	15.523	42.654	39.915
7H	Pacific Heritage Academy	32	215	81	0	35	237	84	0	9.4%	10.2%	3.7%	0.0%	33.3	36.4	18.303	20.019	32	100.0%	33.3	35	100.0%	36.4	0.0%	-	11.647	12.739	29.950	32.758
8H	Valley Academy	82	476	85	0	91	500	105	0	11.0%	5.0%	23.5%	0.0%	81.5	90.4	44.822	49.741	82	100.0%	81.5	91	100.0%	90.4	0.0%	-	28.523	31.654	73.345	81.395
1I	Utah International Charter School	0	12	45	188	0	8	32	150	0.0%	-33.3%	-28.9%	-20.2%	-	-	-	-	0	0.0%	-	0	0.0%	-	0.0%	-	-	-	-	-
2I	Esperanza School	90	455	31	0	83	470	28	0	-7.8%	3.3%	-9.7%	0.0%	88.3	81.5	48.589	44.810	90	100.0%	88.3	83	100.0%	81.5	0.0%	-	30.921	28.516	79.510	73.326
3I	Leadership Learning Academy	164	743	0	0	168	707	0	0	2.4%	-4.8%	0.0%	0.0%	160.9	164.8	88.507	90.666	158	96.3%	160.9	165	98.2%	161.9	1.9%	3.1	56.323	56.666	144.830	147.332
4I	Mana Academy Charter School	26	169	46	60	27	159	46	69	3.8%	-5.9%	0.0%	15.0%	26.2	27.2	14.383	14.936	26	100.0%	26.2	27	100.0%	27.2	0.0%	-	9.153	9.505	23.535	24.440
5I	Voyage Academy	76	453	0	0	75	454	0	0	-1.3%	0.2%	0.0%	0.0%	75.2	74.2	41.363	40.819	43	56.6%	43.0	43	57.3%	42.6	0.8%	0.6	15.050	14.893	56.413	55.711
7I	Weber State University Charter Academy	0	0	0	0	12	0	0	0	0.0%	0.0%	0.0%	0.0%	-	12.0	-	6.600	0	0.0%	-	12	100.0%	12.0	100.0%	12.0	-	4.200	-	10.800
8I	Winter Sports School	0	0	0	98	0	0	0	89	0.0%	0.0%	0.0%	-9.2%	-	-	-	-	0	0.0%	-	0	0.0%	-	0.0%	-	-	-	-	-
9I	Utah Career Path High School	0	0	0	148	0	0	0	136	0.0%	0.0%	0.0%	-8.1%	-	-	-	-	0	0.0%	-	0	0.0%	-	0.0%	-	-	-	-	-
2J	Ascent Academies of Utah	368	2,062	309	118	388	2,120	328	103	5.4%	2.8%	6.1%	-12.7%	365.7	385.5	201.120	212.050	274	74.5%	312.6	354	91.2%	351.8	16.8%	64.7	109.420	123.116	310.539	335.166
3J	Mountain View Montessori	47	150	13	0	47	174	14	0	0.0%	16.0%	7.7%	0.0%	47.4	47.4	26.079	26.079	47	100.0%	47.4	42	89.4%	42.4	0.0%	-	16.596	14.830	42.675	40.909
5J	Mountain West Montessori Academy	53	316	55	27	53	313	72	18	0.0%	-0.9%	30.9%	-33.3%	51.4	51.4	28.273	28.273	45	84.9%	48.4	49	92.5%	47.5	7.5%	3.9	16.942	16.634	45.215	44.907
6J	Scholar Academy	75	468	149	0	73	461	146	0	-2.7%	-1.5%	-2.0%	0.0%	74.7	72.7	41.073	39.978	71	94.7%	74.7	68	93.2%	67.7	0.0%	-	26.137	23.698	67.210	63.675
7J	Greenwood Charter School	45	252	57	0	50	241	69	0	11.1%	-4.4%	21.1%	0.0%	45.9	51.0	25.245	28.050	44	97.8%	45.9	50	100.0%	51.0	2.2%	1.1	16.065	17.850	41.310	45.900

ID	LEA Name	October 1, 2024				October 1, 2025				FY 25/FY26 Growth				K ADM		HDK WPU's		FDK								FDK Base WPU's		Total Base K WPU's	
		K	1-6	7-8	9-12	K	1-6	7-8	9-12	K	1-6	7-8	9-12	FY2025	Prior Year + Growth	FY2025	Prior Year + Growth	Oct. 1, 2024 FDK - Counts	FY 2025 - %	FY 2025 - ADM	Oct. 1, 2025 FDK - Counts	FY 2026 - %	FY 2026 - Base ADM	FY 2026 - Growth %	FY 2026 - Growth ADM	FY 2025	Prior Year + Growth	FY 2025	Prior Year + Growth
8J	Terra Academy	49	311	100	137	50	309	99	127	2.0%	-0.6%	-1.0%	-7.3%	41.4	42.3	22.779	23.244	49	100.0%	41.4	50	100.0%	42.3	0.0%	-	14.496	14.792	37.275	38.036
9J	Lumen Scholar Institute	17	156	104	183	19	149	99	181	11.8%	-4.5%	-4.8%	-1.1%	17.8	19.9	9.799	10.952	17	100.0%	17.8	19	100.0%	19.9	0.0%	-	6.236	6.969	16.035	17.921
1K	Vanguard Academy	0	0	248	375	0	0	265	396	0.0%	0.0%	6.9%	5.6%	-	-	-	-	0	0.0%	-	0	0.0%	-	0.0%	-	-	-	-	-
2K	Utah Military Academy	0	0	345	609	0	41	362	760	0.0%	0.0%	4.9%	24.8%	-	-	-	-	0	0.0%	-	0	0.0%	-	0.0%	-	-	-	-	-
3K	Roots Charter High School	0	0	0	224	0	0	0	250	0.0%	0.0%	0.0%	11.6%	-	-	-	-	0	0.0%	-	0	0.0%	-	0.0%	-	-	-	-	-
4K	Athenian eAcademy	92	458	94	0	94	529	125	0	2.2%	15.5%	33.0%	0.0%	87.9	89.8	48.333	49.383	92	100.0%	87.9	94	100.0%	89.8	0.0%	-	30.757	31.426	79.090	80.809
5K	Wasatch Waldorf Charter School	75	436	117	0	72	457	114	0	-4.0%	4.8%	-2.6%	0.0%	73.9	71.0	40.663	39.037	75	100.0%	54.9	53	73.6%	52.2	0.0%	-	19.227	18.286	59.890	57.323
6K	Franklin Discovery Academy	107	613	0	0	102	651	38	0	-4.7%	6.2%	0.0%	0.0%	104.5	99.6	57.454	54.769	84	78.5%	82.5	75	73.5%	73.2	0.0%	-	28.861	25.627	86.315	80.396
7K	Wallace Stegner Academy	237	1,387	462	80	292	1,752	577	227	23.2%	26.3%	24.9%	183.8%	230.5	284.0	126.796	156.222	237	100.0%	230.5	292	100.0%	284.0	0.0%	-	80.689	99.414	207.485	255.636
8K	American Academy of Innovation	0	32	96	246	0	23	89	229	0.0%	-28.1%	-7.3%	-6.9%	-	-	-	-	0	0.0%	-	0	0.0%	-	0.0%	-	-	-	-	-
9K	St. George Academy	0	0	59	165	0	0	113	179	0.0%	0.0%	91.5%	8.5%	-	-	-	-	0	0.0%	-	0	0.0%	-	0.0%	-	-	-	-	-
2L	The Center for Creativity Innovation and Discovery	26	215	91	0	28	171	80	0	7.7%	-20.5%	-12.1%	0.0%	23.9	25.8	13.163	14.176	26	100.0%	23.9	28	100.0%	25.8	0.0%	-	8.377	9.021	21.540	23.197
3L	Leadership Academy of Utah	0	30	155	323	0	58	163	305	0.0%	93.3%	5.2%	-5.6%	-	-	-	-	0	0.0%	-	0	0.0%	-	0.0%	-	-	-	-	-
5L	Ignite Entrepreneurship Academy	87	358	44	0	92	324	34	0	5.7%	-9.5%	-22.7%	0.0%	85.3	90.2	46.933	49.631	79	90.8%	82.3	81	88.0%	79.4	0.0%	-	28.817	27.807	75.750	77.438
6L	Bonneville Academy	33	236	68	0	35	213	51	0	6.1%	-9.7%	-25.0%	0.0%	31.4	33.3	17.276	18.323	33	100.0%	31.4	35	100.0%	33.3	0.0%	-	10.994	11.660	28.270	29.983
7L	Treeside Charter School	59	378	0	0	57	307	0	0	-3.4%	-18.8%	0.0%	0.0%	59.0	57.0	32.435	31.335	58	98.3%	59.0	57	100.0%	57.0	1.7%	1.0	20.640	19.941	53.075	51.276
8L	Salt Lake Academy High School	63	354	41	397	33	354	103	398	-47.6%	0.0%	151.2%	0.3%	60.2	31.5	33.101	17.339	53	84.1%	59.1	33	100.0%	31.5	15.9%	5.0	20.677	11.034	53.778	28.372
1M	Advantage Arts Academy	64	290	0	0	60	309	0	0	-6.3%	6.6%	0.0%	0.0%	65.2	61.1	35.848	33.607	59	92.2%	60.2	54	90.0%	55.0	0.0%	-	21.062	19.248	56.910	52.855
3M	Bridge Elementary School	75	483	0	0	76	468	0	0	1.3%	-3.1%	0.0%	0.0%	74.7	75.7	41.100	41.648	75	100.0%	74.7	76	100.0%	75.7	0.0%	-	26.155	26.503	67.255	68.152
4M	Mountain Sunrise Academy	79	382	32	0	68	419	0	0	-13.9%	9.7%	-100.0%	0.0%	77.0	66.3	42.335	36.440	0	0.0%	-	68	100.0%	66.3	100.0%	66.3	-	23.189	42.335	59.629
8M	Elevated Charter School	33	201	0	0	34	271	62	19	3.0%	34.8%	0.0%	0.0%	34.4	35.5	18.926	19.500	33	100.0%	34.4	34	100.0%	35.5	0.0%	-	12.044	12.409	30.970	31.908
1N	Virtual Horizons Charter School					0	74	56	11	0.0%	0.0%	0.0%	0.0%	-	-	-	-	0	0.0%	-	0	0.0%	-	0.0%	-	-	-	-	-
2N	ThrivePoint Academy					0	0	18	89	0.0%	0.0%	0.0%	0.0%	-	-	-	-	0	0.0%	-	0	0.0%	-	0.0%	-	-	-	-	-
	Total	7,634	44,814	12,271	17,136	8,439	46,541	12,690	17,598					7,493.6	8,302.3	4,121.492	4,566.245	6,415	70.177	6,433.6	7,542	74.192	7,419.5	4.016	458.4	2,251.746	2,596.830	6,373.239	7,163.075
Ties to Oct 1																													
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Calculation																													
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ID	LEA Name	1-6 ADM		1-6 WPUs		7-8 ADM		7-8 WPUs		9-12 ADM		9-12 WPUs		Total K-12 WPUs		Final Base K-12 WPUs	FDK Growth WPUs	Final K-12 WPUs FY 2026	
		FY 2025	Prior Year + Growth	FY 2025	Prior Year + Growth	FY 2025	Prior Year + Growth	FY 2025	Prior Year + Growth	FY 2025	Prior Year + Growth	FY 2025	Prior Year + Growth	FY 2025	Prior Year + Growth	FY 2026	FY 2026	Kindergarten	Grades 1-12
68	Ogden Preparatory Academy	574.0	565.3	516.560	508.733	179.0	179.9	177.172	178.119	96.4	93.6	115.653	112.317	901.640	889.616	901.640	-	92.255	809.385
74	American Preparatory Academy	3,073.7	3,070.8	2,766.345	2,763.690	926.4	930.3	917.164	921.005	807.3	842.5	968.700	1,010.971	5,069.648	5,155.894	5,155.894	27.451	487.679	4,695.666
81	Walden School of Liberal Arts	167.7	173.4	150.885	156.058	66.9	66.9	66.215	66.215	109.0	112.9	130.840	135.472	374.070	384.775	384.775	-	27.031	357.744
82	Freedom Preparatory Academy	1,301.9	1,319.6	1,171.670	1,187.611	277.5	253.3	274.698	250.724	293.1	303.0	351.693	363.615	2,026.711	2,017.845	2,026.711	0.869	229.519	1,798.061
83	Academy for Math Engineering & Science	-	-	-	-	-	-	-	-	457.5	465.5	549.053	558.644	549.053	558.644	558.644	-	-	558.644
86	Pinnacle Canyon Academy	121.1	122.0	108.945	109.758	50.4	56.2	49.907	55.634	123.2	127.8	147.780	153.378	326.397	334.941	334.941	-	16.171	318.770
87	City Academy	-	-	-	-	26.9	25.9	26.631	25.645	67.9	107.0	81.513	128.445	108.144	154.090	154.090	-	-	154.090
89	Soldier Hollow Charter School	232.9	224.0	209.570	201.578	52.2	57.2	51.634	56.599	-	-	-	-	298.984	292.359	298.984	-	37.780	261.204
91	Utah Arts Academy	-	-	-	-	45.7	75.7	45.216	74.992	278.9	305.8	334.673	366.901	379.889	441.893	441.893	-	-	441.893
92	Uintah River High	-	-	-	-	-	-	-	-	81.8	101.7	98.113	122.043	98.113	122.043	122.043	-	-	122.043
93	John Hancock Charter School	728.5	788.4	655.615	709.586	150.7	141.2	149.221	139.836	-	-	-	-	925.581	953.725	953.725	-	104.304	849.422
94	Thomas Edison	776.3	755.7	698.685	680.136	259.9	259.9	257.318	257.318	-	-	-	-	1,066.081	1,029.169	1,066.081	-	110.078	956.003
95	Timpanogos Academy	421.2	411.4	379.070	370.234	-	-	-	-	-	-	-	-	411.926	428.161	428.161	20.223	78.150	370.234
97	Salt Lake Arts Academy	207.1	206.1	186.425	185.529	205.0	200.0	202.939	198.037	-	-	-	-	389.364	383.566	389.364	-	-	389.364
98	Fast Forward High	-	-	-	-	-	-	-	-	477.8	530.8	573.413	636.982	573.413	636.982	636.982	-	-	636.982
A1	No. UT. Acad. for Math Engineering & Science	-	-	-	-	-	-	-	-	1,117.3	1,130.1	1,340.700	1,356.097	1,340.700	1,356.097	1,356.097	-	-	1,356.097
A2	Ranches Academy	307.7	308.7	276.905	277.801	-	-	-	-	-	-	-	-	305.300	305.650	305.650	-	27.849	277.801
A3	Davinci Academy	615.1	603.3	553.600	542.971	216.4	226.5	214.269	224.189	320.1	322.0	384.073	386.422	1,250.182	1,258.967	1,258.967	-	105.385	1,153.582
A4	Summit Academy	1,353.9	1,352.9	1,218.495	1,217.606	360.9	346.0	357.269	342.506	582.5	582.5	698.967	698.967	2,462.724	2,464.452	2,464.452	17.567	222.941	2,259.078
A5	Itineris Early College High	-	-	-	-	-	-	-	-	351.2	355.0	421.407	426.012	421.407	426.012	426.012	-	-	426.012
A6	North Davis Preparatory Academy	598.6	593.7	538.740	534.331	170.3	169.3	168.603	167.634	83.5	64.5	100.187	77.417	858.896	826.377	858.896	-	51.367	807.529
A8	East Hollywood High	-	-	-	-	-	-	-	-	318.4	324.3	382.080	389.134	382.080	389.134	389.134	-	-	389.134
A9	Success Academy	-	-	-	-	-	-	-	-	522.8	513.1	627.373	615.712	627.373	615.712	627.373	-	-	627.373
1B	Utah County Academy of Science	-	-	-	-	-	-	-	-	503.0	457.5	603.573	549.026	603.573	549.026	603.573	-	-	603.573
2B	Lincoln Academy	498.3	499.3	448.430	449.327	233.0	231.0	230.632	228.693	95.2	93.3	114.220	111.913	852.925	848.731	852.925	-	59.643	793.282
3B	Beehive Science & Technology Academy	436.5	466.5	392.825	419.826	159.3	152.5	157.702	151.011	174.8	173.8	209.760	208.588	819.547	846.766	846.766	-	67.341	779.426
4B	Wasatch Peak Academy	438.3	423.6	394.455	381.248	-	-	-	-	-	-	-	-	458.715	442.830	458.715	-	64.260	394.455
5B	North Star Academy	306.5	307.5	275.865	276.761	101.4	121.5	100.419	120.304	62.0	41.0	74.420	49.213	490.409	485.690	490.409	0.840	40.545	450.704
7B	Reagan Academy	467.8	460.0	421.055	414.008	124.4	124.4	123.112	123.112	-	-	-	-	587.509	580.005	587.509	-	43.342	544.167
8B	American Leadership Academy	722.3	744.1	650.050	669.721	264.7	246.4	262.020	243.982	467.8	502.5	561.327	602.950	1,568.443	1,617.642	1,617.642	-	100.988	1,516.654
9B	Navigator Pointe Academy	285.7	268.2	257.145	241.348	42.2	44.2	41.806	43.750	-	-	-	-	330.961	323.730	330.961	3.410	35.420	298.951
1C	Odyssey Charter School	328.3	351.8	295.435	316.664	-	-	-	-	-	-	-	-	372.850	402.581	402.581	0.969	86.885	316.664
2C	InTech Collegiate Academy	-	-	-	-	49.1	47.2	48.604	46.697	140.4	139.5	168.527	167.372	217.130	214.070	217.130	-	-	217.130
3C	Entheos Academy	712.2	756.7	640.940	681.054	187.8	185.9	185.966	184.068	-	-	-	-	944.342	979.663	979.663	2.179	116.719	865.123
4C	Lakeview Academy	634.2	663.3	570.790	596.973	199.3	202.3	197.340	200.228	73.0	85.8	87.593	102.981	965.261	1,004.235	1,004.235	1.187	105.240	900.182
5C	Legacy Preparatory Academy	647.9	588.1	583.125	529.312	174.0	180.9	172.249	179.100	76.9	71.1	92.233	85.316	938.375	879.685	938.375	-	90.768	847.607
7C	Monticello Academy	827.7	860.5	744.945	774.492	142.5	147.5	141.037	146.003	-	-	-	-	1,024.237	1,055.250	1,055.250	-	134.755	920.495
8C	Mountainville Academy	565.2	581.2	508.685	523.065	-	-	-	-	-	-	-	-	593.955	620.003	620.003	-	96.939	523.065
9C	Paradigm High School	-	-	-	-	116.9	117.9	115.698	116.704	234.2	245.0	281.013	294.001	396.711	410.705	410.705	-	-	410.705
1D	Renaissance Academy	548.9	520.3	493.965	468.247	74.7	70.6	73.948	69.896	23.9	32.9	28.713	39.481	664.251	678.788	678.788	1.484	102.649	577.623
2D	Channing Hall	426.9	436.8	384.175	393.109	103.5	102.6	102.509	101.533	-	-	-	-	547.539	556.685	556.685	2.448	64.490	494.642
3D	Spectrum Academy	454.0	443.5	408.590	399.161	211.3	208.1	209.149	205.992	441.0	454.7	529.147	545.654	1,187.490	1,198.473	1,198.473	0.269	47.935	1,150.806
4D	Syracuse Arts Academy	1,078.7	1,319.2	970.785	1,187.304	320.8	304.1	317.598	301.086	136.3	140.2	163.500	168.239	1,584.341	1,873.560	1,873.560	1.980	218.911	1,656.629
5D	George Washington Academy	764.3	786.8	687.825	708.133	93.2	86.4	92.290	85.490	-	-	-	-	902.235	915.743	915.743	-	122.120	793.623
6D	Noah Webster Academy	438.7	445.6	394.840	401.023	-	-	-	-	-	-	-	-	459.590	467.202	467.202	2.136	68.315	401.023
8D	Open Classroom	195.7	191.7	176.165	172.570	44.5	50.5	44.022	50.025	-	-	-	-	254.587	247.292	254.587	-	34.400	220.187
9D	Canyon Rim Academy	441.6	433.7	397.420	390.291	-	-	-	-	-	-	-	-	454.784	446.382	454.784	0.704	58.068	397.420

ID	LEA Name	1-6 ADM		1-6 WPUs		7-8 ADM		7-8 WPUs		9-12 ADM		9-12 WPUs		Total K-12 WPUs		Final Base K-12 WPUs	FDK Growth WPUs	Final K-12 WPUs FY 2026	
		FY 2025	Prior Year + Growth	FY 2025	Prior Year + Growth	FY 2025	Prior Year + Growth	FY 2025	Prior Year + Growth	FY 2025	Prior Year + Growth	FY 2025	Prior Year + Growth	FY 2025	Prior Year + Growth	FY 2026	FY 2026	Kindergarten	Grades 1-12
1E	Guadalupe School	236.4	207.4	212.790	186.627	-	-	-	-	-	-	-	-	252.030	222.597	252.030	-	39.240	212.790
2E	Karl G. Maeser Preparatory Academy	-	-	-	-	221.3	221.3	219.109	219.109	419.8	437.4	503.707	524.891	722.816	744.000	744.000	-	-	744.000
3E	C.S. Lewis Academy	182.0	183.9	163.780	165.551	-	-	-	-	-	-	-	-	196.545	193.135	196.545	-	32.765	163.780
4E	Dual Immersion Academy	286.3	285.3	257.640	256.775	80.2	68.4	79.365	67.751	-	-	-	-	382.865	365.290	382.865	-	45.860	337.005
5E	Edith Bowen Laboratory School	303.0	303.0	272.680	272.680	-	-	-	-	-	-	-	-	315.555	315.366	315.555	-	42.875	272.680
7E	Gateway Preparatory Academy	474.4	1,226.7	426.950	1,104.032	124.2	217.5	122.925	215.350	-	-	-	-	648.700	1,964.677	1,964.677	3.902	649.197	1,319.382
8E	Merit College Preparatory Academy	-	-	-	-	125.0	107.7	123.728	106.596	293.4	264.3	352.080	317.199	475.808	423.795	475.808	-	-	475.808
9E	Providence Hall	904.7	910.6	814.220	819.583	377.5	387.5	373.753	383.588	599.6	597.6	719.480	717.133	2,016.618	2,035.746	2,035.746	5.004	120.447	1,920.303
1F	Quest Academy	626.6	626.6	563.895	563.895	176.9	174.0	175.131	172.260	79.0	73.5	94.840	88.145	925.616	913.205	925.616	0.755	92.505	833.866
2F	Rockwell Charter High School	-	-	-	-	59.3	35.2	58.696	34.851	213.6	166.7	256.307	199.988	315.003	234.839	315.003	-	-	315.003
3F	Venture Academy	277.9	276.9	250.135	249.242	118.4	121.4	117.227	120.182	347.5	330.8	416.940	396.974	824.665	804.458	824.665	0.927	41.290	784.302
4F	Salt Lake Center for Science Education	-	-	-	-	-	-	-	-	349.8	330.7	419.727	396.791	419.727	396.791	419.727	-	-	419.727
5F	Utah Virtual Academy	539.3	534.7	485.385	481.265	367.0	331.9	363.281	328.591	772.7	796.4	927.207	955.736	1,837.969	1,822.231	1,837.969	-	62.096	1,775.872
6F	Early Light Academy at Daybreak	612.0	619.8	550.830	557.858	202.6	199.7	200.569	197.676	81.6	88.4	97.880	106.037	938.979	948.583	948.583	-	87.012	861.570
7F	Excelsior Academy	871.4	901.9	784.260	811.700	363.1	334.0	359.486	330.650	-	-	-	-	1,263.305	1,265.536	1,265.536	2.226	125.411	1,142.350
8F	Hawthorn Academy	946.3	912.9	851.675	821.605	176.7	180.5	174.895	178.697	56.0	62.7	67.187	75.295	1,237.586	1,215.809	1,237.586	-	143.830	1,093.756
9F	Mountain Heights Academy	-	-	-	-	170.4	162.5	168.652	160.834	732.1	716.5	878.527	859.785	1,047.179	1,020.618	1,047.179	-	-	1,047.179
1G	Jefferson Academy	425.0	400.5	382.495	360.411	-	-	-	-	-	-	-	-	442.699	422.260	442.699	1.726	61.930	382.495
2G	Vista School	677.3	643.0	609.560	578.730	248.9	249.9	246.422	247.388	73.8	72.9	88.607	87.441	1,024.739	1,000.869	1,024.739	1.107	81.257	944.589
3G	Bear River Charter School	128.0	144.0	115.175	129.572	-	-	-	-	-	-	-	-	145.130	167.456	167.456	-	37.884	129.572
4G	Maria Montessori Academy	261.3	264.2	235.125	237.767	59.1	47.5	58.526	47.012	22.7	21.7	27.180	26.048	365.866	364.518	365.866	-	45.035	320.831
5G	Canyon Grove Academy	649.6	727.7	584.675	654.973	60.6	74.6	59.994	73.839	148.7	93.1	178.487	111.698	970.992	990.131	990.131	-	149.621	840.510
6G	Weilenmann School of Discovery	305.6	236.5	275.020	212.834	66.4	69.2	65.731	68.508	-	-	-	-	373.441	308.731	373.441	-	32.690	340.751
8G	Good Foundations Academy	367.7	364.8	330.960	328.347	-	-	-	-	-	-	-	-	364.501	363.485	364.501	-	33.541	330.960
2H	Utah Connections Academy	319.8	393.1	287.810	353.786	233.2	241.8	230.819	239.407	524.6	589.6	629.553	707.474	1,188.917	1,339.593	1,339.593	-	38.925	1,300.668
3H	Endeavor Hall	207.9	176.1	187.135	158.475	-	-	-	-	-	-	-	-	219.020	183.983	219.020	-	31.885	187.135
5H	Highmark Charter School	317.6	323.4	285.815	291.059	194.1	202.1	192.192	200.117	99.0	83.8	118.813	100.534	635.020	634.353	635.020	-	38.200	596.820
6H	Promontory School of Expeditionary Learning	303.8	285.3	273.380	256.732	75.3	67.5	74.503	66.862	-	-	-	-	390.537	363.509	390.537	5.927	48.581	347.883
7H	Pacific Heritage Academy	208.6	230.0	187.780	206.995	78.8	81.7	78.023	80.913	-	-	-	-	295.753	320.665	320.665	-	32.758	287.907
8H	Valley Academy	473.4	497.3	426.070	447.553	79.4	98.1	78.650	97.156	-	-	-	-	578.065	626.103	626.103	-	81.395	544.708
1I	Utah International Charter School	12.5	8.3	11.210	7.473	48.3	34.3	47.801	33.991	194.2	155.0	233.067	185.957	292.077	227.422	292.077	-	-	292.077
2I	Esperanza School	457.7	472.7	411.895	425.474	33.8	30.5	33.479	30.239	-	-	-	-	524.884	529.038	529.038	-	73.326	455.713
3I	Leadership Learning Academy	712.1	677.6	640.865	609.814	-	-	-	-	-	-	-	-	785.695	757.146	785.695	1.081	145.911	640.865
4I	Mana Academy Charter School	164.9	155.1	148.405	139.624	45.4	45.4	44.952	44.952	59.1	67.9	70.873	81.504	287.765	290.520	290.520	-	24.440	266.079
5I	Voyage Academy	451.4	452.4	406.250	407.147	-	-	-	-	-	-	-	-	462.663	462.858	462.858	0.196	55.907	407.147
7I	Weber State University Charter Academy	-	-	-	-	-	-	-	-	-	-	-	-	-	10.800	10.800	-	10.800	-
8I	Winter Sports School	-	-	-	-	-	-	-	-	98.4	89.4	118.107	107.260	118.107	107.260	118.107	-	-	118.107
9I	Utah Career Path High School	-	-	-	-	-	-	-	-	141.7	130.2	170.073	156.284	170.073	156.284	170.073	-	-	170.073
2J	Ascent Academies of Utah	2,032.2	2,089.4	1,828.975	1,880.420	299.2	317.6	296.236	314.451	114.5	99.9	137.393	119.928	2,573.143	2,649.966	2,649.966	22.644	357.810	2,314.799
3J	Mountain View Montessori	144.3	167.4	129.910	150.696	12.6	13.6	12.513	13.475	-	-	-	-	185.098	205.080	205.080	-	40.909	164.171
5J	Mountain West Montessori Academy	307.8	304.8	276.975	274.345	54.2	71.0	53.658	70.243	27.0	18.0	32.407	21.604	408.255	411.100	411.100	1.358	46.265	366.193
6J	Scholar Academy	459.6	452.7	413.645	407.458	142.6	139.7	141.180	138.337	-	-	-	-	622.035	609.470	622.035	-	67.210	554.825
7J	Greenwood Charter School	244.5	233.8	220.040	210.435	55.7	67.4	55.160	66.772	-	-	-	-	316.510	323.107	323.107	0.397	46.297	277.207

ID	LEA Name	1-6 ADM		1-6 WPU _s		7-8 ADM		7-8 WPU _s		9-12 ADM		9-12 WPU _s		Total K-12 WPU _s		Final Base K-12 WPU _s	FDK Growth WPU _s	Final K-12 WPU _s FY 2026	
		FY 2025	Prior Year + Growth	FY 2025	Prior Year + Growth	FY 2025	Prior Year + Growth	FY 2025	Prior Year + Growth	FY 2025	Prior Year + Growth	FY 2025	Prior Year + Growth	FY 2025	Prior Year + Growth	FY 2026	FY 2026	Kindergarten	Grades 1-12
8J	Terra Academy	304.1	302.1	273.675	271.915	101.2	100.2	100.199	99.197	128.4	119.0	154.073	142.827	565.222	551.975	565.222	-	37.275	527.947
9J	Lumen Scholar Institute	159.4	152.2	143.440	137.004	98.9	94.1	97.873	93.167	172.3	170.4	206.753	204.494	464.101	452.586	464.101	-	16.035	448.066
1K	Vanguard Academy	-	-	-	-	247.8	264.8	245.361	262.180	375.0	396.0	450.040	475.242	695.401	737.422	737.422	-	-	737.422
2K	Utah Military Academy	-	41.0	-	36.900	338.1	354.8	334.741	351.235	594.6	742.1	713.560	890.485	1,048.301	1,278.621	1,278.621	-	-	1,278.621
3K	Roots Charter High School	-	-	-	-	-	-	-	-	218.9	244.3	262.633	293.118	262.633	293.118	293.118	-	-	293.118
4K	Athenian eAcademy	460.4	531.8	414.400	478.641	94.4	125.5	93.412	124.218	-	-	-	-	586.902	683.668	683.668	-	80.809	602.859
5K	Wasatch Waldorf Charter School	431.1	451.9	388.000	406.688	118.4	115.4	117.233	114.227	-	-	-	-	565.123	578.238	578.238	-	57.323	520.915
6K	Franklin Discovery Academy	604.3	641.8	543.895	577.611	-	38.0	-	37.620	-	-	-	-	630.210	695.627	695.627	-	80.396	615.231
7K	Wallace Stegner Academy	1,362.9	1,721.6	1,226.610	1,549.402	454.2	567.3	449.675	561.606	85.0	241.1	101.967	289.330	1,985.736	2,655.975	2,655.975	-	255.636	2,400.339
8K	American Academy of Innovation	33.5	24.1	30.115	21.645	91.9	85.2	90.998	84.362	239.7	223.2	287.667	267.787	408.779	373.795	408.779	-	-	408.779
9K	St. George Academy	-	-	-	-	60.7	116.3	60.110	115.125	156.2	169.4	187.407	203.308	247.516	318.433	318.433	-	-	318.433
2L	The Center for Creativity Innovation and Discovery	202.8	161.3	182.500	145.151	84.0	73.9	83.166	73.113	-	-	-	-	287.206	241.461	287.206	-	21.540	265.666
3L	Leadership Academy of Utah	32.7	63.3	29.460	56.956	149.3	157.0	147.769	155.395	302.7	285.8	363.207	342.966	540.435	555.317	555.317	-	-	555.317
5L	Ignite Entrepreneurship Academy	343.3	310.7	308.950	279.608	42.3	32.7	41.888	32.368	-	-	-	-	426.588	389.414	426.588	-	75.750	350.838
6L	Bonneville Academy	235.6	212.6	212.010	191.348	66.3	49.7	65.604	49.203	-	-	-	-	305.884	270.534	305.884	-	28.270	277.614
7L	Treeside Charter School	368.6	299.3	331.720	269.413	-	-	-	-	-	-	-	-	384.795	320.689	384.795	0.338	53.413	331.720
8L	Salt Lake Academy High School	346.1	346.1	311.450	311.450	41.2	103.5	40.805	102.509	391.0	392.0	469.253	470.435	875.286	912.766	912.766	1.751	30.124	884.394
1M	Advantage Arts Academy	279.9	298.2	251.895	268.398	-	-	-	-	-	-	-	-	308.805	321.254	321.254	-	52.855	268.398
3M	Bridge Elementary School	471.6	457.0	424.470	411.288	-	-	-	-	-	-	-	-	491.725	479.439	491.725	-	67.255	424.470
4M	Mountain Sunrise Academy	369.7	405.5	332.685	364.908	29.8	-	29.480	-	-	-	-	-	404.500	424.538	424.538	23.189	82.818	364.908
8M	Elevated Charter School	193.5	260.9	174.130	234.772	-	62.0	-	61.380	-	19.0	-	22.800	205.100	350.861	350.861	-	31.908	318.952
1N	Virtual Horizons Charter School		74.0	-	66.600	-	56.0	-	55.440	-	11.0	-	13.200	-	135.240	135.240	-	-	135.240
2N	ThrivePoint Academy		-	-	-	-	18.0	-	17.820	-	89.0	-	106.800	-	124.620	124.620	-	-	124.620
	Total	43,790.9	45,414.8	39,411.835	40,873.291	11,999.3	12,346.3	11,879.307	12,222.824	16,629.4	17,008.1	19,955.247	20,409.763	77,619.627	80,668.953	81,816.223	156.240	7,386.752	74,585.710
Ties to Oct 1																			
Ties to ADM File																			
Calculation																			
		Non-FDK Weight																	
		0.55																	
		FDK Weight																	
		0.90																	
		1-6 Weight																	
		0.90																	
		7-8 Weight																	
		0.99																	
		9-12 Weight																	
		1.20																	

		WPU Value	\$4,674						
		K	K	1-12	1-12	K-12	K-12	FES	FES
ID	LEA	WPUs	Dollars	WPUs	Dollars	WPUs	Dollars	HC/WPUs Oct 1, 2024	Dollars
1	Alpine	5,199.802	\$ 24,303,876	76,633.717	\$ 358,185,992	81,833.519	\$ 382,489,867	58	\$ 271,092
2	Beaver	85.521	\$ 399,724	1,328.387	\$ 6,208,883	1,413.908	\$ 6,608,606	-	\$ -
3	Box Elder	855.345	\$ 3,997,883	10,931.717	\$ 51,094,844	11,787.062	\$ 55,092,727	9	\$ 42,066
4	Cache	1,128.009	\$ 5,272,312	18,217.344	\$ 85,147,868	19,345.353	\$ 90,420,180	24	\$ 112,176
5	Carbon	237.278	\$ 1,109,036	2,878.128	\$ 13,452,369	3,115.406	\$ 14,561,406	6	\$ 28,044
6	Daggett	7.154	\$ 33,440	150.989	\$ 705,722	158.143	\$ 739,162	-	\$ -
7	Davis	3,975.752	\$ 18,582,664	63,640.944	\$ 297,457,774	67,616.696	\$ 316,040,438	31	\$ 144,894
8	Duchesne	336.680	\$ 1,573,644	4,478.144	\$ 20,930,847	4,814.825	\$ 22,504,491	1	\$ 4,674
9	Emery	119.322	\$ 557,712	1,792.239	\$ 8,376,925	1,911.561	\$ 8,934,637	1	\$ 4,674
10	Garfield	211.004	\$ 986,231	1,280.361	\$ 5,984,408	1,491.365	\$ 6,970,639	1	\$ 4,674
11	Grand	81.483	\$ 380,850	1,257.497	\$ 5,877,539	1,338.979	\$ 6,258,389	-	\$ -
12	Granite	3,535.660	\$ 16,525,675	50,397.194	\$ 235,556,487	53,932.854	\$ 252,082,161	2	\$ 9,348
13	Iron	955.830	\$ 4,467,551	12,574.489	\$ 58,773,161	13,530.319	\$ 63,240,712	4	\$ 18,696
14	Jordan	2,991.184	\$ 13,980,793	51,787.850	\$ 242,056,411	54,779.034	\$ 256,037,204	22	\$ 102,828
15	Juab	169.110	\$ 790,422	2,399.689	\$ 11,216,146	2,568.799	\$ 12,006,567	2	\$ 9,348
16	Kane	100.517	\$ 469,815	1,276.078	\$ 5,964,388	1,376.594	\$ 6,434,202	3	\$ 14,022
17	Millard	185.747	\$ 868,180	2,792.489	\$ 13,052,093	2,978.236	\$ 13,920,273	-	\$ -
18	Morgan	166.246	\$ 777,033	2,912.628	\$ 13,613,622	3,078.874	\$ 14,390,655	-	\$ -
19	Nebo	2,831.840	\$ 13,236,020	38,379.822	\$ 179,387,289	41,211.662	\$ 192,623,309	11	\$ 51,414
20	North Sanpete	157.861	\$ 737,843	2,261.517	\$ 10,570,329	2,419.378	\$ 11,308,172	4	\$ 18,696
21	North Summit	48.274	\$ 225,633	967.456	\$ 4,521,887	1,015.730	\$ 4,747,521	2	\$ 9,348
22	Park City	212.061	\$ 991,174	3,786.278	\$ 17,697,062	3,998.339	\$ 18,688,236	3	\$ 14,022
23	Piute	55.578	\$ 259,771	371.250	\$ 1,735,223	426.828	\$ 1,994,993	-	\$ -
24	Rich	25.667	\$ 119,966	456.656	\$ 2,134,408	482.322	\$ 2,254,374	-	\$ -
25	San Juan	137.411	\$ 642,260	2,549.406	\$ 11,915,922	2,686.817	\$ 12,558,181	-	\$ -
26	Sevier	289.350	\$ 1,352,422	4,028.739	\$ 18,830,326	4,318.089	\$ 20,182,747	6	\$ 28,044
27	South Sanpete	216.729	\$ 1,012,992	2,850.539	\$ 13,323,419	3,067.268	\$ 14,336,411	3	\$ 14,022
28	South Summit	86.050	\$ 402,198	1,467.272	\$ 6,858,030	1,553.322	\$ 7,260,228	-	\$ -
29	Tintic	9.817	\$ 45,883	247.467	\$ 1,156,659	257.283	\$ 1,202,542	-	\$ -
30	Tooele	882.038	\$ 4,122,648	14,377.228	\$ 67,199,163	15,259.266	\$ 71,321,810	20	\$ 93,480
31	Uintah	400.758	\$ 1,873,142	5,708.756	\$ 26,682,723	6,109.513	\$ 28,555,865	9	\$ 42,066
32	Wasatch	478.394	\$ 2,236,016	7,891.422	\$ 36,884,507	8,369.817	\$ 39,120,523	5	\$ 23,370
33	Washington	1,895.843	\$ 8,861,168	31,464.244	\$ 147,063,879	33,360.087	\$ 155,925,047	8	\$ 37,392
34	Wayne	20.710	\$ 96,797	384.594	\$ 1,797,594	405.304	\$ 1,894,392	-	\$ -
35	Weber	1,873.835	\$ 8,758,306	29,223.022	\$ 136,588,406	31,096.858	\$ 145,346,712	22	\$ 102,828
36	Salt Lake	1,163.889	\$ 5,440,017	16,471.250	\$ 76,986,623	17,635.139	\$ 82,426,639	9	\$ 42,066
37	Ogden	719.585	\$ 3,363,339	8,898.611	\$ 41,592,108	9,618.196	\$ 44,955,447	3	\$ 14,022
38	Provo	849.509	\$ 3,970,606	12,177.867	\$ 56,919,349	13,027.376	\$ 60,889,955	5	\$ 23,370
39	Logan	406.360	\$ 1,899,329	4,518.106	\$ 21,117,630	4,924.467	\$ 23,016,959	-	\$ -
40	Murray	376.684	\$ 1,760,623	5,008.928	\$ 23,411,728	5,385.612	\$ 25,172,351	7	\$ 32,718
42	Canyons	1,897.184	\$ 8,867,440	29,342.567	\$ 137,147,157	31,239.751	\$ 146,014,596	15	\$ 70,110
	DISTRICT TOTAL	35,377.071	\$ 165,352,432	529,562.879	\$ 2,475,176,898	564,939.951	\$ 2,640,529,330	296	\$ 1,383,504
	CHARTER TOTAL	7,386.752	\$ 34,525,680	74,845.570	\$ 349,828,196	82,232.323	\$ 384,183,340	53	\$ 247,722
	All LEAs	42,763.824	\$ 199,878,112	604,408.450	\$ 2,825,005,094	647,172.273	\$ 3,024,712,670	349	\$ 1,631,226
		Ties to October 1							
		Ties to NESS Worksheet							
		Ties to Prior Year-End ProStaff Ratios							
		Calculation							

		WPU Value	\$4,674							
		K	K	1-12	1-12	1-12	K-12	K-12	FES	FES
ID	SCHOOL	WPUs	DOLLARS	WPUs	Charter Reserve Charges	DOLLARS	WPUs	DOLLARS	HC/WPU's Oct 1, 2024	DOLLARS
68	Ogden Preparatory Academy	92.255	\$ 431,200	809.385	\$ 1,948	\$ 3,781,117	901.640	\$ 4,212,317	-	\$ -
74	American Preparatory Academy	487.679	\$ 2,279,411	4695.666	\$ 10,902	\$ 21,936,640	5,183.345	\$ 24,216,050	-	\$ -
81	Walden School of Liberal Arts	27.031	\$ 126,343	357.744	\$ 794	\$ 1,671,302	384.775	\$ 1,797,645	-	\$ -
82	Freedom Preparatory Academy	229.519	\$ 1,072,772	1798.061	\$ 4,290	\$ 8,399,846	2,027.580	\$ 9,472,618	5	\$ 23,370
83	Academy for Math Engineering & Science	0.000	\$ -	558.644	\$ 932	\$ 2,610,169	558.644	\$ 2,610,169	-	\$ -
86	Pinnacle Canyon Academy	16.171	\$ 75,585	318.770	\$ 716	\$ 1,489,214	334.941	\$ 1,564,799	-	\$ -
87	City Academy	0.000	\$ -	154.090	\$ 260	\$ 719,956	154.090	\$ 719,956	-	\$ -
89	Soldier Hollow Charter School	37.780	\$ 176,584	261.204	\$ 644	\$ 1,220,223	298.984	\$ 1,396,807	-	\$ -
91	Utah Arts Academy	0.000	\$ -	441.893	\$ 728	\$ 2,064,678	441.893	\$ 2,064,678	-	\$ -
92	Uintah River High	0.000	\$ -	122.043	\$ 204	\$ 570,227	122.043	\$ 570,227	-	\$ -
93	John Hancock Charter School	104.304	\$ 487,517	849.422	\$ 2,178	\$ 3,968,018	953.725	\$ 4,455,535	-	\$ -
94	Thomas Edison	110.078	\$ 514,505	956.003	\$ 2,296	\$ 4,466,060	1,066.081	\$ 4,980,565	-	\$ -
95	Timpanogos Academy	78.150	\$ 365,274	370.234	\$ 978	\$ 1,729,495	448.384	\$ 2,094,769	-	\$ -
97	Salt Lake Arts Academy	0.000	\$ -	389.364	\$ 818	\$ 1,819,069	389.364	\$ 1,819,069	-	\$ -
98	Fast Forward High	0.000	\$ -	636.982	\$ 982	\$ 2,976,271	636.982	\$ 2,976,271	-	\$ -
A1	No. UT. Acad. for Math Engineering & Science	0.000	\$ -	1356.097	\$ 2,290	\$ 6,336,106	1,356.097	\$ 6,336,106	-	\$ -
A2	Ranches Academy	27.849	\$ 130,167	277.801	\$ 722	\$ 1,297,720	305.650	\$ 1,427,888	-	\$ -
A3	Davinci Academy	105.385	\$ 492,568	1153.582	\$ 2,572	\$ 5,389,271	1,258.967	\$ 5,881,839	-	\$ -
A4	Summit Academy	222.941	\$ 1,042,025	2259.078	\$ 5,124	\$ 10,553,807	2,482.019	\$ 11,595,832	1	\$ 4,674
A5	Itineris Early College High	0.000	\$ -	426.012	\$ 740	\$ 1,990,441	426.012	\$ 1,990,441	1	\$ 4,674
A6	North Davis Preparatory Academy	51.367	\$ 240,089	807.529	\$ 1,866	\$ 3,772,525	858.896	\$ 4,012,614	-	\$ -
A8	East Hollywood High	0.000	\$ -	389.134	\$ 662	\$ 1,818,149	389.134	\$ 1,818,149	-	\$ -
A9	Success Academy	0.000	\$ -	627.373	\$ 1,056	\$ 2,931,287	627.373	\$ 2,931,287	-	\$ -
1B	Utah County Academy of Science	0.000	\$ -	603.573	\$ 926	\$ 2,820,176	603.573	\$ 2,820,176	1	\$ 4,674
2B	Lincoln Academy	59.643	\$ 278,773	793.282	\$ 1,818	\$ 3,705,980	852.925	\$ 3,984,753	-	\$ -
3B	Beehive Science & Technology Academy	67.341	\$ 314,751	779.426	\$ 1,786	\$ 3,641,249	846.766	\$ 3,956,000	-	\$ -
4B	Wasatch Peak Academy	64.260	\$ 300,351	394.455	\$ 1,004	\$ 1,842,679	458.715	\$ 2,143,030	-	\$ -
5B	North Star Academy	40.545	\$ 189,506	450.704	\$ 1,040	\$ 2,105,550	491.249	\$ 2,295,057	-	\$ -
7B	Reagan Academy	43.342	\$ 202,579	544.167	\$ 1,350	\$ 2,542,087	587.509	\$ 2,744,666	-	\$ -
8B	American Leadership Academy	100.988	\$ 472,017	1516.654	\$ 3,278	\$ 7,085,564	1,617.642	\$ 7,557,581	1	\$ 4,674
9B	Navigator Pointe Academy	35.420	\$ 165,552	298.951	\$ 736	\$ 1,396,559	334.370	\$ 1,562,111	-	\$ -
1C	Odyssey Charter School	86.885	\$ 406,103	316.664	\$ 910	\$ 1,479,177	403.549	\$ 1,885,279	-	\$ -
2C	InTech Collegiate Academy	0.000	\$ -	217.130	\$ 388	\$ 1,014,478	217.130	\$ 1,014,478	-	\$ -

		WPU Value	\$4,674							
		K	K	1-12	1-12	1-12	K-12	K-12	FES	FES
ID	SCHOOL	WPU	DOLLARS	WPU	Charter Reserve Charges	DOLLARS	WPU	DOLLARS	HC/WPU Oct 1, 2024	DOLLARS
3C	Entheos Academy	116.719	\$ 545,545	865.123	\$ 2,182	\$ 4,041,402	981.842	\$ 4,586,947	-	\$ -
4C	Lakeview Academy	105.240	\$ 491,891	900.182	\$ 2,206	\$ 4,205,246	1,005.422	\$ 4,697,137	-	\$ -
5C	Legacy Preparatory Academy	90.768	\$ 424,247	847.607	\$ 1,916	\$ 3,959,801	938.375	\$ 4,384,048	-	\$ -
7C	Monticello Academy	134.755	\$ 629,844	920.495	\$ 2,332	\$ 4,300,060	1,055.250	\$ 4,929,904	-	\$ -
8C	Mountainville Academy	96.939	\$ 453,091	523.065	\$ 1,380	\$ 2,443,425	620.003	\$ 2,896,515	-	\$ -
9C	Paradigm High School	0.000	\$ -	410.705	\$ 730	\$ 1,918,907	410.705	\$ 1,918,907	8	\$ 37,392
1D	Renaissance Academy	102.649	\$ 479,780	577.623	\$ 1,520	\$ 2,698,291	680.272	\$ 3,178,071	-	\$ -
2D	Channing Hall	64.490	\$ 301,428	494.642	\$ 1,224	\$ 2,310,733	559.132	\$ 2,612,161	-	\$ -
3D	Spectrum Academy	47.935	\$ 224,050	1150.806	\$ 3,144	\$ 5,375,725	1,198.742	\$ 5,599,775	-	\$ -
4D	Syracuse Arts Academy	218.911	\$ 1,023,189	1656.629	\$ 4,100	\$ 7,738,985	1,875.540	\$ 8,762,174	-	\$ -
5D	George Washington Academy	122.120	\$ 570,789	793.623	\$ 2,060	\$ 3,707,333	915.743	\$ 4,278,122	-	\$ -
6D	Noah Webster Academy	68.315	\$ 319,303	401.023	\$ 1,058	\$ 1,873,324	469.338	\$ 2,192,628	-	\$ -
8D	Open Classroom	34.400	\$ 160,786	220.187	\$ 540	\$ 1,028,614	254.587	\$ 1,189,400	-	\$ -
9D	Canyon Rim Academy	58.068	\$ 271,409	397.420	\$ 1,028	\$ 1,856,513	455.488	\$ 2,127,922	-	\$ -
1E	Guadalupe School	39.240	\$ 183,408	212.790	\$ 516	\$ 994,064	252.030	\$ 1,177,472	-	\$ -
2E	Karl G. Maeser Preparatory Academy	0.000	\$ -	744.000	\$ 1,344	\$ 3,476,110	744.000	\$ 3,476,110	2	\$ 9,348
3E	C.S. Lewis Academy	32.765	\$ 153,144	163.780	\$ 442	\$ 765,066	196.545	\$ 918,209	-	\$ -
4E	Dual Immersion Academy	45.860	\$ 214,350	337.005	\$ 830	\$ 1,574,331	382.865	\$ 1,788,681	-	\$ -
5E	Edith Bowen Laboratory School	42.875	\$ 200,398	272.680	\$ 716	\$ 1,273,790	315.555	\$ 1,474,188	-	\$ -
7E	Gateway Preparatory Academy	649.197	\$ 3,034,345	1319.382	\$ 4,446	\$ 6,162,346	1,968.579	\$ 9,196,691	-	\$ -
8E	Merit College Preparatory Academy	0.000	\$ -	475.808	\$ 806	\$ 2,223,121	475.808	\$ 2,223,121	5	\$ 23,370
9E	Providence Hall	120.447	\$ 562,967	1920.303	\$ 4,110	\$ 8,971,388	2,040.750	\$ 9,534,355	7	\$ 32,718
1F	Quest Academy	92.505	\$ 432,367	833.866	\$ 2,004	\$ 3,895,486	926.371	\$ 4,327,853	-	\$ -
2F	Rockwell Charter High School	0.000	\$ -	315.003	\$ 424	\$ 1,471,898	315.003	\$ 1,471,898	6	\$ 28,044
3F	Venture Academy	41.290	\$ 192,987	784.302	\$ 1,568	\$ 3,664,260	825.592	\$ 3,857,247	1	\$ 4,674
4F	Salt Lake Center for Science Education	0.000	\$ -	419.727	\$ 692	\$ 1,961,110	419.727	\$ 1,961,110	2	\$ 9,348
5F	Utah Virtual Academy	62.096	\$ 290,239	1775.872	\$ 3,750	\$ 8,296,677	1,837.969	\$ 8,586,915	-	\$ -
6F	Early Light Academy	87.012	\$ 406,695	861.570	\$ 2,070	\$ 4,024,910	948.583	\$ 4,431,605	-	\$ -
7F	Excelsior Academy	125.411	\$ 586,173	1142.350	\$ 2,818	\$ 5,336,526	1,267.761	\$ 5,922,699	-	\$ -
8F	Hawthorn Academy	143.830	\$ 672,261	1093.756	\$ 2,674	\$ 5,109,542	1,237.586	\$ 5,781,804	-	\$ -
9F	Mountain Heights Academy	0.000	\$ -	1047.179	\$ 1,756	\$ 4,892,757	1,047.179	\$ 4,892,757	-	\$ -
1G	Jefferson Academy	61.930	\$ 289,463	382.495	\$ 960	\$ 1,786,822	444.425	\$ 2,076,284	-	\$ -
2G	Vista School	81.257	\$ 379,796	944.589	\$ 2,176	\$ 4,412,831	1,025.846	\$ 4,792,628	-	\$ -
3G	Bear River Charter School	37.884	\$ 177,071	129.572	\$ 374	\$ 605,245	167.456	\$ 782,316	-	\$ -

		WPU Value	\$4,674							
		K	K	1-12	1-12	1-12	K-12	K-12	FES	FES
ID	SCHOOL	WPU	DOLLARS	WPU	Charter Reserve Charges	DOLLARS	WPU	DOLLARS	HC/WPU Oct 1, 2024	DOLLARS
4G	Maria Montessori Academy	45.035	\$ 210,494	320.831	\$ 804	\$ 1,498,758	365.866	\$ 1,709,251	-	\$ -
5G	Canyon Grove Academy	149.621	\$ 699,327	840.510	\$ 2,220	\$ 3,926,324	990.131	\$ 4,625,651	-	\$ -
6G	Weilenmann School of Discovery	32.690	\$ 152,793	340.751	\$ 696	\$ 1,591,972	373.441	\$ 1,744,765	-	\$ -
8G	Good Foundations Academy	33.541	\$ 156,770	330.960	\$ 886	\$ 1,546,021	364.501	\$ 1,702,791	-	\$ -
2H	Utah Connections Academy	38.925	\$ 181,933	1300.668	\$ 2,416	\$ 6,076,906	1,339.593	\$ 6,258,839	-	\$ -
3H	Endeavor Hall	31.885	\$ 149,030	187.135	\$ 432	\$ 874,237	219.020	\$ 1,023,267	-	\$ -
5H	Highmark Charter School	38.200	\$ 178,547	596.820	\$ 1,342	\$ 2,788,196	635.020	\$ 2,966,743	-	\$ -
6H	Promontory School of Expeditionary Learning	48.581	\$ 227,067	347.883	\$ 816	\$ 1,625,189	396.464	\$ 1,852,256	-	\$ -
7H	Pacific Heritage Academy	32.758	\$ 153,110	287.907	\$ 712	\$ 1,344,967	320.665	\$ 1,498,077	-	\$ -
8H	Valley Academy	81.395	\$ 380,441	544.708	\$ 1,392	\$ 2,544,575	626.103	\$ 2,925,016	-	\$ -
1I	Utah International Charter School	0.000	\$ -	292.077	\$ 380	\$ 1,364,789	292.077	\$ 1,364,789	-	\$ -
2I	Esperanza School	73.326	\$ 342,725	455.713	\$ 1,162	\$ 2,128,839	529.038	\$ 2,471,564	-	\$ -
3I	Leadership Learning Academy	145.911	\$ 681,986	640.865	\$ 1,750	\$ 2,993,653	786.776	\$ 3,675,639	-	\$ -
4I	Mana Academy Charter School	24.440	\$ 114,233	266.079	\$ 602	\$ 1,243,053	290.520	\$ 1,357,287	-	\$ -
5I	Voyage Academy	55.907	\$ 261,311	407.147	\$ 1,058	\$ 1,901,946	463.054	\$ 2,163,258	-	\$ -
7I	Weber State University Charter Academy	10.800	\$ 50,455	0.000	\$ 24	\$ -	10.800	\$ 50,455	-	\$ -
8I	Winter Sports School	0.000	\$ -	118.107	\$ 178	\$ 551,853	118.107	\$ 551,853	-	\$ -
9I	Utah Career Path High School	0.000	\$ -	170.073	\$ 272	\$ 794,651	170.073	\$ 794,651	-	\$ -
2J	Ascent Academies of Utah	357.810	\$ 1,672,405	2314.799	\$ 5,878	\$ 10,813,493	2,672.609	\$ 12,485,899	-	\$ -
3J	Mountain View Montessori	40.909	\$ 191,211	164.171	\$ 470	\$ 766,863	205.080	\$ 958,074	-	\$ -
5J	Mountain West Montessori Academy	46.265	\$ 216,243	366.193	\$ 912	\$ 1,710,675	412.458	\$ 1,926,917	-	\$ -
6J	Scholar Academy	67.210	\$ 314,140	554.825	\$ 1,360	\$ 2,591,890	622.035	\$ 2,906,029	-	\$ -
7J	Greenwood Charter School	46.297	\$ 216,391	277.207	\$ 720	\$ 1,294,946	323.504	\$ 1,511,337	-	\$ -
8J	Terra Academy	37.275	\$ 174,223	527.947	\$ 1,170	\$ 2,466,456	565.222	\$ 2,640,679	-	\$ -
9J	Lumen Scholar Institute	16.035	\$ 74,948	448.066	\$ 896	\$ 2,093,364	464.101	\$ 2,168,311	-	\$ -
1K	Vanguard Academy	0.000	\$ -	737.422	\$ 1,322	\$ 3,445,388	737.422	\$ 3,445,388	-	\$ -
2K	Utah Military Academy	0.000	\$ -	1278.621	\$ 2,326	\$ 5,973,948	1,278.621	\$ 5,973,948	-	\$ -
3K	Roots Charter High School	0.000	\$ -	293.118	\$ 500	\$ 1,369,531	293.118	\$ 1,369,531	-	\$ -
4K	Athenian eAcademy	80.809	\$ 377,703	602.859	\$ 1,496	\$ 2,816,268	683.668	\$ 3,193,970	-	\$ -
5K	Wasatch Waldorf Charter School	57.323	\$ 267,928	520.915	\$ 1,286	\$ 2,433,469	578.238	\$ 2,701,396	-	\$ -
6K	Franklin Discovery Academy	80.396	\$ 375,771	615.231	\$ 1,582	\$ 2,874,008	695.627	\$ 3,249,779	-	\$ -
7K	Wallace Stegner Academy	255.636	\$ 1,194,840	2400.339	\$ 5,696	\$ 11,213,488	2,655.975	\$ 12,408,329	-	\$ -

		WPU Value	\$4,674							
		K	K	1-12	1-12	1-12	K-12	K-12	FES	FES
ID	SCHOOL	WPU's	DOLLARS	WPU's	Charter Reserve Charges	DOLLARS	WPU's	DOLLARS	HC/WPU's Oct 1, 2024	DOLLARS
8K	American Academy of Innovation	0.000	\$ -	408.779	\$ 682	\$ 1,909,952	408.779	\$ 1,909,952	-	\$ -
9K	St. George Academy	0.000	\$ -	318.433	\$ 584	\$ 1,487,771	318.433	\$ 1,487,771	6	\$ 28,044
2L	The Center for Creativity Innovation and Discovery	21.540	\$ 100,678	265.666	\$ 558	\$ 1,241,163	287.206	\$ 1,341,841	-	\$ -
3L	Leadership Academy of Utah	0.000	\$ -	555.317	\$ 1,052	\$ 2,594,501	555.317	\$ 2,594,501	-	\$ -
5L	Ignite Entrepreneurship Academy	75.750	\$ 354,056	350.838	\$ 900	\$ 1,638,917	426.588	\$ 1,992,972	-	\$ -
6L	Bonneville Academy	28.270	\$ 132,134	277.614	\$ 598	\$ 1,296,970	305.884	\$ 1,429,104	-	\$ -
7L	Treeside Charter School	53.413	\$ 249,652	331.720	\$ 728	\$ 1,549,731	385.133	\$ 1,799,384	-	\$ -
8L	Salt Lake Academy High School	30.124	\$ 140,797	884.394	\$ 1,776	\$ 4,131,882	914.518	\$ 4,272,680	7	\$ 32,718
1M	Advantage Arts Academy	52.855	\$ 247,045	268.398	\$ 738	\$ 1,253,756	321.254	\$ 1,500,801	-	\$ -
3M	Bridge Elementary School	67.255	\$ 314,350	424.470	\$ 1,088	\$ 1,982,885	491.725	\$ 2,297,235	-	\$ -
4M	Mountain Sunrise Academy	82.818	\$ 387,092	364.908	\$ 974	\$ 1,704,608	447.727	\$ 2,091,700	-	\$ -
8M	Elevated Charter School	31.908	\$ 149,140	318.952	\$ 772	\$ 1,490,011	350.861	\$ 1,639,151	-	\$ -
1N	Virtual Horizons Charter School	0.000	\$ -	135.240	\$ 282	\$ 631,830	135.240	\$ 631,830	-	\$ -
2N	ThrivePoint Academy	0.000	\$ -	124.620	\$ 214	\$ 582,260	124.620	\$ 582,260	-	\$ -
	Total	7,386.752	\$ 34,525,656	74,845.570	\$ 170,536	\$ 349,657,684	82,232.323	\$ 384,183,340	53	\$ 247,722
Total Charter WPU's		82,285								
Total Charter Dollars		\$ 384,431,062								
		Ties to October 1								
		Ties to Prior Year-End ProStaff Ratios								
		Calculation								

**UTAH STATE BOARD OF EDUCATION
MINIMUM SCHOOL PROGRAM
STAFF CONTACTS**

PROGRAM TITLE	CONTACT(S)	EMAIL (PRIMARY)	EMAIL (SECONDARY)	TELEPHONE NUMBER(S)
REGULAR BASIC SCHOOL PROGRAMS				
K-12	Dale Frost/Winona Moss	dale.frost@schools.utah.gov	winona.moss@schools.utah.gov	801-538-7606/801-538-7986
Foreign Exchange Students	Dale Frost/Winona Moss	dale.frost@schools.utah.gov	winona.moss@schools.utah.gov	801-538-7606/801-538-7986
Necessarily Existent Small Schools (NESS)	Dale Frost/Winona Moss	dale.frost@schools.utah.gov	winona.moss@schools.utah.gov	801-538-7606/801-538-7986
NESS – Out-of-State Tuition	Dale Frost/Winona Moss	dale.frost@schools.utah.gov	winona.moss@schools.utah.gov	801-538-7606/801-538-7986
Professional Staff	Dale Frost/Winona Moss	dale.frost@schools.utah.gov	winona.moss@schools.utah.gov	801-538-7606/801-538-7986
RESTRICTED BASIC SCHOOL PROGRAMS				
Special Education–Add-On	Cole Shakespear/Dale Frost	cole.shakespear@schools.utah.gov	dale.frost@schools.utah.gov	801-538-7576/7606
Special Education–Self-Contained	Cole Shakespear/Dale Frost	cole.shakespear@schools.utah.gov	dale.frost@schools.utah.gov	801-538-7576/7606
Special Education–Preschool	Dale Frost/Winona Moss	dale.frost@schools.utah.gov	winona.moss@schools.utah.gov	801-538-7606/801-538-7986
Special Education–Impact Aid	Dale Frost/Winona Moss	dale.frost@schools.utah.gov	winona.moss@schools.utah.gov	801-538-7606/801-538-7986
Special Education–Extended Year/Severely Disabled	Dale Frost/Winona Moss	dale.frost@schools.utah.gov	winona.moss@schools.utah.gov	801-538-7606/801-538-7986
Special Education–Extended Year Special Educators	Jerry Rogers/Tami Gear	jerry.rogers@schools.utah.gov	tami.gear@schools.utah.gov	801-538-7579/801-538-7724
Students At-Risk WPU Add-On	Dale Frost/Winona Moss	dale.frost@schools.utah.gov	winona.moss@schools.utah.gov	801-538-7606/801-538-7986
Careers and Technology Education–Add-On	Wendi Morton	wendi.morton@schools.utah.gov		801-538-7738
Class Size Reduction	Dale Frost/Winona Moss	dale.frost@schools.utah.gov	winona.moss@schools.utah.gov	801-538-7606/801-538-7986
RELATED TO BASIC SCHOOL PROGRAM				
Adult Education	Alesha Lemmon	Alesha.lemmon@schools.utah.gov		801-538-7943
Beverley Taylor Sorenson Arts Learning Program	Jamie Workman/Shanda Stenger	jamie.workman@schools.utah.gov	Shanda.stenger@schools.utah.gov	801-538-7646/801-538-7842
Charter School Funding Base	Dale Frost/Winona Moss	dale.frost@schools.utah.gov	winona.moss@schools.utah.gov	801-538-7606/801-538-7986
Charter School Local Replacement	Dale Frost/Winona Moss	dale.frost@schools.utah.gov	winona.moss@schools.utah.gov	801-538-7606/801-538-7986
Concurrent Enrollment	Cathy Gray	cathy.gray@schools.utah.gov		801-538-7830
Dual Language Immersion	Amy Hunt	Amy.Hunt@schools.utah.gov		801-538-7919
Enhancement for Accelerated Students Program	Christy Schreck	christy.schreck@schools.utah.gov		801-538-7935
Educator Professional Time	Dale Frost/Winona Moss	dale.frost@schools.utah.gov	winona.moss@schools.utah.gov	801-538-7606/801-538-7986
Educator Salary Adjustments	Dale Frost/Winona Moss	dale.frost@schools.utah.gov	winona.moss@schools.utah.gov	801-538-7606/801-538-7986
Flexible Allocation - WPU Distribution	Dale Frost/Winona Moss	dale.frost@schools.utah.gov	winona.moss@schools.utah.gov	801-538-7606/801-538-7986
Grants for Professional Learning	Julie Clark	julie.clark@schools.utah.gov		801-538-7661
Pupil Transportation	Ron Litchfield	ron.litchfield@schools.utah.gov		801-538-7577
School Land Trust Program	Paula Plant	paula.plant@schools.utah.gov		801-538-7555
Student Health and Counseling Support Program	Terrakay Bodily/ Millie Mortensen	terrakay.bodily@schools.utah.gov	millie.mortensen@schools.utah.gov	801-538-7647/801-538-7631
Teacher and Student Success Accounts	Kirsta Hotelling	krista.hotelling@schools.utah.gov		801-538-7932
Teacher Materials and Supplies	Dale Frost/Winona Moss	dale.frost@schools.utah.gov	winona.moss@schools.utah.gov	801-538-7606/801-538-7986
Youth-in-Custody	Benjamin Carrier	Benjamin.Carrier@schools.utah.gov		801-538-7884
VOTED AND BOARD LOCAL LEVY PROGRAMS				
Voted Local Levy Program	Dale Frost/Winona Moss	dale.frost@schools.utah.gov	winona.moss@schools.utah.gov	801-538-7606/801-538-7986
Board Local Levy Programs	Dale Frost/Winona Moss	dale.frost@schools.utah.gov	winona.moss@schools.utah.gov	801-538-7606/801-538-7986

UTAH STATE BOARD OF EDUCATION

Subject:

INFORMATION: Recognition of Progress, Achievements, or Improvements

Agenda item type:

Information Item

Recommended Action:

Information - no action.

Purpose of Memo:

Requested by 3 or more members of the board

Background:

Finance Committee Members are provided recognition by the Deputy Superintendent of Operations of key progress, improvement, and/or achievements by staff and/or programs on a monthly basis.

Contact:

Name: Scott Jones
Title: Deputy Superintendent of Operations
Phone: 801-538-7514
Email: Scott.Jones@schools.utah.gov

Attachments:

1. 2025-031 - Rate Agreement 42

INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

Organization:

Utah State Board of Education
250 E 500 S
P.O. Box 144200
Salt Lake City, UT 84114-4200

Date: April 27, 2026

Agreement No: 2025-031

Filing Reference: This replaces previous
Agreement No. 2024-070(B)
Dated: 12/10/2025

The approved indirect cost rates herein are for use on grants, contracts, and other agreements with the Federal Government. The rates are subject to the conditions included in Section II of this Agreement and regulations issued by the Office of Management and Budget (OMB) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards under 2 CFR 200.

Section I - Rates and Bases

<u>Type</u>	<u>From</u>	<u>To</u>	<u>Rate</u>	<u>Base</u>	<u>Applicable To</u>
Fixed	7/1/2025	6/30/2026	9.7%	SWF	Unrestricted
Fixed	7/1/2025	6/30/2026	9.1%	SWF	Restricted

Distribution Base:

SWF Total Direct Salaries & Wages including all applicable fringe benefits.

Applicable To:

Unrestricted Unrestricted rates apply to programs that do not require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

Restricted Restricted rates apply to programs that require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

Treatment of Fringe Benefits:

Fringe benefits applicable to direct salaries and wages are treated as direct costs. Pursuant to 2 CFR 200.431, (b), (3), Paragraph (i), unused leave costs for all employees are allowable in the year of payment. The treatment of unused leave costs should be allocated as an indirect cost except for those employee salaries designated as a direct cost for the restricted rate calculation.

Capitalization Policy: Items of equipment are capitalized and depreciated if the initial acquisition cost is equal to or greater than \$5,000.

Section II – Particulars

Limitations: Application of the rates contained in this Agreement is subject to all statutory or administrative limitations on the use of funds, and payments of costs hereunder are subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rates agreed to herein is predicated on the following conditions: (A) that no costs other than those incurred by the Organization were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and allowable under the governing cost principles; (B) the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the Organization, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have been accorded consistent accounting treatment.

Accounting Changes: The rates contained in this agreement are based on the organizational structure and the accounting systems in effect at the time the proposal was submitted. Changes in organizational structure or changes in the method of accounting for costs which affect the amount of reimbursement resulting from use of the rates in this agreement, require the prior approval of the responsible negotiation agency. Failure to obtain such approval may result in subsequent audit disallowance.

Provisional/Final/Predetermined Rates: A proposal to establish a final rate must be submitted. The awarding office should be notified if the final rate is different from the provisional rate so that appropriate adjustments to billings and charges may be made. Predetermined rates are not subject to adjustment.

Fixed Rate: The negotiated fixed rate is based on an estimate of the costs that will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made to a subsequent rate calculation to compensate for the difference between the costs used to establish the fixed rate and the actual costs.

Notification to Other Federal Agencies: Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

Audit: All costs (direct and indirect, federal and non-federal) are subject to audit. Adjustments to amounts resulting from audit of the cost allocation plan or indirect cost rate proposal upon which the negotiation of this agreement was based may be compensated for in a subsequent negotiation.

Reimbursement Ceilings/Limitations on Rates: Awards that include ceiling provisions and statutory/regulatory requirements on indirect cost rates or reimbursement amounts are subject to the stipulations in the grant or contract agreements. If a ceiling is higher than the negotiated rate in Section I of this agreement, the negotiated rate will be used to determine the maximum allowable indirect cost.

Section III - Special Remarks

Alternative Reimbursement Methods: If any federal programs are reimbursing indirect costs by a methodology other than the approved rates in this agreement, such costs should be credited to the programs and the approved rates should be used to identify the maximum amount of indirect costs allocable.

Submission of Proposals: New indirect cost proposals are necessary to obtain approved indirect cost rates for future fiscal years. **The next indirect cost rate proposal is due six months prior to the expiration dates of the rates in this agreement.**

Section IV – Approvals

For the State Education Agency:

Utah State Board of Education
250 E 500 S
P.O. Box 144200
Salt Lake City, UT 84114-4200

For the Federal Government:

U.S. Department of Education
OFO / OAM / ICD
400 Maryland Avenue, SW
Washington, DC 20202-4500

Scott Jones

 Digitally signed by Scott Jones
Date: 2026.04.30 09:06:14 -06'00'

Signature

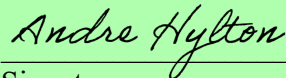
Scott Jones

Name

Deputy State Superintendent of Operations

Title

Date



Signature

Andre Hylton

Name

Director, Indirect Cost Division

Title

April 27, 2026

Date

Negotiator: Anthony Johnson
Telephone Number: (202) 453-7461

UTAH STATE BOARD OF EDUCATION

Subject:

INFORMATION: Program Monthly Report (PMR) on the Utah Schools Information Management System

Agenda item type:

Information Item

Recommended Action:

The Finance Committee makes recommendations to the board of education as determined necessary and in order to ensure meeting the current requirement for capability on or before July 1, 2024.

Purpose of Memo:

Result of legislative action

Background:

The Utah Schools Information Management System (USIMS) is an ongoing project that will modernize USBE's legacy data systems and enable real-time access to and secure movement of data to support effective decision-making at all levels of the education system. Current code requires the Utah Schools Information System is capable of meeting requirements by July 1, 2024.

Contact:

Name:	Jared Felt	Scott Jones
Title:	Director of Information Technology	Deputy Superintendent of Operations
Phone:	801-538-7900	801-538-7514
Email:	jared.felt@schools.utah.gov	scott.jones@schools.utah.gov

Attachments:

1. USIMS_PMR_June2026

USIMS Program Management Review

Utah State Board of Education

June 2026

Executive Summary

Why USIMS Exists

USIMS was proposed to the legislature following an external study by the Division of Technology Services (DTS) recommending a build vs. buy implementation approach. The Utah State Board of Education manages education data for over 650,000 students and 36,000+ educators across 28 disparate legacy applications and subsystems. The three core legacy systems (CACTUS for educator licensing, UTREx for student data, and UPEFS for finance), along with their 25 associated subsystems, were developed on an ad-hoc basis over many years, lacked integration, and required ongoing maintenance and development resources to sustain.

These systems place a significant burden on both USBE staff and LEAs, requiring ongoing coordination to identify and correct data quality issues. SIS vendors lack sufficient validation rules on their end, which means errors in LEA data entry flow into the system and require manual remediation efforts on both sides to meet state and federal reporting requirements. Several of these systems are outdated in an absolute sense. CACTUS originated in the late 1980s, UTREx was built in the early to mid 2000s, and UPEFS dates to the early 2000s. These systems have long outlived their intended technology lifecycle, and maintaining them grows more difficult and costly every year. USIMS was designed to subsume these legacy applications, modernize our technology infrastructure, and create a unified platform built on modern data standards through EdFi for all Local Education Agencies statewide.

The Critical Constraint

USIMS operates under a hard subsumption deadline. All three legacy systems must be retired and LEAs fully transitioned to USIMS by July 1, 2027, or state FTEs will be trapped in perpetual dual-system maintenance with no contractor support. Meeting this deadline requires ruthless prioritization of all program work directly toward legacy retirement.

Any new requirement introduced during the active transition period carries significant risk to this deadline, whether originating from legislative action, board rule changes, or stakeholder requests. When implementation timelines are short, new requirements must be built into legacy systems that are actively being retired, and then built a second time in USIMS. This creates duplicate work, duplicate cost, and diverts capacity from the retirement work required to meet the deadline. The funding appropriated for USIMS was scoped to cover the original program requirements, and new requirements introduced beyond that original scope will require a separate funding request. USBE Information Technology and USBE leadership share

responsibility for consistently communicating this constraint to all stakeholders, both internal and external.

Program Status Overview

Funding Status

As of June 2026:

Funding Source	Allocated	Spent to Date	Encumbered	Uncommitted Remaining
State Funds	\$22,946,645.60	\$13,948,371.15	\$2,540,629.08	\$6,457,645.37
COVID Funds	\$16,300,000.00	\$16,308,265.98	\$0	\$0 (fully expended)
Total	\$39,246,645.60	\$30,256,637.13	\$2,540,629.08	\$6,457,645.37

Program Status by Domain

Educator Domain

What's Live

All prospective educators statewide now use USIMS for background checks, ethics reviews, professional license renewals, and license printing. Associate and LEA-Specific License renewals and printing are handled in-house. All ten university educator preparation programs are submitting licensure recommendations through the system.

What We're Building

The team continues to make measurable progress toward general release by delivering Employment (Experience) and Assignment History capabilities, improving visibility into educator records, and strengthening downstream data accuracy and decision-making. Policy alignment work was completed by removing audiologists and speech-language pathologists from Educator Preparation Program recommendation workflows, ensuring the system reflects current certification and program requirements. The team has also focused on stabilization and release readiness by addressing high-priority defects and resolving production issues to improve system reliability, performance, and overall user experience. In parallel, active development is underway to align background check consent with a one-year validity window and incorporate dossier data into USIMS, supporting compliance requirements and reducing manual processes for educators and administrators. Additionally, ongoing efforts to improve data consistency, validation, and integration readiness are helping ensure a smoother transition from soft release to full statewide adoption.

Challenges and Risks

The volume of CACTUS features requiring migration remains the primary risk to meeting the July 1, 2027, legacy retirement date. The team is mitigating this risk through focused reorganization and continuous validation with stakeholders and Subject Matter Experts as functionality is delivered.

In parallel, we are prioritizing critical features over nice-to-have enhancements, completing essential requirements first while identifying workarounds for lower-priority requests.

Target Legacy Retirement Date: July 1, 2027

Student Domain

What's Live

Aspire continues to use Student Backpack assessment data across all 101 districts and continues to provide feedback for post July 1, 2027 development. The infrastructure required to receive, validate, and surface student data from LEAs has been built incrementally, with features made available to all LEAs as they are completed. Five of eight SIS solutions are actively integrating and testing enrollment history, assessment results, growth scores, demographics, and attendance data through the Student Backpack. Additionally, 33 LEAs using PowerSchool are scheduled to go live with all the Student Backpack data sets in early June.

What We're Building

The team continues to focus on absorbing UTREx functionality in USIMS and specifically on ingesting student record data submissions from LEAs in USIMS. This USIMS architecture will set us up to address several of the LEAs data submission challenges now and in the future. While the primary focus for the Student Domain will continue to be absorbing UTREx functionality, we are supporting SIS vendors implementation of all the Student Backpack data for critical issues.

Challenges and Risks

Three ongoing risks that affect the Student Domain: additional functionality discovered during the replacement of UTREx will need to be accounted for and addressed; addressing competing priorities during UTREx subsumption; and the need for SIS vendor support to quickly resolve critical bugs blocking SIS Student Backpack integration. We continue to mitigate these risks through regular roadmap reviews, collaboration with UTREx experts, and focused coordination with leadership, SIS vendors and USBE stakeholders to prioritize only the most critical issues so UTREx Subsumption efforts can continue in earnest.

Target Legacy Retirement Date: July 1, 2027

Finance Domain

What's Live

The Finance team has recently implemented the functionality to route production users to a dedicated landing page in USIMS for Finance users. We are sharing this access to the Chart of Accounts and Account Combination searches with FWG users during our end of May discussion and inviting them to create user accounts and use this functionality.

Eight vendors are connecting to the Finance API:

- One vendor has successfully submitted data for their pilot LEA
- Three vendors have submitted data and are working through ensuring that all accounts and amounts are accurately submitted in USIMS.
- Another vendor has stated they're almost ready to submit pilot LEA data
- The other three vendors are working on their connections to the USIMS Finance API

What We're Building

Additional work includes microservices architecture updates for the Finance API. We have shared this documentation with two vendors and will share it with the remaining vendors in the coming weeks.

The Finance team is updating the filtering & usage of Power BI dashboards after getting user feedback and is building a "wrapper" to allow USIMS LEA users to view these dashboards directly within USIMS.

The Finance team is also utilizing shared functionality from the Student domain to allow LEA users to submit files, such as Audit reports and documentation for Indirect Cost calculations.

Challenges and Risks

The Finance domain is moving deliberately given the scale of funding dependent on accurate data reporting. The Finance API supports reporting for billions in Federal and Utah funding across eight external vendors and all LEAs, which means vendor timelines and data confirmation add complexity to the testing cycle.

The Finance team can now route users directly to Finance related resources, so we have removed that as a "risk" from the PMR.

There is still a lot of work ahead of the team, while this isn't a specific challenge or risk, we do want to note that.

Target Legacy Retirement Date: End of FY 2027

UTAH STATE BOARD OF EDUCATION

Subject:

INFORMATION: Program Monthly Report (PMR) on Utah Grants

Agenda item type:

Information Item

Recommended Action:

Information - no action.

Purpose of Memo:

Recommended by leadership

Background:

Utah Grants is the Electronic Grants Management System utilized by the Utah State Board of Education (USBE) for managing the full life cycle of grant funding. Utah Grants is used by USBE staff as well as LEAs and CBO partners for managing grant applications, awards, payments and monitoring activities. The USBE works closely with system developers to continue to meet the expanding needs of the agency, while maintaining proper safeguards in the use and distribution of grant funds. The monthly Project Management Report (PMR) is provided by the Grants Management team to account for project activities and priorities.

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Deborah Jacobson
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Attachments:

1. Utah Grants PMR Summary 060526

Utah Grants Program Monthly Report

Utah State Board of Education Finance Committee

June 5, 2026

The Utah Grants team provides monthly updates to the progress of Utah Grants development for the Utah State Board of Education Finance Committee. Full presentation is provided quarterly. This update is intended to represent a brief summary of project milestones.

Updates Since the April Finance Committee

- Process Updates -
 - 2027 Consolidated Federal Pre-Application and 2027 Annual Assurances
 - May 28, 2026 – Published in Utah Grants
 - June 15, 2026 - Consolidated pre-application due in Utah Grants
 - June 30, 2026 - Deadline for any revisions to the consolidated pre-application
 - July 1, 2026 - Beginning of next fiscal year
 - New SFY-2027 program set-up
- Customer Service –
 - 6 open Tier 3 Tickets with REI (Utah Grants Vendor)
 - REI continues to be responsive to USBE requests and requirements
- Child Nutrition Programs – Paying through Utah Grants
 - Development work completed and available in production
 - Due to shortened May payment timeline, payments will be processed via Utah Grants for the June distribution
- Ongoing Development –
 - FFATA Reporting Functionality – additional feedback has been provided to REI, expect final delivery June 2026.
- Looking Ahead – future work 2026 – currently on hold as we prioritize current ongoing development. Will require amended contract to continue development work.
 - Competitive Announcement Workflow Changes
 - USBE View Updates
 - Award Approval Workflow Changes
 - Payment Approval Workflow Changes
 - Budget Revision Workflow Changes
 - Site Visit Workflow Changes
 - Risk Assessment Workflow Changes
 - IDT Redesign

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UTAH STATE BOARD OF EDUCATION

Subject:

INFORMATION: Summary of Actions

Agenda item type:

Information Item

Recommended Action:

No action.

Purpose of Memo:

Other

Background:

Summary of actions for the most recent Standards and Assessment Committee Meeting.

Contact:

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Leah Voorhies

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Attachments:

1. 2026.06.05 Standards and Assessment - Summary of Action LV

Date: June 5, 2026



Utah State Board of Education

The meeting was conducted in a hybrid format via Zoom and Basement West at USBE.

Members Present: Chair Jennie Earl, Vice Chair Joann Brinton, Member Sarah Reale (online), Member LeAnn Wood, Member Emily Green (online)

Committee Staff: Leah Voorhies, Deputy Superintendent; Jennifer Wadsworth, Policy Advisor; Darin Goff, Assistant Attorney General; Amy Magruder, Secretary; and Amy Hunt, Assistant Superintendent.

Others Present: Jerry Record; Alex Farah; Meghan Everett; Milo Maughan; Davina Sauthoff; Teri Davis (online); Matt Winters; Rick Gaisford; Cathy Gray; Thalea Longhurst; Aaron Brough; Katy Challis; Tanya Albornoz; Mindy Elliott; Stacey McGinnis (online); Eden Jones; Quinn Kellis; Adrienne Rytting, Imagine Learning; Stacey Hutchings, State Charter School Board; and close captioner.

Chair Jennie Earl called the meeting to order at 9:03 a.m.

INFORMATION: Public Comment

1. Stacey McGinnis spoke in favor of technology in the classroom for 3rd grade students.

3.2 INFORMATION: P-12 Physical Education Standards Revision Update

Committee Discussion: The Teaching and Learning Physical Education specialist provided an update on the progress of the P-12 Physical Education Standards Revision Process as required in the Board Approved Standards Revision Process.

Motion for the Board: Information item no motion for the Board.

3.3 ACTION: R277-334, Classroom Technology (New)

Committee Discussion: Background of the Rule and H.B. 273: Rule R277-334 is being established to provide implementation standards for instructional technology and artificial intelligence use in Utah public schools. The rule establishes statewide expectations for balanced technology use, educator training, parent transparency, student protection, AI governance, and LEA compliance requirements. During the 2026 General Session, the Utah Legislature passed H.B. 273, Classroom Technology Amendments. This legislation created new requirements related to classroom

Date: June 5, 2026



instructional technology, grade-level technology expectations, artificial intelligence use, parent transparency, student privacy protections, and accommodations for students with technology-related learning difficulties. The bill also requires the Utah State Board of Education to create model policies for balanced technology use and artificial intelligence governance. The proposed rule establishes implementation standards and administrative requirements necessary to comply with H.B. 273. The primary modifications require LEAs to: adopt balanced technology use and artificial intelligence policies, implement grade-level instructional technology requirements, provide educator training, parent transparency, and student protections related to instructional technology and AI use, establish resource plans for students with technology-related learning difficulties, implement compliance, reporting, and monitoring procedures, and establish safeguards and parent consent requirements for AI sandbox courses.

This rule will ensure statutory compliance with H.B. 273 and establish consistent statewide expectations for instructional technology and artificial intelligence use in Utah public schools. Staff presented R277-334, Classroom Technology, Draft 1, for consideration and approval. Authorizing, and Implemented or Interpreted Law: 53G-7-228; 53G-7-229; 53G-7-1401; 53G-7-1402; 53G-7-1403

Committee Action: Member Brinton moved that the word “through” be stricken from line 252 and be replaced with “53G-7-229, 53G-7-1402, and”.

Motion passed unanimously.

Committee Action: Member Brinton move to amend Section 6, Subsection (4), by adding a new Subsection (e) that reads: "refrain from using generative artificial intelligence to independently grade student work."

Motion passed unanimously.

Committee Action: Member Brinton moved that the Committee approve R277-334, Classroom Technology, Draft 1, as amended on first reading and forward to the Board for approval on second and final reading.

Motion passed 4-0-1 with Member Green abstaining.

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Utah State Board of Education

MOTION FOR THE BOARD: That the Board approve R277-334, Classroom Technology, Draft 2 on second and final reading.

3.4 ACTION: R277-717, High School Course Grading Requirements (Amendment)

Committee Discussion: Background of the Rule and H.B. 502:

Rule R277-717 establishes requirements related to high school course grading, including grade replacement procedures for repeated or comparable courses. The rule provides standards for how LEAs calculate, replace, and report course grades and grade point averages for high school students.

During the 2026 General Session, the Utah Legislature passed H.B. 502, School Attendance Modifications. The legislation directs the Board to establish statewide standards for citizenship grading policies adopted by LEAs. H.B. 502 also creates parent opt-out rights related to citizenship grading and requires students who opt out to receive grades based solely on academic content mastery.

The proposed amendments update Rule R277-717 to implement the citizenship grading provisions established in H.B. 502. The changes add definitions related to citizenship grading and durable skills and establish minimum statewide standards for LEA citizenship grading policies.

The proposed amendments require citizenship grades to be based on clearly defined and observable behaviors using consistent criteria and clarify that citizenship grades remain separate from measures of academic content mastery except where otherwise authorized in statute. The rule also requires LEAs that adopt citizenship grading policies to establish standards related to attendance, meeting deadlines, participation and engagement, and communication with instructional staff.

Additionally, the proposed amendments require annual parent notification regarding citizenship grading policies and opt-out rights, establish requirements for parent opt-out procedures, and require citizenship grades reported on transcripts to be clearly distinguished from academic course grades.

Date: June 5, 2026



Utah State Board of Education

Staff presented R277-717, High School Course Grading Requirements, Draft 1, for consideration and approval. Authorizing, and Implemented or Interpreted Law: [Art X Sec 3; 53E-3-401\(4\)](#)

Committee Action: Member Brinton moved that the Committee approve R277-717, High School Course Grading Requirements, Draft 1, on first reading and forward to the Board for approval on second and final reading.

Motion passed unanimously.

MOTION FOR THE BOARD: That the Board approve R277-717, High School Course Grading Requirements, Draft 1 on second and final reading.

3.5 ACTION: Child Sexual Abuse and Human Trafficking Instructions Materials Approval

Committee Discussion: Background, Instructional Materials for Child Sexual Abuse and Human Trafficking Prevention are required by 53G-9-207 to be submitted to the Board for approval prior to their use in schools, with school personnel, or with parents. The materials are submitted through the Recommended Instructional Materials System (RIMS) and they are then reviewed by a review committee to ensure compliance with the minimum standards. The Spring 2026 materials review cycle has concluded. Materials have been reviewed by the review committee and are now being submitted by USBE prevention staff for approval of the Board. As a reminder, the review cycle happens twice a year.

Committee Action: Member Earl moved that in curriculum 24850, Venture Safe Schools, Human Trafficking Awareness Grade 6, under the section “tips for posting” the words “revenge porn” be replaced with “sextortion”, and that the resources reflect Utah’s resources, not Ohio’s. And forward to the full board for approval pending these changes.

Motion passed unanimously.

Committee Action: Member Brinton moved that the Committee approve the Child Sexual Abuse and Human Trafficking Prevention instructional materials 24846, OnWatch, Combatting Trafficking Through Education, Adult Serving Youth and forward to the full Board for final approval.

Motion passed unanimously.

Date: June 5, 2026



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Committee Action: Member Brinton moved that the Committee approve the Child Sexual Abuse and Human Trafficking Prevention instructional materials 24852, Education to Protect, K-6 Abuse Prevention, Elementary Student - Child Sexual Abuse and forward to the full Board for final approval.

Motion passed unanimously.

MOTION FOR THE BOARD: That the Board approve the following:

1. 24852, Education to Protect, L-6 Abuse Prevention, Elementary Student – Child Sexual Abuse
2. 24846, OnWatch, Combatting Trafficking Through Education, Adult Serving Youth
3. 24850, Venture Safe Schools, Human Trafficking Awareness Grade 6 – if changes were made to the curriculum discussed in Committee

3.6 ACTION: Standards Review Process

Committee Discussion: Committee members discussed the standards revision process and now are proposing possible changes to the process.

Committee Action: Member Brinton moved: that the Committee move the June standards revision process (June 2026) and forward to the full board for final approval.

Motion passed unanimously.

MOTION FOR THE BOARD: That the Board approve the updated Standards Revision Process (June 2026).

3.7 ACTION: Sensitive Materials Model Policy Update

Committee Discussion: In 2022, the current guidance for LEAs on developing a Model Policy for Sensitive Materials was passed by a vote of the full Board. In June 2024, the [Guidance Document](#) and [Rule R277-628](#) were updated. Passing the new administrative guidance did not repeal the Model Policy. The Model Policy did not undergo any revisions by the Board. To bring the [2022 Model Policy](#) up to date with all other guidance, the 2022 version must be repealed, and the new version adopted by the full Board.

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Committee Action: Member Brinton moved that #7 on page 4 be amended to read “educationally enriching”.

Motion passed 4-1 with Member Green opposed.

Committee Action: Member Earl moved that all references to animal abuse in the document include the term “obscene” to better match code.

Motion passed unanimously.

Committee Action: Member Earl moved that on page 12 the words “within a reasonable time” be replaced with “not more than 30 school days”

Motion passed 4-1 with Member Reale opposed.

Committee Action: Member Earl moved that on page 18 after “statutory factor-balancing standards” that “or other criteria considered by the review committee” be added. And add, “or the committee may make a determination that the material”.

Motion passed unanimously.

Committee Action: Member Reale moved that on page #14 subsection (7) (d) and on Page #7 subsection (4)(a) be amended to read, “May consider other criteria found to be harmful to minors and is patently offensive to prevailing standards in the adult community, or is referenced in Section 76-5c-101.”

Motion failed with 2 -3 with Members Reale and Wood in favor.

Committee Action: Member Brinton moved that the Committee repeal the 2022 Model Policy and adopt the 2026 Model Policy Draft 3, as amended on first reading and forward to the Board for approval on second and final reading.

Motion passed unanimously.

Committee Action: Member Green moved that the Committee ask Board leadership to add the Comprehensive School Library Monitoring Timeline to the July

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Law and Licensing Committee meeting requesting \$60,000 from the discretionary funds, and to move the timeline forward to the full board meeting in August.

Motion passed 4-1 with Member Reale opposed.

MOTION FOR THE BOARD: That the Board repeal the 2022 Model Policy and adopt the 2026 Model Policy Draft 4 on second and final reading.

3.8 ACTION: USEAP Recommendation: Special Education Teacher Recruitment and Retention

Committee Action: The Utah Special Education Advisory Panel (USEAP) is an advisory committee to the Board created by Board policy 5006 (<https://www.schools.utah.gov/board/utah/participation/BoardPolicy5006.pdf>) and in R277-750 with membership from district and charter school special education programs, educator preparation programs, state agencies serving students with disabilities, and at least 51 percent parents of and individuals with disabilities. The USEAP meets quarterly to review data related to the LEA compliance with R277-750 and outcomes for students with disabilities. The purpose of the panel is to provide policy guidance to the USBE with respect to special education and related services for students with disabilities in the State of Utah.

For the 2025-2026 school year, USEAP focused their discussion on two topics, the first being the recruitment and retention of special education teachers. USEAP is presenting a memo outlining three recommendations for Board consideration as a result of their review of Utah data trends and their discussion.

Committee Action: Member Earl moved that the new USBE leadership standards are reflective of the USEAP recommendations.

Motion passed unanimously.

Committee Action: Member Earl moved that the Committee accept the USEAP recommendations in the Memo titled, "2026 Utah Special Education Advisory Panel (USEAP) Memo Teacher Recruitment and Retention" for consideration.

Motion passed unanimously.

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MOTION FOR THE BOARD: That the Board accept the USEAP recommendations in the Memo titled, "2026 Utah Special Education Advisory Panel (USEAP) Memo Teacher Recruitment and Retention" for consideration and that the new USBE leadership standards are reflective of the USEAP recommendations.

Adjournment:

Committee Action: Member Brinton moved to adjourn the meeting.

The motion passed unanimously.

The meeting adjourned at 12:40 p.m.

UTAH STATE BOARD OF EDUCATION

Subject:

INFORMATION: P-12 Physical Education Standards Revision Update

Agenda item type:

Information Item

Recommended Action:

This is an information item, so no committee action is needed.

Purpose of Memo:

Other

Background:

The Teaching and Learning Physical Education team will provide an update on the progress of the P-12 Physical Education Standards Revision Process as required in the Board Approved Standards Revision Process.

Contact:

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Attachments:

1. Physical Education Standards Writing Update May 2026

Date: April 27, 2026



Meeting Dates:

Lead Writers' Meetings:

January 15, 2026

February 4, 2026

April 15, 2026

Writing Committee Meetings:

January 21, 2026

March 25, 2026

Upcoming: May 15, 2026

Topics Discussed:

- Review of current courses-Individual Lifetime Activities and Supplemental Standards, Participation Skills and Techniques, Fitness For Life
- Strand Topics and Narratives
- Swimming Supplemental Standards writing committee organization
- Finishing up the writing of the standards and working on compiling text into a draft document

Status Update:

- Solidifying title names and categories for high school standards, reorganizing and working on supplemental standards
- Swimming Supplemental Standards writing team application closed, finalizing the writing team

Next Steps:

- Moving the new standards off the working document and onto the Draft document to prepare to send to the Board
- Environmental Safety standards written in the draft. Swim safety every year, Fire Arm safety 2,4,6, middle school, and high school. (Health is 1,3,5, middle and high school)
- Greater clarification of high school standards to be taught within the courses including the scaffolding of concept

Contact Person and Email: Teri Davis, teri.davis@schools.utah.gov and Shanda Stenger, shanda.stenger@schools.utah.gov

This draft is for consideration during the May 8, 2026 Standards and Assessment Committee meeting.

UTAH STATE BOARD OF EDUCATION

Subject:

ACTION: R277-334, Classroom Technology (New)

Agenda item type:

Action Item

Recommended Action:

MOTION FOR THE BOARD: That the Board approve R277-334, Classroom Technology, Draft 2 on second and final reading.

Purpose of Memo:

Result of legislative action

Background:**Background of the Rule and H.B. 273**

Rule R277-334 is being established to provide implementation standards for instructional technology and artificial intelligence use in Utah public schools. The rule establishes statewide expectations for balanced technology use, educator training, parent transparency, student protections, AI governance, and LEA compliance requirements.

During the 2026 General Session, the Utah Legislature passed H.B. 273, Classroom Technology Amendments. This legislation created new requirements related to classroom instructional technology, grade-level technology expectations, artificial intelligence use, parent transparency, student privacy protections, and accommodations for students with technology-related learning difficulties. The bill also requires the Utah State Board of Education to create model policies for balanced technology use and artificial intelligence governance.

Summary of Proposed Action

The proposed rule establishes implementation standards and administrative requirements necessary to comply with H.B. 273.

The primary modifications require LEAs to: adopt balanced technology use and artificial intelligence policies, implement grade-level instructional technology requirements, provide educator training, parent transparency, and student protections related to instructional technology and AI use, establish resource plans for students with technology-related learning difficulties, implement compliance, reporting, and monitoring procedures, and establish safeguards and parent consent requirements for AI sandbox courses.

This rule will ensure statutory compliance with H.B. 273 and establish consistent statewide expectations for instructional technology and artificial intelligence use in Utah public schools.

Staff will present R277-334, Classroom Technology, Draft 1, for consideration and approval.

Authorizing, and Implemented or Interpreted Law: 53G-7-228; 53G-7-229; 53G-7-1401; 53G-7-1402; 53G-7-1403

Contact:

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:

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Attachments:

1. R277-334- Draft 1 - June 2026 Committee
2. R277-334 Reporting Burden and Fiscal Impact Estimate Form
3. R277-334- Draft 2- August 2026 Board

R277. Education, Administration.

R277- 334 . Classroom Technology and Artificial Intelligence Governance.

R277- 334 -1. Authority and Purpose.

(1) This rule is authorized by:

(a) Utah Constitution Article X, Section 3, which vests general control and supervision over public education in the Board;

(b) Section 53E-3-401(4), which allows the Board to make rules to execute the Board's duties and responsibilities under the Utah Constitution and state law;

(c) Section 53E-4-202, which requires the Board to incorporate artificial intelligence, digital literacy, media literacy, and technology standards into Utah core standards;

(d) Section 53G-7-228, which requires the Board to:

(i) create a model policy on balanced technology use in the classroom;

(ii) establish grade-level frameworks for instructional technology use;

(iii) adopt methods for evaluating instructional technology effectiveness; and

(iv) make rules to implement classroom technology requirements;

(e) Section 53G-7-229, which requires LEAs to establish resource plans for students with technology-related learning difficulties;

(f) Section 53G-7-1402, which requires the Board to:

(i) publish and maintain a model artificial intelligence use policy; and

(ii) establish standards for LEA compliance, policy submission, implementation, and educator training; and

(g) Section 53G-7-1403, which requires the Board to establish ethical use guidelines for AI sandbox courses.

(2) The purpose of this rule is to:

(a) establish statewide standards for balanced instructional technology use in Utah public schools;

(b) establish minimum standards for LEA instructional technology policies and artificial intelligence use policies;

- _____ (c) establish grade-level instructional technology requirements;
- _____ (d) establish educator training, parent transparency, and student protection requirements regarding instructional technology and artificial intelligence;
- _____ (e) establish standards for LEA monitoring, reporting, and compliance; and
- _____ (f) establish safeguards and ethical use standards for artificial intelligence sandbox courses.

R277-334 - 2. Definitions.

- _____ (1) "Artificial intelligence" or "AI" means the same as that term is defined in Section 13-72-101.
- _____ (2) "Artificial intelligence sandbox course" or "AI sandbox course" means the same as that term is defined in Section 53G-7-1401.
- _____ (3) "Artificial intelligence tool" or "AI tool" means the same as that term is defined in Section 53G-7-1401.
- _____ (4) "Direct instruction" means educator-led instruction involving active supervision, interaction, guidance, facilitation, or instructional support provided by a licensed educator or designated educational personnel.
- _____ (5) "Generative artificial intelligence" means the same as that term is defined in Section 13-77-101.
- _____ (6) "High-stakes determination" means the same as that term is defined in Section 53G-7-1402.
- _____ (7) "Instructional technology" means the same as that term is defined in Section 53G-7-228.
- _____ (8) "Non-essential screen-time" means student screen exposure not directly connected to instructional objectives, direct instruction, supervised academic activities, or approved educational accommodations.
- _____ (9) "Screen-time" means the same as that term is defined in Section 53G-7-228.
- _____ (10) "Technology-related learning difficulty" means the same as that term is defined in Section 53G-7-229.

R277-334-3. LEA Instructional Technology Standards.

(1) Before permitting the use of instructional technology in a classroom, an LEA shall ensure the instructional technology:

(a) is designed specifically for instructional use;

(b) supports identified instructional goals or learning outcomes;

(c) is supported by evidence, data, or demonstrated educational value appropriate to the grade level;

(d) is safe for a student's physical, cognitive, and emotional development;

(e) minimizes distraction, interference with instruction, or reduction in academic focus;

(f) complies with Title 53E, Chapter 9, Student Privacy and Data Protection;

(g) complies with Section 53G-10-103 regarding sensitive instructional materials;

(h) is intentionally integrated into instruction to enhance student learning outcomes; and

(i) is not used as a substitute for direct instruction; and

(j) complies with LEA student data governance procedures established under Title 53E, Chapter 9.

(2) An LEA shall establish procedures for the selection, deployment, monitoring, evaluation, and periodic review of instructional technology.

(3) An LEA shall maintain documentation demonstrating compliance with this section, including:

(a) approved instructional technology inventories;

(b) technology review procedures;

(c) evidence of instructional value or effectiveness;

(d) monitoring or evaluation records; and

(e) records of parent-facing instructional technology disclosures.

(4) An LEA shall minimize non-essential screen-time and prioritize purposeful instructional technology use directly connected to instructional goals.

(5) An LEA shall implement instructional technology filtering and access controls consistent with age-appropriate standards and student safety requirements.

R277-334-4. Balanced Technology Use Policies.

(1) Before July 1, 2027, an LEA shall adopt:

(a) the Board's model policy on balanced technology use in the classroom; or

(b) a locally adopted policy meeting the requirements of Sections 53G-7-228, 53G-7-229, 53G-7-1402, and this rule.

(2) Before adopting a policy described in Subsection (1), an LEA governing board shall hold a public meeting that:

(a) allows for public comment; and

(b) complies with Title 52, Chapter 4, Open and Public Meetings Act.

(3) An LEA policy shall include:

(a) standards minimizing non-essential screen-time;

(b) standards for purposeful instructional technology use;

(c) procedures for monitoring compliance with the policy;

(d) parent transparency requirements;

(e) educator training requirements;

(f) a technology-related learning difficulty resource plan;

(g) an artificial intelligence use policy;

(h) grade-level instructional technology frameworks consistent with Section 53G-7-228; and

(i) procedures for periodic review and revision of instructional technology practices.

(4) An LEA shall provide parents access to:

(a) a list of digital tools and applications used in the student's classroom; and

(b) information regarding instructional technology monitoring and filtering systems.

(5) Upon request and consistent with applicable privacy and security laws, an

LEA shall provide a parent access to the student's:

- (a) school-issued device;
- (b) account credentials; and
- (c) browsing history.

(6) An LEA shall provide parents with:

- (a) the option to receive alerts when a student attempts to access material flagged as sensitive material under Section 53G-10-103; and
- (b) resources to support supervision of instructional technology use in the home.

(7) An LEA shall submit to the Superintendent:

- (a) the LEA's finalized policy; and
- (b) a statement confirming the LEA held the public meeting required in Subsection (2).

(8) If an LEA fails to adopt a policy in accordance with this section, the Board's model policy shall serve as the default policy for the LEA.

R277-334-5. Grade-Level Instructional Technology Requirements.

(1) An LEA serving students in kindergarten through grade 3 shall:

- (a) prohibit students from taking home school-owned instructional technology;
- (b) prohibit required one-to-one device ratios;
- (c) prohibit classroom screen-time except for:
 - (i) introduction of state kindergarten through grade 5 computer science standards; and
 - (ii) preparation for or administration of a standards assessment;
- (d) emphasize hands-on, print-based, and developmentally appropriate learning activities; and

(e) prohibit homework requiring internet access or instructional technology.

(2) An LEA serving students in grades 4 through 6 shall:

- (a) prohibit students from taking home school-owned instructional technology;
- (b) prohibit required one-to-one device ratios;

_____ (c) balance instructional technology use with teacher-led, print-based, and analog instruction;

_____ (d) limit instructional technology use to supervised academic purposes;

_____ (e) prohibit homework requiring internet access or instructional technology; and

_____ (f) limit internet access through age-appropriate filtering systems.

_____ (3) An LEA serving middle or junior high school students may allow a student to take home a school-issued device only with written parent opt-in consent.

_____ (4) An LEA serving middle or junior high school students shall:

_____ (a) balance instructional technology use with teacher-led, print-based, and analog instruction; and

_____ (b) limit internet access through age-appropriate filtering systems.

_____ (5) An LEA serving high school students may allow a student to take home instructional technology unless a parent opts out.

_____ (6) An LEA serving high school students shall:

_____ (a) balance instructional technology use with teacher-led, print-based, and analog instruction; and

_____ (b) limit internet access through age-appropriate filtering systems.

_____ (7) This section does not apply to:

_____ (a) a course where instructional technology is integral to the subject matter of the course or specialty class;

_____ (b) online district or charter school instruction;

_____ (c) the Statewide Online Education Program created in Section 53F-4-502;

_____ (d) instruction designed to meet state core technology standards;

_____ (e) an AI sandbox course;

_____ (f) a public school located within the boundaries of a tribal nation where the LEA is the internet service provider; or

_____ (g) instructional technology use consistent with a student's IEP or Section 504 plan.

R277-334-6. Artificial Intelligence Use Requirements.

(1) An LEA shall adopt an artificial intelligence use policy based on the Board's model artificial intelligence use policy.

(2) An LEA shall maintain an inventory of approved AI tools authorized for educator or student use.

(3) An LEA policy shall prohibit uses of AI tools that threaten student safety or wellbeing, including:

(a) biometric surveillance; or

(b) psychological profiling.

(4) An LEA shall require educators to:

(a) retain professional judgment and instructional responsibility when using AI tools;

(b) communicate assignment-specific expectations regarding AI use;

(c) use only approved AI tools; and

(d) ensure student work reflects the student's knowledge, skill, and understanding.

(5) An LEA shall prohibit student use of generative artificial intelligence for academic work unless authorized by an educator for a specific instructional purpose.

(6) An LEA shall ensure approved AI tools:

(a) meet developmental expectations for the grade level;

(b) align with digital literacy standards adopted under Section 53E-4-202, which requires the Board to incorporate artificial intelligence, digital literacy, media literacy, and technology standards into Utah core standards; and

(c) do not expose students to harmful, manipulative, or inappropriate content.

(7) When generative artificial intelligence is used for classroom instruction, assessment, or activities, an LEA or educator shall provide written parent notification that includes:

(a) notice of the intended use of generative artificial intelligence; and

(b) a link to the LEA metadata dictionary required under Section 53E-9-303.

_____ (8) An LEA shall provide parents with clear expectations regarding allowed and prohibited uses of AI tools in the classroom.

_____ (9) An LEA shall submit an adopted AI use policy to the Superintendent for review and approval.

_____ (10) An LEA shall review an AI use policy at least once every two years and update the policy as needed.

R277-334-7. Professional Development and Training.

_____ (1) An LEA shall provide training to educators and staff regarding:

_____ (a) balanced instructional technology use requirements;

_____ (b) instructional technology expectations and limitations;

_____ (c) student privacy and data protection requirements under Title 53E, Chapter 9;

_____ (d) approved AI tool use;

_____ (e) educator responsibilities regarding AI use;

_____ (f) digital citizenship and media literacy;

_____ (g) academic integrity expectations; and

_____ (h) age-appropriate instructional technology practices.

_____ (2) An LEA shall provide training before implementation of a newly adopted or substantially revised policy required under this rule.

_____ (3) An LEA shall maintain records documenting completed training.

_____ (4) An LEA shall include in implementation planning procedures for monitoring staff compliance with instructional technology and AI use policies.

_____ (5) The Superintendent may provide implementation guidance, technical assistance, or training resources to support LEA compliance with this rule.

R277-334-8. Technology-Related Learning Difficulties.

_____ (1) An LEA shall establish a resource plan for students demonstrating technology-related learning difficulties.

_____ (2) An LEA may provide accommodations or supports including:

- 233 (a) printed instructional materials;
234 (b) alternative assignment formats;
235 (c) access to technology resource support;
236 (d) access to educational professionals with expertise in technology-related
237 learning difficulties;
238 (e) project-based learning opportunities;
239 (f) book-based curriculum;
240 (g) verbal instruction; and
241 (h) additional time for technology-based assignments or assessments.
242 (3) An LEA shall maintain procedures for responding to and supporting students
243 demonstrating technology-related learning difficulties.
244 (4) Nothing in this section shall be interpreted to:
245 (a) limit accommodations or services otherwise required under federal law, an
246 individualized education program, or a Section 504 plan; or
247 (b) require an LEA or educator to diagnose a medical, psychological, or learning
248 disorder.
249
250 **R277-334-9. Reporting, Monitoring, and Compliance.**
251 (1) An LEA shall annually certify compliance with:
252 (a) Sections 53G-7-228 through 53G-7-1403; and
253 (b) this rule.
254 (2) An LEA shall provide reports or documentation requested by the
255 Superintendent regarding:
256 (a) policy implementation;
257 (b) educator training;
258 (c) instructional technology monitoring;
259 (d) approved AI tools;
260 (e) parent notification procedures;
261 (f) compliance activities; and

(g) implementation outcomes.

(3) The Superintendent may conduct monitoring or compliance reviews regarding implementation of this rule.

(4) If an LEA fails to comply with statutory or rule requirements, the Board may:

(a) require corrective action;

(b) require additional reporting;

(c) require additional training; or

(d) withhold or delay distribution of funds authorized under Section 53G-7-228.

(5) An LEA receiving state funds allocated for digital literacy, computer science, or educational technology programs under Section 53F-2-510 shall certify implementation of:

(a) a balanced technology use policy;

(b) a technology-related learning difficulty resource plan; and

(c) an artificial intelligence use policy consistent with Board requirements.

R277-334-10. Artificial Intelligence Sandbox Courses.

(1) An LEA offering an AI sandbox course shall:

(a) limit the course to grades 9 through 12;

(b) limit course delivery to consistent with Board-approved career and technical education pathways;

(c) maintain secure and controlled digital environments that protect student privacy and safety;

(d) notify parents regarding the nature of the course;

(e) obtain written parent consent before student participation;

(f) ensure participation is voluntary; and

(g) ensure student use of artificial intelligence technologies occurs under educator supervision.

(2) An LEA shall ensure AI sandbox course activities comply with:

(a) federal student privacy laws;

- _____ (b) Title 53E, Chapter 9, Student Privacy and Data Protection;
_____ (c) Section 53G-10-103; and
_____ (d) Board ethical use guidelines.
_____ (3) An LEA shall maintain documentation of parent notification and parent
consent for students participating in an AI sandbox course.
_____ (4) Nothing in this section shall be interpreted to authorize unrestricted student
access to public generative artificial intelligence systems without educator supervision
or LEA approval.

KEY:

Date of Enactment or Last Substantive Amendment:

Authorizing, and Implemented, or Interpreted Law: 53G-7-228; 53G-7-229; 53G-7-1401; 53G-7-1402; 53G-7-1403.

Utah State Board of Education

Reporting Burden and Fiscal Impact Estimate

R277-334 – Classroom Technology (New)

1. Reporting Burden for LEAs

This rule change requires LEAs to submit their finalized balanced technology use and AI use policies to USBE.

2. Estimated Fiscal Impact on USBE

This rule change is not estimated to have fiscal impacts on USBE.

3. Estimated Fiscal Impact on LEAs

This rule change is not estimated to have fiscal impacts on LEAs.

Author: Sam Urie

R277. Education, Administration.

R277- 334 . Classroom Technology and Artificial Intelligence Governance.

R277- 334 -1. Authority and Purpose.

(1) This rule is authorized by:

(a) Utah Constitution Article X, Section 3, which vests general control and supervision over public education in the Board;

(b) Section 53E-3-401(4), which allows the Board to make rules to execute the Board's duties and responsibilities under the Utah Constitution and state law;

(c) Section 53E-4-202, which requires the Board to incorporate artificial intelligence, digital literacy, media literacy, and technology standards into Utah core standards;

(d) Section 53G-7-228, which requires the Board to:

(i) create a model policy on balanced technology use in the classroom;

(ii) establish grade-level frameworks for instructional technology use;

(iii) adopt methods for evaluating instructional technology effectiveness; and

(iv) make rules to implement classroom technology requirements;

(e) Section 53G-7-229, which requires LEAs to establish resource plans for students with technology-related learning difficulties;

(f) Section 53G-7-1402, which requires the Board to:

(i) publish and maintain a model artificial intelligence use policy; and

(ii) establish standards for LEA compliance, policy submission, implementation, and educator training; and

(g) Section 53G-7-1403, which requires the Board to establish ethical use guidelines for AI sandbox courses.

(2) The purpose of this rule is to:

(a) establish statewide standards for balanced instructional technology use in Utah public schools;

(b) establish minimum standards for LEA instructional technology policies and artificial intelligence use policies;

- _____ (c) establish grade-level instructional technology requirements;
- _____ (d) establish educator training, parent transparency, and student protection requirements regarding instructional technology and artificial intelligence;
- _____ (e) establish standards for LEA monitoring, reporting, and compliance; and
- _____ (f) establish safeguards and ethical use standards for artificial intelligence sandbox courses.

R277-334 - 2. Definitions.

- _____ (1) "Artificial intelligence" or "AI" means the same as that term is defined in Section 13-72-101.
- _____ (2) "Artificial intelligence sandbox course" or "AI sandbox course" means the same as that term is defined in Section 53G-7-1401.
- _____ (3) "Artificial intelligence tool" or "AI tool" means the same as that term is defined in Section 53G-7-1401.
- _____ (4) "Direct instruction" means educator-led instruction involving active supervision, interaction, guidance, facilitation, or instructional support provided by a licensed educator or designated educational personnel.
- _____ (5) "Generative artificial intelligence" means the same as that term is defined in Section 13-77-101.
- _____ (6) "High-stakes determination" means the same as that term is defined in Section 53G-7-1402.
- _____ (7) "Instructional technology" means the same as that term is defined in Section 53G-7-228.
- _____ (8) "Non-essential screen-time" means student screen exposure not directly connected to instructional objectives, direct instruction, supervised academic activities, or approved educational accommodations.
- _____ (9) "Screen-time" means the same as that term is defined in Section 53G-7-228.
- _____ (10) "Technology-related learning difficulty" means the same as that term is defined in Section 53G-7-229.

R277-334-3. LEA Instructional Technology Standards.

(1) Before permitting the use of instructional technology in a classroom, an LEA shall ensure the instructional technology:

(a) is designed specifically for instructional use;

(b) supports identified instructional goals or learning outcomes;

(c) is supported by evidence, data, or demonstrated educational value appropriate to the grade level;

(d) is safe for a student's physical, cognitive, and emotional development;

(e) minimizes distraction, interference with instruction, or reduction in academic focus;

(f) complies with Title 53E, Chapter 9, Student Privacy and Data Protection;

(g) complies with Section 53G-10-103 regarding sensitive instructional materials;

(h) is intentionally integrated into instruction to enhance student learning outcomes; and

(i) is not used as a substitute for direct instruction; and

(j) complies with LEA student data governance procedures established under Title 53E, Chapter 9.

(2) An LEA shall establish procedures for the selection, deployment, monitoring, evaluation, and periodic review of instructional technology.

(3) An LEA shall maintain documentation demonstrating compliance with this section, including:

(a) approved instructional technology inventories;

(b) technology review procedures;

(c) evidence of instructional value or effectiveness;

(d) monitoring or evaluation records; and

(e) records of parent-facing instructional technology disclosures.

(4) An LEA shall minimize non-essential screen-time and prioritize purposeful instructional technology use directly connected to instructional goals.

(5) An LEA shall implement instructional technology filtering and access controls consistent with age-appropriate standards and student safety requirements.

R277-334-4. Balanced Technology Use Policies.

(1) Before July 1, 2027, an LEA shall adopt:

(a) the Board's model policy on balanced technology use in the classroom; or

(b) a locally adopted policy meeting the requirements of Sections 53G-7-228, 53G-7-229, 53G-7-1402, and this rule.

(2) Before adopting a policy described in Subsection (1), an LEA governing board shall hold a public meeting that:

(a) allows for public comment; and

(b) complies with Title 52, Chapter 4, Open and Public Meetings Act.

(3) An LEA policy shall include:

(a) standards minimizing non-essential screen-time;

(b) standards for purposeful instructional technology use;

(c) procedures for monitoring compliance with the policy;

(d) parent transparency requirements;

(e) educator training requirements;

(f) a technology-related learning difficulty resource plan;

(g) an artificial intelligence use policy;

(h) grade-level instructional technology frameworks consistent with Section 53G-7-228; and

(i) procedures for periodic review and revision of instructional technology practices.

(4) An LEA shall provide parents access to:

(a) a list of digital tools and applications used in the student's classroom; and

(b) information regarding instructional technology monitoring and filtering systems.

(5) Upon request and consistent with applicable privacy and security laws, an

117 LEA shall provide a parent access to the student's:
118 _____ (a) school-issued device;
119 _____ (b) account credentials; and
120 _____ (c) browsing history.
121 _____ (6) An LEA shall provide parents with:
122 _____ (a) the option to receive alerts when a student attempts to access material
123 flagged as sensitive material under Section 53G-10-103; and
124 _____ (b) resources to support supervision of instructional technology use in the home.
125 _____ (7) An LEA shall submit to the Superintendent:
126 _____ (a) the LEA's finalized policy; and
127 _____ (b) a statement confirming the LEA held the public meeting required in
128 Subsection (2).
129 _____ (8) If an LEA fails to adopt a policy in accordance with this section, the Board's
130 model policy shall serve as the default policy for the LEA.
131

132 **R277-334-5. Grade-Level Instructional Technology Requirements.**

133 _____ (1) An LEA serving students in kindergarten through grade 3 shall:
134 _____ (a) prohibit students from taking home school-owned instructional technology;
135 _____ (b) prohibit required one-to-one device ratios;
136 _____ (c) prohibit classroom screen-time except for:
137 _____ (i) introduction of state kindergarten through grade 5 computer science
138 standards; and
139 _____ (ii) preparation for or administration of a standards assessment;
140 _____ (d) emphasize hands-on, print-based, and developmentally appropriate learning
141 activities; and
142 _____ (e) prohibit homework requiring internet access or instructional technology.
143 _____ (2) An LEA serving students in grades 4 through 6 shall:
144 _____ (a) prohibit students from taking home school-owned instructional technology;
145 _____ (b) prohibit required one-to-one device ratios;

(c) balance instructional technology use with teacher-led, print-based, and analog instruction;

(d) limit instructional technology use to supervised academic purposes;

(e) prohibit homework requiring internet access or instructional technology; and

(f) limit internet access through age-appropriate filtering systems.

(3) An LEA serving middle or junior high school students may allow a student to take home a school-issued device only with written parent opt-in consent.

(4) An LEA serving middle or junior high school students shall:

(a) balance instructional technology use with teacher-led, print-based, and analog instruction; and

(b) limit internet access through age-appropriate filtering systems.

(5) An LEA serving high school students may allow a student to take home instructional technology unless a parent opts out.

(6) An LEA serving high school students shall:

(a) balance instructional technology use with teacher-led, print-based, and analog instruction; and

(b) limit internet access through age-appropriate filtering systems.

(7) This section does not apply to:

(a) a course where instructional technology is integral to the subject matter of the course or specialty class;

(b) online district or charter school instruction;

(c) the Statewide Online Education Program created in Section 53F-4-502;

(d) instruction designed to meet state core technology standards;

(e) an AI sandbox course;

(f) a public school located within the boundaries of a tribal nation where the LEA is the internet service provider; or

(g) instructional technology use consistent with a student's IEP or Section 504 plan.

R277-334-6. Artificial Intelligence Use Requirements.

(1) An LEA shall adopt an artificial intelligence use policy based on the Board's model artificial intelligence use policy.

(2) An LEA shall maintain an inventory of approved AI tools authorized for educator or student use.

(3) An LEA policy shall prohibit uses of AI tools that threaten student safety or wellbeing, including:

(a) biometric surveillance; or

(b) psychological profiling.

(4) An LEA shall require educators to:

(a) retain professional judgment and instructional responsibility when using AI tools;

(b) communicate assignment-specific expectations regarding AI use;

(c) use only approved AI tools; and

(d) ensure student work reflects the student's knowledge, skill, and understanding.

(e) refrain from using generative artificial intelligence to independently grade student work.

(5) An LEA shall prohibit student use of generative artificial intelligence for academic work unless authorized by an educator for a specific instructional purpose.

(6) An LEA shall ensure approved AI tools:

(a) meet developmental expectations for the grade level;

(b) align with digital literacy standards adopted under Section 53E-4-202, which requires the Board to incorporate artificial intelligence, digital literacy, media literacy, and technology standards into Utah core standards; and

(c) do not expose students to harmful, manipulative, or inappropriate content.

(7) When generative artificial intelligence is used for classroom instruction, assessment, or activities, an LEA or educator shall provide written parent notification that includes:

- _____ (a) notice of the intended use of generative artificial intelligence; and
- _____ (b) a link to the LEA metadata dictionary required under Section 53E-9-303.
- _____ (8) An LEA shall provide parents with clear expectations regarding allowed and prohibited uses of AI tools in the classroom.
- _____ (9) An LEA shall submit an adopted AI use policy to the Superintendent for review and approval.
- _____ (10) An LEA shall review an AI use policy at least once every two years and update the policy as needed.

R277-334-7. Professional Development and Training.

- _____ (1) An LEA shall provide training to educators and staff regarding:
- _____ (a) balanced instructional technology use requirements;
- _____ (b) instructional technology expectations and limitations;
- _____ (c) student privacy and data protection requirements under Title 53E, Chapter 9;
- _____ (d) approved AI tool use;
- _____ (e) educator responsibilities regarding AI use;
- _____ (f) digital citizenship and media literacy;
- _____ (g) academic integrity expectations; and
- _____ (h) age-appropriate instructional technology practices.
- _____ (2) An LEA shall provide training before implementation of a newly adopted or substantially revised policy required under this rule.
- _____ (3) An LEA shall maintain records documenting completed training.
- _____ (4) An LEA shall include in implementation planning procedures for monitoring staff compliance with instructional technology and AI use policies.
- _____ (5) The Superintendent may provide implementation guidance, technical assistance, or training resources to support LEA compliance with this rule.

R277-334-8. Technology-Related Learning Difficulties.

- _____ (1) An LEA shall establish a resource plan for students demonstrating

technology-related learning difficulties.

(2) An LEA may provide accommodations or supports including:

(a) printed instructional materials;

(b) alternative assignment formats;

(c) access to technology resource support;

(d) access to educational professionals with expertise in technology-related learning difficulties;

(e) project-based learning opportunities;

(f) book-based curriculum;

(g) verbal instruction; and

(h) additional time for technology-based assignments or assessments.

(3) An LEA shall maintain procedures for responding to and supporting students demonstrating technology-related learning difficulties.

(4) Nothing in this section shall be interpreted to:

(a) limit accommodations or services otherwise required under federal law, an individualized education program, or a Section 504 plan; or

(b) require an LEA or educator to diagnose a medical, psychological, or learning disorder.

R277-334-9. Reporting, Monitoring, and Compliance.

(1) An LEA shall annually certify compliance with:

(a) Sections 53G-7-228 ~~[through]~~ 53G-7-229, 53G-7-1402, and 53G-7-1403; and

(b) this rule.

(2) An LEA shall provide reports or documentation requested by the Superintendent regarding:

(a) policy implementation;

(b) educator training;

(c) instructional technology monitoring;

(d) approved AI tools;

- 262 (e) parent notification procedures;
263 (f) compliance activities; and
264 (g) implementation outcomes.
265 (3) The Superintendent may conduct monitoring or compliance reviews regarding
266 implementation of this rule.
267 (4) If an LEA fails to comply with statutory or rule requirements, the Board may:
268 (a) require corrective action;
269 (b) require additional reporting;
270 (c) require additional training; or
271 (d) withhold or delay distribution of funds authorized under Section 53G-7-228.
272 (5) An LEA receiving state funds allocated for digital literacy, computer science,
273 or educational technology programs under Section 53F-2-510 shall certify
274 implementation of:
275 (a) a balanced technology use policy;
276 (b) a technology-related learning difficulty resource plan; and
277 (c) an artificial intelligence use policy consistent with Board requirements.
278
279 **R277-334-10. Artificial Intelligence Sandbox Courses.**
280 (1) An LEA offering an AI sandbox course shall:
281 (a) limit the course to grades 9 through 12;
282 (b) limit course delivery to consistent with Board-approved career and technical
283 education pathways;
284 (c) maintain secure and controlled digital environments that protect student
285 privacy and safety;
286 (d) notify parents regarding the nature of the course;
287 (e) obtain written parent consent before student participation;
288 (f) ensure participation is voluntary; and
289 (g) ensure student use of artificial intelligence technologies occurs under
290 educator supervision.

- (2) An LEA shall ensure AI sandbox course activities comply with:
- (a) federal student privacy laws;
 - (b) Title 53E, Chapter 9, Student Privacy and Data Protection;
 - (c) Section 53G-10-103; and
 - (d) Board ethical use guidelines.
- (3) An LEA shall maintain documentation of parent notification and parent consent for students participating in an AI sandbox course.
- (4) Nothing in this section shall be interpreted to authorize unrestricted student access to public generative artificial intelligence systems without educator supervision or LEA approval.

KEY:

Date of Enactment or Last Substantive Amendment:

Authorizing, and Implemented, or Interpreted Law: 53G-7-228; 53G-7-229; 53G-7-1401; 53G-7-1402; 53G-7-1403.

UTAH STATE BOARD OF EDUCATION

Subject:

ACTION: R277-717, High School Course Grading Requirements (Amendment)

Agenda item type:

Action Item

Recommended Action:

MOTION FOR THE BOARD: That the Board approve R277-717, High School Course Grading Requirements, Draft 1 on second and final reading.

Purpose of Memo:

Result of legislative action

Background:**Background of the Rule and H.B. 502:**

Rule R277-717 establishes requirements related to high school course grading, including grade replacement procedures for repeated or comparable courses. The rule provides standards for how LEAs calculate, replace, and report course grades and grade point averages for high school students.

During the 2026 General Session, the Utah Legislature passed H.B. 502, School Attendance Modifications. The legislation directs the Board to establish statewide standards for citizenship grading policies adopted by LEAs. H.B. 502 also creates parent opt-out rights related to citizenship grading and requires students who opt out to receive grades based solely on academic content mastery.

Summary of Proposed Amendments:

The proposed amendments update Rule R277-717 to implement the citizenship grading provisions established in H.B. 502. The changes add definitions related to citizenship grading and durable skills and establish minimum statewide standards for LEA citizenship grading policies.

The proposed amendments require citizenship grades to be based on clearly defined and observable behaviors using consistent criteria and clarify that citizenship grades remain separate from measures of academic content mastery except where otherwise authorized in statute. The rule also requires LEAs that adopt citizenship grading policies to establish standards related to attendance, meeting deadlines, participation and engagement, and communication with instructional staff.

Additionally, the proposed amendments require annual parent notification regarding citizenship grading policies and opt-out rights, establish requirements for parent opt-out procedures, and require citizenship grades reported on transcripts to be clearly distinguished from academic course grades.

Staff will present R277-717, High School Course Grading Requirements, Draft 1, for consideration and approval.

Authorizing, and Implemented or Interpreted Law: [Art X Sec 3](#); [53E-3-401\(4\)](#)

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Attachments:

1. R277-717 - Draft 1 - June 2026 Committee
2. R277-717 Reporting Burden and Fiscal Impact Estimate Form

R277. Education, Administration.

R277-717. High School Course Grading Requirements.

R277-717-1. Authority and Purpose.

(1) This rule is authorized by:

(a) Utah Constitution Article X, Section 3, which vests general control and supervision over public education in the Board; and

(b) Subsection 53E-3-401(4), which allows the Board to make rules to execute the Board's duties and responsibilities under the Utah Constitution and state law.

(c) Section 53E-4-208, which directs the Board to establish standards for citizenship grading policies.

(2) The purpose of this rule is to establish requirements for awarding credit when a student repeats a course or takes a comparable course and earns a higher grade.

R277-717-2. Definitions.

(1) "Citizenship grade" has the same meaning as defined in Section 53E-4-208.

~~[(1)]~~(2) "Comparable course" means a teacher led course that:

(a) fulfills the same graduation credit requirements as the original course; and

(b) aligns with a majority of the same Core Standards, strands, or essential learning objectives as the course for which a student seeks to improve a grade.

~~[(2)]~~(3) "Course" means a course that a student:

(a) is enrolled in; and

(b)(i) completes; or

(ii) withdraws from but still receives a grade.

~~[(3)]~~(4) "Course Component" means a quarter, term, or other defined grading interval within a course.

(5) "Durable skills" means behaviors and habits associated with college and career readiness, including responsibility, participation, engagement, timeliness, and effective communication.

~~[(4)]~~(6) "Highest grade" means a grade that reflects the higher grade of:

(a) a course and a repeat of the course; or

(b) a course and a comparable course.

~~[(5)](7)~~ "LEA" includes the Utah Schools for the Deaf and the Blind for purposes of this rule.

(8) "Observable behavior" means a documented student action or omission that may be consistently measured using clearly disclosed criteria.

~~[(6)](9)~~ "Packet" has the same meaning as defined in Subsection R277-705-2(9).

~~[(7)](10)~~ "Packet Method" has the same meaning as defined in Subsection R277-705-2(10).

~~[(8)](11)~~ "Recurring course" means a course that a student takes more than once to:

(a) further the student's understanding and skills in the course subject, such as journalism or band; or

(b) satisfy a different credit requirement that the course may fulfill, such as an art class that fulfills an elective requirement and an art requirement.

~~[(9)](12)~~ "Student" means an individual enrolled in an LEA in grade 9, 10, 11, or 12.

~~[(10)](13)~~ "Teacher-led" means a course led by a licensed educator:

(a) directs the instructional process and manages the delivery of the Core Standards: and

(b) provides direct feedback and assessment of student mastery.

R277-717-3. Grade Replacement.

(1)(a) A student may, to improve a course grade received by the student:

(i) repeat the course one or more times; or

(ii) enroll in and complete a comparable course.

(b) A grade for an additional unit of a recurring course does not change a student's original course grade for purposes of this section.

(2) If a student repeats a course, the student's LEA:

59 (a) shall adjust, if necessary, the student's course grade and grade point
60 average to reflect the student's highest grade and exclude a lower grade;

61 (b) shall exclude from the student's permanent record the course grade that is
62 not the highest grade; and

63 (c) may not otherwise show on the student's current record that the student
64 repeated the course.

65 (3)(a) If a student enrolls in a comparable course, the student shall, at the time
66 of enrolling in the comparable course, inform the student's LEA of the student's intent to
67 enroll in the course for improving a course grade.

68 (b) If a student enrolls in a comparable course, the student's LEA:

69 (i) shall confirm, when the student enrolls in the comparable course, that the
70 comparable course fulfills the same credit requirements as the course that the student
71 intends to replace with the comparable course grade;

72 (ii) shall update the student's current record and grade point average to reflect
73 the highest grade between the course and the comparable course and exclude the
74 lower grade and corresponding course; and

75 (iii) may not otherwise show the course or comparable course for which the
76 student did not receive the highest grade on the student's record.

77 (c) An LEA may not approve a course for grade replacement if the replacement
78 course is in a different subject area or instructional discipline than the original course,
79 regardless or whether both courses satisfy elective credit requirements.

80 (d) For the purposes of this rule, a course is only "comparable" if it is housed
81 within the same department or CTE cluster as the original course.

82 (4) An LEA may not use the packet method, or classify a packet as original
83 credit, to improve a previous course grade of a high school student as described in
84 Subsection R277-705-3(9).

85 (5) An LEA shall allow a student to repeat an individual course component to
86 improve a grade for that specific period, provided the course structure allows for such
87 separation.

- (a) If a student repeats an individual course component:
- (i) the LEA shall replace the original grade earned for that component with the higher grade; and
- (ii) the LEA shall; recalculate the final grade of the course to reflect improvement.

(6) An LEA may not require a student to repeat portions of a course in which the student has already demonstrated mastery, as evidenced by earning a passing grade, as a condition for grade replacement of a failed term or component.

R277-717-4. Citizenship Grading Standards.

(1) Beginning with the 2027-2028 school year, a teacher assigning citizenship grades independent of an LEA-adopted citizenship grading policy, in accordance with Section 53E-4-208, shall ensure that citizenship grades:

- (a) are based on clearly defined and observable behaviors;
- (b) use consistent criteria;
- (c) are communicated to students and parents at the beginning of a course or grading period;
- (d) remain separate from measures of academic content mastery; and
- (e) comply with state and federal nondiscrimination and disability accommodation requirements.

(2) Citizenship grading standards under R277-717-4(1) shall include criteria related to durable skills, including:

- (a) attendance;
- (b) meeting deadlines;
- (c) class participation and personal engagement; and
- (d) effective communication.

(3) A teacher may not assign or reduce a citizenship grade based on:

- (a) a student's disability or documented accommodation need; or
- (b) a valid excused absence as defined in Section 53G-6-201.

(4) An LEA that adopts citizenship grading policies in accordance with Section 53E-4-208 shall:

(a) establish LEA-wide citizenship grading standards consistent with R277-717-4(1)(2)(3);

(b) annually notify parents and students regarding:

(i) the citizenship grading policy;

(ii) the criteria used to determine citizenship grades; and

(iii) the parent's right to opt a student out of citizenship grading in accordance with Section 53E-4-208(6);

(c) establish procedures for parent opt-out requests; and

(d) ensure that a student who opts out receives grades based solely on academic content mastery.

KEY: students, grades, credits

Date of Last Change: April 7, 2026

Notice of Continuation: January 13, 2022

Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53E-3-401(4), 53E-4-208

Utah State Board of Education

Reporting Burden and Fiscal Impact Estimate

R277-717 – High School Course Grading Requirements (Amendment)

1. Reporting Burden for LEAs

This rule change does not add reports for LEAs.

2. Estimated Fiscal Impact on USBE

This rule change is not estimated to have fiscal impacts on USBE.

3. Estimated Fiscal Impact on LEAs

This rule change is not estimated to have fiscal impacts on LEAs.

Author: Sam Urie

UTAH STATE BOARD OF EDUCATION

Subject:

ACTION: Child Sexual Abuse and Human Trafficking Instructional Materials Approval

Agenda item type:

Action Item

Recommended Action:

MOTION FOR THE BOARD: That the Board approve the following:

1. 24852, Education to Protect, L-6 Abuse Prevention, Elementary Student – Child Sexual Abuse
2. 24846, OnWatch, Combatting Trafficking Through Education, Adult Serving Youth
3. 24850, Venture Safe Schools, Human Trafficking Awareness Grade 6 – if changes were made to the curriculum discussed in Committee

Purpose of Memo:

Staff recommendation

Background:

Instructional Materials for Child Sexual Abuse and Human Trafficking Prevention are required by 53G-9-207 to be submitted to the Board for approval prior to their use in schools, with school personnel, or with parents. The materials are submitted through the Recommended Instructional Materials System (RIMS) and they are then reviewed by a review committee to ensure compliance with the minimum standards. The Spring 2026 materials review cycle has concluded. Materials have been reviewed by the review committee and are now being submitted by USBE prevention staff for approval to the Board. As a reminder, the review cycle happens twice a year.

Contact:

Mindy Elliott

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Tanya Albornoz

801-538-7412

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Attachments:

1. CSA_HT IMs for Board Review 06_05_26

Child Sexual Abuse and Human Trafficking Prevention Instructional Materials for Board Approval

Spring Instructional Materials Review Cycle 2026 Draft #1, June 5, 2026

Recommended Action for Standards and Assessment Committee:

Staff recommend that the Committee approve the following Child Sexual Abuse and Human Trafficking Prevention instructional materials and forward to the full Board for approval.

Organization	IM # and Name	Description
Venture / Safe Schools	24850 Human Trafficking Awareness Grade 6	Elementary Student - Human Trafficking This course is for middle school so we are reviewing it for 6th grade. It is an online course.
OnWatch	24846 Combatting Trafficking Through Education	Adult Serving Youth - Human Trafficking A link to watch the videos and the transcript is included.
Education to Protect	24852 Molestation and Sexual Abuse K-6 Prevention Program	*This set of materials was submitted twice, but they are identical. Elementary Student - Child Sexual Abuse This is a K-6 program with 7 interactive video led lessons.

Date: June 5, 2026

Version: Draft 1

Contact Person and Email: Mindy Elliott mindy.elliott@schools.utah.gov

This draft is for consideration during the June 5, 2026 Standards and Assessment Committee meeting.

UTAH STATE BOARD OF EDUCATION

Subject:

ACTION: Standards Revision Process

Agenda item type:

Action Item

Recommended Action:

MOTION FOR THE BOARD: That the Board approve the updated Standards Revision Process Draft June 2026.

Purpose of Memo:

Committee request

Background:

Committee members discussed the standards revision process and now are proposing possible changes to the process.

Contact:

Name: Meghan Everette

Jennie Earl

Title: Director of Teaching and Learning

Chair, Standards and Assessment Committee

Phone: 801-538-7893

Email: Meghan.Everette@schools.utah.gov

Jennie.Earl@schools.utah.gov

Attachments:

1. Updated Standards Revision Process - June 2026
2. Standards Process Overview June 2026
3. Core Standards Revision Timeline Draft 6-5-26
4. Standards Revision Processes by State
5. Updated Standards Revision Process - May 2026
6. Adopted Standards Revision Process 2023

Utah State Board of Education Standards Revision Process

June 2026

Purpose: As described in 53E-4-202, the Utah State Board of Education shall establish the core standards for Utah public schools that:

- Identify the basic knowledge, skills, and competencies each student is expected to acquire or master as the student advances through the public education system.
- Increase in depth and complexity from year to year and focus on consistent and continual progress within and between grade levels and courses.

Governing Documents:

- [53E-4-202](#) Core standards for Utah public schools
- [53E-4-203](#) Standards review committee
- [Board Policy 3002](#) Standards Review Committee

Step	Description	Oversight	Sample Timeline
Pre-Revision	• Using the Utah State Board adopted standards revision timeline, standards are cued for revision consideration using the cueing rubric. • The Core Standards cueing rubric may only be brought forward for revision consideration after a minimum of 5 years of standards implementation. • Standards may also be brought forward for revision without the cueing rubric when driven by a legislative mandate. • The Board may decide to: ○ Start the Standards Revision Process ○ Delay the revision timeline	Board Policy 3002 Action item brought to Standards & Assessment Committee	Prior to revision
1. Committees and Curation	• Nominations to the Review Committee are submitted to the Board Chair within 30 days of the Standards Revision approval. The Board assembled the Review Committee. • Writing committee applicants are invited to apply through a formal public request outlining qualifications and expectations. Staff organize the writing	53E-4-203 Board Policy 3002	Months 1-2

Contact Person and Email: Meghan Everette, meghan.everette@schools.utah.gov

This draft is for consideration during the June 5, 2026 Standards and Assessment Committee meeting.

Rule/Statute: Standards Revision Process, Policy 3002

	committee according to the standard operating procedure approved by the Superintendent. • Lead Liaisons of each committee are established. • Staff collect and curate relevant research, existing core standards, existing Core Guides, and any additional information into working collections for the Review and Writing Committees.		
2. Research Phase	• The Review Committee assembles at least twice and reviews current standards and research and prepares overarching suggestions to the Writing Committee. ◦ Initial comments and recommendations may include research updates, suggestions for adding or eliminating content, format amendments, suggestions for clarity, and insights based on the standards revision cueing rubric, in accordance with laws related to curriculum. • Review Committee suggestions are presented by Review Committee Lead Liaisons to the Full Board. • Review Committee suggestions are reviewed by the Writing Committee, along with relevant, curated research.	Action item brought to Full Board through Consent Calendar	Months 3-4
3. Committee Collaboration 1	• The Lead Liaisons for the Review Committee and Writing Committee meet to review the Utah State Board of Education's approved recommendations. • Board members may be present for this meeting.		Month 5
4. Initial Drafting	• The writing committee meets to review the Utah State Board's approved recommendations and uses those approved provisions in revisions of the standards. • Staff provides bimonthly progress submissions to the Standards and Assessment Committee, including progress being made and timely updates.	Information item brought bimonthly to the Standards and Assessment Committee	Months 6-12
5. Committee Collaboration 2	• The Lead Liaisons of the Writing Committee present the initial draft to the Review Committee and Board Members. • Board Members have 30 days to make comments on the draft. Board Members may meet with stakeholders and community members while considering recommendations. Staff will email Utah State Board Members to submit their		Months 13-15

Contact Person and Email: Meghan Everette, meghan.everette@schools.utah.gov

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Rule/Statute: Standards Revision Process, Policy 3002

	feedback in a template to the writing committee for consideration within 30 days of email notification. If feedback is received outside of the 30 days, it will be included as public comment. Each comment will be labeled as substantive or not substantive. All substantive comments will be addressed as accepted or not accepted with rationale where appropriate.				
6. Draft Presentation	- When the writing committee completes revisions based on the Utah State Board’s feedback and rationale documentation, staff submits a new draft. The updated draft will include a request to release the amended draft for public review. - The Board may: <table><tr><td> Approve Public Comment - The Utah State Board approves the request to release the draft standards for public review. - Upon approval of the draft release, staff will publicize the release on the USBE website and social media outlets, the Public Notice Website, and to any other applicable advisory committees. </td><td> Refer Draft to Writing Committee - The Utah State Board considers requests for amendments or feedback that are substantial in nature (e.g., significant meaning/intent changed in a standard, entire standards added/deleted). - Staff will work with the writing committee to attend further to the Board’s revisions. - Staff will return to the Utah State Board for with a new draft and request to release for public review. </td></tr></table>	Approve Public Comment - The Utah State Board approves the request to release the draft standards for public review. - Upon approval of the draft release, staff will publicize the release on the USBE website and social media outlets, the Public Notice Website, and to any other applicable advisory committees.	Refer Draft to Writing Committee - The Utah State Board considers requests for amendments or feedback that are substantial in nature (e.g., significant meaning/intent changed in a standard, entire standards added/deleted). - Staff will work with the writing committee to attend further to the Board’s revisions. - Staff will return to the Utah State Board for with a new draft and request to release for public review.	53E-4-202(4)	Months 15-16
Approve Public Comment - The Utah State Board approves the request to release the draft standards for public review. - Upon approval of the draft release, staff will publicize the release on the USBE website and social media outlets, the Public Notice Website, and to any other applicable advisory committees.	Refer Draft to Writing Committee - The Utah State Board considers requests for amendments or feedback that are substantial in nature (e.g., significant meaning/intent changed in a standard, entire standards added/deleted). - Staff will work with the writing committee to attend further to the Board’s revisions. - Staff will return to the Utah State Board for with a new draft and request to release for public review.				
7. 45-Day Public Comment	- Staff posts the approved draft for at least a 45-day public review period. - Staff plans and facilitates three public hearings in different regions of the state, including at least one virtual convening.	53E-4-202(4)	Months 17-20		

Contact Person and Email: Meghan Everette, meghan.everette@schools.utah.gov

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Rule/Statute: Standards Revision Process, Policy 3002

Date: June 5, 2026

	- Staff provides monthly updates to the Utah State Board on the location, numbers of attendees, the modes of delivery of the public hearing, and general themes from public review. - Comments are sorted into actionable and not actionable and an overview is created. The overview is presented in the Standards and Assessment Committee Meeting.	Information item brought bimonthly to the Standards and Assessment Committee	
8. Committee Collaboration 3	- The Review Committee, Lead Liaisons of the Writing Committee, and Members of the Board meet to review the public comment. - Any additional suggestions to revisions are suggested based on the public comment and are recorded for use in the next revision phase.		Month 21
9. Revision Phase	The Writing Committee reviews public, Review Committee, and Board comment and creates a revised draft of the standards		Month 21-23
10. Committee Collaboration 4	- The Review Committee reviews the updated draft for clarity and makes any final recommendations to the Writing Committee for updates. - After updating, the Writing Committee Lead Liaisons share the final draft with the Review Committee and Board Members prior to submission to the Board.		Month 24-25
11. Committee Approval	- While awaiting committee and Board approval, staff create a written implementation plan reviewed and approved by the Superintendent - The Standards and Assessment Committee reviews the amended draft and rationale documentation and evaluates whether to pass the draft to the full Board for consideration.	Action item brought to the Standards and Assessment Committee	Month 26
12. Board Adoption	The full Board will review the amended draft and shall evaluate the proposed amendments to finalize the approval of the standards.	Action item brought to the Full Board	Month 27
Post Process	- Implementation updates are included in the Superintendent's Annual Report - Core Guide development begins - Assessment, DLM, and any subsequent necessary processes begin		Month 28 and beyond

Note: If an amendment to the above defined process is needed during a standards revision cycle, a two-thirds majority vote of the Utah State Board Members would be required to propose an amendment and to allow the Utah State Board to deviate from the process as outline.

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Rule/Statute: Standards Revision Process, Policy 3002



Standards Process Overview

This document outlines a possible updated process for cuing standards, running a review committee concurrently with the writing committee, engaging lead liaisons at key points with the Board, and providing a plausible updated timeline for standards revision.

- Starting 5 years or more after implementation, standards may be cued.
 - A survey asking for feedback on the standards is given annually only for those standards at *at least year 6* of implementation.
 - The cueing rubric is used, along with survey information to provide an annual update to the Board. The rubric takes into account elements such as how long the standards have been used, the availability of new research, new legislation, and public feedback.
 - The Board decides if cued standards are ready to be opened for a revision.
 - Even if the standards indicated a revision may be warranted, the Board ultimately decides if standards should be revised.
- Once standards are opened, two committees are formed.
 - Both committees are formed under provisions outlined in a Standard Operating Procedure that details the application process, commitment, requirements of members, and selection process.

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This draft is for consideration during the June 5, 2026 Standards and Assessment Committee Meeting

The Review Committee	The Writing Committee	USBE Staff
Selected by Utah State Board of Education, approved by Board Chair	Selected by USBE staff, approved by Superintendent	Subject matter experts, as employees of USBE
Comprised of: Seven individuals, with expertise in the subject being reviewed, including: • Teachers, • business representatives, • faculty of higher education institutions in Utah and • others as determined by the Utah State Board Chair A representative sample of up to ten parents of public education students, from nominations by the Senate, House, and local LEA leaders (Superintendents and Boards of Education) as determined by the	Comprised of: A representative sample of qualified applicants based on the criteria in the application and also striving for diverse representation of backgrounds, experiences, and geographical representation. Vendors, international applicants, standards review committee members are not eligible. Number of members may vary based on subject, need, number of qualified applicants, and available funding.	Minimally comprised of the Subject Matter Expert assigned to the topic area being revised. May also include multiple staff experts in a subject area (if more than one is employed), the subject area coordinator, and/or the subject area Director.

Contact Person and Email: Meghan Everette, meghan.everette@schools.utah.gov

This draft is for consideration during the June 5, 2026 Standards and Assessment Committee Meeting



Utah State Board of Education.		
Nominations Nominees for the Review Committee need to provide: • Geographic Location (urban, rural, or suburban) • Affiliation (if applicable - organization, LEA, and/or school) • A commitment to the estimated timeline and meetings involved for the entirety of the process • A commitment to sign an agreement establishing the relationship between writers and USBE	Applications Applications for the Writing Committee include: • Years in education • Grade levels taught • Course(s) taught • License area(s) • Endorsement area(s) • Degrees Earned • Geographic Location (urban, rural, or suburban) • Affiliation (organization, LEA, and/or school) • Attached resume • Long answers describing:	N/A

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	○ Reason they wish to serve on the writing committee ○ Experience in collaborating with colleagues to produce a product ○ 1-2 questions developed based on content areas ● A commitment to the estimated timeline and meetings involved for the entirety of the process ● A commitment to sign an agreement establishing the relationship between writers and USBE	
Lead Liaisons	Lead Liaisons	Lead Liaisons

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- At the time of the initial meeting, 2-3 liaisons to the full Writing Committee and Board should be named. This group is responsible for at least one person being in attendance at each Writing Committee meeting. - All Lead Liaisons serve as part of the Liaisons to the Board at designated points in the process.	- At the time of the initial meeting, Lead Liaisons to the Board should be named. This group is responsible for communicating to the Board, with the support of USBE staff, throughout the process. - All Lead Liaisons are identified and can answer Board questions at designated points in the process.	- By nature of employment, USBE subject matter experts serve as liaisons to the Board throughout the entire process. - Staff are responsible for speaking with members of the press as requested, publishing and collecting public comment surveys, and preparing documentation for Board or Committee meetings.
Core Responsibilities Include: - Review of Current Research and Best Practices, as compiled by USBE staff or review committee - Review of current standards and initial recommendations	Core Responsibilities Include: - Review of Current Research and Best Practices, as compiled by USBE staff or review committee - Standards writing and amendments including:	Core Responsibilities Include: Curating resources for each committee such as current standards, assessment information, guidance documents, and research.

Contact Person and Email: Meghan Everette, meghan.everette@schools.utah.gov

This draft is for consideration during the June 5, 2026 Standards and Assessment Committee Meeting



to the Board and Writing Committee for: ○ Research updates ○ Adding or Eliminating Content ○ Formatting amendments ● Attend select Writing Committee reviews at each draft stage to provide feedback including: ○ Initial Guidance to Writing Committee ○ Draft 1, prior to Board 30-day Review ○ Draft 2, prior to public comment ○ Draft 3, prior to Board 30-day Review ○ Draft 4 prior to final submission	○ Strands ○ Standards ○ Preface or additional information ○ Recommendations for Core Guides ● Present standards to the Review Committee at each draft stage for review and feedback including: ○ Initial Guidance from Review Committee ○ Draft 1, prior to Board 30-day Review ○ Draft 2, prior to public comment ○ Draft 3, prior to Board 30-day Review ○ Draft 4 prior to final submission	● Facilitating Writing Committee Meetings including securing space, scheduling, and general meeting facilitation. ● Staff are not standard writers. They may engage collaboratively, but serve mainly as facilitators and are not writers. ● Staff may make non substantive edits to help prepare draft and final documents.
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- An agreement between USBE and Review or Writing Committee Members will be created and signed prior to beginning the writing process. Some provisions include:
 - Review and Writing Committee members are not to advocate for or against standards outside of the writing committee meetings either on social media or through other direct forms of advocacy (such as phone calls to the Board).
 - Review and Writing Committee members will not be named publicly during the process, unless designated as Lead Liaisons.
 - Review and Writing Committee members may share generic messages such as the fact that public comment is open.
 - Lead Liaisons can, and should, answer questions related to the standards in designated points of interactions.
 - Lead Liaisons should expect a reasonable right to privacy and are only responsible for communication in the specified or designated ways.

- General Revision Process - This is an overview only and not fully detailed for adoption

Prewrite	Review Cued ● Annual survey is shared ● Cueing rubrics are completed ● Information is provided to the Board	Prior to Start
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Contact Person and Email: Meghan Everette, meghan.everette@schools.utah.gov

This draft is for consideration during the June 5, 2026 Standards and Assessment Committee Meeting

	• The Board decides to open or delay the revision	
Step 1	Committees Are Created • Nominations and Applications are opened • The Board and Staff assemble committees based on the Standards Operating Procedure • Commitments by committee members are signed Research Collected • Staff (and committee members, as known) collect and curate current relevant research • Staff create working documents and folders for all information • Staff curate all existing relevant documents, such as the current standards and core guides	Month 1-2
Step 2	Research Phase • The Review Committee assembles at least twice and reviews current standards and research and prepares overarching suggestions to the Writing Committee through the Board • Suggestions are made at a meeting of the full Board by the Review Committee Lead Liaisons • The Writing Committee takes this time to read current research	Month 3-4

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This draft is for consideration during the June 5, 2026 Standards and Assessment Committee Meeting

Date: June 5, 2026



	and the current standards while awaiting Review Committee suggestions	
Step 3	Collaboration Point 1 • The Lead Liaisons of the Review Committee and Writing Committee meet to review the Utah State Board's approved recommendations. • Board members may be present for this meeting • The Writing Committee beings using the provided recommendations	Month 5
Step 4	Initial Drafting • The Writing Committee revises the standards. • Staff provides bimonthly progress submissions to the Standards and Assessment Committee, including progress being made and timely updates. • Lead Liaisons of the Review Committee must have at least one member in attendance of all meetings.	Months 6-12
Step 5	Collaboration Point 2 • The Lead Liaisons of the Writing Committee present the initial	Months 13-15

Contact Person and Email: Meghan Everette, meghan.everette@schools.utah.gov

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Date: June 5, 2026



	draft to the Review Committee and Board Members. • The Review Committee and Board Members have 30 days to make comments on the standards. • Comments received after the 30 days are considered part of public comments. • The Writing Committee Updates the draft based on the comments and prepares an updated draft.	
Step 6	Public Comment • Standards are brought to the full Board with a request to release for public comment. • The Board can approve the public comment period, or can send the draft back for further revisions prior to being released.	Months 15-16
Step 7	45-Day Public Comment Period & Revisions • At least three public meetings, one of which may be virtual, are held in addition to the public comment survey being available. • Comments are sorted into actionable and not-actionable and an overview is created	Months 17-20
Step 8	Collaboration Point 3 • The Review Committee, Lead Liaisons of the Writing Committee, and Members of the Board meet to review the public comment.	Month 20

Contact Person and Email: Meghan Everette, meghan.everette@schools.utah.gov

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	Any additional suggestions to revisions are suggested based on the public comment and are recorded for use in the next revision phase.	
Step 9	Revision Phase The Writing Committee reviews public, Review Committee, and Board comment and creates a revised draft of the standards	Months 21-23
Step 10	Collaboration Point 4 - The Review Committee reviews the updated draft for clarity and makes any final recommendations to the Writing Committee for updates. - After updating, the Writing Committee Lead Liaisons share the final draft with the Review Committee and Board Members.	Months 24-25
Step 11	Standards and Assessment Committee Review While awaiting committee and Board approval, staff create a written implementation plan reviewed and approved by the Superintendent	Month 26
Step 12	Full Board Review	Month 27
Post Process	Implementation	Month 28

Contact Person and Email: Meghan Everette, meghan.everette@schools.utah.gov

This draft is for consideration during the June 5, 2026 Standards and Assessment Committee Meeting



	• Updates are included in the Superintendent's Annual Report • Core Guide development begins • Assessment, DLM, and any subsequent necessary processes begin	
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Contact Person and Email: Meghan Everette, meghan.everette@schools.utah.gov

This draft is for consideration during the June 5, 2026 Standards and Assessment Committee Meeting

Rule/Statute: Standards Revision Process, Policy 3002

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Utah Core Standards Revision Timeline 10-Year Cycle DRAFT

Content Area	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032	2032-2033	2033-2034	2034-2035	2035-2036	2036-2037	2037-2038	2038-2039	2039-2040
English Language Arts, 2021							Review & Revise	Review & Revise	Adopt & Introduce	Implement	Assess			
Fine Arts, 2016 <i>Revision declined in 2023</i>			Review & Revise	Review & Revise	Adopt & Introduce	Implement								
Health, 2019, Targeted 2026														
Library Media, 2015 <i>Revision declined in 2023</i>				Review & Revise	Review & Revise	Adopt & Introduce	Implement							
Mathematics, 2016	Adopt & Introduce	Implement	Assess									Review & Revise	Review & Revise	Adopt & Introduce
Physical Education, 2016	Review & Revise	Adopt & Introduce	Implement										Review & Revise	Review & Revise

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Rule/Statute: Standards Revision Process, Policy 3002

Content Area	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032	2032-3033	2033-2034	2034-2035	2035-2036	2036-2037	2037-2038	2038-2039	2039-2040
Science, K-6 – 2019 7-12 - 2017		Review & Revise	Review & Revise	Adopt & Introduce	Implement	Assess								
Social Studies PK-6 – 2022 7-12 - 2016	Review & Revise	Review & Revise	Implement											Review & Revise
World Languages, 2015 <i>Revision declined in 2021</i>		Review & Revise	Review & Revise	Adopt & Introduce	Implement									

Blue: Required Standards to be reviewed by a Standards Review Committee, as required by 53E-4-202(8) and 53E-4-203.

Contact Person and Email: Meghan Everette, meghan.everette@schools.utah.gov

This draft is for consideration during the June 5, 2026 Standards and Assessment Committee meeting

Rule/Statute: Standards Revision Process, Policy 3002

Alabama

Code [Alabama 16-35-1](#)

Published Process: None

Cueing

A committee "from time to time, but not less than once in each two years" makes recommendations about revisions, which are submitted to the State Superintendent and the Textbook Committee for determination on next steps.

Some standards have been revised as recently as 2025. Some standards are as old as 2007. Most of the standards are from 2019-present.

Timeline

1 year consisting of 30 days public review

Process

There is a general process outlined in code requiring specific members of the task force, but there is not a published step by step process.

- Step 1 - Appointment
The Committee and Task Force is assembled according to code
- Step 2 - Research
The Committee and Task Force reviews national frameworks, professional journals, and other states' standards
- Step 3 - The Committee and Task Force writes standards
- Step 4 - 30-day Public Input Phase
Public comment period
- Step 5 - Revisions and publication
Revisions based on public comment are considered and final draft is published

Contact Person and Email: Meghan Everette, meghan.everette@schools.utah.gov

This draft is for consideration during the April 3, 2026 Standards & Assessment Committee Meeting

Alaska

Code [Alaska 4 AAC 01.140](#)

Published Process: None

Cueing

Decided by the State Board with no specific timeline or reasoning provided.

Timeline

Alaska does not require a specific timeline for revision. Their last update was to the Social Studies standards in 2023-2024, which had last been revised in 1998.

Process

- Each process is different. They are listed in the forward of each set of standards. There is not a timeline provided.
- The State Board adopts the standards by reference.
- [2023-2024 Social Studies Adoption](#)
 - Step 1: Creation of 3 workgroups
 - Guiding Principles Workgroup - school board, superintendents, community leaders
 - Educator Workgroup - standards writing committee
 - Specialized Workgroups - niche ad hoc, such as the Alaska Native and Indigenous group
 - Step 2: Guiding Principles
This group reviews national trends, other states, and defines what they believe is high-quality, observable, measurable, and clear
 - Step 3: Educator Writing
Grade band teams draft new standards
 - Step 4: Review by the Guiding Principles workgroup for review
 - Step 5: 30-days public comment
 - Step 6: Finalizing the draft
 - Step 7: Board review and vote

Contact Person and Email: Meghan Everette, meghan.everette@schools.utah.gov

This draft is for consideration during the April 3, 2026 Standards & Assessment Committee Meeting

Arizona

Code [A.R.S. § 15-203.](#)

Published Process: [Arizona's Development Timeline](#)

Cueing

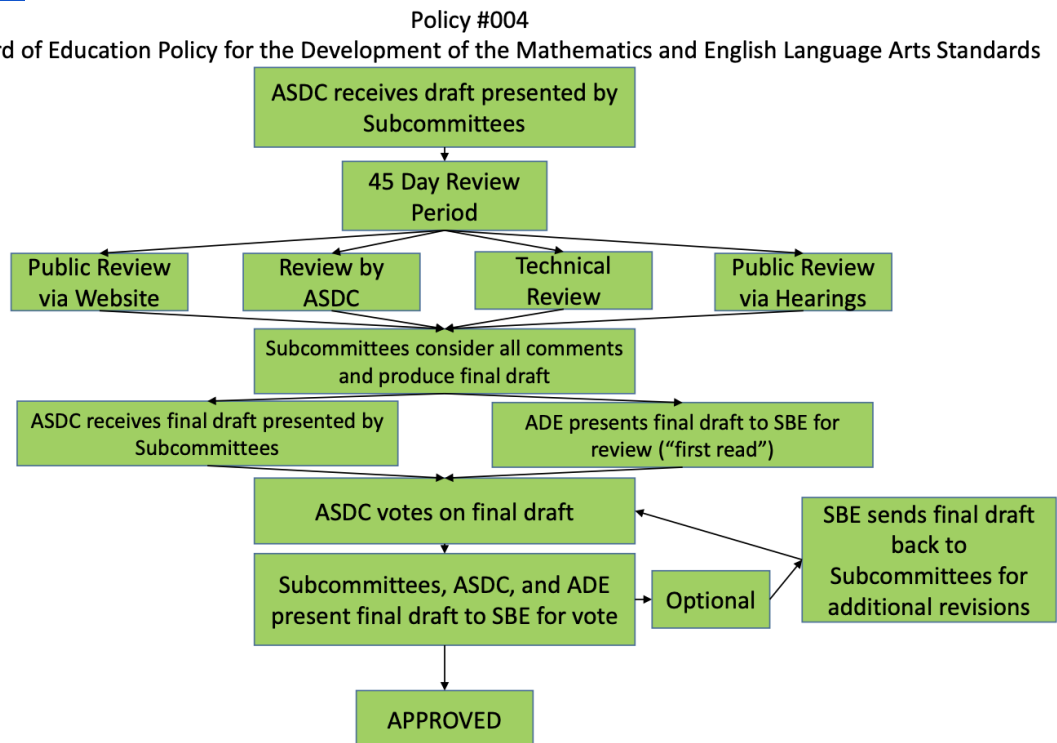
The Legislature determines when standards are opened

Timeline

Minimally 14 months, but the writing cycle states 2-8 weeks repeating as many times as necessary

Process

[Policy #004](#)



- Step 1: Solicit committee participants and compile research (1-2 months)
Staff compiles research includes learning requirements, student benchmarks, other state standards and performance measures, national and international benchmarks and frameworks

Contact Person and Email: Meghan Everette, meghan.everette@schools.utah.gov

This draft is for consideration during the April 3, 2026 Standards & Assessment Committee Meeting



- Step 2: Compile team (2-8 weeks)
Select writing members, set dates for work, share research as prereading
- Step 3: Meeting 1 - Meeting to create framework/structure (2-5 weeks)
- Step 4: Meeting 2 - Revise standards outline and write objectives (2-8 weeks)
- Step 5: Additional Meetings for writing work (2-8 weeks, repeated as needed)
Board of Education is continually updated at this stage
- Step 6: Prepare draft for public comment and submit to Board (1-4 weeks)
- Step 7: Public Comment & Independent Reviews (2-6 weeks)
In addition to survey and public forums, the draft is also provided to consultants, IHE education departments, and local experts to review
- Step 8: Revision based on public comment (2-8 weeks)
- Step 9: Provide standards and implementation plan to the State Board for review (1-4 weeks)
- Step 10: Implementation and Transition

Contact Person and Email: Meghan Everette, meghan.everette@schools.utah.gov

This draft is for consideration during the April 3, 2026 Standards & Assessment Committee Meeting

Arkansas

Code [6 CAR § 60-103](#)

Published Process: None

Cueing

[Stated Revision Cycle](#), approximately every 7 years

Timeline

Approximately 1 year

Process

General overview:

https://dese.ade.arkansas.gov/Files/20201223135723_Standards_Revision_Q_A_.pdf

- Step 1: External review by outside content experts
- Step 2: Review and input by higher education, workforce education, and community members
- Step 3: Review of academic content standards from other states and countries
- Step 4: Review of academic content standards from appropriate national organizations
- Step 5: Revision by committee

A few outlets note that Arkansas is not public about their process and does not have a public comment period.

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This draft is for consideration during the April 3, 2026 Standards & Assessment Committee Meeting

California

Code [\(EC\) Section 51002](#)

Published Process: [Framework revision timeline and process](#)

Cueing

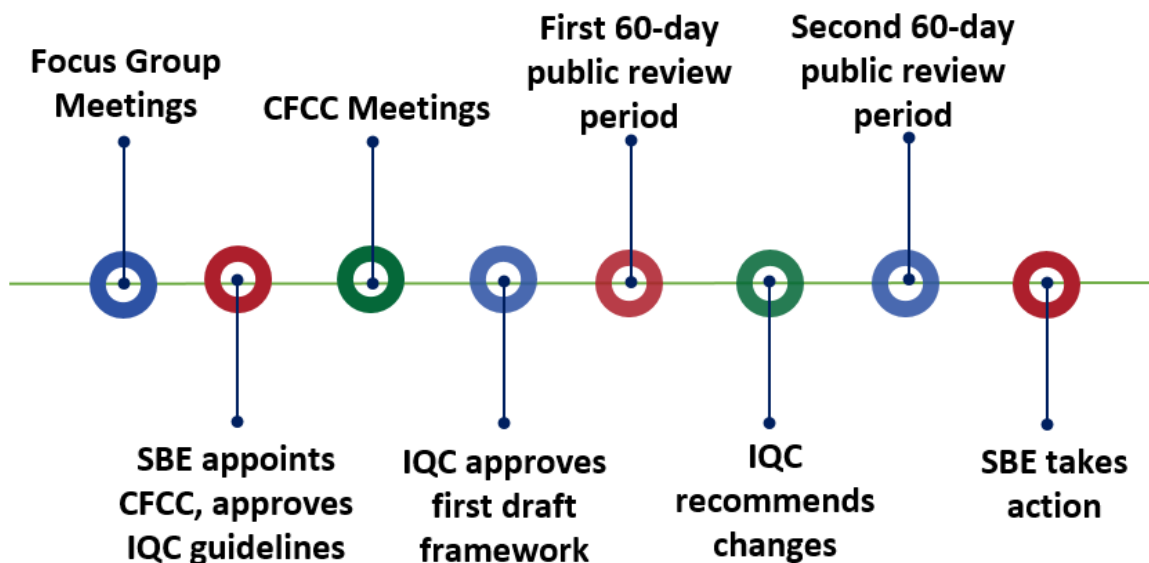
Content standards development is initiated by special legislative direction. Some standards were last updated in 1998. Framework development is directed by legislative funding.

Timeline

Approximately 3 years

Process

General overview: <https://www.cde.ca.gov/ci/cr/cf/cefcfadoptprocess.asp>



- Step 1: Multiple focus group meetings take place in various locations, typically over a two-month period.

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- Step 2: The SBE appoints members to the Curriculum Framework and Evaluation Criteria Committee (CFCC) and approves the Instructional Quality Commission (IQC) guidelines.
- Step 3: Multiple CFCC meetings occur, typically over a 6–8 month period.
- Step 4: The IQC reviews, edits, and approves the first draft of the framework.
- Step 5: The draft framework is posted for the first 60-day public review period.
- Step 6: The IQC recommends edits to the draft.
- Step 7: The draft framework is posted for the second 60-day public review period.
- Step 8: The SBE acts on the framework.

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This draft is for consideration during the April 3, 2026 Standards & Assessment Committee Meeting

Colorado

Code [Title 22 Article 7 Part 10](#)

Published Process: [Colorado Standards Website with process information](#)

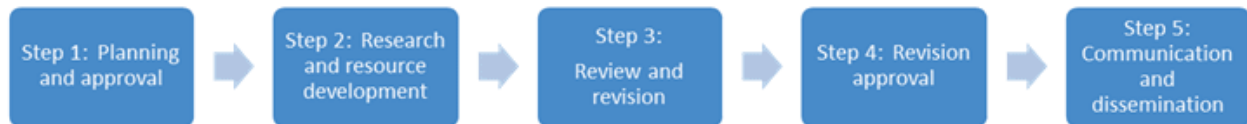
Cueing

All standards are reviewed every 6 years on a rotating basis of 2-year groups. This is directed in legislation.

Timeline

18-24 months

Process



Example mathematics timeline:

- December 2024: The State Board of Education determines if content area standards need revision.
- January and February 2025: Coloradoans can apply for standards revision committee membership.
- March 2025: The committees are selected, announced, and organized.
- April through November 2025: Standards revision committees meet to develop recommendations for revision.
- January 2026: The committees' recommendations are presented to the State Board of Education and stakeholders for feedback.
- January and February 2026: CDE collects public feedback on draft recommendations.

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- March 2026: Public feedback report is shared with the State Board of Education and the review and revision committee.
- April 2026: Final recommendations for revisions are shared with the State Board of Education.
- May 2026: Consider possible board amendments to standards.
- June 2026: State Board of Education finalizes revisions to standards.

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This draft is for consideration during the April 3, 2026 Standards & Assessment Committee Meeting

Connecticut

Code [Chapter 163 Section 10-14](#)

Published Process: None

Cueing

Required at least once every ten years, driven by specific legislative action

Timeline

Approximately 2-2.5 years

Process

Connecticut adopted English Language Arts and Mathematics standards for Common Core. Detailed processes are included in forwards of each content area. Example: [Social Studies forward](#)

Other standards follow this general process:

- Step 1: Steering Committee (they met continuously for 1 year for their social studies standards)
Made up of administrators, educators, and consultants
- Step 2: Review of National Frameworks and State Standards
- Step 3: Public Survey and Focus Groups
Feedback influences their “Guiding Principles” guardrails for writers
- Step 4: Writing and Drafting Teams (3-6 months writing)
- Step 5: Expert Review
Drafts are sent to Connecticut subject experts and national experts for critique
- Step 6: Public Comment
At least two rounds of public comment
- Step 7: Revisions based on feedback
- Step 8: Commissioner of Education presents to State Board
The Board reviews the executive summary, revision process, and content. Standards are approved by the Board.

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This draft is for consideration during the April 3, 2026 Standards & Assessment Committee Meeting

Delaware

Code [Title 14 Section 501](#)

Published Process: None

Cueing

Standards are cued by legislative action, a national shift (such as adoption of a new framework), or internal content expert review.

Timeline

None provided.

Process

Delaware adopted Common Core for English and Mathematics. They use NGSS for Science.

- Step 1: State staff assemble a revision committee
Includes K-12 classroom teachers, district supervisors, special education, and local industry such as Delaware Science Coalition and STEM employers such as DuPont
- Step 2: Draft
Delaware usually relies on existing national frameworks (such as C3 Framework for Social Studies) as the basis of standards.
- Step 3: Public Comment
- Step 4: Revision
- Step 5: State Board Adoption

Example process from their website:

- *Consulted with district and charter leaders to develop an implementation timeline*
- *Worked with the University of Delaware Center for Economic Education and Entrepreneurship (UD CEEE) to develop clarification documents for each standard, professional learning for teachers, and curriculum resources*
- *Worked with UD CEEE to create K-8 scope and sequence documents that include free resources from financial literacy education experts, including NextGen Personal Finance, the St. Louis Federal Reserve, Junior Achievement, and UD CEEE*

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Florida

Code [1003.41](#)

Published Process: None

Cueing

Legislative action

Timeline

1 year

Process

An executive order in 2019 directed the review and revision of Florida standards for Math and Language Arts. They provided a [1-year process](#)

- Step 1: Collect Public Input (2 months)
- Step 2: Update Standards based on input (3 months - 1 month each elementary, middle, and high school)
- Step 3: Present updated standards for public comment (2 months)
- Step 4: Update standards based on input (2 months)
- Step 5: Provide Draft to Education Commissioner
- Step 6: Provide Report to Governor
- Step 7: Provide Report to Legislature
- Step 8: Provide Standards to Board for Approval

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Georgia

Code [Georgia Code Title 20. Education § 20-2-149.4](#)

Published Process: None

Cueing

Legislation requires a 4-year review, but the Governor or legislative action has been driving reviews of Mathematics and English Language Arts, limiting the review of other subject areas. For example, Science was reviewed in 2002 and then 2016.

Timeline

3-6 years

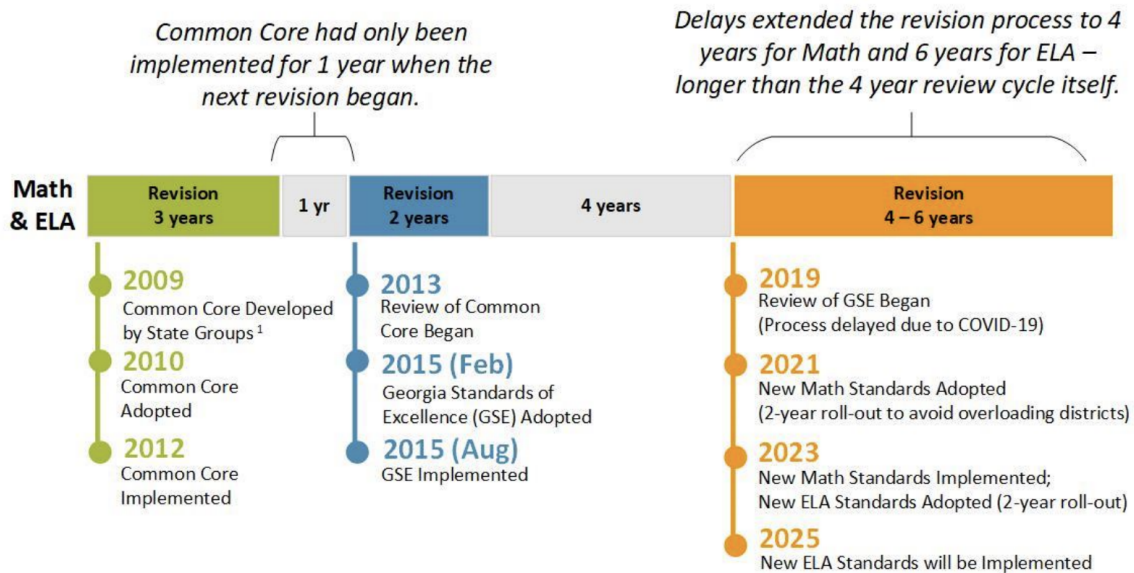
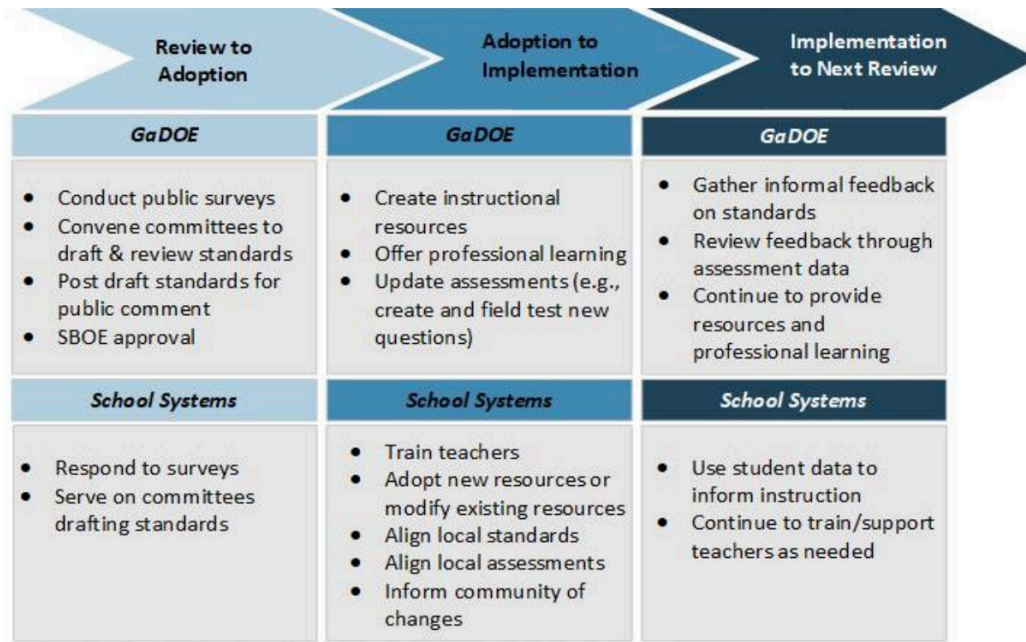
Process

Georgia released an [audit of their standards review process](#) in December 2023: *Between 2010 and 2023, Georgia has updated K-12 core content standards a total of eight times, with the cost of each revision since 2015 ranging from approximately \$520,000 to nearly \$11 million. This included three revisions each to English Language Arts (ELA) and Mathematics standards and one revision of Science and Social Studies standards.*

From the audit:

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This draft is for consideration during the April 3, 2026 Standards & Assessment Committee Meeting



Pieced together from public reporting, the Georgia process usually follows these steps:

- Step 1: Comprehensive Public Survey evaluating current standards
- Step 2: Three Committees

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- Teacher Workgroup - analyses survey feedback
- Citizen Review Committee - feedback group of parents and business leaders
- Academic Review Committee - higher education, child development experts, industry leaders
- Step 3: Teacher workgroup drafts standards
- Step 4: 30-60 Days Public Comment
- Step 4: Revisions based on public comment
- Step 5: State Board Adoption

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This draft is for consideration during the April 3, 2026 Standards & Assessment Committee Meeting

Hawaii

Code [§302A-201](#)
Policy [E-102](#)
Policy [E-102-3](#)

Published Process: [Curriculum Management System](#)

Cueing

None required - Office of Curriculum and Instruction Design decides
 They have an [adoption timeline](#) with reviews every 9-10 years ([Process Documentation p. 18](#))

Timeline

3 years

Process [Process Documentation p. 17](#)

	Summer Year 1	Fall Year 1	Spring Year 1	Summer Year 2	Fall Year 2	Spring Year 2	Summer Year 3	Fall Year 3	Spring Year 3
All strands	OCID Planning	Convene standards review committee to complete initial checklist	Ongoing communication and updates from OCID to the field Implementation planning			OCID obtains feedback on new standards	Prepare for BOE Adoption	Bring to BOE for Adoption	Finalize and Share Implementation Plan
Revise		Convene revision committee for planning	Committee reviews existing standards with common tools	Committee organizes learning progressions vertically and horizontally	Committee drafts standards revisions		Committee completes revisions as needed		
Rewrite		Convene writing committee for planning	Committee meets to organize the work	Committee organizes learning progressions vertically and horizontally	Committee drafts standards		Committee completes revisions as needed		
Replace		Convene workgroup for implementation planning	Workgroup provides feedback/input on standards and implementation		Workgroup develops/shares supporting material for standards implementation		Workgroup adapts implementation plan as needed		

- **Step 1: Review Workgroup**
 Reviews current standards, academic research, and consults local indigenous knowledge to determine how significant of a rewrite is needed.

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- **Step 2: Feedback Workgroup**
Reviews and suggests changes to current standards.
- **Step 3: Standards Writing Committee**
Teachers, coaches, and IHE faculty use the feedback from the review and feedback workgroups to draft standards. They are required to provide a rationale for every major revision, which is released with public comment.
- **Step 4: Public Review and Revision**
- **Step 5: State Board Subgroup**
A sub-group of the Board of Education receives the Student Achievement Committee (similar to Standards and Assessment Committee). Public comment included.
- **Step 6: Forwarded to Full Board for Approval**
- **Step 7: Hawaii uses one Instructional Materials Approval Process statewide for curriculum adoption**

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Idaho

Code [Title 33, Chapter 1, 33-118B](#)

Rule: [IDAPA 08](#)

Published Process: None

Cueing

State law dictates a six-year cycle

Timeline

2 years (2023 cycle is presented to legislature in 2025)

Process

- Step 1: Appointed Committee
- Step 2: Current Standards Review
 - Renewed (left as is)
 - Revised (adjust for clarity)
 - Rewrite (complete overhaul)
- Step 3: Committee Revisions
- Step 4: State Board Releases Draft for Public Comment
 - 21-day public comment
 - Regional feedback meetings
- Step 5: Public Comment Driven Revisions
- Step 6: State Board Approval
- Step 7: Idaho Legislature Review and Approval

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This draft is for consideration during the April 3, 2026 Standards & Assessment Committee Meeting

Illinois

Code [105 ILCS 5/27-1](#)

Published Process: None

Cueing

Illinois General Assembly passes laws mandating reviews. If none is passed, a 10-year review is required.

Timeline

Varies

Process

- Step 1: State Board assembles Standards Revision Workgroup
- Step 2: Draft Standards
- Step 3: Board Release for Public Review (45-days)
- Step 4: Public Comment Driven Revisions
- Step 5: Board Votes to Authorize the Superintendent to Submit
- Step 6: Submission to the Joint Committee on Administrative Rules
- Step 7: Implementation timeline provided to LEAs (usually one year)

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This draft is for consideration during the April 3, 2026 Standards & Assessment Committee Meeting

Indiana

Code [\(IC\) 20-31-3-3](#)

Published Process: None

Cueing

Required by every 6 years

Timeline

Approximately 1 year

Process

- **Step 1: Committee Assembly**
The Indiana Department of Education (IDOE) convenes an academic standards committee, which includes subject area teachers and parents.
- **Step 2: Drafting and Evaluation**
Evaluation and technical teams review existing standards and draft revisions to ensure alignment with college and career readiness.
- **Step 3: Public Comment and Hearings**
The draft standards are posted for public review, integrating educator feedback with a broader public comment period, and public hearings are held across the state.
- **Step 4: Education Roundtable Recommendation**
The academic standards committee submits its final recommendations to the education roundtable (a permanent working group).
- **Step 5: State Board Recommendation**
The education roundtable reviews the work and submits its recommendations to the Indiana State Board of Education (SBOE).
- **Step 6: Board Adoption**
The SBOE formally votes to adopt the updated standards.

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Iowa

Code Iowa Code [256.11](#)

Published Process: [Iowa Academic Standards Revision Process](#)

Cueing

Revisions are typically initiated at the behest of a gubernatorial executive order or by the Iowa Department of Education. They are supposed to be reviewed every 5 years, but some standards were not revised for much longer (14 years for math).

Timeline

Approximately 2 years

Process

- **Step 1: Committee Assembly**
The Iowa Department of Education assembles a Standards Writing Team and a separate Review Team (composed of classroom teachers, higher education personnel, and administrators).
- **Step 2: Drafting**
The Standards Writing Team reviews current standards and drafts the proposed new standards.
- **Step 3: Public Input Phase**
The Department of Education solicits public feedback through online public surveys, specific teacher focus groups, and open, in-person public forums.
- **Step 4: Review Team Analysis**
The Review Team analyzes the public feedback and reviews the proposed standards drafted by the Writing Team.
- **Step 5: Final Revisions**
The draft is finalized based on the Review Team's analysis of the public input.
- **Step 6: Board Adoption**
The Iowa State Board of Education adopts the finalized revisions to the academic standards.

Iowa publishes [Family Guides](#) to the standards.

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This draft is for consideration during the April 3, 2026 Standards & Assessment Committee Meeting

Kansas

Code [Chapter 72, Article 64, Section 39](#)

Published Process: None

Cueing

Required every seven years, but they are not allowed to change until 75% of Kansas students are proficient ([2024 Statue Article 51.b](#))

Timeline

Approximately 1 year

Process

- **Step 1: Initiation and Drafting**
The KSDE initiates the mandated review cycle and works with educators to draft revised standards.
- **Step 2: Draft Publication**
The proposed standards are published on the KSDE website for review.
- **Step 3: Public Comment Period**
A public input link is opened on the KSDE website and remains available for 30 days after the draft standards are published.
- **Step 4: Revisions**
Feedback from the 30-day public comment window is reviewed and integrated into a final draft.
- **Step 5: Board Adoption**
The finalized academic content standards are adopted by the Kansas State Board of Education.

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This draft is for consideration during the April 3, 2026 Standards & Assessment Committee Meeting

Kentucky

Code [KRS 158.6453](#)

Published Process:
[Standards and Assessment Review Process](#)
[Kentucky Academic Standards Review Process](#)

Cueing

The law requires a rotating basis for review with 1-2 content areas reviewed annually. Reviews are required on a 6-year basis.

[Rotating Review Timeline](#)

Timeline

1-2 years

Process

- **Step 1: Advisory Panels**
The KDE forms Advisory Panels made up of at least six public school educators and one higher education representative for each grade band (elementary, middle, high). They review the standards and make recommendations.
- **Step 2: Standards Review Committees**
An overarching committee (also comprising educators, higher ed, and community shareholders) reviews the advisory findings and public feedback to make recommendations to revise or replace existing standards.
- **Step 3: Standards and Assessments Process Review Committee**
A specialized oversight committee reviews the *process itself* to ensure the public and shareholders had adequate opportunity for input.
- **Step 4: State Board Consideration** If the committee finds the process sufficient, the unamended recommendations go to the Kentucky Board of Education for consideration and approval.
- **Step 5: Regulatory Review** Once approved by the KBE, the standards must clear the traditional state regulatory review process (which opens another window for public input) before being implemented no later than the second academic year following the process.

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This draft is for consideration during the April 3, 2026 Standards & Assessment Committee Meeting

Louisiana

Code [La. R.S. 17:7\(7\)](#)
[BESE Policy, Bulletin 741 §2301](#)

Published Process: [Louisiana Standards Review Process](#) website

Cueing

Policy requires at least one review every 7 years.

Timeline

Approximately 1 year

Process

- **Step 1: Application and Committee Selection**
The Louisiana Department of Education opens a statewide application for educators, higher education faculty, parents, and community members to serve on the review committees.
- **Step 2: Steering Committee and Content Workgroups**
Staff a Steering Committee (to guide the process and ensure updates align with revision goals) and Content Area Workgroups (to review, update, and assure vertical alignment of the content).
- **Step 3: Drafting and Public Meetings**
The workgroups meet (often April through July) to review existing standards and draft updates. These meetings are open to the public.
- **Step 4: Public Comment Period**
Draft revisions are released to the public for a formal review and feedback period.
- **Step 5: Board Approval**
The Steering Committee submits the final drafted standards and the public feedback to the Louisiana Board of Elementary and Secondary Education. The Board votes to approve the final draft.

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This draft is for consideration during the April 3, 2026 Standards & Assessment Committee Meeting

Maine

Code [M.R.S. Title 20-A §6209](#)

Published Process: [Maine DOE Standards Review](#) webpage

Cueing

2-3 content areas are reviewed every year with a required review every 5 years.

Timeline

Approximately 18 months

Process

Step	Time Period	Details
Step 1	Fall	The commissioner gives the approval to begin the standards review process
Step 2	Fall	Public comment period and hearings on current content standards
Step 3	Winter	Steering Committee: A committee of content area experts who represent the cultural diversity found in Maine and a range of viewpoints as to the content of the standards is formed and tasked to: • Review all comments submitted during the initial public comment period; • Develop a blueprint for the revision of the state standards in their assigned content area; • Address and advise the writing committees when deadlocks occur.

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This draft is for consideration during the April 3, 2026 Standards & Assessment Committee Meeting

		<i>The Maine State Board of Education will appoint one member of the Steering Committee.</i>
Step 4	Winter	Maine DOE review and approval of the steering committee's recommended blueprint for standards revision
Step 5	Summer	Writing Team: Teams of pk-12 public school teachers who represent Maine's cultural and geographical diversity are formed and broken into smaller groups, facilitated by the Maine DOE content specialist, to revise content standards based on guidance from the Steering Committee.
Step 6	Summer	The Writing Team submits draft proposal to the Maine Department of Education.
Step 7	Fall	Internal Maine DOE review of standards revision
Step 8	Fall	The Maine DOE files the standards revision document as proposed rules with the Secretary of State.
Step 9	Fall	Maine DOE will hold a public hearing followed by a public comment period on the proposed rules.
Step 10	Winter	Maine DOE prepares and submits provisional adoption of standards revision to the Secretary of State and Legislative Council. The Legislature, once in session in January, will refer the rule as a legislative document to the Education and Cultural Affairs Committee where they will be given an LD Resolve to revise during session.

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Step 11	Winter	The Education and Cultural Affairs Committee will hold a public hearing and work session before sending the proposed rules on to the full legislature.
Step 12	Spring	Final adoption of revised standards by the Maine State Legislature.
Step 13	Spring	The Maine Department of Education will prepare the standards regulation for final adoption

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This draft is for consideration during the April 3, 2026 Standards & Assessment Committee Meeting

Maryland

Code Education Article [§7-202.1](#)

Published Process: [Standards Review and Validation Process](#)

Cueing

A review is required every 8 years

Timeline

Approximately 1.5 years

Process

- **Step 1: Committee Assembly**
The Maryland State Department of Education establishes a Standards and Frameworks Validation Committee composed of educators, parents, school system leaders, and subject matter experts.
- **Step 2: Gap Analysis and Vision Setting**
The committee convenes to set the vision, analyze existing frameworks, and establish priorities for the revision.
- **Step 3: Drafting**
The committee holds collaborative drafting sessions to propose revisions.
- **Step 4: Internal Review**
The draft undergoes internal review and refinements based on committee consensus to finalize the document.
- **Step 5: Public Comment**
The draft standards are released for a 30-day public comment period.
- **Step 6: Board Adoption**
MSDE presents the final standards, along with public feedback trends, to the Maryland State Board of Education for formal adoption.

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This draft is for consideration during the April 3, 2026 Standards & Assessment Committee Meeting

Massachusetts

Code [Mass. General Laws c.69 § 1D and § 1E](#)

Published Process: None

Cueing

There is no required timeline for framework development.

Timeline

Approximately 1-2 years

Process

- **Step 1: Planning and Recruitment**
The Department of Elementary and Secondary Education conducts initial outreach and recruits a Revision Panel made up of educators, administrators, content experts, and higher education faculty.
- **Step 2: Drafting**
The Revision Panel meets over several months to review existing standards, analyze feedback, and draft revisions.
- **Step 3: Board Update and Public Release**
The Board votes to release the draft for public comment.
- **Step 4: Public Comment Period**
Feedback is collected via online surveys, emails, and mail over a set period (typically around 60 days).
- **Step 5: Final Revisions**
Staff compile and summarize the public comments and revise the draft framework appropriately.
- **Step 6: Board Adoption**
The final draft is presented to the Board to discuss and vote on the approval of the revised framework.

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This draft is for consideration during the April 3, 2026 Standards & Assessment Committee Meeting

Michigan

Code [MCL 380.1278](#)

Published Process: None

Cueing

None is required, but it is typically 7 years as directed by staff or legislative updates.

Timeline

2-4 years - The recent social studies update took from 2013-2019

Process

- **Step 1: Writing Team Assembly**
Staff involves educators from local districts, intermediate school districts, university faculty, and state-level organizations to form writing teams.
- **Step 2: Drafting**
Writing teams meet regularly to revise the content expectations, often focusing on making the standards clearer and aligning them with updated research or national frameworks.
- **Step 3: Public Review**
Staff provide several opportunities for public review and commentary.
- **Step 4: Final Revisions**
The writing teams adjust the standards based on the public commentary gathered during the review sessions.
- **Step 5: Board Adoption:** The finalized academic standards are submitted to the Michigan State Board of Education for official adoption.

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This draft is for consideration during the April 3, 2026 Standards & Assessment Committee Meeting

Minnesota

Code [Minn. Stat. § 120B.021](#)

Published Process: [K-12 Academic Standards Development Process](#)

Cueing

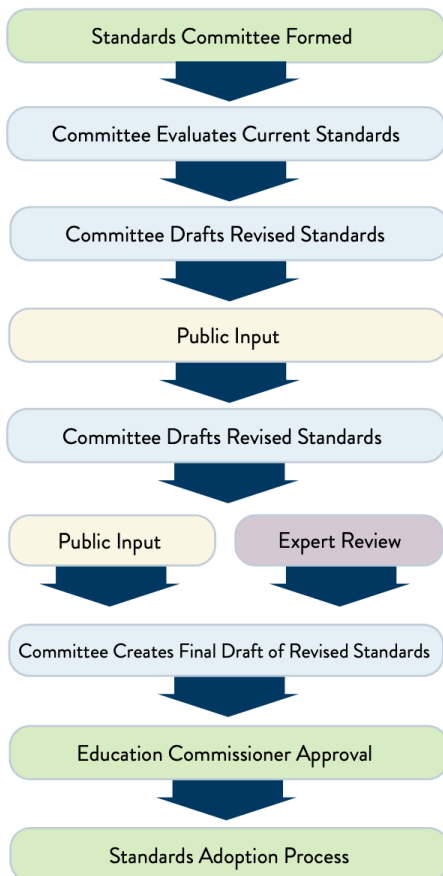
One content area is reviewed per year on a 10-year cycle, following state law

Timeline

2-3 years for review and drafting, 11-24 additional months for administrative rule making

Process

From the [K-12 Process](#) document



- **Step 1: Committee Assembly**

The Commissioner of Education selects 25 to 45 people from a statewide pool of
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This draft is for consideration during the April 3, 2026 Standards & Assessment Committee Meeting



applicants to form a Standards Committee (including parents, teachers, principals, higher education faculty, business members, and the Tribal Nations Education Council).

- **Step 2: Research and Review**
The committee evaluate current standards, examines educational research, and studies standards from other states and national organizations.
- **Step 3: Drafting**
The committee writes an initial draft focusing on the standards, followed by a second draft that includes supplemental benchmarks.
- **Step 4: Public Input and Expert Review**
The committee collects public feedback through online comments, stakeholder meetings, and town halls. Concurrently, nationally recognized expert reviewers analyze the revised standards and provide feedback.
- **Step 5: Final Draft Submission**
The committee integrates the feedback and submits a final draft as a recommendation to the Education Commissioner.
- **Step 6: Rulemaking Process**
Once the Commissioner approves the draft, the standards go through a formal legal rulemaking process (which includes publishing the draft in the state register, a public comment period, and a hearing) before they are officially adopted into administrative rule.

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This draft is for consideration during the April 3, 2026 Standards & Assessment Committee Meeting

Mississippi

Code [Miss. Code Ann. § 37-1-3](#)

Published Process: [Standards Review and Revision Toolkit](#) - not the process itself, but guidance for considerations when reviewing

Cueing

At least every 8 years, but the Department of Education can request a review earlier as needed

Timeline

1-2 years

Process

- **Step 1: Stakeholder Survey**
Staff issue a statewide stakeholder survey to evaluate current standards, validate them, and identify specific areas for review or full-scale revision.
- **Step 2: Educator Review Committees**
The State Superintendent appoints Mississippi Educator Review Committees (ensuring representation from all congressional districts and grade bands) to review the feedback and begin drafting revisions.
- **Step 3: Public Comment Period and Hearings**
The Department provides public comment periods where anyone can submit written feedback, and they also hold public hearings.
- **Step 4: Refinement**
The Educator Review Committees incorporate the public feedback into their work to refine and finalize the drafts.
- **Step 5: Board Adoption**
The finalized standards are submitted to the Mississippi State Board of Education for formal approval and adoption.

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This draft is for consideration during the April 3, 2026 Standards & Assessment Committee Meeting

Missouri

Code [RSMo Section 160.514](#)

Published Process: None

Cueing

Legislative mandates can trigger a review, or the State Board can decide to direct a review.

Timeline

1-2 years

Process

- **Step 1: Convening Work Groups**
When the State Board of Education decides or is legislated to revise standards, it must legally convene two separate work groups per subject: one for grades K-5 and one for grades 6-12. Active classroom teachers and parents of children currently enrolled are in K-12 classes are required
- **Step 2: Drafting**
The work groups meet to analyze current standards, review national trends, and draft recommended academic performance standards.
- **Step 3: Mandated Public Hearings**
Missouri law requires the State Board to hold at least three public hearings during this process: one within 30 days of the work groups convening, a second hearing approximately six months later, and a third hearing when the final drafted standards are submitted to the Board.
- **Step 4:**
Board Adoption Following the final public hearing and review of the recommendations, the State Board of Education votes to formally adopt the new standards.

Missouri also has a standards page specifically for parents: <https://dese.mo.gov/college-career-readiness/curriculum/mls-for-parents>

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This draft is for consideration during the April 3, 2026 Standards & Assessment Committee Meeting

Montana

Code [Mont. Code Ann. § 20-7-101](#)

Published Process: [Montana Content Standards Revision](#) website

Cueing

Determined at the discretion of the Board in coordination with the Office of Public Instruction

Timeline

Varies by subject, approximately 18 months to revise and 2-4 years for full revision to implementation

Process

- **Step 1: Initiation and Task Force Assembly**
The Board of Public Education and staff initiate a review and recruit expert volunteers, educators, and community members to form a revision task force.
- **Step 2: Drafting and Integration**
The task force drafts the new standards, ensuring they include specific instructional integration of Montana's Indigenous Peoples.
- **Step 3: Public Comment and Review**
Drafts are released in stages for public review, and the task force refines the documents based on feedback.
- **Step 4: Board Adoption**
The finalized standards are submitted to the Board of Public Education for formal adoption into the Administrative Rules of Montana.
- **Step 5: Implementation Support**
Staff produce detailed guidance documents, vertical alignment resources, and professional development webinars to help districts transition before the mandatory implementation date.

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This draft is for consideration during the April 3, 2026 Standards & Assessment Committee Meeting

Nebraska

Code [Nebraska Revised Statute 79-760.01](#)

Published Process: [Standards Revision Timeline](#)

Cueing

Some standards are required to be reviewed every 7 years, and other subjects are included in the rotation but not specifically required by law.

Timeline

1-2 years

Process

- **Step 1: Public Input Survey**
A public input survey gathers baseline feedback from educators, parents, employers, and community members on the existing standards.
- **Step 2: Steering and Drafting Teams**
The staff form a steering team and specific editing/drafting teams made up of state staff, Educational Service Unit staff, and local educators.
- **Step 3: Drafting**
The teams meet to review the public feedback data, analyze instructional shifts, and draft the revised standards.
- **Step 4: Internal and External Review**
An initial draft is typically embargoed for internal review by planning committees and district leads, then a subsequent draft is released for broader public review and comment.
- **Step 5: Revisions**
An editing team meets to review the collected feedback and make final adjustments to the draft.
- **Step 6: Board Adoption**
The final draft is presented to the Nebraska State Board of Education for formal approval. Following adoption, local districts have one year to adopt the state standards or locally rigorous equivalents.

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This draft is for consideration during the April 3, 2026 Standards & Assessment Committee Meeting

Nevada

Code [Nevada Revised Statutes \(NRS\) 389.520](#)

Published Process: None - typically updated and released at the start of a process, but there is not one established process

Cueing

Under NRS 389.520, the [Nevada Council to Establish Academic Standards for Public Schools](#) is responsible for establishing the schedule for periodic review and revision. This typically results in a 7 to 10-year revision cycle per subject, unless accelerated by the State Legislature.

Timeline

18-24 months

Process

- **Step 1: Writing Team Selection**
When a revision is triggered, the Nevada Department of Education opens a statewide application process to establish writing teams. These teams consist primarily of subject-matter experts, along with community members, parents, and administrators.
- **Step 2: Drafting**
The writing teams meet to review the existing standards and write the proposed revisions.
- **Step 3: First Public Comment Period**
The drafted standards are released to the public for a 30-day public comment period.
- **Step 4: Council Review:** After public comments are collected, the draft is sent to the Council to Establish Academic Standards for Public Schools, which holds a public hearing to review the standards.
- **Step 5: State Board Review and Adoption:** Once the Council approves the draft, it is forwarded to the Nevada State Board of Education. The Board holds additional public meetings and comment periods before officially adopting the new standards.

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This draft is for consideration during the April 3, 2026 Standards & Assessment Committee Meeting

New Hampshire

Code [RSA 193-E:2-a](#)

Published Process: None

Cueing

State law requires review of standards and the curriculum frameworks at least every 10 years.

Timeline

2-3 years, requires legislative final approval

Process

- **Step 1: Initiation and Task Force Assembly**
The New Hampshire Department of Education (NHED) initiates the decennial review, often partnering with external educational centers or forming a task force of educators to draft initial revisions.
- **Step 2: Drafting and Initial Proposal**
The task force reviews current standards and drafts a revised proposal. This draft is presented to the New Hampshire State Board of Education as an "Initial Proposal."
- **Step 3: Public Hearings and Comment**
If the State Board approves the initial proposal, it triggers a formal public comment period. The Board holds multiple public hearings and collects written feedback from educators, parents, and advocacy groups.
- **Step 4: Revisions**
Staff and task force committees review the public feedback and make necessary amendments to the draft to address concerns.
- **Step 5: Final Board Approval**
The revised "Final Proposal" is brought back to the State Board of Education for a formal vote of approval.
- **Step 6: Legislative Review**
State Board-approved standards must be submitted to the Joint Legislative Committee on Administrative Rules for final legal review and adoption.

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This draft is for consideration during the April 3, 2026 Standards & Assessment Committee Meeting

New Jersey

Code [N.J.A.C. 6A:8-2.1\(a\)](#)

Published Process: [Administrative Code Adoption Process](#) - applies to standards

Cueing

State law requires a review every 5 years.

Timeline

1-2 years

Process

- **Step 1: Committee Assembly**
The New Jersey Department of Education selects committees of educators, administrators, and subject matter experts to review the current standards. [Call for Reviewers](#)
- **Step 2: Drafting and Discussion Paper**
The committees draft revisions. Staff develop a policy discussion paper containing the draft code language, which is distributed to the State Board of Education and stakeholders.
- **Step 3: Initial Review and Feedback**
The State Board and stakeholders are given a review period (usually 60 days) to provide initial feedback directly to the department.
- **Step 4: Formal Proposal to the Board**
The Commissioner of Education presents the compiled feedback and the formal draft of the revised standards to the State Board of Education at a public meeting.
- **Step 5: Public Testimony Sessions**
The State Board conducts multiple public testimony sessions (public hearings) across the state to gather formal public input, alongside a written public comment period.
- **Step 6: Final Adoption**
After incorporating necessary feedback, the final revised standards are presented to the State Board of Education for a formal vote of adoption.

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This draft is for consideration during the April 3, 2026 Standards & Assessment Committee Meeting

New Mexico

Code [Section 22-2-8 NMSA 1978](#)

Published Process: None

Cueing

Revisions are based on New Mexico Public Education Department needs, national trends, or legislative requirements.

Timeline

12-18 months

Process

- **Step 1: Call for Educators**
The staff issues a statewide call for K-12 educators and subject-matter experts to participate in writing committees.
- **Step 2: Drafting and Professional Development**
The selected educator writing teams receive specialized professional development and work together over several months to draft the new standards.
- **Step 3: Focus Groups**
Before the draft is finalized, targeted focus groups with parents, students, tribal education leaders, superintendents, and teachers are used to gather preliminary feedback.
- **Step 4: Notice of Proposed Rulemaking**
After refining, the draft is then posted online, and a formal Notice of Proposed Rulemaking is submitted to the New Mexico Register.
- **Step 5: Public Comment and Hearing**
The rulemaking notice triggers a mandatory 45-day public comment period with a formal public hearing to collect direct testimony.
- **Step 6: Final Revisions and Codification**
The educator writing committee reconvenes to integrate the public comment feedback into a final draft. The Board adopts the standards, which are then codified into the New Mexico Administrative Code and disseminated to school districts.

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This draft is for consideration during the April 3, 2026 Standards & Assessment Committee Meeting

New York

Code [New York Education Law § 207](#)
[State Code EDN 16.1.7 \(305\)](#)

Published Process: Published only during active review cycles.

Cueing

The Board of Regents and the State Education Department periodically trigger a review, but there is not a set timeline in law.

Timeline

2-3 years

Process

- **Step 1: Committee Assembly**
The Education Department forms steering committees and educator workgroups made up of teachers, administrators, parents, and higher education experts from across the state.
- **Step 2: Initial Feedback and Surveys**
Before drafting, surveys gather feedback on the existing standards and identify specific areas that need clarification or revision.
- **Step 3: Drafting**
The educator workgroups meet over the course of a year to analyze the survey feedback, review national frameworks, and draft the revised standards.
- **Step 4: Public Comment**
The draft standards are released to the public for a formal comment period.
- **Step 5: Final Revisions**
The educator committees reconvene to review the public commentary and make final adjustments to the drafted standards.
- **Step 6: Board of Regents Adoption**
The final draft is presented to the New York State Board of Regents. The Board discusses the revisions and votes to formally adopt the new learning standards.

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This draft is for consideration during the April 3, 2026 Standards & Assessment Committee Meeting

North Carolina

Code [N.C. General Statutes § 115C-12\(9c\)](#)

Published Process: [North Carolina Standard Course of Study Internal Procedures Manual](#) - fully detailed process document

Cueing

Required by law every 5-7 years.

Timeline

24 months with 12 months review and 12 months revision. They call “installment” a 2-year process and “installation” a 6-8 year period where standards are in place.

Process

- **Step 1: Committee Formulation**
The Department of Public Instruction forms a Data Review Committee and a Standards Writing Team. Individuals cannot serve on both teams simultaneously.
- **Step 2: First Draft and Surveys**
The Standards Writing Team creates "Draft 1" of the new standards alongside standard-by-standard surveys used to collect feedback.
- **Step 3: First Review Loop**
The Data Review Committee compiles the feedback from the surveys and provides it to the Standards Writing Team.
- **Step 4: Second Draft and General Input**
Using the compiled feedback, the Standards Writing Team creates "Draft 2" and a general feedback survey for broader stakeholder input.
- **Step 5: Second Review Loop**
The Data Review Committee again compiles this new wave of feedback and hands it back to the Standards Writing Team.
- **Step 6: Final Draft and Board Approval**
The Standards Writing Team creates "Draft 3". This final draft is presented to the State Board of Education for discussion and formal approval.

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This draft is for consideration during the April 3, 2026 Standards & Assessment Committee Meeting

North Dakota

Code [North Dakota Century Code \(NDCC\) 15.1-21](#)

Published Process: [Standards Review Website](#)

Cueing

Reviewed on a rotating cycle every 5-7 years

Timeline

1-2 years

Process

From the [Standards Review Website](#), Standards Review Process tab

Phase I: Preparation	Phase 2: Standards Development and Review	Phase 3: Approval and Dissemination
- Standards are identified for review. - External resources consultant is selected for assessed core areas (English Language Arts, Math, Science), if reviewed. - Survey for all ND content teachers regarding current standards is developed and administered. - Applications are opened to all ND content teachers to serve on the Development Committee. - Input is received from the survey on potential resources.	Standards Development - Development committee is selected. - Input on potential resources is received from the committee. - Resources, survey results, and current standards are reviewed by the committee. - Development committee writes/revises standards drafts. Public Comment - Draft of standards and public comment survey are made available for public feedback. Review - Applications open for review committee representing ND stakeholders. - Selection of review committee. - Review committee reviews standards drafts and public comments. - Feedback is provided to development committee. - Final draft of standards is completed.	- State superintendent approves the final standards document. - New standards are posted and disseminated. - Course Codes are aligned to new standards. - New standards are entered on North Dakota CASE network. - Progressions and Parent Documents are created.

- **Step 1: Selection and Committee Assembly**
The process begins by selecting the standards for review and assembling a team of North Dakota educators.
- **Step 2: Research and Review**
The educator team reviews the current standards within the discipline.

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This draft is for consideration during the April 3, 2026 Standards & Assessment Committee Meeting



During this phase, they consider advances within the specific academic area, national standards, and standards utilized by other states.

- **Step 3: Drafting**
Using their research, the educator committee writes the initial drafts of the revised standards.
- **Step 4: Public Comment Phase**
The drafts are published and opened to the public for comment, often via digital surveys.
- **Step 5: Revisions**
The reviewing educator committee uses the data collected from the public comment period to make further revisions to the standards. (Depending on the feedback, they may release a "Draft 2" for an additional round of public review.)
- **Step 6: Finalization**
The standards are finalized and adopted, after which the state updates its assessments and local districts transition their curricula to meet or exceed the new state expectations.

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This draft is for consideration during the April 3, 2026 Standards & Assessment Committee Meeting

Ohio

Code [Ohio Revised Code \(ORC\) 3301.079](#)

Published Process: Only published when a current review is active

Cueing

The law requires a “periodic” adoption to ensure standards are “relevant and rigorous”.

Timeline

1-2 years

Process

- **Step 1: Initiation and Consultation**
The Department of Education and Workforce initiates a revision cycle. By law, whenever the department drafts or reviews standards, they must consult with parents of K-12 students and with active classroom teachers who are recognized as outstanding in their fields.
- **Step 2: Advisory Committees**
The department convenes advisory and stakeholder committees (which often include higher education representatives, industry leaders, and state organizations) to review current frameworks.
- **Step 3: Drafting**
The educator and stakeholder committees collaborate to draft the updated standards, ensuring they include essential academic content, promote technological literacy, and demonstrate vertical articulation.
- **Step 4: Public Comment**
Draft revisions are released to the public for a formal review and feedback period.
- **Step 5: Final Revisions and Adoption**
The committees review the public feedback, make necessary adjustments, and finalize the standards. The final standards are then formally adopted for statewide use.

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Additional Process Information from the Ohio Education Data Professionals Network:

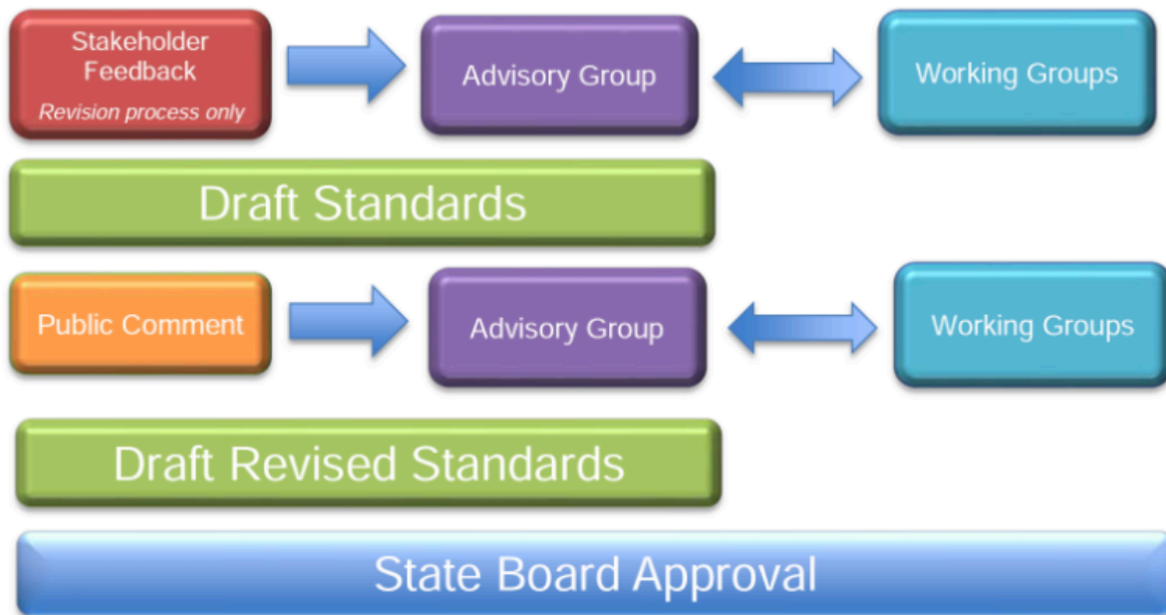
Teachers can participate in the process through nominations to the working groups.

Advisory Groups

- Invitation from the department, state-level professional educator organizations
- Provides guidance for the scope of work
- Identifies and recommends resources for the working group to consider
- Identifies documents including other state, national, or international standards to guide the revision process
- Reviews and approves edits to Ohio's Learning Standards in response to the comments and suggestions from the public comment period

Working Groups

- Accepts nominations, Ohio educators, experts in their subject area
- Write and edit the standards in the development/revision process
- Propose revisions to the standards based on comments from public feedback



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Oklahoma

Code [70 O.S. § 11-103.6a](#)

Published Process: [Oklahoma Revision Process](#) and [New Standards Review Process](#) website

Cueing

The law requires all subject matter to be reviewed every 6 years.

Timeline

Approximately 16 months including a preliminary period (4 months) and work year (12 months)

Process

- **Step 1: Executive Committee Formation**
The Department of Education establishes an Executive Committee to inform and guide the review and revision process.
- **Step 2: Writing Teams**
The Writing Teams (made up of subject matter experts and educators) review the existing standards and draft new content.
- **Step 3: Focus Groups and Draft Review**
A Draft Review Committee and specialized focus groups evaluate the initial drafts and provide feedback to the Writing Teams.
- **Step 4: Public Comment Period**
The revised draft is opened for a formal public comment period (30 days).
- **Step 5: Executive Review**
The original writing team and the Executive Committee review the public feedback and incorporate final edits into the standards.
- **Step 6: Board Approval and Legislative Review**
The revised draft is presented to the Oklahoma State Board of Education for approval. Once approved by the Board, the standards must be submitted to the Oklahoma State Legislature for final review and anticipated legislative approval before they can be officially implemented.

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This draft is for consideration during the April 3, 2026 Standards & Assessment Committee Meeting

Oregon

Code Oregon Revised Statutes (ORS) 329.045

Published Process: [Oregon Standards Website](#) - the revision process is not published, but timelines for review are graphics on the website

Cueing

The Board Administrative rules dictate a 7-year rotation schedule for review.

Timeline

1-2 years

Process

- **Step 1: Advisory Panel Assembly**
The Department of Education initiates a revision cycle and assembles advisory panels made up of professional K-12 educators, school administrators, and higher education representatives.
- **Step 2: Panel Review and Drafting**
The advisory panels review the existing standards, analyze current academic needs, and draft suggestions for revisions.
- **Step 3: Public Review through Online Posting**
- **Step 4: State Board Public Hearings**
The drafted revisions are sent to the Oregon State Board of Education. The Board holds formal public hearings to gather direct community testimony on the proposed changes.
- **Step 5: Board Adoption** After public hearings and final revisions, the Oregon State Board of Education votes to formally adopt the new academic standards.

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This draft is for consideration during the April 3, 2026 Standards & Assessment Committee Meeting

Pennsylvania

Code [22 Pa. Code § 4.12](#)

Published Process: None

Cueing

Code requires a review between 5 and 10 years, but the current standards range in age up to 23 years old (adopted in 2003).

Timeline

2-3 years

Process

- **Step 1: Initiation and Committee Assembly**
The State Board of Education's Committee on Academic Standards initiates the review. The Pennsylvania Department of Education opens a statewide application to assemble a Content Committee and a Steering Committee.
- **Step 2: Drafting and Research**
The committees evaluate the existing standards, examine current educational research, and draft proposed revisions.
- **Step 3: Initial Board Approval and Proposed Rulemaking**
The Department presents the draft to the State Board of Education. If approved, it is published in the *Pennsylvania Bulletin* as a proposed regulation.
- **Step 4: IRRC Review and Public Comment**
The Independent Regulatory Review Commission must review the proposal. During this phase, a mandatory 30-day public comment period is opened, and public hearings are held.
- **Step 5: Final Revisions**
The committees review the feedback from the public and the IRRC, making necessary refinements to the draft.
- **Step 6: Final Adoption**
The State Board of Education holds a final vote. Once adopted by the Board and granted final legal approval by the IRRC, the new standards go into effect.

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This draft is for consideration during the April 3, 2026 Standards & Assessment Committee Meeting

Rhode Island

Code [R.I. Gen. Laws § 16-22-30](#)

Published Process: [Content Standards Review and Revision Process](#) website

Cueing

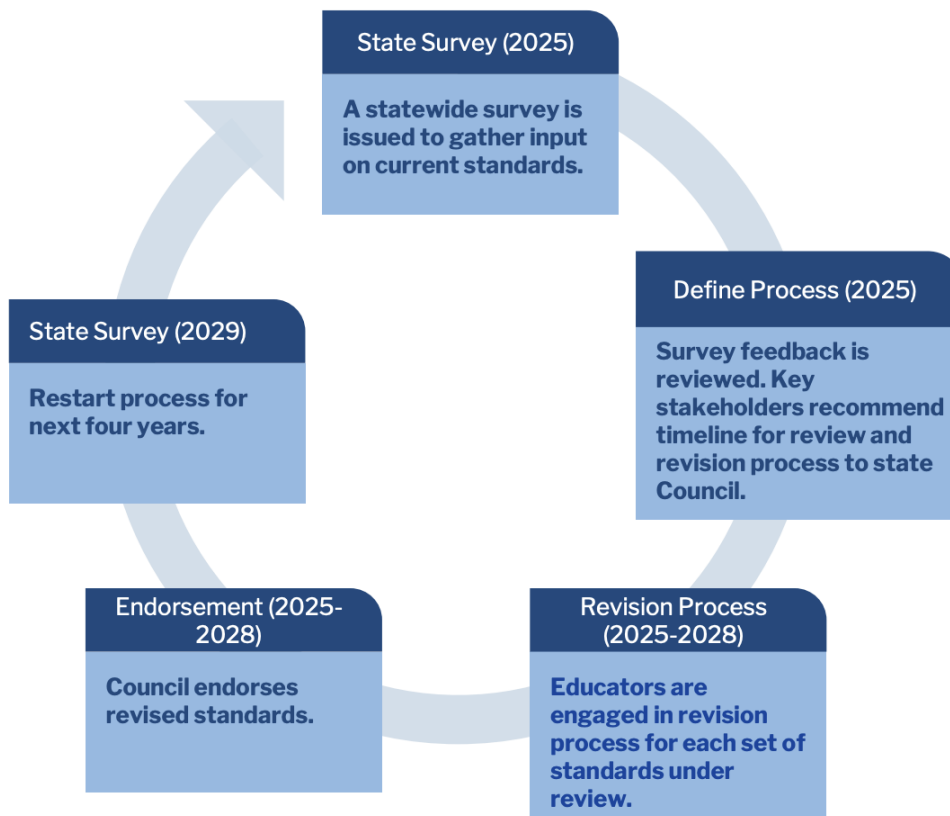
Beginning in 2025, a regular 4-year cycle is required.

Timeline

1-2 years

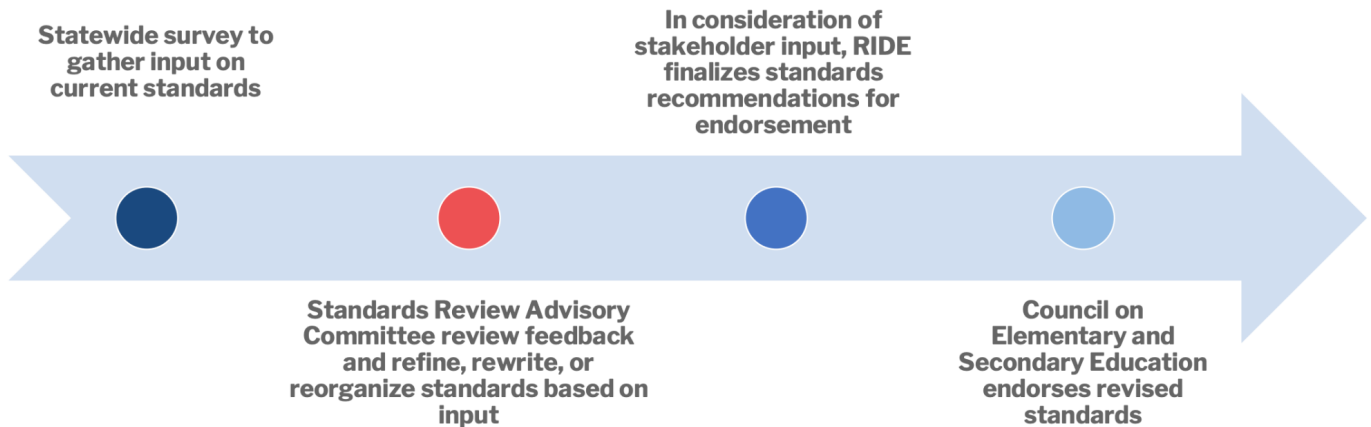
Process

From the [Standards and Curriculum Update](#) slides on the Content Standards Review and Revision website



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- **Step 1: Public Input Survey**
The Rhode Island Department of Education (RIDE) initiates an open, consultative process by issuing statewide surveys to gather baseline feedback from educators, families, and community members on the current standards.
- **Step 2: Advisory Committee Review**
RIDE forms a Standards Review Advisory Committee composed of Rhode Island educators and content experts. This committee reviews the survey feedback to determine what needs to be refined, rewritten, or reorganized.
- **Step 3: Drafting**
The Advisory Committee drafts the proposed standards, ensuring they align with high expectations and are readily comprehensible to the public.
- **Step 4: Public Comment and Stakeholder Sessions**
The drafted standards are released for a public comment period, and RIDE hosts specific stakeholder engagement sessions to gather additional input.
- **Step 5: Finalization**
RIDE and the Advisory Committee use the stakeholder feedback to finalize the standards recommendations.
- **Step 6: Council Endorsement**
The final draft is presented to the Council on Elementary and Secondary Education, which reviews and officially endorses the revised standards for statewide use.

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This draft is for consideration during the April 3, 2026 Standards & Assessment Committee Meeting

South Carolina

Code [S.C. Code Ann. § 59-18-350](#)

Published Process: The process is only published as needed. An [older process document](#) from October 2006 was archived.

Cueing

The State Board of Education must consult with the Education Oversight Committee to review all academic areas at least every 7 years.

Timeline

2 years

Process

- **Step 1: Initiation and Task Force Formation**
The State Board of Education and the Education Oversight Committee initiate the review. Under state law, a task force of parents, business leaders, and community members must be convened to examine the current standards for rigor and relevancy.
- **Step 2: Writing Committee Selection**
The Board opens a statewide application process to select master teachers, instructional coaches, and subject experts to serve on the official State Standards Writing Committee.
- **Step 3: Drafting**
The Writing Committee reviews the task force recommendations, analyzes current research, and meets (often over the summer) to draft the revised standards.
- **Step 4: Field Review and Public Comment**
The drafted standards are posted online for a formal period of field review and public comment.
- **Step 5: Revisions**
The Writing Committee reconvenes to analyze the public feedback and edit the draft to resolve any concerns.

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This draft is for consideration during the April 3, 2026 Standards & Assessment Committee Meeting



- **Step 6: EOC and Board Approval**
A final report and the newly drafted standards are presented to the Education Oversight Committee and the State Board of Education. Both entities must formally approve the standards before they can be officially implemented in South Carolina classrooms.

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This draft is for consideration during the April 3, 2026 Standards & Assessment Committee Meeting

South Dakota

Code [SDCL § 13-3-48](#)

Published Process: [Standards Revision Timeline](#) - does not include a full revision process

Cueing

Required by law to occur on a rotation schedule every 5-7 years.

Timeline

1-2 years

Process

- **Step 1: Review Teams Assembly**
The South Dakota Department of Education forms review teams consisting of K-12 teachers and school administrators, as well as representatives from post-secondary institutions, business, and industry.
- **Step 2: Drafting**
The review teams evaluate the current standards and adjust and drafted revisions.
- **Step 3: Public Hearings**
State law requires the Board of Education Standards to host at least four public hearings at different locations across the state over a period of at least six months to gather public testimony on the proposed standards.
- **Step 4: Final Adoption**
Following the conclusion of the four public hearings, the Board of Education Standards votes to formally adopt the revised content standards.

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This draft is for consideration during the April 3, 2026 Standards & Assessment Committee Meeting

Tennessee

Code Tenn. Code Ann. § 49-1-311 through § 49-1-313

Published Process: [Standards Review Process and Timeline](#)

Cueing

State law requires a review minimally every 8 years. [Tennessee Review Cycle](#)

Timeline

2 years

Process

- **Step 1: First Public Comment (3 months)**
Input on the existing standards and establishing the Educator Advisory Teams (EAT) and Standards Recommendation Committee (SRC).
- **Step 2: Educator Advisory Team (3 months, open to public)**
Three grade-band committees with educators and higher education professionals review current standards with public feedback and personal expertise.
- **Step 3: Standards Development Committee (3 months, open to public)**
A smaller group of the EAT reviews proposed standards for consistency across grade bands.
- **Step 4: Second Public Comment (3-6 months)**
The public has a second opportunity to respond to drafted standards.
- **Step 5: Standards Recommendation Committee (3 months, open to public)**
10 appointment members review the proposed standards and public feedback rounds.
- **Step 6: State Board of Education (3-6 months)**
The State Board holds at least two meetings (first and final readings) and adopts the standards.
- **Step 7: Proposed standards are submitted to the House and Senate Ed Committees at least 60 days before final reading. House and Senate Ed have an opportunity to adopt, reject, or make technical changes.**

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Texas

Code Authority resides with the State Board of Education

Published Process:

- [TEKS Review and Revision](#) website
- [Full TEKS Review and Revision Process](#)
- [State Board of Education Review and Revision Process](#)
- [Workgroup Building Process](#)

Cueing

There is a 10 year [published revision cycle](#)

Timeline

2 or more years, depending on subject area

Process

- **Step 1: Scope Determination and Content Advisors**
The Board determines whether a subject needs a full revision or streamlining. The Board appoint expert "Content Advisors" to review the current TEKS and provide initial recommendations.
- **Step 2: Work Group Assembly**
The Texas Education Agency (TEA) accepts statewide applications, and Board members nominate educators, parents, business/industry representatives, and employers to serve on TEKS review work groups.
- **Step 3: Drafting**
The approved work groups convene to draft consensus recommendations for the revised standards.
- **Step 4: Review and Feedback Loops**
The drafted standards are sent to the Content Advisors for review. The SBOE approved process requires Content Advisor feedback to be posted online, and drafts are released for public feedback.
- **Step 5: Public Testimony and Board Hearings**
The SBOE holds meetings and public hearings where members of the public,

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This draft is for consideration during the April 3, 2026 Standards & Assessment Committee Meeting

educators, and advocacy groups provide testimony on the drafted TEKS.

- **Step 6: SBOE Adoption** The work groups finalize their drafts based on the feedback. The SBOE considers amendments over multiple readings before taking a final vote to adopt the new TEKS.

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This draft is for consideration during the April 3, 2026 Standards & Assessment Committee Meeting

Vermont

Code [16 V.S.A. § 164](#)

Published Process: None - Vermont relies on national frameworks where available

Cueing

There is no cueing requirement, and standards are often cued when national standards or frameworks are adopted

Timeline

Varies - usually much shorter timeline when adopting national frameworks

Process

From education.vermont.gov:

Vermont has adopted a variety of standards including the Common Core State Standards (CCSS) for English and Mathematics, the Next Generation Science Standards (NGSS), the SHAPE America Physical Education Standards, the National Health Education Standards, the College, Career and Civic Life (C3) Framework for Social Studies State Standards, the National Core Arts Standards (NCAS), The International Society for Technology Education (ISTE) Standards for Student Learning, and the Jump\$tart Standards in K-12 Personal Finance Education.

- **Step 1: Agency Recommendation**
The Vermont Agency of Education provides background information to the public regarding why an update to the standards is necessary.
- **Step 2: Board Presentation**
Staff present the State Board of Education with information regarding the policy, educational, and fiscal implications of adopting the new standards.
- **Step 3: Public Comment**
If the Board adds the adoption to their agenda, they open a public comment period and hold hearings to gather community feedback.
- **Step 4: Board Adoption**
The State Board of Education votes on whether to adopt the national framework as the official Vermont state standards.

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This draft is for consideration during the April 3, 2026 Standards & Assessment Committee Meeting

Virginia

Code [Virginia Code § 22.1-253.13:1](#)

Published Process: None - schedules are posted when review cycles are active

Cueing

State law requires a review every 7 years

Timeline

1.5 - 2.5 years

Process

- **Step 1: Timeline Approval and Drafting**
The Board of Education approves an initial timeline for the Virginia Department of Education to review and revise the standards. Staff work with subject matter experts to draft the new standards.
- **Step 2: First Review**
The drafted standards and guiding principles are presented to the Virginia Board of Education for "first review".
- **Step 3: Public Comment and Hearings**
Following the first review, the draft is opened for a public comment period (usually around 30 to 60 days). During this time, the staff host multiple in-person public hearings across different regions of the state to gather direct community feedback.
- **Step 4: Revisions**
Staff review the public commentary, address errors or omissions, and incorporate the necessary elements into a final standards document.
- **Step 5: Final Adoption**
The final draft is presented to the Board of Education, which votes to officially adopt the new Standards of Learning.

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This draft is for consideration during the April 3, 2026 Standards & Assessment Committee Meeting

Washington

Code [RCW 28A.655.070](#)

Published Process: None - There is a [Standards Review website](#) and [list of partners](#) that must be engaged in revisions. They also include [an article from the Office of the Superintendent](#) about reviews.

Cueing

The standards are reviewed according to the [Washington State Revision Cycle](#). The review occurs approximately every 8 years.

Timeline

2-4 years

Process

- **Step 1: Standards Under Review**
OSPI initiates the process by researching, synthesizing, and drafting revisions in collaboration with educators and state partners.
- **Step 2: Engagement and Revision**
Input is collected on the drafts through educator work groups, focus groups, and statewide public comment surveys. During this phase, standards are also explicitly screened for biased content.
- **Step 3: Initial Adoption and Implementation**
OSPI releases the standards as "Initially Adopted". This unique step allows local districts to begin testing the standards in classrooms and provide OSPI with direct, practical feedback on their useability and structure.
- **Step 4: Final Adoption**
Once updates are made based on the initial adoption feedback, the Superintendent of Public Instruction formally adopts the final Washington State Learning Standards.
- **Step 5: Full Implementation**
Support and professional learning resources are rolled out to districts, and statewide summative assessments are eventually aligned to the new standards.

Contact Person and Email: Meghan Everette, meghan.everette@schools.utah.gov

This draft is for consideration during the April 3, 2026 Standards & Assessment Committee Meeting

West Virginia

Code [W. Va. Code § 18-2E-5](#)

Published Process: None - there is an [adoption schedule](#) tied to materials review

Cueing

There is not a law governing review.

Timeline

1-2 years

Process

- **Step 1: Educator and Expert Committees**
The Department of Education establishes committees made up of educators to review current standards and draft revisions based on empirical research and national frameworks.
- **Step 2: Drafting**
The committees develop proposed revisions to the content standards.
- **Step 3: Public Hearings and Comment**
The Board of Education must conduct public hearings to provide an appropriate opportunity for input from the public, teachers, and local school boards before establishing revised standards.
- **Step 4: Final Adoption**
Following the integration of public feedback, the final standards are submitted to the West Virginia Board of Education for formal adoption.

Contact Person and Email: Meghan Everette, meghan.everette@schools.utah.gov

This draft is for consideration during the April 3, 2026 Standards & Assessment Committee Meeting

Wisconsin

Code [Wis. Stat. § 115.28](#)

Published Process:
[Review and Revision Process](#) and [Academic Standards Review Council](#)

Cueing

There is a checklist to determine if a review is needed: [Wisconsin Checklist](#). There is a 7-year cycle for review.

Timeline

1-2 years

Process

- **Step 1: Notice of Intent and Initial Comment**
The process begins with a formal notice of intent to review a specific academic area, triggering an initial public comment period.
- **Step 2: Standards Review Council**
The State Superintendent's Academic Standards Review Council examines the public comments and recommends whether to revise, develop, or maintain the current standards.
- **Step 3: Superintendent Authorization**
The State Superintendent reviews the recommendation and formally authorizes whether to pursue the revision process.
- **Step 4: State Writing Committee**
If authorized, a state writing committee is formed to draft the revised standards for all grade levels.
- **Step 5: Open Review**
The drafted standards are made available for open review to gather feedback from the public, key stakeholders, educators, and the Legislature.
- **Step 6: Final Adoption**
The *State Superintendent* (rather than a state board) determines the final adoption of the standards. Locally elected school boards then have the authority to voluntarily adopt these standards for their own districts.

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This draft is for consideration during the April 3, 2026 Standards & Assessment Committee Meeting

Wyoming

Code [Wyoming Statutes § 21-2-304](#)

Published Process:

[Standards Review Process Snapshot](#)

[Wyoming State Standards Adoption and Implementation timeline 2010-2025](#)

Cueing

Required every 9 years by law using the [Review Timeline](#). .

Timeline

2-3 years

Process

- **Step 1: Initial Public and Educator Input**
Prior to the review committee's first meeting, the Wyoming Department of Education collects baseline educator and public input regarding the current standards. (2-3 months)
- **Step 2: Review Committee Assembly**
The Department facilitates the process by convening a review committee consisting of parents, business members, community members, and educators (including special education and English Learner educators).
- **Step 3: Drafting**
The review committee drafts both the Content Standards (what students should know) and Performance Standards (the specific degree of understanding expected). (9-18 months)
- **Step 4: Public Review**
Drafted standards are opened for public and stakeholder review. (2-3 months)
- **Step 5: Board Adoption**
The finalized standards are submitted to the Wyoming State Board of Education (SBE) for formal approval and adoption. (4-6 months)

Contact Person and Email: Meghan Everette, meghan.everette@schools.utah.gov

This draft is for consideration during the April 3, 2026 Standards & Assessment Committee Meeting

Date: May 18, 2026



Utah State Board of Education Standards Revision Process

*Updated May 8, 2026***Purpose:** As described in 53E-4-202, the Utah State Board of Education shall establish the core standards for Utah public schools that:

- Identify the basic knowledge, skills, and competencies each student is expected to acquire or master as the student advances through the public education system.
- Increase in depth and complexity from year to year and focus on consistent and continual progress within and between grade levels and courses.

Governing Documents:

Statute	Board Policy
53E-4-202 Core standards for Utah public schools 53E-4-203 Standards review committee	Board Policy 3002 – Standards Review Committee

Step	Step Description		Required By	Type of Agenda Item	Sample Timeline
1. Review Cued	Using the Utah State Board-adopted standards revision timeline or due to a legislative mandate, the need for a standards review is cued. <i>The Core Standards cueing rubric may only be brought forward for revision consideration after a minimum of 5 years of standards implementation.</i>		Board Policy 3002		Month 1
2. Board Approval for Standards Review	Staff submits an action item requesting the full Board's approval to:			Action Item: Full Board	Month 2
	Path A • Start the Standards Review Process. • Organize the standards review committee. • Request Utah State Board Members submit writing	Path B • Delay revision timeline due to data submitted by staff demonstrating lack of need for revision.			

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This draft is for consideration during the May 18, 2026 Standards and Assessment Committee meeting.

Rule/Statute: Standards Revision Process, Policy 3002

Date: May 18, 2026

	committee recommendations to staff within 30 days including the individual's name, position, and organization and email address.				
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This draft is for consideration during the May 18, 2026 Standards and Assessment Committee meeting.

Rule/Statute: Standards Revision Process, Policy 3002

Date: May 18, 2026



Step	Step Description	Required By	Type of Agenda Item	Sample Timeline
3. Standards Review Committee Membership Identification	Staff submits a written request to the Utah State Board Chair to appoint members to the standards review committee consisting of: (a) seven individuals, with expertise in the subject being reviewed, including teachers, business representatives, faculty of higher education institutions in Utah and others as determined by the Utah State Board Chair. The Utah State Board shall notify the speaker of the House of Representatives and the president of the Senate at least 30 business days before establishing a standards review committee to request as described in 53E-4-203(2)(b): (a) five parents of public education students appointed by the speaker of the House of Representatives; and (b) five parents of public education students appointed by the president of the Senate. The Utah State Board Chair may appoint a parent of a public education student to a standards review committee in place of the House or Senate if not received within 30 days of request.	53E-4-203(6)		Month 2
4. Standards Review Committee Work	Staff organizes the standards review committee based on received appointments. At least two meetings are convened to review the standards and make initial recommendations. Initial comments and recommendations may include research updates, suggestions for adding/eliminating content, format amendments, suggestions for clarity, and insights based on the standards revision cueing rubric, in accordance with laws related to curriculum. <u>Note:</u> Follow-up meetings must be held within three months of the initial meeting; a member of the standards review committee may not receive compensation or benefits for the member's service on the committee.	53E-4-203 Board Policy 3002		Months 3-4
5. Report of Standards Review Committee and Board Recommendations	The standards review committee will present a summary of the standards review committee's comments and recommendations to the full Board. The Utah State Board will vote to accept, modify, or reject each of the committee's recommendations to provide initial guidance to staff as well as vote on additional recommendations for overarching ideas from Utah State Board Members to be considered by the writing committee.	53E-4-203	Action Item: Full Board	Month 5 Full Board

Contact Person and Email: Meghan Everette, meghan.everette@schools.utah.gov

This draft is for consideration during the May 18, 2026 Standards and Assessment Committee meeting.

Rule/Statute: Standards Revision Process, Policy 3002



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This draft is for consideration during the May 18, 2026 Standards and Assessment Committee meeting.

Rule/Statute: Standards Revision Process, Policy 3002

Date: May 18, 2026



Step	Step Description	Required By	Type of Agenda Item	Sample Timeline
6. Writing Committee Organization and Standards Drafting	Writing committee applicants are invited to apply through a formal public request outlining qualifications and expectations. Staff organize the writing committee according to the standard operating procedure approved by the Superintendent. The writing committee meets to review the Utah State Board's approved recommendations and uses those approved provisions in revisions of the standards. Staff provides bimonthly progress submissions to the Standards and Assessment Committee, including progress being made and timely updates.	53E-4-203 Board Policy 3002	Action: S&A Committee	Months 6-14
7. Draft Standards Presented for Board Review and Feedback	Staff submits a draft of the standards to the Utah State Board for review and feedback. Board Members may meet with stakeholders and community members while considering recommendations. Staff will email Utah State Board Members to submit their feedback in a provided template to the writing committee for consideration within 30 days of email notification. If feedback is received outside of the 30 days, it will be included as public comment. The writing committee will make recommendations based on the individual Utah State Board member's feedback by providing a rationale document that categorizes each amendment submitted into one of three categories (i.e., yes, acceptable, or no) and a 1-2 sentence rationale, as necessary. If no substantive feedback is provided, staff proceed to Step 8.	53E-4-202(4)	Action Item: Email Notification	Month 15
8. Board Amendments and Public Review	When the writing committee completes revisions based on the Utah State Board's feedback and rationale documentation, staff submits a new draft. The updated draft will include a request to release the amended draft for public review.		Action Item: Full Board	Month 16 Full Board

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This draft is for consideration during the May 18, 2026 Standards and Assessment Committee meeting.

Rule/Statute: Standards Revision Process, Policy 3002

Date: May 18, 2026

	Path A - The Utah State Board approves the request to release the draft standards for public review. - Upon approval of the draft release, staff will publicize the release on the USBE website and social media outlets, the Public Notice Website, and to any other applicable advisory committees.	Path B - The Utah State Board considers requests for amendments or feedback that are substantial in nature (e.g., significant meaning/intent changed in a standard, entire standards added/deleted). - Staff will work with the writing committee to attend further to the Board's revisions. - Staff will return to the Utah State Board for with a new draft and request to release for public review.			
9. 45-day Public Review	- Staff posts the approved draft for at least a 45-day public review period. - Staff plans and facilitates three public hearings in different regions of the state, including at least one virtual convening. - Staff provides monthly updates to the Utah State Board on the location, numbers of attendees, the modes of delivery of the public hearing, and general themes from public review. - Staff will hold ongoing meetings with the writing committee to incorporate public feedback as appropriate into the draft.		53E-4-202(4)	Information Item: S&A Committee	Months 17-20
10. Revised Draft of Standards Submitted for Final 30 Day Amendment Review	Staff submits to the Utah State Board the amended version of the publicly released draft standards that incorporates the feedback from the public for a 30-day comment period. Board Members shall submit their amendments in a staff provided template to staff within 30 days of receipt of the request. The writing committee will review and respond to each Board Members amendments submitted within the 30 day period. The potentially amended document will be sent to the Standards and Assessment Committee with the associated rationale document for consideration.			Action Item: Email Notification	Month 21

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This draft is for consideration during the May 18, 2026 Standards and Assessment Committee meeting.

Rule/Statute: Standards Revision Process, Policy 3002

Date: May 18, 2026

	If amendments are received by staff after the 30 day period notification process, then a note will be made within the amendments report that the proposed amendment wasn't reviewed by the writing committee and will be forwarded to the full Board for consideration.			
11. Final Amendments Review and Approval in S&A	The Standards and Assessment Committee will review the amendments compiled from the Utah State Board Members with the writing committee rationale document and shall evaluate whether to review each or pass the amendments onto the full Board for review.		Action Item: S&A Committee	Month 23
12. Final Amendments Review and Approval in Full Board	The full Board will review the amendments compiled from the Utah State Board Members in Step 10 and 11 and shall evaluate the proposed amendments to finalize the approval of the standards.		Action Item: Full Board	Month 24
13. Report Implementation Plan and Provide Updates	Staff provides a written implementation plan. An update is included in the Superintendent's Annual Report.	53E-402-203	Discussion Item: Standards and Assessment Committee	Month 25

Note: If an amendment to the above defined process is needed during a standards revision cycle, a two-thirds majority vote of the Utah State Board Members would be required to propose an amendment and to allow the Utah State Board to deviate from the process as outline.

Contact Person and Email: Meghan Everette, meghan.everette@schools.utah.gov

This draft is for consideration during the May 18, 2026 Standards and Assessment Committee meeting.

Rule/Statute: Standards Revision Process, Policy 3002

Utah State Board of Education Standards Revision Process

Approved August 2023

Purpose: As described in 53E-4-202, the Utah State Board of Education shall establish the core standards for Utah public schools that:

- Identify the basic knowledge, skills, and competencies each student is expected to acquire or master as the student advances through the public education system.
- Increase in depth and complexity from year to year and focus on consistent and continual progress within and between grade levels and courses.

Governing Documents:

Statute	Board Policy
53E-4-202 Core standards for Utah public schools 53E-4-203 Standards review committee	Board Policy 3002 – Standards Review Committee

Step	Step Description	Required By	Type of Agenda Item	Sample Timeline
1. Review Cued	Using the Utah State Board-adopted standards revision timeline , revision checklist, or due to a legislative mandate, the need for a standards review is cued.	Board Policy 3002		Month 1
2. Board Approval for Standards Review	Staff submits an action item requesting the full Board's approval to:		Action Item: Full Board	Month 2
	Path A ● Start the Standards Review Process. ● Organize the standards review committee. ● Request Utah State Board Members submit writing committee recommendations to staff within 30 days including the individual's name, position, and organization and email address. Path B ● Delay revision timeline due to data submitted by staff demonstrating lack of need for revision.			

Step	Step Description	Required By	Type of Agenda Item	Sample Timeline
3. Standards Review Committee Membership Identification	Staff submits a written request to the Utah State Board Chair to appoint members to the standards review committee consisting of: (a) seven individuals, with expertise in the subject being reviewed, including teachers, business representatives, faculty of higher education institutions in Utah and others as determined by the Utah State Board Chair. The Utah State Board shall notify the speaker of the House of Representatives and the president of the Senate at least 30 business days before establishing a standards review committee to request as described in 53E-4-203(2)(b): (a) five parents of public education students appointed by the speaker of the House of Representatives; and (b) five parents of public education students appointed by the president of the Senate. The Utah State Board Chair may appoint a parent of a public education student to a standards review committee in place of the House or Senate if not received within 30 days of request.	53E-4-203(6)		Month 2
4. Standards Review Committee Work	Staff organizes the standards review committee based on received appointments. At least two meetings are convened to review the standards and make initial recommendations. Initial comments and recommendations may include research updates, suggestions for adding/eliminating content, format amendments, suggestions for clarity, and insights based on the standards revision cueing rubric, in accordance with laws related to curriculum. <u>Note:</u> Follow-up meetings must be held within three months of the initial meeting; a member of the standards review committee may not receive compensation or benefits for the member's service on the committee.	53E-4-203 Board Policy 3002		Months 3-4
5. Report of Standards Review Committee and Board Recommendations	The standards review committee will present a summary of the standards review committee's comments and recommendations to the full Board. The Utah State Board will vote to accept, modify, or reject each of the committee's recommendations to provide initial guidance to staff as well as vote on additional recommendations for overarching ideas from Utah State Board Members to be considered by the writing committee.	53E-4-203	Action Item: Full Board	Month 5 Full Board

Step	Step Description		Required By	Type of Agenda Item	Sample Timeline
6. Writing Committee Organization and Standards Drafting	Staff organizes the writing committee according to the standard operating procedure approved by the Superintendent. The writing committee meets to review the Utah State Board’s approved recommendations and uses those approved provisions in revisions of the standards. Staff provides bimonthly progress submissions to the Standards and Assessment Committee, including progress being made and timely updates.		53E-4-203 Board Policy 3002	Action: S&A Committee	Months 6-14
7. Draft Standards Presented for Board Review and Feedback	Staff submits a draft of the standards to the Utah State Board for review and feedback. Staff will email Utah State Board Members to submit their feedback in a provided template to the writing committee for consideration within 30 days of email notification. If feedback is received outside of the 30 days, it will be included as public comment. The writing committee will make recommendations based on the individual Utah State Board member’s feedback by providing a rationale document that categorizes each amendment submitted into one of three categories (i.e., yes, acceptable, or no) and a 1-2 sentence rationale, as necessary. If no substantive feedback is provided, staff proceed to Step 8.		53E-4-202(4)	Action Item: Email Notification	Month 15
8. Board Amendments and Public Review	When the writing committee completes revisions based on the Utah State Board’s feedback and rationale documentation, staff submits a new draft. The updated draft will include a request to release the amended draft for public review.			Action Item: Full Board	Month 16 Full Board
	Path A - The Utah State Board approves the request to release the draft standards for public review. - Upon approval of the draft release, staff will publicize the release on the USBE website and social media outlets, the Public Notice Website, and to any other applicable advisory committees.	Path B - The Utah State Board considers requests for amendments or feedback that are substantial in nature (e.g., significant meaning/intent changed in a standard, entire standards added/deleted). - Staff will work with the writing committee to attend further to the Board’s revisions. - Staff will return to the Utah State Board for with a new draft and request to release for public review.			

9. 90-day Public Review	● Staff posts the approved draft for at least a 90-day public review period. ● Staff plans and facilitates three public hearings in different regions of the state, including at least one virtual convening. ● Staff provides monthly updates to the Utah State Board on the location, numbers of attendees, the modes of delivery of the public hearing, and general themes from public review. ● Staff will hold ongoing meetings with the writing committee to incorporate public feedback as appropriate into the draft.	53E-4-202(4)	Information Item: S&A Committee	Months 17-20
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11. Final Amendments Review and Approval in S&A	The Standards and Assessment Committee will review the amendments compiled from the Utah State Board Members with the writing committee rationale document and shall evaluate whether to review each or pass the amendments onto the full Board for review.		Action Item: S&A Committee	Month 23
12. Final Amendments Review and Approval in Full Board	The full Board will review the amendments compiled from the Utah State Board Members in Step 10 and 11 and shall evaluate the proposed amendments to finalize the approval of the standards.		Action Item: Full Board	Month 24
13. Report Implementation Plan and Provide Updates	Staff provides a written implementation plan. An update is included in the Superintendent's Annual Report.	53E-402-203	Discussion Item: Standards and Assessment Committee	Month 25

UTAH STATE BOARD OF EDUCATION

Subject:

ACTION: Sensitive Materials Model Policy Update

Agenda item type:

Action Item

Recommended Action:

MOTION FOR THE BOARD: That the Board repeal the 2022 Model Policy and adopt the 2026 Model Policy, Draft 4, on second and final reading.

Purpose of Memo:

Recommended by leadership

Background:

In 2022, the current guidance for LEAs on developing a Model Policy for Sensitive Materials was passed by a vote of the full Board.

In June 2024, the [Guidance Document](#) and [Rule R277-628](#) were updated. Passing the new administrative guidance did not repeal the Model Policy. The Model Policy did not undergo any revisions by the Board.

In order to bring the [2022 Model Policy](#) up to date with all other guidance, the 2022 version must be repealed, and the new version adopted by the full Board.

During the May 18, 2026 Committee Meeting, Member Green made the following motion:

Member Green moved that the Standards and Assessment Committee direct staff to bring back a timeline for conducting a comprehensive review and audit of public school library material selection and acquisition practices in Utah, including funding sources, procurement procedures, vendor and publisher relationships, librarian qualifications and training, collection development standards, distributor influence, and the role of professional organizations in shaping library policies and purchasing decisions. The motion passed unanimously. See the timeline in the backup documentation.

Contact:

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Attachments:

1. School Library Monitoring Timeline - June 5 2026
2. Updated Model Library Materials Policy Draft
3. Model Library Materials Policy - Member Earl - Draft 1

4. Updated Model Library Materials Policy Draft 3

Comprehensive School Library Monitoring Timeline

This 26-week timeline concludes in early December 2026.

Phase 1: Fiscal Analysis (8 Weeks)

- **Objective:** Collect and review financial transactions for school library transactions
- **Scope:** Sample of 12 districts and 3 charters.
- **Key Focus Areas:**
 - **Funding Streams:** Reviewing all school library funding streams including state funding (WPU), federal grants (Title I, Title IV) etc.
 - **Receipts:** Reviewing ledgers, purchase orders and itemized book titles.
 - **Book Fair Review:** Reviewing how cash generated on-campus from Scholastic Book Fairs is tracked, deposited, and spent.
 - **Internal Controls:** Reviewing financial structures to identify who holds final signature authority to authorize a book purchase package at the district level.
- **Primary Contacts:** District Business Administrators and accounting teams.
- **Staff Hours Required:**
 - **USBE Staff Hours:** 180 Hours
 - **LEA District Staff Hours:** 180 Hours Total
(~12 hours total across each of the 15 sampled LEAs)

Phase 2: Supply Chain & Procurement (7 Weeks)

- **Objective:** Conduct a comprehensive, technical review of procurement contracts, supply chain distribution logistics, and digital asset management systems (library databases/online collections).
- **Scope:** Sample of 12 districts and 3 charters to focus on the major national vendors and distribution channels utilized in Utah.
- **Key Focus Areas:**
 - **Contractual Terms & Financial Commitments:** Auditing Master Service Agreements and technical service contracts with major national distributors.
 - **Vendor Agreements:** Reviewing contracts with major distributors to check for automatic renewals or multi-year financial commitments.
 - **Distribution Center Technical Processing:** Investigating vendor-provided shelf-ready services—specifically, whether distributors perform pre-shipment processing (including automated cataloging, spine labeling, and electronic barcoding) that bypasses manual, on-site inspection protocols at the LEA level.
 - **Inventory Control & Safeguards:** Auditing the technical infrastructure of digital library reading apps and physical inventory software to evaluate content-filtering capabilities, digital curation oversight, and the operational viability of parental restriction and opt-out logs.

- **Legal Liability Clauses:** Reviewing vendor contract language for vendor accountability and legal liability for LEAs.
- **Primary Contacts:** LEA Procurement Directors, Purchasing Agents, and Legal Counsel
- **Staff Hours Required:**
 - **USBE Staff Hours:** 220 Hours
 - **LEA District Staff Hours:** 75 Hours Total
(~5 hours total across each of the 15 sampled LEAs)

Phase 3: Regulatory Compliance & Training (7 Weeks)

- **Objective:** Assess local board policies and conduct a statewide system review of library staff qualifications, purchasing standards, and professional development pathway and training.
- **Scope:** All 41 Districts and charters. Policy text is publicly available and a single digital survey can be scaled statewide.
- **Key Focus Areas:**
 - **Policy Alignment:** Cross-mapping all LEA policies against Board Rule R277-628 and §53G-10-103.
 - **The Challenge Process:** Reviewing the steps and timelines districts take when a book is formally challenged by a parent.
 - **Librarian Qualifications & Credentials:** Verifying school-level library staff data to determine the qualifications of school libraries staffed by certified Library Media Specialists, licensed educators, or classified media clerks.
 - **Systemic Training Pathways:** Reviewing the required onboarding and annual training provided by the district to frontline library staff regarding sensitive materials and collection maintenance.
 - **Collection Development Standards:** Identifying the specific criteria, professional review journals (e.g., *School Library Journal*, *Kirkus*), or rubrics used to evaluate a book's educational value before it is purchased.
 - **Professional Organization Influence:** Reviewing three years of training logs, state conference agendas, and policy templates to determine the role outside professional organizations play in shaping local district guidelines.
 - **Distributor Guidance:** Evaluating district collection development processes and reliance on selection lists, automated text-alignment data, or marketing materials provided directly by major book distributors when updating their catalogs.
 - **Parental Complaint Logs:** Collecting data from all supervisors on the exact number of formal book challenges filed over the last 3 years.
- **Primary Contacts:** The 41 District-level Library Media Supervisors and all charter school directors.
- **Staff Hours Required:**
 - **USBE Staff Hours:** 160 Hours
 - **LEA District Staff Hours:** 534 Hours Total
(~3 hours across the entire statewide network of traditional district supervisors)

and charter administrators.)

Phase 4: Synthesis, Evaluation, & Reporting (4 Weeks)

- **Objective:** Consolidate and analyze data from all preceding phases to produce a conclusive final report.
- **Scope:** Data analysis phase only. No new information is requested from districts.
- **Key Focus Areas:**
 - Analysis of Data
 - Final Report Drafting & Presentation
- **USB E Staff Hours:** 120 Hours

Summary Table

Phase	~ Calendar Window	USB E Hours	District Office Hours
Phase 1: Fiscal Analysis	June 8 – August 3, 2026 (8 Weeks)	180 Hours	180 Hours (12 hours each)
Phase 2: Supply Chain & Procurement	August 3 – September 21, 2026 (7 Weeks)	220 Hours	75 Hours (5 hours each)
Phase 3: Regulatory Compliance & Training	September 21 – November 9, 2026 (7 Weeks)	160 Hours	534 Hours (3 hours each)
Phase 4: Synthesis, Evaluation, & Reporting	November 9 – December 7, 2026 (4 Weeks)	120 Hours	0 Hours
TOTALS	June to December 2026	680 Hours	789 Total LEA Hours



Model Library Materials Policy Guidance

Instructions for Local Education Agencies (LEAs) to consider when creating a library materials policy

- Local Administrators should ensure that educators comply with the LEA-created policy written after consideration of this model policy.
- LEAs should develop a systematic process and timeframe for reviewing all school library materials (physical and digital) using a Materials Review Rubric to ensure compliance with Utah Law.
- An LEA's governing board should annually review the LEA's Library Policy for alignment with state and federal law and [Board Rule R277-628](#).

[LEA NAME] LIBRARY POLICY

I. Library Policy

- A. [LEA Name] school libraries support and enhance student learning. [LEA Name] values libraries, media centers, and library staff who select, maintain, and preserve rich repositories of balanced, relevant, age appropriate, and varied educational sources for students.
- B. This policy specifies the process for identifying materials to be included or disqualified from use in libraries and schools based on Section [53G-10-103](#), *Sensitive Instructional Materials*, state and federal law, Board Rule [R277-217](#), *Educator Standards and LEA Reporting*, or based on

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This draft is for consideration during the May 8, 2028 - Standards & Assessment Committee Meeting

age-appropriate content.

- C. This policy prioritizes protecting children from the harmful effects of illicit pornography over other considerations in evaluating instructional material.
- D. All employees of [LEA Name] must adhere to this policy and are subject to the [LEA Name] employees conduct policies for any personal violation.
- E. Nothing in this policy shall prevent the [LEA Name] governing board from:
 - 1. Revisiting a previous decision;
 - 2. Reviewing a recommendation of LEA personnel or a parent-related committee regarding a challenged instructional material; or
 - 3. Reconsidering a challenged instructional material if the [LEA Name] governing board receives additional information regarding the material.

II. Selection of Materials for Library Collection

- A. The library professional or designated [LEA Name] specialist will initially select all library materials under the direction of the local board, including gifts and donations, consistent with this policy using the following criteria:
 - 1. seek recommendations and work collaboratively with parents, patrons, others in the school community during the selection process;

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2. create a collection that reflects diversity of ideas; and
 3. create a collection that adheres to the law.
- B. Electronic databases and other web-based searches and content will be filtered through the [LEA Name] state-required internet filter.
- C. Gifts and donations will be reviewed following selection criteria and will be accepted or rejected using the same criteria; and
- D. The responsibility for final material selection rests with trained library personnel under direction of the governing board of [LEA Name] using the following criteria:
1. overall purpose and educational significance;
 2. legality;
 3. age and developmental appropriateness;
 4. timeliness and/or permanence;
 5. readability and accessibility for intended audience;
 6. artistic quality and literary style;
 7. reputation and significance of author, producer, and/or publisher;
 8. variety of formats with efforts to incorporate emerging technologies; and
 9. quality and value commensurate with cost and/or need.
- E. A record of reviewed materials will be maintained by each school within [LEA Name] and include:
1. the name of the school;
 2. the title and author of the material;

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3. all available formats of the material (digital/hard copy/etc.);
 4. the intended use of the material;
 5. the date the material was reviewed; and
 6. the employee's name and title that reviewed the material.
- F. [LEA Name] shall provide an online platform for library materials through which a parent is able to view the title, author, and a description of any material the parent's child borrows from the school library, including a history of borrowed materials.

III. Library Collection Maintenance

- A. Library materials will be maintained consistent with the criteria listed in II.D, state and federal laws, including Utah Code Ann. Section [53G-10-103](#), and represent varying viewpoints.
- B. The school librarian or designated specialist will inventory the school library collection and equipment (how often).
1. The inventory may be used to determine losses and remove damaged or worn materials to be considered for replacement.
 2. The inventory may also be used to deselect and remove materials that are inconsistent with the law, or that are no longer relevant to the curriculum or of interest to students.
 3. The inventory may be used to deselect and remove materials based on other criteria found harmful to minors, such as violence, pervasive vulgarity, or self-harm.
 4. The inventory may be used to identify gaps or deficits in the library's collection.

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IV. Library Materials Review Process

A. General Review Information

1. [LEA Name] will ensure that each school within [LEA Name] approves a least-restrictive, transparent process for a library materials review request to be made in physical or electronic formats.
2. A library materials review request of a material may only be made by:
 - a. a parent of a student that attends the school;
 - b. a student who attends the school;
 - c. an employee of the school; or
 - d. a governing board member of [LEA Name]
3. After an individual makes three unsuccessful challenges during a given academic year, the individual may not trigger a sensitive material review under this policy during the remainder of the given academic year.
 - a. An "unsuccessful challenge" means an allegation that a given instructional material constitutes sensitive material that the [LEA Name] concludes to be erroneous, either on direct review or on appeal to the [LEA Name] governing board, resulting in the retention of the given instructional material.

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4. A library materials review may be based upon the concern that the material is a sensitive material
 - a. Concerns of "Sensitive Material": Challenges alleging the material contains Sensitive Material according to Section [53G-10-103](#) will follow the Initial Review and the Objective/Subjective Sensitive Material Review Processes outlined in Parts B and C of this policy.
 - b. Concerns of "Age-Appropriateness": Challenges based solely on age-appropriateness (which do not claim statutory sensitive material violations) will bypass the sensitive material processes and follow the separate Age-Appropriateness Review Process outlined in Part D to evaluate the material's educational suitability.
5. The identity of the requestor will be protected and kept confidential from all individuals outside of the review process outlined in this policy, to the extent possible.
6. [LEA or School Name] will ensure each school provides access to a Library Materials Review Request Form (See Appendix A).
7. The requestor must provide all information requested on the form including the requestor's complaint or objection to the library material.
8. Initial Review: Upon receipt of a request for review, the school/LEA administrator or designee will acknowledge the receipt of the request, create a case number for the review,

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and designate at least two LEA employees to conduct an initial review.

9. The designated LEA employees will make an initial determination related to whether there is a plausible claim that the material constitutes sensitive materials. They may use excerpts and other evidence submitted by the requestor to support the allegation.
10. If a plausible claim is substantiated during the initial review, the instructional material shall be immediately removed from student access in all school settings until the full review process is completed.
11. Following the initial review, the challenge will proceed to either the Objective Sensitive Material Review Process (Part B) or the Subjective Sensitive Material Review Process (Part C), or the Age-Appropriateness Review Process (Part D) depending on the nature of the claim and the findings of the initial review.

B. Objective Sensitive Material Review Process

1. If the Initial Review by two LEA employees substantiates a plausible claim that the material constitutes objective sensitive material, the school/LEA administrator or designee will convene an Objective Sensitive Material Review Committee.
2. The Objective Review Committee shall consist of three or more members, including at least one parent.
 - a. A Review Committee will include a reasonable and an odd number of individuals.

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- b. Members of the committee may include:
 - i. a facilitator chosen by administration;
 - ii. at least one administrator or designee;
 - iii. a licensed teacher relevant to the challenged material;
 - iv. a licensed teacher-librarian or school librarian; and
 - v. parents of current students in the LEA, that number at least one more than the LEA employees on the Committee including parents reflective of the school community as required in Subsection [53G-10-103\(4\)\(c\)\(i\)](#).
- 3. The LEA designees from the Initial Review may serve on this committee.
 - a. Individuals responsible for the procurement of the challenged material, or the individual who brought the challenge, may not serve on the committee.
 - b. The Objective Review Committee will evaluate the material strictly using the objective sensitive material standards found in Utah Code [76-5c-101](#), [76-5c-207](#), and [76-5c-208](#). The committee shall determine if the material contains:
 - c. human genitals in a state of sexual stimulation or arousal;
 - d. acts of human masturbation, sexual intercourse, or sodomy; or
 - e. fondling or other erotic touching of human genitals or pubic region.

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4. Members of the Review Committee will receive materials to complete the review process, including the following:
 - a. access to the complete work that includes the material being challenged;
 - b. a copy of the Materials Review Request form;
 - c. a copy of this policy; and
 - d. relevant information about the title compiled and shared by the library staff, including reason for initial approval of the material.
5. If the committee determines the instructional material constitutes objective sensitive material, the review process is completed, and the instructional material shall be immediately removed from student access in all school settings.
6. Materials removed from student access shall be legally disposed of or returned to the vendor and may not be sold or distributed to a minor.
7. If the objective sensitive material standard is not upheld by the committee, the LEA shall initiate a Subjective Sensitive Material Review.
8. The final determination of the Review Committee will be communicated to the requestor and appropriate employees within 5 school days of the decision being made.
9. The LEA designee shall report the outcomes to the submitter and the public, and promptly report the determination and

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rationale to the State Superintendent within 30 school days or after the completion of the appeal see Section V.

10. The notes from each meeting will be retained by the [LEA or School Name] and the school conducting the review along with all relevant documentation and the final determination.

C. Subjective Sensitive Material Review Process

1. The Subjective Sensitive Material Review Process is initiated when a material does not meet the objective sensitive material standards (as outlined in Part B).
2. Upon initiating this process, the school/LEA administrator or designee will convene a Subjective Sensitive Material Review Committee within a reasonable time.
3. A Review Committee will include a reasonable and odd number of individuals.
 - a. Members of the committee may include
 - i. a facilitator chosen by administration;
 - ii. at least one administrator or designee;
 - iii. a licensed teacher relevant to the challenged material;
 - iv. a licensed teacher-librarian or school librarian; and
 - v. parents of current students in the LEA, that number at least one more than the LEA employees on the Committee including parents

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reflective of the school community as required in Subsection [53G-10-103\(4\)\(c\)\(i\)](#).

- b. Individuals responsible for the procurement of the challenged material, or the individual who brought the challenge, may not serve on the committee.
 - c. If an LEA requires an employee to participate outside of contract hours, the LEA shall compensate the employee for their time.
- 4. The Review Committee will determine the amount of time needed for an adequate review to make a thorough and thoughtful decision, informing the requestor of the timeline with a preference for 30 school days where possible, and no longer than 60 school days.
- 5. Members of the Review Committee will receive materials to complete the review process, including the following:
 - a. access to the complete work that includes the material being challenged;
 - b. a copy of the Materials Review Request form;
 - c. a copy of this policy; and
 - d. relevant information about the title compiled and shared by the library staff, including reason for initial approval of the material.
- 6. The Review Committee will schedule meetings as determined by the Review Committee and maintain minutes of each meeting, which will be retained with all relevant

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Documentation.

7. The Review Committee will evaluate the material using the subjective factor-balancing standards found in Utah Code [76-5c-101](#) and [76-5c-208](#). In deciding whether the material constitutes subjective sensitive material, the committee must consider whether the material, taken as a whole:
 - a. Appeals to the prurient interest in sex of minors;
 - b. Is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable material for minors; and
 - c. Does not have serious literary, artistic, political, or scientific value for minors.
8. The Review Committee will make a final determination by majority vote. The committee may make a determination that the material is subjective sensitive and the material will be removed, or is not subjective.
9. The final determination of the Review Committee will be communicated to the requestor and appropriate employees within 5 school days of the decision being made.
10. The LEA designee shall report the outcomes to the public and report the final determination and rationale to the State Superintendent within 30 school days.

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D. Age-Appropriate Review Process

1. The Age-Appropriateness Review Process is initiated when a challenge is based solely on concerns of age appropriateness, rather than statutory sensitive material violations.
2. Upon initiating this process, the school/LEA administrator or designee will convene an Age-Appropriateness Review Committee within a reasonable time.
3. The committee will include a reasonable and odd number of individuals, including a facilitator, an administrator, a licensed teacher, a librarian, and school community parents. *(Note: Parents must outnumber the LEA employees on the committee.)*
4. The Review Committee will evaluate the material's educational suitability and age-appropriateness. The committee must consider the material taken as a whole and determine if it has serious literary, artistic, political, or scientific value for minors. The committee may use criteria like violence, pervasive vulgarity, or self-harm to evaluate the material.
5. The Review Committee will make a final determination by majority vote as follows:
 - a. Retained: The determination to maintain access in a school setting for all students.
 - b. Restricted / Relocated: The determination to restrict access in a school setting to certain students by moving the material to a more age-appropriate setting (e.g.,

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relocating the material from an elementary school to a middle school, or from a middle school to a high school).

- c. Removed: The determination to prohibit access in a school setting to the challenged material for all students because it lacks overall educational suitability and age-appropriateness.

- 6. The final determination will be communicated to the requestor and appropriate employees within 5 school days of the decision.

V. Appeals Process for Sensitive Materials

- A. The original requestor or another individual who was not on the Review Committee may appeal the determination of the Review Committee in writing to the LEA within 30 school days of receipt of the Review Committee's final determination using an Appeal Request Form (See Appendix B).
- B. If there is not an appeal of the Review Committee's recommendation, the Review Committee's recommendation is the final determination for the challenged material.
- C. If an appeal is filed, the local governing authority will act as the Appeals Committee. The governing board reviews the appeal and votes in a public board meeting to decide the outcome, clearly identifying their rationale and determinations on each component of the statutory standards
- D. The Appeals Committee will determine the amount of time needed

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for an adequate review, not longer than 60 school days and a preference for 30 school days of a material required to make a thorough and thoughtful decision and inform the requester of the determined timeline.

- E. Members of the Appeals Committee will receive materials to complete the review process, including the following:
 - 1. a copy of the material;
 - 2. a copy of the Materials Review Request form;
 - 3. all meeting minutes;
 - 4. the Review Committee's final recommendation and rationale for the decision;
 - 5. any other documents considered part of the administrative record related to the Review Committee's proceedings.
- F. The Appeals Committee will evaluate the appeal based on the nature of the original claim and may make a final determination by majority vote as follows:
 - 1. For Objective Sensitive Material Claims: The Appeals Committee must evaluate the material strictly against the objective standards in Utah Code [76-5c-101](#), [76-5c-207](#), and [76-5c-208](#). If the material meets the objective standard, the only legal determination is removed from all school settings.
 - 2. For Subjective Sensitive Material Claims: The Appeals Committee will evaluate whether the material taken as a whole constitutes pornographic or indecent material under the statutory factor-balancing standards. The committee may make a determination that the material is subjective sensitive

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and the material will be removed or is not subjective. The final determination of the Appeals Committee will be communicated to the requestor and appropriate employees within 10 days of the determination.

- G. [LEA Name] will maintain a list of the determinations by Appeals Committee and make the list available to all schools within [LEA Name] and the public.

VI. State-Wide Removal & Reporting

- A. [LEA Name] will maintain a list of the determinations by Committees and make the list available to all schools within the LEA and the public.
- B. The LEA appointed designee shall report all Sensitive Material challenges, final determinations, and rationale to the State Superintendent within 30 school days, or at the conclusion of an appeal.
- C. If the State Superintendent notifies the LEA that an objective sensitive material has met the statewide removal threshold (removed by at least three school districts, or at least two school districts and five charter schools), the material must be removed from all school settings.

VII. Communication

- A. An easily accessible webpage on the public website for [LEA Name] will be updated and available prior to the beginning of each school

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year to inform teachers, staff, students, and parents of the following:

1. A Materials Review Request Form (See Appendix A);
2. An Appeal Request Form (See Appendix B);
3. Application to serve on a Review Committee;
4. This Library Policy;
5. A list of all materials that are restricted while under Review or have received a Review Committee or Appeals Committee determination.

- B. If made aware of material that may be considered sensitive material as defined in Section [53G-10-103](#), [LEA Name] will inform relevant parties regarding appropriate actions to take pursuant to this policy.

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Appendix A: Materials Review Form

Title:

Author:

School:

Review Request initiated by: Telephone:

Address:

City:

Zip:

Email:

1. Does your child attend this LEA (District or Charter)? Yes No
2. Was this material recommended, assigned, or made available through the students' school? If so, where?
3. Are you requesting review for objective, subjective, or age appropriateness?
4. What concerns you about this material? Please provide examples, page numbers, links, or any other information to help in locating or identifying content of concern. Please attach any images or other corroborating evidence.
5. What action are you requesting the committee to consider?

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Signature:

Date

*****Below is for Internal Use Only*****

LEA Appointed Committee Convener/Facilitator (Determined by [LEA Name]
Administration

Suggested Review Timeline:

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Appendix B: Appeal Request Form

Instructions:

1. A requester will submit the District Appeal Form along with a copy of the School Library Materials Reconsideration decision within 30 schooldays of receiving the decision of the School Library Material Reconsideration Committee.

Requestor Information:

1. Date _____
2. Legal Name of Guardian
3. Address
4. E-mail
5. Phone Number
6. School
7. School Challenge Decision Date

The submission of a District Appeal Form will receive receipt of notice of submission within ten (10) school calendar days. The receipt of submission will include an

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estimated time-line for a determination of the District Appeal to be completed within a reasonable time period not to exceed ____ school days.

Challenged Material Information:

1. Title _____
2. Author _____
3. Publisher and date of publication _____
4. School where title can be accessed _____

Please provide a written statement setting forth your rationale to appeal the School Committee's decision regarding the title (attach additional pages as needed).

Requestor's Signature: _____

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Model Library Materials Policy Guidance

Instructions for Local Education Agencies (LEAs) to consider when creating a library materials policy

- Local Administrators ~~should~~ ensure that educators comply with the LEA-created policy written after consideration of this model policy.
- LEAs ~~should~~ develop a systematic process and timeframe for reviewing all school library materials (physical and digital) using a Materials Review Rubric to ensure compliance with Utah Law.
- An LEA's governing board ~~should~~ **shall** annually review the LEA's Library Policy for alignment with state and federal law and [Board Rule R277-628](#).

[LEA NAME] **LIBRARY POLICY**

I. Library Policy

- A. [LEA Name] school libraries support and enhance student learning. [LEA Name] values libraries, media centers, and library staff who select, maintain, and preserve rich repositories of balanced, relevant, age appropriate, and varied educational sources for students
- B. [LEA Name] schools operate within limited instructional time, staffing, and budget resources, educators and library personnel have a responsibility to curate materials that directly support curriculum,

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literacy, and student wellbeing and that can be delivered appropriately in a school setting; school libraries are curated learning environments for minors that include transparent processes with parents and supportive the learning environment within the school for educators.

- C. This policy specifies the process for identifying materials to be included or disqualified from use in libraries and schools based on Section [53G-10-103](#), *Sensitive Instructional Materials*, state and federal law, Board Rule [R277-217](#), *Educator Standards and LEA Reporting*, ~~or based on age-appropriate content.~~
- D. This policy prioritizes protecting children from [sensitive materials deemed harmful to minors especially](#) the harmful effects of ~~illicit pornography over other considerations in evaluating instructional material.~~
- E. All employees of [LEA Name] must adhere to this policy and are subject to the [LEA Name] employees conduct policies for any personal violation.
- F. Nothing in this policy shall prevent the [LEA Name] governing board from:
 - 1. Revisiting a previous decision;
 - 2. Reviewing a recommendation of LEA personnel or a parent-related committee regarding a challenged instructional material; or

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3. Reconsidering a challenged instructional material if the [LEA Name] governing board receives additional information regarding the material.

II. Selection of Materials for Library Collection

- A. The library professional or designated [LEA Name] specialist **trained on this policy** will initially **review and recommend** ~~select~~ all library materials under the direction of the local board, including gifts and donations, consistent with this policy using the following criteria:
 1. **Create a collection that adheres to Utah law.**
 2. Seek recommendations and work collaboratively with parents, patrons, others in the school community during the selection process **and making new acquisitions open for public review and input for 30 days prior to making purchases;**
 3. Create a collection that reflects diversity of ideas; and
 4. ~~create a collection that adheres to the law.~~
- B. Electronic databases and other web-based searches and content will be filtered through the [LEA Name] state-required internet filter **and to report content that violates Utah law to the school designee.**
- C. Gifts and donations will be reviewed following selection criteria and will be accepted or rejected using the same criteria; and
- D. ~~The responsibility for final material selection rests with trained library personnel under direction of the governing board of [LEA Name] using the following criteria:~~ **The LEA governing board is responsible**

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for the final material selection and may direct the LEA librarian or other appropriate personnel to select materials using the following criteria.

1. ~~overall purpose~~ materials that support the Utah core standards and have educational significance;
2. legality;
3. age and developmental appropriateness;
4. timeliness and/or permanence;
5. readability and accessibility for intended audience;
6. artistic quality and literary style;
7. uplifting and captivating;
8. ~~reputation and significance of author, producer, and/or publisher;~~
9. variety of formats with efforts to incorporate emerging technologies; and
10. quality and value commensurate with cost and/or need.

E. A record of reviewed materials will be maintained by each school within [LEA Name] and include:

1. the name of the school;
2. the title and author of the material;
3. all available formats of the material (digital/hard copy/etc.);
4. the intended use of the material;
5. the date the material was reviewed; and
6. the employee's name and title that reviewed the material.

F. [LEA Name] shall provide an online platform for library materials through which a parent is able to view the title, author, and a

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description of any material the parent's child borrows from the school library, including a history of borrowed materials [and provide a complete book inventory list in a spreadsheet when requested and possible.](#)

III. Library Collection Maintenance

- A. Library materials will be maintained consistent with the criteria listed in II.D, state and federal laws, including Utah Code Ann. Section [53G-10-103](#), and represent varying viewpoints.
- B. The school librarian or designated specialist will inventory the school library collection and equipment (how often).
 - 1. The inventory may be used to determine losses and remove damaged or worn materials to be considered for replacement.
 - 2. The inventory may also be used to deselect and remove materials that are inconsistent with the law, or that are no longer relevant to the curriculum or of interest to students.
 - 3. The inventory may be used to deselect and remove materials based on other criteria found harmful to minors, such as violence, pervasive vulgarity, [animal abuse](#) or self-harm.
 - 4. The inventory may be used to identify gaps or deficits in the library's collection.

IV. Library Materials Review Process

A. General Review Information

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1. [LEA Name] will ensure that each school within [LEA Name] approves a least-restrictive, transparent process for a library materials review request to be made in physical or electronic formats.
2. A library materials review request of a material may only be made by:
 - a. a parent of a student within the relevant LEA ~~that attends the school;~~
 - b. a student who attends the relevant LEA ~~school;~~
 - c. an employee of the relevant LEA ~~school;~~ or
 - d. a governing board member of [LEA Name]
3. ~~After an individual makes three unsuccessful challenges during a given academic year, the individual may not trigger a sensitive material review under this policy during the remainder of the given academic year.~~
 - a. ~~An "unsuccessful challenge" means an allegation that a given instructional material constitutes sensitive material that the [LEA Name] concludes to be erroneous, either on direct review or on appeal to the [LEA Name] governing board, resulting in the retention of the given instructional material.~~
4. A library materials review may be based upon the concern that the material is a sensitive material
 - a. Concerns of "Sensitive Material": Challenges alleging the material contains Sensitive Material according to Section [53G-10-103](#) or other sensitive content like violence, pervasive vulgarity, animal abuse, self-harm, etc. which

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constitutes material not educationally suitable to the age of the students accessing the materials and will follow the Initial Review Processes outlined in Parts B and C of this policy.

- b. ~~Concerns of "Age-Appropriateness": Challenges based solely on age-appropriateness (which do not claim statutory sensitive material violations) will bypass the sensitive material processes and follow the separate Age-Appropriateness Review Process outlined in Part D to evaluate the material's educational suitability.~~
5. The identity of the requestor will be protected and kept confidential from all individuals outside of the review process outlined in this policy, to the extent possible.
6. [LEA or School Name] will ensure each school provides access to a Library Materials Review Request Form (See Appendix A).
7. The requestor must provide all information requested on the form including the requestor's complaint or objection to the library material.
8. Initial Review: Upon receipt of a request for review, the school/LEA administrator or designee will acknowledge the receipt of the request, create a case number for the review, and designate at least two LEA employees to conduct an initial review.

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9. The designated LEA employees will make an initial determination related to whether there is a plausible claim that the material constitutes sensitive materials. They may use excerpts and other evidence submitted by the requestor to support the allegation.
10. If a plausible claim is substantiated during the initial review, the instructional material shall be immediately removed from student access in all school settings until the full review process is completed.
11. Following the initial review, the challenge will proceed to either the Objective Sensitive Material Review Process (Part B) or the Subjective Sensitive Material Review Process (Part C), ~~or the Age-Appropriateness Review Process (Part D)~~ depending on the nature of the claim and the findings of the initial review.
12. ~~After~~ if an individual makes three unsuccessful challenges during a given academic year, the individual may not trigger a sensitive material review under this policy during the remainder of the given academic year.
 - b. An "unsuccessful challenge" means an allegation that a given instructional material constitutes sensitive material that the [LEA Name] concludes to be erroneous, either on direct review or on appeal to the [LEA Name] governing board, resulting in the retention of the given instructional material.

B. Objective Sensitive Material Review Process

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1. If the Initial Review by two LEA employees substantiates a plausible claim that the material constitutes objective sensitive material, the school/LEA administrator or designee will convene an Objective Sensitive Material Review Committee.
2. The Objective Review Committee shall consist of three or more members, including at least one parent.
 - a. A Review Committee will include a reasonable and an odd number of individuals.
 - b. Members of the committee may include:
 - i. a facilitator chosen by administration;
 - ii. at least one administrator or designee;
 - iii. a licensed teacher relevant to the challenged material;
 - iv. a licensed teacher-librarian or school librarian; and
 - v. parents of current students in the LEA, that number at least one more than the LEA employees on the Committee ~~including parents reflective of the school community as required in Subsection 53G-10-103(4)(c)(i).~~
3. The LEA designees from the Initial Review may serve on this committee.

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- a. Individuals responsible for the procurement of the challenged material, or the individual who brought the challenge, may not serve on the committee.
 - b. The Objective Review Committee will evaluate the material strictly using the objective sensitive material standards found in Utah Code [76-5c-101](#), [76-5c-207](#), and [76-5c-208](#). The committee shall determine if the material contains:
 - c. human genitals in a state of sexual stimulation or arousal;
 - d. acts of human masturbation, sexual intercourse, or sodomy; or
 - e. fondling or other erotic touching of human genitals or pubic region.
 - f. [Obscene animal abuse material](#)
4. Members of the Review Committee will receive materials to complete the review process, including the following:
 - a. [May provide](#) access to the complete work that includes the material being challenged;
 - b. a copy of the Materials Review Request form [including any excerpts or other evidence](#);
 - c. a copy of this policy; and
 - d. relevant information about the title compiled and shared by the library staff, including reason for initial approval of the material.

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5. If the committee determines the instructional material constitutes objective sensitive material, the review process is completed, and the instructional material shall be immediately removed from student access in all school settings.
6. Materials removed from student access shall be legally disposed of or returned to the vendor and may not be sold or distributed to a minor.
7. If the objective sensitive material standard is not upheld by the committee, the LEA shall initiate a Subjective Sensitive Material Review.
8. The final determination of the Review Committee will be communicated to the requestor and appropriate employees within 5 school days of the decision being made.
9. The LEA designee shall report the outcomes to the submitter and the public, and promptly report the determination and rationale to the State Superintendent within 30 school days or after the completion of the appeal see Section V.
10. The notes from each meeting will be retained by the [LEA or School Name] and the school conducting the review along with all relevant documentation and the final determination.

C. Subjective Sensitive Material Review Process

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This draft is for consideration during the May 8, 2028 - Standards & Assessment Committee Meeting



1. The Subjective Sensitive Material Review Process is initiated when a material does not meet the objective sensitive material standards (as outlined in Part B).
2. Upon initiating this process, the school/LEA administrator or designee will convene a Subjective Sensitive Material Review Committee within a reasonable time.
3. A Review Committee will include a reasonable and odd number of individuals.
 - a. Members of the committee may include
 - i. a facilitator chosen by administration;
 - ii. at least one administrator or designee;
 - iii. a licensed teacher relevant to the challenged material;
 - iv. a licensed teacher-librarian or school librarian; and
 - v. parents of current students in the LEA, that number at least one more than the LEA employees on the Committee ~~including parents reflective of the school community as required in Subsection 53G-10-103(4)(c)(i).~~
 - b. Individuals responsible for the procurement of the challenged material, or the individual who brought the challenge, may not serve on the committee.

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- c. If an LEA requires an employee to participate outside of contract hours, the LEA shall compensate the employee for their time.
 - d. All committee members shall be trained on the provisions of the law and LEA Policies related to the instructional materials process.
- 4. The Review Committee will determine the amount of time needed for an adequate review to make a thorough and thoughtful decision, informing the requestor of the timeline with a preference for 30 school days where possible, and no longer than 60 school days.
- 5. Members of the Review Committee will receive materials to complete the review process, including the following:
 - a. access to the complete work that includes the material being challenged;
 - b. a copy of the Materials Review Request form including any excerpts or additional evidence;
 - c. a copy of this policy; and
 - d. relevant information about the title compiled and shared by the library staff, including reason for initial approval of the material.
- 6. The Review Committee will schedule meetings as determined by the Review Committee and maintain minutes of each

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meeting, which will be retained with all relevant Documentation.

7. The Review Committee will evaluate the material using the subjective factor-balancing standards found in Utah Code [76-5c-101](#) and [76-5c-208](#). In deciding whether the material constitutes subjective sensitive material, the committee must consider whether the material, taken as a whole:
 - a. Appeals to the prurient interest in sex of minors;
 - b. Is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable material for minors; and
 - c. Does not have serious literary, artistic, political, or scientific value for minors;
 - d. [May consider other criteria found to be harmful to minors, such as violence, pervasive vulgarity, animal abuse or self-harm.](#)
8. The Review Committee will make a final determination by majority vote. The committee may make a determination that the ~~material is~~ [challenged subjective sensitive material is](#) either: ~~the material will be removed, or is not subjective.~~
 - a. [Retained: The determination to maintain access in a school setting for all students.](#)
 - b. [Restricted / Relocated: The determination to restrict access in a school setting to certain students by moving the material to a more age-appropriate setting \(e.g., relocating the material from an elementary school to a middle school, or from a middle school to a high school\).](#)

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- c. ~~Removed: The determination to prohibit access in a school setting to the challenged material for all students because it lacks overall educational suitability and age-appropriateness.~~
9. The final determination of the Review Committee will be communicated to the requestor and appropriate employees within 5 school days of the decision being made.
10. The LEA designee shall report the outcomes to the public and report the final determination and rationale to the State Superintendent within 30 school days.

~~D. Age-Appropriate Review Process~~

- ~~1. The Age-Appropriateness Review Process is initiated when a challenge is based solely on concerns of age appropriateness, rather than statutory sensitive material violations.~~
- ~~2. Upon initiating this process, the school/LEA administrator or designee will convene an Age-Appropriateness Review Committee within a reasonable time.~~

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3. ~~The committee will include a reasonable and odd number of individuals, including a facilitator, an administrator, a licensed teacher, a librarian, and school community parents. (Note: Parents must outnumber the LEA employees on the committee.)~~
4. ~~The Review Committee will evaluate the material's educational suitability and age-appropriateness. The committee must consider the material taken as a whole and determine if it has serious literary, artistic, political, or scientific value for minors. The committee may use criteria like violence, pervasive vulgarity, or self-harm to evaluate the material.~~
5. ~~The Review Committee will make a final determination by majority vote as follows:~~
 - a. ~~Retained: The determination to maintain access in a school setting for all students.~~
 - b. ~~Restricted / Relocated: The determination to restrict access in a school setting to certain students by moving the material to a more age-appropriate setting (e.g., relocating the material from an elementary school to a middle school, or from a middle school to a high school).~~
 - c. ~~Removed: The determination to prohibit access in a school setting to the challenged material for all students because it lacks overall educational suitability and age-appropriateness.~~

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~~6. The final determination will be communicated to the requestor and appropriate employees within 5 school days of the decision.~~

V. Appeals Process for Sensitive Materials

- A. The original requestor or another individual who was not on the Review Committee may appeal the determination of the Review Committee in writing to the LEA within 30 school days of receipt of the Review Committee's final determination using an Appeal Request Form (See Appendix B).
- B. If there is not an appeal of the Review Committee's recommendation, the Review Committee's recommendation is the final determination for the challenged material.
- C. If an appeal is filed, the local governing authority will act as the Appeals Committee. The governing board reviews the appeal and votes in a public board meeting to decide the outcome, clearly identifying their rationale and determinations on each component of the statutory standards
- D. The Appeals Committee will determine the amount of time needed for an adequate review, not longer than 60 school days and a preference for 30 school days of a material required to make a thorough and thoughtful decision and inform the requester of the determined timeline.

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- E. Members of the Appeals Committee will receive materials to complete the review process, including the following:
1. a copy of the material;
 2. a copy of the Materials Review Request [form including any excerpts and other evidence](#);
 3. all meeting minutes;
 4. the Review Committee's final recommendation and rationale for the decision;
 5. any other documents considered part of the administrative record related to the Review Committee's proceedings.
- F. The Appeals Committee will evaluate the appeal based on the nature of the original claim and may make a final determination by majority vote as follows:
1. For Objective Sensitive Material Claims: The Appeals Committee must evaluate the material strictly against the objective standards in Utah Code [76-5c-101](#), [76-5c-207](#), and [76-5c-208](#). If the material meets the objective standard, the only legal determination is removed from all school settings.
 2. For Subjective Sensitive Material Claims: The Appeals Committee will evaluate whether the material taken as a whole constitutes pornographic or indecent material under the statutory factor-balancing standards. The committee may make a determination that the material is subjective sensitive
- and the material will be removed or is not subjective. The final determination of the Appeals Committee will be

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communicated to the requestor and appropriate employees within 10 days of the determination.

- G. [LEA Name] will maintain a list of the determinations by Appeals Committee and make the list available to all schools within [LEA Name] and the public.

VI. State-Wide Removal & Reporting

- A. [LEA Name] will maintain a list of the determinations by Committees and make the list available to all schools within the LEA and the public.
- B. The LEA appointed designee shall report all Sensitive Material challenges, final determinations, and rationale to the State Superintendent within 30 school days, or at the conclusion of an appeal.
- C. If the State Superintendent notifies the LEA that an objective sensitive material has met the statewide removal threshold (removed by at least three school districts, or at least two school districts and five charter schools), the material must be removed from all school settings.

VII. Communication

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- A. An easily accessible webpage on the public website for [LEA Name] will be updated and available prior to the beginning of each school year to inform teachers, staff, students, and parents of the following:
1. A Materials Review Request Form (See Appendix A);
 2. An Appeal Request Form (See Appendix B);
 3. Application to serve on a Review Committee;
 4. This Library Policy;
 5. A list of all materials that are restricted while under Review or have received a Review Committee or Appeals Committee determination.
- B. If made aware of material that may be considered sensitive material as defined in Section [53G-10-103](#), [LEA Name] will inform relevant parties regarding appropriate actions to take pursuant to this policy.

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Appendix A: Materials Review Form

Title:

Author:

School:

Review Request initiated by: Telephone:

Address:

City:

Zip:

Email:

1. Does your child attend this LEA (District or Charter)? Yes No
2. Was this material recommended, assigned, or made available through the students' school? If so, where?
3. Are you requesting review for Objective [Sensitive Review](#) or Subjective [Sensitive Review](#), ~~or age appropriateness?~~
4. What concerns you about this material? Please provide examples, page numbers, links, or any other information to help in locating or identifying content of concern. Please attach any images or other corroborating evidence.

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5. What action are you requesting the committee to consider?

Signature:

Date

*****Below is for Internal Use

Only*****

LEA Appointed Committee Convener/Facilitator (Determined by [LEA Name]
Administration

Suggested Review Timeline:

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Appendix B: Appeal Request Form

Instructions:

1. A requester will submit the District Appeal Form along with a copy of the School Library Materials Reconsideration decision within 30 schooldays of receiving the decision of the School Library Material Reconsideration Committee.

Requestor Information:

1. Date
2. Legal Name of Guardian
3. Address
4. E-mail
5. Phone Number
6. School
7. School Challenge Decision Date

The submission of a District Appeal Form will receive receipt of notice of submission within ten (10) school calendar days. The receipt of submission will include an

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estimated time-line for a determination of the District Appeal to be completed within a reasonable time period not to exceed ____ school days.

Challenged Material Information:

1. Title _____
2. Author _____
3. Publisher and date of publication _____
4. School where title can be accessed _____

Please provide a written statement setting forth your rationale to appeal the School Committee's decision regarding the title (attach additional pages as needed).

Requestor's Signature: _____

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Model Library Materials Policy Guidance

Instructions for Local Education Agencies (LEAs) to consider when creating a library materials policy

- Local Administrators ~~should~~ ensure that educators comply with the LEA-created policy written after consideration of this model policy.
- LEAs ~~should~~ develop a systematic process and timeframe for reviewing all school library materials (physical and digital) using a Materials Review Rubric to ensure compliance with Utah Law.
- An LEA's governing board ~~should~~ ~~shall~~ ~~annually~~ review the LEA's Library Policy for alignment with state and federal law and [Board Rule R277-628](#).

[LEA NAME] LIBRARY POLICY

Section 1. Library Acquisition and Curation Protocols and Section

I. Library Policy

- A. [LEA Name] school libraries support and enhance student learning. [LEA Name] values libraries, media centers, and library staff who select, maintain, and preserve rich repositories of balanced, relevant, age appropriate, and varied educational sources for students
- B. [LEA Name] schools operate within limited instructional time, staffing, and budget resources, educators and library personnel have a responsibility to curate materials that directly support curriculum, literacy, and student

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wellbeing, learning and interests that can be delivered appropriately in a school setting; school libraries are curated with a transparent process. ~~and that can be delivered appropriately in a school setting; school libraries are curated learning environments for minors that include transparent processes with parents and supportive the learning environment within the school for educators.~~

- C. This policy specifies the process for identifying materials to be included or disqualified from use in libraries and schools based on Section [53G-10-103](#), *Sensitive Instructional Materials*, state and federal law, Board Rule [R277-217](#), *Educator Standards and LEA Reporting*, ~~or based on age-appropriate content.~~
- D. This policy prioritizes protecting children from sensitive materials deemed harmful to minors. ~~especially the harmful effects of illicit pornography over other considerations in evaluating instructional material.~~
- E. All employees of [LEA Name] must adhere to this policy and are subject to the [LEA Name] employees conduct policies for any personal violation.
- F. Nothing in this policy shall prevent the [LEA Name] governing board from:
 - a. Revisiting a previous decision;
 - b. Reviewing a recommendation of LEA personnel or a parent-related committee regarding a challenged instructional material; or

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- c. Reconsidering a challenged instructional material if the [LEA Name] governing board receives additional information regarding the material.

II. Selection of Materials for Library Collection

- A. The library professional or designated [LEA Name] specialist ~~trained on this policy~~ will initially ~~review and recommend~~ ~~and select~~ ~~select~~ all library materials under the direction of the local board, including gifts and donations, consistent with this policy using the following criteria:
 1. ~~Create a collection that adheres to Utah law.~~
 2. Seek recommendations and work collaboratively with parents, patrons, others in the school community during the selection process ~~and making new acquisitions open for public review and input for 30 days prior to making purchases; and~~
 3. Create a collection that reflects diversity of ideas. ~~; and~~
 4. ~~create a collection that adheres to the law.~~
- B. Electronic databases and other web-based searches and content will be filtered through the [LEA Name] state-required internet filter ~~and to report content that violates Utah law to the school designee.~~
- C. Gifts and donations will be reviewed following selection criteria and will be accepted or rejected using the same criteria; and
- D. ~~The responsibility for final material selection rests with trained library personnel under direction of the governing board of [LEA Name] using the following criteria:~~ The LEA governing board is responsible for the final material selection and may direct the LEA librarian or

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other appropriate personnel to select materials using the following criteria.

1. ~~overall purpose~~ materials that support the Utah core standards and have educational significance;
2. legality;
3. age and developmental appropriateness;
4. timeliness and/or permanence;
5. readability and accessibility for intended audience;
6. artistic quality and literary style;
7. uplifting and captivating;
8. ~~reputation and significance of author, producer, and/or publisher;~~
9. variety of formats with efforts to incorporate emerging technologies; and
10. quality and value commensurate with cost and/or need.

E. A record of reviewed materials will be maintained by each school within [LEA Name] and include:

1. the name of the school;
2. the title and author of the material;
3. all available formats of the material (digital/hard copy/etc.);
4. the intended use of the material;
5. the date the material was reviewed; and
6. the employee's name and title that reviewed the material.

F. [LEA Name] shall provide an online platform for library materials through which a parent is able to view the title, author, and a description of any material the parent's child borrows from the school library, including a history of borrowed materials and provide

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request access to the book inventory. ~~list in a spreadsheet when requested and possible.~~

III. Library Collection Maintenance

- A. Library materials will be maintained consistent with the criteria listed in II.D, state and federal laws, including Utah Code Ann. Section [53G-10-103](#), and represent varying viewpoints.
- B. The school librarian or designated specialist will inventory the school library collection and equipment (how often).
 - 1. The inventory may be used to determine losses and remove damaged or worn materials to be considered for replacement.
 - 2. The inventory may also be used to deselect and remove materials that are inconsistent with the law, or that are no longer relevant to the curriculum or of interest to students.
 - a. The inventory may be used to deselect and remove materials based on other criteria found harmful to minors, such as violence, pervasive vulgarity, [animal abuse](#) as referenced in Section 76-5c-101 or self-harm.
 - 3. The inventory may be used to identify gaps or deficits in the library's collection.

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Section 2. Reconsideration of Challenged Materials

IV. Library Materials Review Process

A. General Review Information

1. [LEA Name] will ensure that each school within [LEA Name] approves a least-restrictive, transparent process for a library materials review request to be made in physical or electronic formats.
2. A library materials review request of a material may only be made by:
 - a. a parent of a student within the relevant LEA that attends the school;
 - b. a student who attends the relevant LEA school;
 - c. an employee of the relevant LEA-school; or
 - d. a governing board member of [LEA Name]
3. ~~After an individual makes three unsuccessful challenges during a given academic year, the individual may not trigger a sensitive material review under this policy during the remainder of the given academic year.~~
 - a. ~~An "unsuccessful challenge" means an allegation that a given instructional material constitutes sensitive material that the [LEA Name] concludes to be erroneous, either on direct review or on appeal to the [LEA Name] governing board, resulting in the retention of the given instructional material.~~

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4. A library materials review may be based upon the concern that the material is a sensitive material
 - a. Concerns of "Sensitive Material": Challenges alleging the material contains Sensitive Material according to Section [53G-10-103](#) or other sensitive content like violence, pervasive vulgarity, animal abuse as referenced in Section 76-5c-10, self-harm, etc. which constitutes material not educationally suitable to the age of the students accessing the materials and will follow the Initial Review Processes outlined in Parts B and C of this policy.
 - b. ~~Concerns of "Age-Appropriateness": Challenges based solely on age-appropriateness (which do not claim statutory sensitive material violations) will bypass the sensitive material processes and follow the separate Age-Appropriateness Review Process outlined in Part D to evaluate the material's educational suitability.~~
5. The identity of the requestor will be protected and ~~kept confidential from all individuals outside of the review process outlined in this policy, to the extent possible.~~ shall be handled in accordance with the Government Records Access and Management Act (GRAMA), noting that formal challenge documentation may be subject to public records requests.
6. [LEA or School Name] will ensure each school provides access to a Library Materials Review Request Form (See Appendix A).

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7. The requestor must provide all information requested on the form including the requestor's complaint or objection to the library material.
8. Initial Review: Upon receipt of a request for review, the school/LEA administrator or designee will acknowledge the receipt of the request, create a case number for the review, and designate at least two LEA employees to conduct an initial review.
9. The designated LEA employees will make an initial determination related to whether there is a plausible claim that the material constitutes sensitive materials. They may use excerpts and other evidence submitted by the requestor to support the allegation.
10. If a plausible claim is substantiated during the initial review, the instructional material shall be immediately removed from student access in all school settings until the full review process is completed.
11. Following the initial review, the challenge will proceed to either the Objective Sensitive Material Review Process (Part B) or the Subjective Sensitive Material Review Process (Part C), ~~or the Age-Appropriateness Review Process (Part D)~~ depending on the nature of the claim and the findings of the initial review.
12. ~~After~~ if an individual makes three unsuccessful challenges during a given academic year, the individual may not trigger a sensitive material review under this policy during the remainder of the given academic year.

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- b. An "unsuccessful challenge" means an allegation that a given instructional material constitutes sensitive material that the [LEA Name] concludes to be erroneous, either on direct review or on appeal to the [LEA Name] governing board, resulting in the retention of the given instructional material.

B. Objective Sensitive Material Review Process

1. If the Initial Review by two LEA employees substantiates a plausible claim that the material constitutes objective sensitive material, the school/LEA administrator or designee will convene an Objective Sensitive Material Review Committee.
2. The Objective Review Committee shall consist of three or more members, including at least one parent.
 - a. A Review Committee will include a reasonable and an odd number of individuals.
 - b. Members of the committee may include:
 - i. a facilitator chosen by administration;
 - ii. at least one administrator or designee;
 - iii. a licensed teacher relevant to the challenged material;
 - iv. a licensed teacher-librarian or school librarian;and

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- v. parents of current students in the LEA, that number at least one more than the LEA employees on the Committee ~~including parents reflective of the school community as required in Subsection 53G-10-103(4)(c)(i).~~
- 4. The LEA designees from the Initial Review may serve on this committee.
 - a. Individuals responsible for the procurement of the challenged material, or the individual who brought the challenge, may not serve on the committee.
 - b. The Objective Review Committee will evaluate the material strictly using the objective sensitive material standards found in Utah Code [76-5c-101](#), [76-5c-207](#), and [76-5c-208](#). The committee shall determine if the material contains:
 - c. human genitals in a state of sexual stimulation or arousal;
 - d. acts of human masturbation, sexual intercourse, or sodomy; or
 - e. fondling or other erotic touching of human genitals or pubic region.
 - f. [Obscene animal abuse material](#) as referenced in Section 76-5c-101.
- 5. Members of the Review Committee will receive materials to complete the review process, including the following:
 - a. [May provide](#) access to the complete work that includes the material being challenged;

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- b. a copy of the Materials Review Request form [including any excerpts or other evidence](#);
 - c. a copy of this policy; and
 - d. relevant information about the title compiled and shared by the library staff, including reason for initial approval of the material.
6. If the committee determines the instructional material constitutes objective sensitive material, the review process is completed, and the instructional material shall be immediately removed from student access in all school settings.
7. Materials removed from student access shall be legally disposed of or returned to the vendor and may not be sold or distributed to a minor.
8. If the objective sensitive material standard is not upheld by the committee, the LEA shall initiate a Subjective Sensitive Material Review.
9. The final determination of the Review Committee will be communicated to the requestor and appropriate employees within 5 school days of the decision being made.
10. The LEA designee shall report the outcomes to the submitter and the public, and promptly report the determination and rationale to the State Superintendent within 30 school days or after the completion of the appeal see Section V.

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11. The notes from each meeting will be retained by the [LEA or School Name] and the school conducting the review along with all relevant documentation and the final determination.

C. Subjective Sensitive Material Review Process

1. The Subjective Sensitive Material Review Process is initiated when a material does not meet the objective sensitive material standards (as outlined in Part B).
2. Upon initiating this process, the school/LEA administrator or designee will convene a Subjective Sensitive Material Review Committee within a reasonable time.
3. A Review Committee will include a reasonable and odd number of individuals.
 - a. Members of the committee may include
 - i. a facilitator chosen by administration;
 - ii. at least one administrator or designee;
 - iii. a licensed teacher relevant to the challenged material;
 - iv. a licensed teacher-librarian or school librarian; and
 - v. parents of current students in the LEA, that number at least one more than the LEA employees on the Committee ~~including parents reflective of the school community as required in Subsection 53G-10-103(4)(c)(i).~~

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- b. Individuals responsible for the procurement of the challenged material, or the individual who brought the challenge, may not serve on the committee.
 - c. If an LEA requires an employee to participate outside of contract hours, the LEA shall compensate the employee for their time.
 - d. All committee members shall be trained on the provisions of the law and LEA Policies related to the instructional materials process.
- 4. The Review Committee will determine the amount of time needed for an adequate review to make a thorough and thoughtful decision, informing the requestor of the timeline with a preference for 30 school days where possible, and no longer than 60 school days.
- 5. Members of the Review Committee will receive materials to complete the review process, including the following:
 - a. access to the complete work that includes the material being challenged;
 - b. a copy of the Materials Review Request form including any excerpts or additional evidence;
 - c. a copy of this policy; and
 - d. relevant information about the title compiled and shared by the library staff, including reason for initial approval of the material.

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6. The Review Committee will schedule meetings as determined by the Review Committee and maintain minutes of each meeting, which will be retained with all relevant Documentation.
7. The Review Committee will evaluate the material using the subjective factor-balancing standards found in Utah Code [76-5c-101](#) and [76-5c-208](#). In deciding whether the material constitutes subjective sensitive material, the committee must consider whether the material, taken as a whole:
 - a. Appeals to the prurient interest in sex of minors;
 - b. Is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable material for minors; and
 - c. Does not have serious literary, artistic, political, or scientific value for minors:
 - a. [May consider other criteria found to be harmful to minors, such as violence, pervasive vulgarity, animal abuse as referenced in Section 76-5c-101 or self-harm.](#)
8. The Review Committee will make a final determination by majority vote. The committee may make a determination that the ~~material is~~ [challenged subjective](#) sensitive [material is](#) ~~either: the material will be removed, or is not subjective.~~
 - a. [Retained: The determination to maintain access in a school setting for all students.](#)
 - b. [Restricted / Relocated: The determination to restrict access in a school setting to certain students by moving the material to a more age-appropriate setting \(e.g.,](#)

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relocating the material from an elementary school to a middle school, or from a middle school to a high school).

- c. ~~Removed: The determination to prohibit access in a school setting to the challenged material for all students because it lacks overall educational suitability and age-appropriateness.~~

9. The final determination of the Review Committee will be communicated to the requestor and appropriate employees within 5 school days of the decision being made.

10. The LEA designee shall report the outcomes to the public and report the final determination and rationale to the State Superintendent within 30 school days.

~~D. Age-Appropriate Review Process~~

- 1. ~~The Age-Appropriateness Review Process is initiated when a challenge is based solely on concerns of age appropriateness, rather than statutory sensitive material violations.~~
- 2. ~~Upon initiating this process, the school/LEA administrator or designee will convene an Age-Appropriateness Review Committee within a reasonable time.~~

Contact Person and Email: Davina Sauthoff, davina.sauthoff@schools.utah.gov

This draft is for consideration during the June 5, 2026 - Standards & Assessment Committee Meeting



3. ~~The committee will include a reasonable and odd number of individuals, including a facilitator, an administrator, a licensed teacher, a librarian, and school community parents. (Note: Parents must outnumber the LEA employees on the committee.)~~
4. ~~The Review Committee will evaluate the material's educational suitability and age-appropriateness. The committee must consider the material taken as a whole and determine if it has serious literary, artistic, political, or scientific value for minors. The committee may use criteria like violence, pervasive vulgarity, or self-harm to evaluate the material.~~
5. ~~The Review Committee will make a final determination by majority vote as follows:~~
 - a. ~~Retained: The determination to maintain access in a school setting for all students.~~
 - b. ~~Restricted / Relocated: The determination to restrict access in a school setting to certain students by moving the material to a more age-appropriate setting (e.g., relocating the material from an elementary school to a middle school, or from a middle school to a high school).~~
 - c. ~~Removed: The determination to prohibit access in a school setting to the challenged material for all students because it lacks overall educational suitability and age-appropriateness.~~

Contact Person and Email: Davina Sauthoff, davina.sauthoff@schools.utah.gov

This draft is for consideration during the June 5, 2026 - Standards & Assessment Committee Meeting

~~6. The final determination will be communicated to the requestor and appropriate employees within 5 school days of the decision.~~

V. Appeals Process for Sensitive Materials

- A. The original requestor or another individual who was not on the Review Committee may appeal the determination of the Review Committee in writing to the LEA within 30 school days of receipt of the Review Committee's final determination using an Appeal Request Form (See Appendix B).
- B. If there is not an appeal of the Review Committee's recommendation, the Review Committee's recommendation is the final determination for the challenged material.
- C. If an appeal is filed, the local governing authority will act as the Appeals Committee. The governing board reviews the appeal and votes in a public board meeting to decide the outcome, clearly identifying their rationale and determinations on each component of the statutory standards
- D. The Appeals Committee will determine the amount of time needed for an adequate review, not longer than 60 school days and a preference for 30 school days of a material required to make a thorough and thoughtful decision and inform the requester of the determined timeline.

Contact Person and Email: Davina Sauthoff, davina.sauthoff@schools.utah.gov

This draft is for consideration during the June 5, 2026 - Standards & Assessment Committee Meeting



Date: June 5, 2026

- E. Members of the Appeals Committee will receive materials to complete the review process, including the following:
1. a copy of the material;
 2. a copy of the Materials Review Request [form including any excerpts and other evidence](#);
 3. all meeting minutes;
 4. the Review Committee's final recommendation and rationale for the decision;
 5. any other documents considered part of the administrative record related to the Review Committee's proceedings.
- F. The Appeals Committee will evaluate the appeal based on the nature of the original claim and may make a final determination by majority vote as follows:
1. For Objective Sensitive Material Claims: The Appeals Committee must evaluate the material strictly against the objective standards in Utah Code [76-5c-101](#), [76-5c-207](#), and [76-5c-208](#). If the material meets the objective standard, the only legal determination is removed from all school settings.
 2. For Subjective Sensitive Material Claims: The Appeals Committee will evaluate whether the material taken as a whole constitutes pornographic or indecent material under the statutory factor-balancing standards. The committee may make a determination that the material is subjective sensitive
- and the material will be removed or is not subjective. The final determination of the Appeals Committee will be

Contact Person and Email: Davina Sauthoff, davina.sauthoff@schools.utah.gov

This draft is for consideration during the June 5, 2026 - Standards & Assessment Committee Meeting

communicated to the requestor and appropriate employees within 10 days of the determination.

- G. [LEA Name] will maintain a list of the determinations by Appeals Committee and make the list available to all schools within [LEA Name] and the public.

VI. State-Wide Removal & Reporting

- A. [LEA Name] will maintain a list of the determinations by Committees and make the list available to all schools within the LEA and the public.
- B. The LEA appointed designee shall report all Sensitive Material challenges, final determinations, and rationale to the State Superintendent within 30 school days, or at the conclusion of an appeal.
- C. If the State Superintendent notifies the LEA that an objective sensitive material has met the statewide removal threshold (removed by at least three school districts, or at least two school districts and five charter schools), the material must be removed from all school settings.

VII. Communication

Contact Person and Email: Davina Sauthoff, davina.sauthoff@schools.utah.gov

This draft is for consideration during the June 5, 2026 - Standards & Assessment Committee Meeting



Date: June 5, 2026

- A. An easily accessible webpage on the public website for [LEA Name] will be updated and available prior to the beginning of each school year to inform teachers, staff, students, and parents of the following:
1. A Materials Review Request Form (See Appendix A);
 2. An Appeal Request Form (See Appendix B);
 3. Application to serve on a Review Committee;
 4. This Library Policy;
 5. A list of all materials that are restricted while under Review or have received a Review Committee or Appeals Committee determination.
- B. If made aware of material that may be considered sensitive material as defined in Section [53G-10-103](#), [LEA Name] will inform relevant parties regarding appropriate actions to take pursuant to this policy.

Contact Person and Email: Davina Sauthoff, davina.sauthoff@schools.utah.gov

This draft is for consideration during the June 5, 2026 - Standards & Assessment Committee Meeting



Appendix A: Materials Review Form

Title:

Author:

School:

Review Request initiated by: Telephone:

Address:

City:

Zip:

Email:

1. Does your child attend this LEA (District or Charter)? Yes No
2. Was this material recommended, assigned, or made available through the students' school? If so, where?
3. Are you requesting review for Objective [Sensitive Review](#) or Subjective [Sensitive Review](#), ~~or age appropriateness~~?
4. What concerns you about this material? Please provide examples, page numbers, links, or any other information to help in locating or identifying content of concern. Please attach any images or other corroborating evidence.

Contact Person and Email: Davina Sauthoff, davina.sauthoff@schools.utah.gov

This draft is for consideration during the June 5, 2026 - Standards & Assessment Committee Meeting

5. What action are you requesting the committee to consider?

Signature:

Date

*****Below is for Internal Use
Only*****

LEA Appointed Committee Convener/Facilitator (Determined by [LEA Name]
Administration

Suggested Review Timeline:

Contact Person and Email: Davina Sauthoff, davina.sauthoff@schools.utah.gov

This draft is for consideration during the June 5, 2026 - Standards & Assessment Committee Meeting



Appendix B: Appeal Request Form

Instructions:

1. A requester will submit the District Appeal Form along with a copy of the School Library Materials Reconsideration decision within 30 schooldays of receiving the decision of the School Library Material Reconsideration Committee.

Requestor Information:

1. Date
2. Legal Name of Guardian
3. Address
4. E-mail
5. Phone Number
6. School
7. School Challenge Decision Date

The submission of a District Appeal Form will receive receipt of notice of submission within ten (10) school calendar days. The receipt of submission will include an

Contact Person and Email: Davina Sauthoff, davina.sauthoff@schools.utah.gov

This draft is for consideration during the June 5, 2026 - Standards & Assessment Committee Meeting



Date: June 5, 2026

estimated time-line for a determination of the District Appeal to be completed within a reasonable time period not to exceed ____ school days.

Challenged Material Information:

1. Title _____
2. Author _____
3. Publisher and date of publication _____
4. School where title can be accessed _____

Please provide a written statement setting forth your rationale to appeal the School Committee's decision regarding the title (attach additional pages as needed).

Requestor's Signature: _____

Contact Person and Email: Davina Sauthoff, davina.sauthoff@schools.utah.gov

This draft is for consideration during the June 5, 2026 - Standards & Assessment Committee Meeting

UTAH STATE BOARD OF EDUCATION

Subject:

ACTION: USEAP Recommendation: Special Education Teacher Recruitment and Retention

Agenda item type:

Action Item

Recommended Action:

MOTION FOR THE BOARD: That the Board accept the USEAP recommendations in the Memo titled, "2026 Utah Special Education Advisory Panel (USEAP) Memo Teacher Recruitment and Retention" for consideration and that the new USBE leadership standards are reflective of the USEAP recommendations.

Purpose of Memo:

Staff recommendation

Background:

The Utah Special Education Advisory Panel (USEAP) is an advisory committee to the Board created by Board policy 5006 (<https://www.schools.utah.gov/board/utah/participation/BoardPolicy5006.pdf>) and in R277-750 with membership from district and charter school special education programs, educator preparation programs, state agencies serving students with disabilities, and at least 51 percent parents of and individuals with disabilities. The USEAP meets quarterly to review data related to the LEA compliance with R277-750 and also outcomes for students with disabilities. The purpose of the panel is to provide policy guidance to the USBE with respect to special education and related services for students with disabilities in the State of Utah.

For the 2025-2026 school year, USEAP focused their discussion on two topics, the first being the recruitment and retention of special education teachers. USEAP is presenting a memo outlining three recommendations for Board consideration as a result of their review of Utah data trends and their discussion.

Contact:

Name: Leah Voorhies
Title: Deputy Superintendent of
Student Achievement
Phone: 801-538-7898
Email: leah.voorhies@schools.utah.gov

Attachments:

1. 2026 USEAP Memo (Priority 1 Teacher R&R) 060526

Date: June 5, 2026



Utah State Board of Education

MEMORANDUM

To: The Utah State Board of Education through Leah Voorhies,
Deputy Superintendent of Student Achievement
From: Utah Special Education Advisory Panel (USEAP)
Subject: Special Education Teacher Recruitment and Retention
Date: May 8, 2026

Introduction:

For the 2025-2026 School Year, the Utah Special Education Advisory Panel (USEAP) chose two priorities to review in depth and about which to make recommendations to the Board. The two priorities were the recruitment and retention of special education teachers and the supports available for families and education to improve the post-school transition of students with disabilities.

For their first priority, USEAP reviewed several studies the Utah Education Policy Center (UEPC) has done for the Utah State Board of Education (USBE) Special Education section regarding [special education teacher preparation, satisfaction, and attrition trends](#). We also reviewed the USBE Alternate Pathway for Professional Educator Licensure for Special Education (APPEL-SpEd). As a result of that in depth study, USEAP makes the following three recommendations to USBE.

Recommendation 1:

The Utah Special Education Advisory Panel (USEAP) recommends that USBE develop an online toolkit for school administrators to better understand the needs of and ability to support special educators.

Context for Recommendation 1:

A review of several years of Utah data collected over several studies by the UEPC concluded that school administrators and educators were often “stretched thin” by evaluation and service implementation responsibilities without enough professional learning or collaborative

Date: June 5, 2026

Draft: 1

Contact Person and Email: Leah Voorhies, Deputy Supt. of Student Achievement

This draft is for consideration during the May Board Committee Meeting

Rule/Statute: R277-750



Date: June 5, 2026

support. About half of special educators transfer schools or leave teaching within three years. The top predictor of special educator teacher retention has been school administrative support. Therefore, USEAP concluded that a low-cost but effective solution for improving Utah special education teacher retention and student outcomes is to support informed coordination between school administrators and teachers providing services.

The proposed initiative can be implemented for minimal cost, solely involving USBE staff time to develop, post, and advertise the online materials. It offers a practical, evidence-based way to improve staff coordination and retention by giving school administrators and special education teachers the structures and knowledge they need to work together and remain in compliance with regulations. An online “toolkit” to support administration coordination with special educators could include such useful information as:

- Plans for behavior/crisis coordination
- Resources for the success of students with disabilities
- Effective relationships with special education teachers and students
- Definitions of roles of Individualized Education Program (IEP) team members
- Example templates to enhance school communication
- Collaboration with the local education agency (LEA) Special Education Director

Recommendation 2:

The Utah Special Education Advisory Panel (USEAP) recommends that the USBE budget IDEA funds for a competitive grant to LEAs to propose and implement innovative approaches to decrease the paperwork burden special education teachers experience when compliantly implementing the Individuals with Disabilities Education Act (IDEA).

Context for Recommendation 2

If administrative support is the top correlate of a special education teacher’s retention, the UEPC studies also articulated that the extent of a teacher’s workload, which includes providing services, attending meetings, and ensuring the special education paperwork is compliant is a top correlate for special education teacher attrition. Decreasing the number of students of which each special education teacher is responsible would be a worthy but very expensive

Date: June 5, 2026

Draft: 1

Contact Person and Email: Leah Voorhies, Deputy Supt. of Student Achievement

This draft is for consideration during the May Board Committee Meeting

Rule/Statute: R277-750



Date: June 5, 2026

proposition. But decreasing the paperwork burden of special education teachers could be a much less expensive proposition that could provide quick, and powerful results as special education teachers would be given more time to focus on the work that led them to the profession—instructing students with disabilities.

Providing competitive grants for a few local education agencies to innovate around reducing the paperwork burden of special education, could be cost effective first step to finding solutions that could be scaled statewide.

Recommendation 3:

When USBE is considering proposed Legislation to enhance educational supports for students in the state, the Utah Special Education Advisory Panel (USEAP) recommends that USBE apply an intentional and specific inquiry process to ensure the Legislative action will support students with disabilities.

Context for Recommendation 3

Students with disabilities require specialized instruction and supports. Schools that plan for the needs of students with disabilities first and then plan other students after, produce better outcomes for students with disabilities. It follows that the same applies to state-level decisions. The UEPC studies demonstrated that special education teachers are concerned that policy is made without significant consideration for how it will affect them and/or students with disabilities. Thus, the USBE should consider all policies based on the needs and impact of the policies on students with disabilities. The USBE could frame its decision-making by first continuing to have high expectations for students, and then ask:

- How does the proposed Legislation improve or erode access and inclusion of students with disabilities?
- How does the proposed Legislation protect parents' and adult students' rights to the Individuals with Disabilities Education Act (IDEA) Procedural Safeguards?
- How does the proposed Legislation ensure the provision of a Free Appropriate Public Education to students with disabilities?
- How does the proposed Legislation align with current state initiatives, such as the [Portrait of Meaningful Inclusion](#) and [Utah's Portrait of a Graduate](#)?

Date: June 5, 2026

Draft: 1

Contact Person and Email: Leah Voorhies, Deputy Supt. of Student Achievement

This draft is for consideration during the May Board Committee Meeting

Rule/Statute: R277-750

UTAH STATE BOARD OF EDUCATION

Subject:

INFORMATION: Summary of Actions

Agenda item type:

Information Item

Recommended Action:**Purpose of Memo:****Background:****Contact:****Attachments:**

1. 06-05-2026 Law and Licensing - Summary of Actions

June 5, 2026

Utah State Board of Education

The meeting was conducted in a hybrid format via Zoom and in person.

Members Present: Joseph Kerry, Amanda Bollinger, Rod Hall, Erin Longacre, Carol Lear

Committee Staff: Elisse Newey, Ben Rasmussen, Vanessa Hatton

Others Present: Malia Hite, Royce Van Tassell, Katy Challis, Lora Cooper, Sam Lee (online), Lis McLachlan, Debbie Davis

Chair Kerry called the meeting to order at 8:15 a.m.

5.1 **Public Comment**

- Sara Jones, Utah Education Association, spoke to R277-211, Utah Professional Practices Advisory Commission (UPPAC), Rules of Procedure: Notification to Educators, Complaints and Final Disciplinary Actions (Amendment), and R277-322, Local Education Agency (LEA) Codes of Conduct (Amendment)
- Pam Pederson spoke to her UPPAC experience

5.2 **Alpine School District Waiver Request (New)**

Committee Discussion: Alpine School District is requesting a new waiver under R277-484, Data Standards.

Committee Action: Member Lear moved that the Committee approve Alpine School District's request for a waiver from R277-484 for all schools necessary and forward to the Board for approval.

The motion passed unanimously, with Member Bollinger recused.

MOTION FOR THE BOARD: That the Board approve Alpine School District's request for a waiver from R277-484 for all schools necessary.

5.3 **Amendment to Data Sharing Agreement with Department of Health and Human Services and Juvenile Courts (USB220035MOU Amendment 1)**

Committee Discussion: This interagency data sharing agreement between the

June 5, 2026

Utah State Board of Education

Utah State Board of Education, the Utah Department of Human Services, and the Utah Juvenile Court establishes a documented process for sharing educational and human services data to better support students involved in foster care, juvenile justice, and Youth in Care (YIC) programs. Amendment 1 would extend USBE's current agreement for one year. If approved by the Board, staff will work with the Utah Department of Health and Human Services and the Utah Juvenile Courts over the coming year to draft new, updated agreements with each agency.

Committee Action: Member Longacre moved that the Committee approve the amendment to the data sharing agreement with the Department of Health and Human Services and Juvenile Courts (USBE220035MOU Amendment 1) and forward to the Board for approval.

The motion passed unanimously, with Member Kerry absent.

MOTION FOR THE BOARD: That the Board approve the amendment to the data sharing agreement with the Department of Health and Human Services and Juvenile Courts (USBE220035MOU Amendment 1).

5.4 **Board Policy 3006: USBE Data Governance Plan (Amendment)**

Committee Discussion: This requested amendments to Board Policy 3006 incorporate the roles of Data Governors and Superintendent into Table 1, with clearly defined responsibilities related to existing USBE governance processes or legislation. The addition of a "Data Governance Approval Processes" section formalizes existing procedures for approving changes to data collections. Updates to the Data Security and Privacy Training section streamline reporting by incorporating training completion rates into the required annual privacy report. Additional changes include clarifying employee data access permissions within the Data Incidents and Breaches section, at the request of the Student Data Privacy Advisory Group, and correcting a formatting issue within the Student Data Disclosure section.

Committee Action: Member Lear moved that the Committee amend Lines 191-193 to read as follows:

Employee access and permissions for student data shall be determined by a user's need to know as stated in Internal Policy 05-08 and approvals will go through the user's direct supervisor and data owner of the system for which the user is requesting access.

The motion passed unanimously.

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Utah State Board of Education

Committee Action: Member Longacre moved that the Committee approve Board Policy 3006, USBE Data Governance Plan, Draft 1, as amended, and forward to the Board for approval.

The motion passed unanimously.

MOTION FOR THE BOARD: That the Board approve Board Policy 3006, USBE Data Governance Plan, Draft 2.

5.5 **R277-322, Local Education Agency (LEA) Codes of Conduct (Amendment)**

Committee Discussion: Authorized by Utah Constitution Article X, Section 3, and Utah Code Sections 53E-3-401(4) and 63G-7-301, this rule grants the Utah State Board of Education the explicit authority to mandate that all LEAs adopt and strictly enforce appropriate behavior policies for their staff. 63G-7-301 also requires the Utah State Board of Education to develop a model code of conduct that sets the minimum requirements of an LEA code of conduct. The proposed revisions to this rule are the result of a Board Member Request from Board Members Kerry, Hall, Kelly, and Britton in August 2025. The rule was assigned to Law & Licensing Committee in October. After a series of discussions and early drafts, the Board voted to pause the conversation during the Legislative 2026 session and to bring the rule back for consideration.

Staff presented R277-322, Local Education Agency (LEA) Codes of Conduct, Draft 3a, for consideration and approval.

Committee Action: Member Lear moved that the Committee amend Line 70 to change “contact” to “conduct.”

The motion passed unanimously.

Committee Action: Member Lear moved that the Committee amend Line 73 to strike “providing” and insert “participating in.”

The motion passed unanimously.

Committee Action: Member Lear moved that the Committee amend Line 66-67 to strike “shall avoid boundary violations as defined in R277-210” and insert “shall maintain professional boundaries.”

Committee Action: Member Bollinger moved that the Committee insert “may not commit boundary violations and shall maintain professional boundaries.”

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The motion passed unanimously.

Committee Action: Member Lear moved that the Committee amend Line 66-67 to strike “shall avoid boundary violations” and insert “may not commit boundary violations and shall maintain professional boundaries.”

The motion passed unanimously.

Committee Action: Member Lear moved that the Committee amend Line 84 to read, “may not use alcohol or illegal drugs...”

The motion passed unanimously.

Committee Action: Member Lear moved that the Committee amend Line 86 to read, “may not use prescription drugs...”

The motion passed unanimously.

Committee Action: Member Bollinger moved that the Committee amend Line 70 to read, “may not engage in sexual conduct...”

The motion passed unanimously.

Committee Action: Member Lear moved that the Committee amend Line 241 to replace “30 days” with “90 days.”

The motion passed unanimously.

Committee Action: Member Bollinger moved that the Committee amend Line 212 to replace “quarterly” with “annually.”

The motion passed unanimously.

Committee Action: Member Bollinger moved that the Committee amend Line 209 to add “substantiated code of conduct complaints” after “data on”.

The motion passed unanimously, with Member Hall absent.

Committee Action: Member Bollinger moved that the Committee add a definition to Section R277-322-2 as follows: ‘Substantiated’ means that an allegation has been proven through an investigation or hearing process by a preponderance of competent evidence.”

The motion passed unanimously.

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Committee Action: Member Longacre moved that the Committee amend Line 210 to replace “dispositions with “outcomes.”

The motion passed unanimously.

Committee Action: Member Kerry moved that the Committee strike Lines 211-228.

The motion passed unanimously.

Committee Action: Member Lear moved that the Committee amend Lines 250-253 to read: “The Superintendent shall prepare a report of all data collected under this rule and shall present the report to the Board annually.”

The motion passed unanimously.

Committee Action: Member Kerry moved that the Committee insert at Line 193: “(2) The code of conduct adopted by an LEA or school under Subsection (1) shall include language regarding contractors and volunteers.”

The motion passed 3-2, with Members Lear and Bollinger in opposition.

Committee Action: Member Bollinger moved that the Committee postpone R277-322 to its next Committee meeting.

The motion passed 3-2, with Members Kerry and Hall in opposition.

MOTION FOR THE BOARD: None

5.6 R277-301, Educator Licensing (Continuation & Amendment)

Committee Discussion: None.

Committee Action: None.

MOTION FOR THE BOARD: None.

5.7 R277-304, Teacher Preparation Programs (Amendment)

Committee Discussion: None.

Committee Action: None.

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Utah State Board of Education

MOTION FOR THE BOARD: None.

5.8 R277-306, Educator Preparation Programs for School Psychologists, Audiologists, Speech-Language Pathologists, Speech-Language Technicians, Counselors, and School Social Workers (Amendment)

Committee Discussion: None.

Committee Action: None.

MOTION FOR THE BOARD: None.

5.9 R277-101, Public Participation in Utah State Board of Education Meetings (Continuation)

Committee Discussion: None.

Committee Action: None.

MOTION FOR THE BOARD: None.

5.10 R277-409, Public School Membership in Associations (Continuation)

Committee Discussion: None.

Committee Action: None.

MOTION FOR THE BOARD: None.

5.11 R277-121, Board Waiver of Administrative Rules (Amendment)

Committee Discussion: None.

Committee Action: None.

MOTION FOR THE BOARD: None.

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5.12 R277-211, Utah Professional Practices Advisory Commission (UPPAC), Rules of Procedure: Notification to Educators, Complaints and Final Disciplinary Actions (Amendment)

Committee Discussion: None.

Committee Action: None.

MOTION FOR THE BOARD: None.

5.13 Board Policy 6001: Utah Professional Practices Advisory Commission (UPPAC) Code of Conduct (New)

Committee Discussion: None.

Committee Action: None.

MOTION FOR THE BOARD: None.

5.14 Board Policy 6002: Utah Professional Practices Advisory Commission (UPPAC) Staff Requirements (New)

Committee Discussion: None.

Committee Action: None.

MOTION FOR THE BOARD: None.

5.15 Policy Request Items

Committee Discussion: None.

Committee Action: None.

MOTION FOR THE BOARD: None.

June 5, 2026



Utah State Board of Education

Adjournment

The meeting adjourned at 12:30 p.m.

UTAH STATE BOARD OF EDUCATION

Subject:

ACTION: Alpine School District Waiver Request (New)

Agenda item type:

Action Item

Recommended Action:

MOTION FOR THE BOARD: That the Board approve Alpine School District's request for a waiver from R277-484 for all schools necessary.

Purpose of Memo:

Board Rule Waiver

Background:

Alpine School District is requesting a new waiver under R277-484, Data Standards.

Contact:

Name:	Rob Smith	Lora Cooper
Title:	Superintendent	Assistant Attorney General
Phone:		
Email:	rwsmith@alpinedistrict.org	Lora.Cooper@schools.utah.gov

Attachments:

1. Alpine Waiver for New SPED Special Schools - June Committee Meeting
2. New School Request Form_811-816-817_SPED Special Schools

Form - Application/Cover Sheet

UTAH STATE BOARD OF EDUCATION

Waiver of Administrative Rule

UAC R277-121 allows an LEA to request a waiver from a Board rule. This cover sheet should be used as a checklist in preparation of necessary materials and supporting documents.

LEA: Alpine School District

SCHOOL(S): SPED Special Schools: School #811 "Name to be Determined"; School #817 "TTEC Name to be Determined"; School #816 "ATEC West Name to be Determined"

RULE REQUESTING TO BE WAIVED: R277-484

REASONING/JUSTIFICATION FOR REQUESTED WAIVER:

New SPED Special Schools are needed in preparation for the upcoming district split/reconfiguration. New school boards took office in January of 2026. Decisions regarding their areas were implemented in Board meetings in the following months.

- ☒ THIS IS A NEW WAIVER
- ☐ THIS IS A REQUEST TO RENEW AN EXISTING WAIVER

DATE WAIVER WAS FIRST GRANTED _____

ATTACH DATA TO SUPPORT THE REQUEST WHICH MAY INCLUDE:

- ☐ STUDENT ACHIEVEMENT DATA
- ☐ COMMUNITY, STAFF, OR STUDENT SURVEY DATA
- ☐ STUDENT ENROLLMENT DATA
- ☐ FOR RENEWALS: DOCUMENTATION THAT OUTLINES HOW THE WAIVER WAS UTILIZED

* New School Request Forms Attached.

ATTACH VERIFICATION OF THE FOLLOWING (AS APPLICABLE TO THE TYPE OF LEA)

- ☐ LEA GOVERNING BOARD VOTE APPROVING REQUEST FOR WAIVER IN OPEN MEETING
- ☒ RECOMMENDATION FROM THE BOARD OF THE SCHOOL'S AUTHORIZER (IF APPLICABLE)

ATTACH THE FOLLOWING

- ☐ WRITTEN AGREEMENT TO BE PROPOSED TO THE BOARD INCLUDING:
- ✓ EFFECTIVE DATE OF WAIVER (*or of the renewal*)
 - ✓ HOW LEA OR SCHOOL WILL PROVIDE FOR PUBLIC REVIEW AND ACCOUNTABILITY (*such as parent/student/staff survey*)
 - ✓ ACKNOWLEDGEMENT OF THE BOARD'S ABILITY TO REQUIRE ANNUAL UPDATES
 - ✓ A SUNSET DATE FOR THE WAIVER (*three years or less*)

As you already identified, you must receive approval of your Charter Authorizer as well as your school's governing board. The approvals must take place by a vote of each board in an open meeting. You can attach a copy of the meeting minutes or a letter from the governing board leadership/chair. When the request is presented to USBE, the Board members will be especially interested in why you want the waiver, how it impacts students, and your school's overall student achievement. I will provide the required Agreement once you have provided all of the other required information.

When you have collected the required information, please email it to me. I will then request that the matter be placed on the USBE Law and Licensing Committee Agenda. This meeting is held once a month on the day following the USBE monthly meeting. The Committee will review the request, and if approved, it will be placed on the following month's USBE Meeting Agenda for consideration by the full Board.

(b) Except for a request for a waiver due to snow, inclement weather, or other emergency school closure described in Section R277-121-5, a written request under Subsection (1)(a) shall include:

(i) verification that the LEA board voted to request the waiver in an open meeting;

(ii) data that support the requested waiver, which may include:

(A) student achievement data;

(B) community, staff, or student survey data;

(C) student enrollment data; or

(D) data demonstrating the cost effectiveness of the waiver request;

(iii) a proposed agreement with the Board that includes:

(A) a proposed effective date;

(B) provisions for public review and accountability;

(C) data gathering and reporting timelines; and

(D) a sunset date; and

(iv) in the case of a charter school, a recommendation from the board of the school's authorizer.

ALPINE SCHOOL DISTRICT

575 NORTH 100 EAST, AMERICAN FORK, UT 84003-1758

ROBERT W. SMITH, SUPERINTENDENT

Date: May 20, 2026

Utah State Board of Education
Attn: Kristin Campbell
250 East 500 South
Salt Lake City, UT 84111

Subject: Request for Assignment of New School Location Numbers

Dear Kristin,

This letter is to formally notify the Utah State Board of Education that the Alpine School District Board of Education has approved the establishment of new special schools for the upcoming school year.

Pursuant to USBE requirements, Alpine School District respectfully requests the assignment and recognition of the following school location numbers:

- **811** – Special School (Name to be Determined)
- **816** – ATEC West (Name to be Determined)
- **817** – TTEC (Name to be Determined)

The District has completed the required new school forms which are attached. Please consider this letter our required waiver documentation to USBE. We would appreciate this being processed quickly as we are working to establish the schools in a short time frame.

Please let us know if any additional information or documentation is required to complete this request. We appreciate your assistance and support throughout this process.

Sincerely,



Robert W. Smith
Superintendent
Alpine School District

Robert W. Smith, Superintendent
Board of Education: Julie E. King, President;
Stacy M. Bateman, Vice President; Emily B. Peterson, Vice President;
Sarah L. Beeson, Dr. Mark J. Clement, Joylin Lincoln, Ada S. Wilson



New School Request Form

Official School Name*	School #811 - Name to be Determined		
Requested School Number (Optional)†	811		
Physical Address*	525 N 400 E, Orem UT 84097		
Mailing Address*	" "		
Phone Number*	801-610-8400		
Fax Number			
School Website			
Grade Range*	K-12		
Date School Opens*	Aug 2026		
Reason for New School	Special School for South		
LEA or District Name*	Alpine School District		
Charter Schools Only: Approved District Location			
School Type (check all that apply)*	Any additional information that would enhance our understanding of why a new school needs to be created:		
☐ Alternative Facility			
☐ Private School	Contact Title Superintendent		
☐ Virtual School			
☐ Vocational/ATC	Contact Name* Robert W Smith		
☒ Special Education facility			
☐ YIC Facility	Contact E-mail* rwsmith@alpinedistrict.org		
☐ Traditional School			
☐ Charter School	Phone Number* 801-610-8421		
☐ Other (please explain)			
	Authorized By* [Signature]		
	Signature of Authorizer* [Signature]		

After completing the form, please e-mail to kristin.campbell@schools.utah.gov. For questions call Kristin Campbell at 801-538-7892.

*Indicates required text.



New School Request Form

Official School Name*	ATEC West
Requested School Number (Optional)†	816
Physical Address*	2433 N. Redwood Rd, Suite MT Saratoga Springs, UT 84045
Mailing Address*	" "
Phone Number*	801-610-8400
Fax Number	
School Website	
Grade Range*	Post Secondary
Date School Opens*	Aug 2026
Reason for New School	Prepare for upcoming district split
LEA or District Name*	Alpine School District
Charter Schools Only: Approved District Location	

School Type (check all that apply)*	Any additional information that would enhance our understanding of why a new school needs to be created:
☐ Alternative Facility	
☐ Private School	
☐ Virtual School	
☒ Vocational/ATC	
☒ Special Education facility	Contact Title Superintendent
☐ YIC Facility	Contact Name* Robert W. Smith
☐ Traditional School	Contact E-mail* rwsmith@alpinedistrict.org
☐ Charter School	Phone Number* 801-610-8421
☐ Other (please explain)	Authorized By*
	Signature of Authorizer*

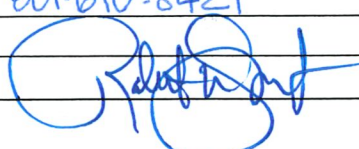
After completing the form, please e-mail to kristin.campbell@schools.utah.gov. For questions call Kristin Campbell at 801-538-7892.

*Indicates required text.



New School Request Form

Official School Name*	TTEC
Requested School Number (Optional)†	817
Physical Address*	525 N 400 E, Orem, UT 84097
Mailing Address*	" "
Phone Number*	801-610-8400
Fax Number	
School Website	
Grade Range*	Post Secondary
Date School Opens*	Aug 2026
Reason for New School	Prepare for upcoming district split
LEA or District Name*	Alpine School District
Charter Schools Only: Approved District Location	

School Type (check all that apply)*	Any additional information that would enhance our understanding of why a new school needs to be created:
☐ Alternative Facility	
☐ Private School	
☐ Virtual School	
☒ Vocational/ATC	
☒ Special Education facility	Contact Title Superintendent
☐ YIC Facility	Contact Name* Robert W Smith
☐ Traditional School	Contact E-mail* rwsmith@alpinedistrict.org
☐ Charter School	Phone Number* 801-610-8421
☐ Other (please explain)	Authorized By* 
	Signature of Authorizer*

After completing the form, please e-mail to kristin.campbell@schools.utah.gov. For questions call Kristin Campbell at 801-538-7892.

*Indicates required text.

UTAH STATE BOARD OF EDUCATION

Subject:

ACTION: Amendment to Data Sharing Agreement with Department of Health and Human Services and Juvenile Courts (USBE220035MOU Amendment 1)

Agenda item type:

Action Item

Recommended Action:

MOTION FOR THE BOARD: That the Board approve the amendment to the data sharing agreement with the Department of Health and Human Services and Juvenile Courts (USBE220035MOU Amendment 1).

Purpose of Memo:

Other

Background:

This interagency data sharing agreement between the Utah State Board of Education, the Utah Department of Human Services, and the Utah Juvenile Court establishes a documented process for sharing educational and human services data to better support students involved in foster care, juvenile justice, and Youth in Care (YIC) programs. This agreement helps prevent these students from “falling through the cracks” as they move between systems, schools, placements, and court involvement. The agreement allows the agencies to collaborate effectively, access timely and accurate student information, and coordinate educational supports, transitions, and services that improve student outcomes.

Amendment 1 would extend USBE's current agreement for one year. If approved by the Board, staff will work with the Utah Department of Health and Human Services and the Utah Juvenile Courts over the coming year to draft new, updated agreements with each agency.

Contact:

Name:	Katy Challis	Annie Valdez	Sam Lee
Title:	USBE Director of Privacy	Utah Courts, Court Improvement Program Director	DHHS Office of Information and Data Systems
Phone:	801-538-7894	801-578-3939	801-850-7408
Email:	katy.challis@schools.utah.gov	anniev@utcourts.gov	samrlee@utah.gov

Attachments:

1. USBE220035MOU Amd. 1 - Utah Department of Health and Human Services and Utah Juvenile Courts
2. USBE220035MOU - Utah Department of Health and Human Services and Utah Juvenile Courts

Amendment to Memorandum of Understanding

Utah State Board of Education

AMENDMENT NUMBER

Amendment: **1**

To Agreement: **USB220035MOU**

PARTIES

TO BE ATTACHED TO AND MADE A PART OF the above numbered agreement by and between the **Utah State Board of Education**, referred to as "**State Entity**" or "**USB**"; "**Utah Department of Health and Human Services**" or "**DHHS**"; and **Utah Juvenile Courts** or "**UJC**", each individually a "**Party**" and together the "**Parties**".

THE PARTIES AGREE TO AMEND THE AGREEMENT AS FOLLOWS:

AGREEMENT PERIOD:

Original Effective Date: **July 1, 2021**

Current Termination Date: **June 30, 2026**

New Termination Date (enter "N/A" if not applicable): **June 30, 2027**

OTHER CHANGES: (attach additional pages as necessary)

None

EFFECTIVE DATE:

August 7, 2026

All other conditions and terms in the original agreement and previous amendments remain the same.

SIGNATURES OF APPROVAL

THE PARTIES, INTENDING TO BE LEGALLY BOUND, have executed this amendment on the date first set forth above.

PARTY 1 (USBE)

Name: Molly Hart, Ed.D
Title: State Superintendent of Public Instruction
Signature: _____
Date: _____

PARTY 2 (DHHS)

Name: Kyle Lunt
Title: Division Director - Data Systems and Evaluation
Signature: _____
Date: _____

PARTY 3 (UJC)

Name: Ron Gordon
Title: State Court Administrator
Signature: _____
Date: _____

CONTACT PERSONS

PARTY 1 (USBE) CONTACT PERSON

Name: Katy Challis
Title: Director of Privacy
Phone: 801-538-7894
Email: katy.challis@schools.utah.gov

PARTY 2 (DHHS) CONTACT PERSON

Name: Sam Lee
Title: Assistant Bureau Director
Phone: (801) 850-7408
Email: samrlee@utah.gov

PARTY 3 (UJC) CONTACT PERSON

Name: Annie ValDez
Title: Court Improvement Program Director
Phone: (801) 578-3939
Email: anniev@utcourts.gov

**MEMORANDUM OF UNDERSTANDING
(INFORMATION SHARING AGREEMENT)
BY AND BETWEEN
THE UTAH DEPARTMENT OF HUMAN SERVICES,
THE UTAH STATE OFFICE OF EDUCATION,
AND THE UTAH JUVENILE COURT**

Effective from July 1, 2021 through June 30, 2026

- A. Parties: This agreement is between the Utah Department of Human Services (DHS), the Utah State Board of Education (USBE), and the Utah Juvenile Court.
- B. Purpose: This Memorandum of Understanding (MOU) authorizes the exchange of education and human services data to enable all parties to improve educational outcomes for youth served by DHS programs, the Utah Juvenile Court, and/or students receiving Youth in Custody (YIC) services.
- C. Legal Authority:
1. Federal laws
 - i. Family Educational Rights and Privacy Act (FERPA) – 20 U.S.C. § 1232g grants DHS custodial agencies (including case workers, case managers, or foster parents who serve as the legal custodian and/or guardian of a child who is a student) the authority to inspect and review education records for youth served.
 - ii. Uninterrupted Scholars Act (USA) – Public Law 112-278, an amendment to 20 U.S.C. § 1232g, authorizes access of the Utah Juvenile Court to educational records for youth in proceedings involving child abuse and neglect or dependency matters.
 - iii. Individuals with Disabilities Education Act (IDEA) 20 U.S.C. § 1417(c) ensures the protection of the confidentiality of any personally identifiable data, information, and records collected or maintained by the state educational agencies. The IDEA makes available a free appropriate public education to eligible children with disabilities and ensures special education and related services to those children through an individualized education program (IEP).
 - iv. Section 504 of the Rehabilitation Act of 1973 (Section 504), 20 U.S.C. § 794 prohibits discrimination on the basis of disability, including the exclusion of participation in or denial of the benefits of any program or activity receiving federal financial assistance. Accommodations for qualified students are documented in a 504 plan.
 2. State laws
 - i. Public Education System – State Administration, Student Privacy and Data Protection, Utah Code Annotated § 53E-9-308(3) and (4). This law grants authority to the Department of Human Services to receive student specific data and cites additional authority in Utah Code § 62A-4a-409(5), Investigation by division -- Temporary protective custody – Pre-removal interviews of children.
 - ii. Education of individuals in custody of or receiving services from certain state agencies -- Establishment of coordinating council -- Advisory councils, Utah Code Annotated § 53E-3-503. This law directs the state board to expend funds for the education of youth in custody.
 - iii. Government Records Access and Management Act (GRAMA) – By entering into this MOU, each of the parties hereby provides written agreement that the records that shared, viewed, and

1 of 8

MEMORANDUM OF UNDERSTANDING (INFORMATION SHARING AGREEMENT) BY AND BETWEEN
THE UTAH DEPARTMENT OF HUMAN SERVICES, THE UTAH STATE OFFICE OF EDUCATION, AND THE UTAH
JUVENILE COURT

used will only be shared, viewed and used in compliance with Utah Code Annotated § 63G-2-206(2), the. GRAMA permits private, protected, or controlled records to be provided to another governmental entity if it is necessary to the performance of that entity's duties and functions, will be used for a purpose similar to the purpose for which the information in the record was collected, and the public benefit outweighs the individual privacy right that protects the record.

D. Access to Data:

1. Access by DHS and the Utah Juvenile Court to information gathered and/or administered by USBE:
 - i. If the information concerns a student in the custody of or is receiving services through DHS, the DHS employee with legitimate education interest is entitled to education records and/or personally identifiable information about a student without parental consent. A "caseworker or other representative of a State or local child welfare agency" is authorized to access a "student's case plan," as defined in 20 U.S.C. § 1232g(b)(1)(L).
 - ii. DHS divisions, offices, and institutions are authorized to share educational records within the department for youth in the custody of a DHS division, and those under the jurisdiction of the Utah Juvenile Court through system interfaces that meet the data security provisions outlined below.
 - iii. If a student is under the jurisdiction of the Utah Juvenile Court, DHS may share education records and/or personally identifiable Information about a student with a Utah Juvenile Court employee engaged in addressing the student's education needs.
 - iv. DHS divisions, offices, and institutions receiving student records will not redisclose education records to third parties except as expressly provided under the law.
 - v. USBE shall redact student records that contain information about students who are not the subject of the records requested by DHS as required by law.
 - vi. USBE shall provide DHS with data elements that include:
 - 1) Statewide Student Identifier (SSID)
 - 2) School Year
 - 3) Local education authority (LEA) name
 - 4) LEA identifier
 - 5) School name
 - 6) School identifier and/or school number
 - 7) School type
 - 8) Grade level
 - 9) Entry date
 - 10) Exit date
 - 11) English language learner (ELL) status
 - 12) Race
 - 13) Special education indicator
 - 14) Low-income indicator
 - 15) Youth in Custody (YIC) indicator
 - 16) Percent absent
 - 17) Days enrolled
 - 18) Percent attendance
 - 19) Chronically absent indicator
 - 20) Cumulative grade-point average (GPA)

- 21) October 1 enrollment indicator
 - 22) High school completion status
 - 23) Final high school status
 - 24) Course title
 - 25) Course core code
 - 26) Grade
 - 27) Course section
 - 28) Credits attempted
 - 29) Credits earned
 - 30) Test subject area
 - 31) Test subject identifier
 - 32) Test name
 - 33) Proficiency level
 - 34) Scale score
 - 35) Student growth percentile (SGP)
 - 36) Proficiency indicator
 - 37) Tested below grade level indicator
 - 38) Proficiency level description
- vii. This data shall include data for the most recent 10 years as available.
2. Access by DHS and the Utah Juvenile Court to information gathered and/or administered by the local education authority (LEA):
- i. Pursuant to this agreement, when a student is in the custody of a division of DHS or receiving services through a division of DHS, each LEA or school shall provide a DHS employee or designee, and/or Utah Juvenile Court employee, with the same education record that would be provided to a parent. This includes those records, files, documents, and other materials which contain information directly related to a student and are maintained in an educational agency or institution or by a person acting for such agency or institution (20 U.S.C. § 1232g(a)(4)(A)).
 - ii. Furthermore, each school shall provide copies of a student's education record to the DHS designee or Utah juvenile Court employee upon written or electronic request accompanied by appropriate identification of the employee requesting the Information. To the extent that the records can be shared electronically, this MOU contemplates electronic record sharing, digital, and telephonic communications record sharing using secure data transfer and encryption as described in paragraph F.
 - iii. LEAs shall provide access to DHS divisions regarding data elements that include all those listed in paragraph D.1.(vi) above plus IEP/504 eligibility status and plan, disciplinary action, and the number of school placements.
 - iv. Requested education records shall be provided to a DHS division caseworker, or designee, as soon possible, upon receipt of an appropriate request and the provision of appropriate identification.
 - v. LEAs shall redact information in student records that pertain to students who are not the subject of the records requested by DHS as required by law.
3. Access by USBE and LEAs to information gathered and/or administered by DHS for Youth in Custody coordination:
- i. Pursuant to this agreement, DHS shall provide to USBE electronic or hard copy data in its possession for youth in the custody of a division of DHS, as needed for school enrollment. DHS

shall provide additional data elements when requested and if available. Data elements include the following:

- 1) Student Name
 - 2) Caseworker/Manager Name
 - 3) Caseworker/Manager Contact Information
 - 4) Student Demographic Information including
 - 5) Date of Birth
 - 6) Current Grade
 - 7) Gender
 - 8) Ethnicity
 - 9) Placement and placement contact information
 - 10) Previous school enrollments
 - 11) Additional known information including special education status, English Language Learner status, safe school violations, current school safety plans
 - 12) Previous DHS services
 - 13) Immunization Record
 - 14) Known social/medical information
 - 15) Permanency plans
 - 16) UFACET or other internal assessment for the purpose of engagement
 - 17) Education relevant summary information from psychological evaluation
- ii. Likewise, DHS shall provide timely information to schools/LEAs in support of eligible DHS youth in care to meet the educational needs of the custodial school age population and to maintain a safe school environment for all students.

E. Data Transfer:

1. Electronic data may be transferred in the following ways:
 - i. Through interfaces where the data is encrypted in transit and the connection is secure.
 - ii. To a specific individual using a secure and encrypted FTP site that is password protected.
2. Paper copies will only be given to individuals who show proper state-issued identification such as an ID badge with picture issued by one of the parties to this MOU.

F. Data Security:

1. In addition to the requirements below, all parties agree to the provisions in the addendum for definitions, access to data, use and disclosure of data, security and protection of data, and incidents.
2. All shared data will be stored in a password protected database or network location with encrypted drives and/or in the drives of password protected and encrypted workstations.
3. Paper and electronic files will be stored in a physically secure location. A physically secure location is a facility, an area, a room, or a group of rooms within a facility with both the physical and personnel security controls sufficient to protect the data and associated information systems in question.
4. Only persons with proper authorization will be allowed to access shared data.
5. Educational records will not be re-disclosed and will not be used for any other purpose other than to improve educational stability unless there is a court order to do so. Additionally, this MOU relies on Utah Code Annotated § 63G-2-206(2) Government Records Access and Management Act

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MEMORANDUM OF UNDERSTANDING (INFORMATION SHARING AGREEMENT) BY AND BETWEEN
THE UTAH DEPARTMENT OF HUMAN SERVICES, THE UTAH STATE OFFICE OF EDUCATION, AND THE UTAH
JUVENILE COURT

(GRAMA) permitting private, protected, or controlled records to be provided to another governmental entity if the requesting entity provides written assurance if it is necessary to the performance of that entity's duties and functions, will be used for a purpose similar to the purpose for which the information in the record was collected, and the public benefit outweighs the individual privacy right that protects the record.

G. Termination: This MOU is effective upon the signature of all parties and shall continue until the due date unless modified in writing by the mutual consent of all parties or terminated by any party upon 30 days prior written notice to the other parties by certified or registered mail, return receipt requested. Any agency may terminate this MOU without prior notice if deemed necessary because of a requirement of law or policy, upon determination that there has been a breach of system integrity or security, or failure to comply with established procedures or legal requirements. In the event of termination, data in possession of the respective parties may be retained only as necessary to fulfill legitimate education interests. Data shared under the authority of this MOU is perpetually subject to the data security and privacy protections described in the Addendum even if the MOU is terminated.

H. Points of Contact

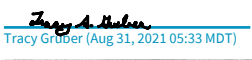
DHS
Rick Little, Director
Management Information Center
Department of Human Services
ricklittle@utah.gov

USBE
Whitney Phillips or
David Sallay
Information Technology
Utah State Board of Education
whitney.phillips@schools.utah.gov
david.sallay@schools.utah.gov

Utah Juvenile Court
Zerina Ocanovic,
Research Analyst
Administrative Office of the Courts
zerinao@utcourts.gov

I. APPROVALS:

Tracy Gruber, JD
Interim Executive Director
Utah Department of Human Services
801-538-4001


Tracy Gruber (Aug 31, 2021 05:33 MDT) Date 08/31/2021
Signature

Ron Gordon, JD
State Court Administrator
Utah Administrative Office of the Courts
801-578-3816


Date 8/27/21
Signature

Dr. Whitney Phillips
Chief Privacy Officer
Utah State Board of Education
801-538-7523

Phillips,
Whitney
Digitally signed by Phillips,
Whitney
Date: 2021.09.08 16:10:37
-06'00' Date 9/8/2021
Signature

Aaron Brough
Data and Statistics Coordinator
Utah State Board of Education
801-538-7922

Brough,
Aaron
Digitally signed by Brough,
Aaron
Date: 2021.09.08 17:32:29
-06'00' Date 9/8/2021
Signature

ADDENDUM: STANDARD TERMS AND CONDITIONS FOR DATA USE

The following provisions are hereby addended to the Memorandum of Understanding (MOU) by and between the Utah Department of Human Services (DHS), the Utah State Board of Education (USBE), and the Utah Juvenile Court. The definitions of terms used in this Addendum are as set forth in Section 1 below, and the Definitions in Section 1 below shall apply only to this Addendum.

These terms and conditions protect data subject to the provisions of the Family Educational Rights and Privacy Act (FERPA). As referred in this Addendum, USBE is the "principal" of data protected by FERPA and DHS and the Juvenile Courts are the "partners."

1. **DEFINITIONS:** The following terms shall have the meanings set forth below:
 - 1.1. "**Authorized Persons**" means Partner's employees, officers, divisions other agents of Partners who require access to Data and who have a legitimate educational interest in the education records to enable the Partners to perform their responsibilities under this MOU.
 - 1.2. "**Confidential Information**" means information that is deemed as confidential under applicable state and federal laws. The Principal reserves the right to identify, during and after this MOU, additional reasonable types of categories of information that must be kept confidential under federal and state laws.
 - 1.3. Memorandum of Understanding (MOU) means the agreement including the signature page(s), all referenced attachments and documents incorporated by reference.
 - 1.4. "**MOU Signature Page(s)**" means the page(s) in the MOU that the Principle and Partners signed.
 - 1.5. "**Partners**" are the agencies receiving USBE data as identified in the MOU. The term "Partner" shall include Partners' agents, officers, and employees.
 - 1.6. "**Data**" includes Student Personally Identifiable Information and Educator Data, and may also include Confidential Information.
 - 1.7. "**Destroy**" means to remove Data such that it is not maintained in retrievable form and cannot be retrieved in the normal course of business.
 - 1.8. "**Educator Data**" includes, but is not limited to, the educator's name; any unique identifier, including social security number; and other information that, alone or in combination, is linked or linkable to a specific educator.
 - 1.9. "**Incident**" means the potentially unauthorized access to Data that the Principal believes could reasonably result in the use, disclosure or theft of Data within the possession or control of the Partners.
 - 1.10. "**Metadata**" includes all information created manually or automatically to provide meaning or context to other data.
 - 1.11. "**Partner**" means the Department of Human Services or the Juvenile Courts including all subordinate divisions, offices, bureaus, agencies, or other organizations identified on the MOU Signature Page(s).
 - 1.12. "**Principal**" means the State Board of Education, in its entirety, including its institutions, agencies, departments, divisions, authorities, instrumentalities, boards, commissions, elected or appointed officers, employees, agents, and authorized volunteers.
 - 1.13. "**Student Personally Identifiable Information**" or "**PII**" has the same meaning as that found in U.C.A § 53E-9-301, and includes both direct identifiers (such as a student's or other family member's name, address, student number, or biometric number) and indirect identifiers (such as a student's date of birth, place of birth, or mother's maiden name). Indirect identifiers that constitute PII also include metadata or other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty.
2. **ACCESS TO DATA:**
 - 2.1. Partners shall limit access to Data to Authorized Persons only and shall require a non-disclosure agreement be signed by all Authorized Persons prior to being granted access to Data.
 - 2.2. Partners shall maintain past and current lists of all Authorized Persons, maintain each non-disclosure agreement, and shall permit inspection of the same by USBE upon request.
 - 2.3. Partners shall maintain an audit trail for the duration of this MOU, which reflects the granting and revoking of access privileges to Authorized Persons. A copy of this audit trail may be requested by USBE from Partners at any time and shall be provided within 10 days of the USBE request.
 - 2.4. Partners shall have strong access controls in place. Partners shall disable and/or immediately delete unused and terminated Authorized Persons' accounts and shall periodically assess account inactivity for potential stale accounts.
 - 2.5. Partners shall provide annual, mandatory privacy and security awareness and training for all Authorized Persons, maintain past and current lists of Authorized Persons that have completed training, and permit inspection of the same by USBE upon request.

3. USE AND DISCLOSURE OF DATA:

- 3.1. Partners shall not collect, use, or share Data beyond the purposes set forth as follows:
 - 3.1.1. To carry out the Partners responsibilities as defined in the MOU.
- 3.2. Partners shall share data only for the purposes stated in paragraph B of this MOU and the following entities:
 - 3.2.1. The parties to this MOU.
 - 3.2.2. Law enforcement agencies or individuals only as authorized by law or court order. Contractor receives such a request, Partners shall notify USBE within two (2) business days of the receipt of the request, as permitted by law.
- 3.3. If Partners seek to publicly release Data, Partners must aggregate the Data by totaling the Data and reporting it at the group, cohort, school, school district, region, or state level. Partners shall, upon request of USBE, provide USBE with a document that lists the steps and methods the Partner shall use to de-identify the information. Any aggregate data that is publicly released without being redacted using the methods in this section shall be considered an Incident. The following methods shall be used on any aggregated reports:
 - 3.3.1. Aggregate data shall be reported publicly only if there is a sufficient number of individuals represented in any demographic or subgroup so that an individual cannot be identified.
 - 3.3.2. Aggregated reports shall be redacted using complementary suppression methods that remove the risk of Data being identifiable using simple mathematics or formulas.
 - 3.3.3. Aggregated reports shall be redacted to remove identifiability risks caused other prior releases of aggregate data by Partners.
- 3.4. Partners shall not use Data for the purposes of Targeted Advertising except under the following conditions:
 - 3.4.1. For adaptive learning or customized student learning purposes.
 - 3.4.2. To market an educational application or product/service to a parent or legal guardian of a student if Partner did not use Data, shared by or collected per this MOU, to market the educational application or product/service.
 - 3.4.3. To use a recommendation engine to recommend to a student (i) content that relates to learning or employment, within the third-party partner's internal application, if the recommendation is not motivated by payment or other consideration from another party; or (ii) services that relate to learning or employment, within the third-party partner's internal application, if the recommendation is not motivated by payment or other consideration from another party;
 - 3.4.4. To respond to a student request for information or feedback, if the content of the response is not motivated by payment or other consideration from another party.
 - 3.4.5. To use Data to allow or improve operability and functionality of the third-party partner's internal application.
- 3.5. Partners shall not sell or otherwise monetize Data except Data transferred through the purchase of, merger with, or otherwise acquisition of Partners provided that all parties remain in compliance with this MOU.

4. SECURITY AND PROTECTION OF DATA:

- 4.1. Partners shall notify USBE of material system changes that may negatively impact the security of Data prior to such changes being implemented.
- 4.2. If Partners are given Data as part of this MOU, the protection of Data shall be an integral part of the business activities of Partners to ensure that there is no inappropriate or unauthorized use of Data. Partners shall safeguard the confidentiality, integrity, and availability of Data.
- 4.3. Partners shall comply with and protect and maintain Data using methods that are at least as good as or better than that established in the State of Utah's Department of Technology Policies (<https://dts.utah.gov/policies>).
- 4.4. Partners shall only transmit or exchange Data via secure means (ex. HTTPS or FTPS). Contractor shall not use, store or process Data on any unencrypted portable or laptop computing device or any portable storage medium.
- 4.5. Partners shall store and maintain all Data in data centers located in the United States.
- 4.6. Partners shall permit its employees and Subcontractors to access Data remotely only via a secured manner, such as Virtual Private Networks (VPN).
- 4.7. Partners shall store all Data, as well as any backups made of that data, in encrypted form using no less than 128-bit key and include all Data as part of a designated backup and recovery process.
- 4.8. Partners shall enforce strong password protections on all devices and networks with access to or that store Data.

5. INCIDENTS:

- 5.1.** If a Partner becomes aware of an Incident involving Data by either Partner or any of division, Partners shall notify USBE within one (1) calendar day and cooperate with USBE regarding recovery, remediation, and the necessity to involve law enforcement, if any.
- 5.2.** Partners shall produce a written remediation plan that includes information about the cause and extent of the Incident and the actions Partners will take to remediate the Incident and to reduce the risk of incurring a similar type of Incident in the future. Partners shall present their analysis and remediation plan to USBE within ten (10) calendar days of notifying USBE of an Incident. USBE reserves the right to adjust this plan, in its sole discretion. If Partners cannot produce its analysis and plan within the allotted time, USBE, in its sole discretion, may perform such analysis and produce a remediation plan, and Partners shall reimburse USBE for the reasonable costs thereof.
- 5.3.** In the event of an Incident, Partners shall provide USBE or its designated representatives with access seven (7) days a week, twenty-four (24) hours a day, for the purpose of evaluating, mitigating, or resolving the Incident.
- 5.4.** Unless Partners can establish that they or any of their divisions are not the cause or source of the Incident, Partners shall be responsible for the cost of notifying each person whose personal information may have been compromised by the Incident.
- 5.5.** Disclosure of Data by Partners or any division for any reason not authorized in this MOU may be cause for legal action by third parties against Contractor, the State, or their respective agents. Contractor shall indemnify, save, and hold harmless the State, its employees, and agents against any and all claims, damages, liability, and court awards including costs, expenses, and attorney fees incurred as a result of any act or omission by Partners, or its employees, agents, divisions, or assignees pursuant to this MOU. Notwithstanding any other provision of this Contract, Partners shall be liable to the State for all direct, consequential, and incidental damages arising from an Incident caused by Partners or their divisions.

UTAH STATE BOARD OF EDUCATION

Subject:

ACTION: Board Policy 3006: USBE Data Governance Plan (Amendment)

Agenda item type:

Action Item

Recommended Action:

MOTION FOR THE BOARD: That the Board approve Board Policy 3006, USBE Data Governance Plan, Draft 2.

Purpose of Memo:

Other

Background:

This requested amendments to Board Policy 3006 incorporate the roles of Data Governors and Superintendent into Table 1, with clearly defined responsibilities related to existing USBE governance processes or legislation. The addition of a "Data Governance Approval Processes" section formalizes existing procedures for approving changes to data collections. Updates to the Data Security and Privacy Training section streamline reporting by incorporating training completion rates into the required annual privacy report. Additional changes include clarifying employee data access permissions within the Data Incidents and Breaches section, at the request of the Student Data Privacy Advisory Group, and correcting a formatting issue within the Student Data Disclosure section.

Contact:

Name:	Katy Challis	Melissa Preziosi
Title:	Director of Privacy	Data Privacy and Governance Specialist
Phone:	(801) 538-7894	(801) 538-7619
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Attachments:

1. Board Policy 3006 - Draft 2 - August 2026 Board
2. Board Policy 3006 - Draft 1 - June 2026 Committee

UTAH STATE BOARD OF EDUCATION POLICY
Policy Number: 3006
Policy Name: USBE Data Governance Plan
Date Approved: February 6, 2025

By this policy, the Utah State Board of Education (USBE) establishes the following policy and procedures:

1. Data governance is an organizational approach to data and information management that is formalized as a set of policies and procedures that encompass the full life cycle of data. USBE takes seriously its moral and legal responsibility to protect student privacy and ensure data security. Utah's student Data Protection Act (SDPA), Sections 53E-9-301, et seq., requires that USBE adopt a Data Governance Plan.

2. This policy is applicable to all USBE employees, State Board Members (the Board and supporting staff) temporary employees, and USBE contractors. The policy must be used to assess agreements made to disclose student data to third parties. This policy must also be used to assess the risk of conducting business as it pertains to confidential information as defined in USBE Internal Policy 05-01, Acceptable Use of Information Technology Resources. This policy is designed to help ensure only authorized disclosure of confidential information.

3. Furthermore, this USBE Data Governance Plan works in conjunction with USBE Information Security Policies

4. The Superintendent shall implement a Student Data Protection Advisory Group as described in Section 53E-9-304 and Board Policy 5003.

5. The Superintendent shall review a request for educator data consistent with Title 63G, Chapter 2, Government Records Access and Management Act, and Rule R277-312.

6. Table 1 outlines individual USBE employee responsibilities.

Table 1. Individual USBE employee Responsibilities

Role	Responsibilities
Director of Privacy	Fulfills the role described in Section 53E-9-302(4).
Chief Information Security Officer	Fulfills the role described in USBE Internal Policy 05.02 Information Security.
Records Officer	Fulfills the duties of the Records Officer, as defined in Section 63G-2-103(24).
Records Steward	Departmental/section point of contact for the Records Officer, meets bi-annually with the Records Officer (Fall and Spring), and updates record schedules.
Data and Statistics Director	1. Monitors and trains data stewards on data management; 2. provides bi-annual data quality training to USBE staff that handle student data; 3. coordinates Data Stewards from each section within USBE to review data requests; 4. works closely with IT staff to ensure data quality; 5. helps ensure the proper level of data redaction for publicly posted reports, reports in the Data Gateway, and data that are shared with external entities and researchers; 6. helps ensure proper access levels for the Data Gateway for USBE and LEA employees; 7. documents the names(s), date, and all data elements shared; 8. manages Data Quality Processes; and 9. helps ensure appropriate public reporting of data.
Data Stewards	1. Act as the point of contact for data-related issues in each department or section within USBE; 2. Coordinate with Data and Statistics/IT and program areas; and 3. Document specific internal rules and processes related to data content, context, and associated business rules.

Data Governance Specialist	1. Supports the day-to-day stewardship effort through leadership, program management, and measurement of the USBE data governance effort. 2. Liaises with Data Governors and Data Stewards to implement and maintain data governance.
<u>Data Governors</u>	1. <u>Governing body of director-level stakeholders within USBE.</u> 2. <u>Reviews and makes recommendations to the Superintendency on data governance policies and goals.</u> 3. <u>Discusses topics brought forth by staff related to data.</u> 4. <u>Resolves issues escalated by the data stewards.</u>
<u>Superintendent</u>	1. <u>Designated Chief Administrative Officer (CAO) and fulfills the duties described in Section 63A-12-103.</u> 2. <u>Completes the privacy program report described in Section 63A-19-401.3.</u>

Data Governance Approval Processes

1. USBE employees seeking to make changes to USBE data collections shall coordinate with the Data Governance Specialist following processes that have been approved by the Data Governors.
2. As outlined in the relevant standard operating procedures (SOPs), changes to data collections will be approved by:
 - a. the Data Stewards group;
 - b. the Data Governors; and
 - c. the Superintendency.
3. The Data Governance Specialist may guide USBE employees through data governance processes.

Data Security and Privacy Training

1. The Superintendent will provide a range of training opportunities for all USBE employees, including volunteers, contractors, and temporary employees

with access to confidential information, in order to minimize the risk of human error and misuse of information.

- a. All employees will annually complete the standard information security awareness course provided online by the USBE Information Technology (IT) section under the direction of the Chief Information Security Officer.
- b. Upon receiving access to USBE networks or technology, all new USBE employees, temporary employees, and contracted partners must comply with Internal Policy 05-01 Acceptable Use of Information Technology Resources, which describes the permissible uses of USBE technology and information. All employees will annually certify to their supervisor that they will comply with this policy.
- c. All employees, temporary employees, and contracted partners that are granted access to personally identifiable information, will be given an additional training on privacy and confidentiality fundamentals no less than annually under the direction of the Director of Privacy.
- d. The Director of Privacy shall monitor completion of required privacy trainings, ~~[and report completion rates to Section Directors and the Board]~~
The Superintendent shall report completion rates in the Privacy Program Report described in Section 63A-19-401.3.
- e. Employees that do not comply with Internal Policy 05-01, Acceptable Use of Information Technology Resources, will be referred to their direct supervisor and the director of human resources to determine what remediation or consequences are necessary and appropriate.
- f. Contracted partners who have been granted access to confidential information who are found to be in non-compliance with the USBE Non-Disclosure Agreement (NDA) shall receive consequences up to and including removal of access to USBE's network; if this access is required for completion of the contract, the contractor may be found in breach of contract and subject to dismissal and other penalties as outlined in the contract.

Right to Review, Inspect, and Request Amendment of Records

1. USBE will allow access to inspect and review a student's education records held by USBE to the student's parent, legal guardian, or individual acting in the place of a parent or to a student who has turned 18 years of age in accordance with FERPA regulation 34 CFR 99.10(a)(2).

- a. Access will be allowed within 45 days of receiving an official request.
- b. Parents and eligible students should direct all requests to the Director of Privacy.
- c. USBE will respond to reasonable request for explanation or interpretation of the records.
- d. Should a parent or eligible student request records held by the LEA, USBE will direct the request to the relevant LEA.
- e. USBE is not required to provide data that it does not maintain, nor is USBE required to create education records in response to a request.

Student Data Disclosure

1. USBE may only disclose student data consistent with the disclosure provisions of:

- a. the federal Family Educational Rights and Privacy Action, 20 USC § 1232g and 34 CFR Part 99;
 - b. Utah's Student Data Protection Act, Sections 53E-9-301, et seq.;
 - c. the National School Lunch Act, 42 USC § 1758 and 7 CFR 245.6;
 - d. the Individuals with Disabilities Education Act, 20 USC §§ 1401, et seq.,
- and
- e. other pertinent federal and state law.

2. This data disclosure policy:

- a. establishes a framework for compliance to federal or state reporting requirements;
- b. allows contracted vendors to perform services that USBE would otherwise perform;

- 105 c. increases knowledge about Utah public education;
106 d. provides valuable information to external partners; and
107 e. facilitates transparency.
- 108 3. All data disclosures must be approved by USBE.
- 109 4. As used herein, the following definitions apply:
- 110 a. "Internal student data" means:
- 111 i. personally identifiable student data;
112 ii. de-identified student-level data; or
113 iii. aggregate student data, which do not have disclosure avoidance
114 techniques applied in accordance with USBE policy and procedure.
- 115 b. "Over the shoulder review" means visual inspection of data on USBE
116 systems facilitated by agency staff at the Utah State Board of Education office.
- 117 c. "Public-ready student data" means:
- 118 i. aggregate student data, which have disclosure avoidance techniques
119 applied in accordance with USBE policy and procedure; or
120 ii. data otherwise considered public under GRAMA.
- 121 5. The Records Officer will share information that currently appears on the
122 USBE website or that has previously appeared publicly on USBE's website, but has
123 been archived, in accordance with Title 63G, Chapter 2 Government Records Access and
124 Management Act (GRAMA).
- 125 6. The Director of Data and Statistics and Director of Privacy shall review and
126 may approve requests for public-ready student data from the public consistent with this
127 policy.
- 128 7. The Director of Privacy, Board legal counsel, and the Director of Purchasing
129 shall review and may approve a request from a USBE-contracted vendor for internal
130 student data, which are needed to perform the vendor's contracted services at the time
131 the contract is reviewed consistent with this policy.
- 132 8. The Director of Data and Statistics, the Director of Privacy, and Board legal
133 counsel shall review and may approve a request for internal student data required for
134 auditing agencies, federal reporting, or evaluating and conducting studies that are
135 required by federal or state law consistent with this policy.

136 9. A data steward shall review and may approve an LEA request for internal
137 student data concerning the LEA's students consistent with this policy.

138 10. If an LEA requests internal student data concerning students outside of the
139 LEA for the purpose of auditing or challenging the validity of USBE data, the following
140 applies:

141 a. The request shall be in writing.

142 b. The Director of Data and Statistics and the Director of Privacy shall review
143 and may approve the request.

144 c. If the request is for financial data, approval from the Deputy Superintendent
145 of Operations is also required.

146 d. All approvals shall be in writing.

147 e. Upon approval:

148 i. an LEA may conduct an over-the-shoulder review of data in-person at
149 the USBE building;

150 ii. No data sharing agreement is required where internal student data are
151 not disclosed in an over-the-shoulder review of data; and

152 iii. No student PII or de-identified student data may be exported during an
153 over-the-shoulder review.

154 11. The Law and Licensing Committee shall review and make a
155 recommendation to the Board for approval of discretionary (non-state or federally
156 mandated) requests for internal student data considering whether the request:

157 a. helps Utah students; and

158 b. advances the Board's strategic plan.

159 12. Discretionary requests for internal student data for the purposes of
160 conducting research that will use PII must be submitted using the Data and Statistics
161 Data Request form.

162 13. If a data request has been approved, the Director of Data and Statistics will
163 work with the requestor and is responsible for ensuring that the data are delivered
164 securely, and that data quality and privacy assurances are followed.

165 14. The Director of Data and Statistics is responsible for entering any disclosed
166 student data into USBE's Metadata Dictionary within a month of the disclosure.

15. Educator and LEA staff data will be disclosed in accordance with GRAMA.

Data Incidents and Breaches

1. Establishing a plan for responding to a data breach, complete with clearly defined roles and responsibilities, will promote better response coordination, and help USBE shorten its incident response time. Prompt response is essential for minimizing the risk of any further data loss and, therefore, plays an important role in mitigating any negative consequences of the breach, including potential harm to affected individuals

2. a. In the event of a data breach or inadvertent disclosure of personally identifiable information, USBE employees shall follow the USBE Incident Response Plan.

b. USBE shall notify affected parties in accordance with Subsections 53E-9-304(2) and 63A-19-405.

c. Concerns about security breaches must be reported immediately to the Chief Information Security Officer, who will collaborate with appropriate members of the USBE executive team to determine whether a security breach has occurred.

3. If the USBE data breach response team determines that one or more employees or contracted partners have substantially failed to comply with USBE's IT Security Policy and relevant privacy policies, the Chief Information Security Officer will notify their direct supervisor and the director of human resources to determine what remediation and consequences are necessary and appropriate, which may include termination of employment, termination of a contract, or further legal action.

4. Concerns about security breaches that involve the Chief Information Security Officer shall be reported immediately to the Superintendent.

5. Employee access and permissions for student data shall be determined by a user's need to know as stated in Internal Policy 05-08 and approvals will go through the user's direct supervisor and data owner of the system for which the user is requesting access.

Record Retention and Destruction

1. A fundamental concept of the Public Records Management Act, Section §63A-12-105, is that records created by government are the property of the State. Their care, maintenance, and release are governed by statute and are not subject to the discretion of the government employees. Adherence to records retention laws promote preservation of records of enduring value, quality access to public information, data security, and data privacy.

2. a. USBE shall retain, expunge, and dispose of student records in accordance with Section 63G-2-604, 53E-9-306, R277-487 and shall comply with active retention schedules for student records per Utah Division of Archive and Record Services.

b. Intentional inappropriate destruction of records is a class B misdemeanor.

c. Employees who intentionally and inappropriately destroy records may be subject to disciplinary action including suspension or discharge.

a. The Superintendent shall appoint a Records Officer.

3. Each director or supervisor of a USBE section, department, or program shall designate a departmental records steward to be the point of contact for the Records Officer and be responsible for updating record schedules and being familiar with records retention requirements.

4. a. In the Fall (September-November) and Spring (March-May) of each year the Records Officer shall review departmental records management and retention policies and practices.

b. The Records Officer shall provide annual training to the Departmental Records Stewards.

c. The Records Officer shall provide records management and retention onboarding for new USBE employees, as part of the USBE "On Boarding" training.

5. The Records Officer shall create a policy to oversee USBE's deletion/purge process to ensure document destruction or transfer of data to State Archives as instructed by the appropriate retention schedules.

Transparency

227 Annually, USBE will publicly post USBE data collections and disclosures of
228 student personally identifiable information via the USBE Metadata Dictionary as
229 described in Utah's Student Data Protection Act, Section 53E-9-301.

230

231 **Annual Review**

232 The Superintendent shall review the Data Governance Plan with the Law and
233 Licensing Committee at least annually.

234

UTAH STATE BOARD OF EDUCATION POLICY	
Policy Number:	3006
Policy Name:	USBE Data Governance Plan
Date Approved:	February 6, 2025

By this policy, the Utah State Board of Education (USBE) establishes the following policy and procedures:

1. Data governance is an organizational approach to data and information management that is formalized as a set of policies and procedures that encompass the full life cycle of data. USBE takes seriously its moral and legal responsibility to protect student privacy and ensure data security. Utah’s student Data Protection Act (SDPA), Sections 53E-9-301, et seq., requires that USBE adopt a Data Governance Plan.

2. This policy is applicable to all USBE employees, State Board Members (the Board and supporting staff) temporary employees, and USBE contractors. The policy must be used to assess agreements made to disclose student data to third parties. This policy must also be used to assess the risk of conducting business as it pertains to confidential information as defined in USBE Internal Policy 05-01, Acceptable Use of Information Technology Resources. This policy is designed to help ensure only authorized disclosure of confidential information.

3. Furthermore, this USBE Data Governance Plan works in conjunction with USBE Information Security Policies

4. The Superintendent shall implement a Student Data Protection Advisory Group as described in Section 53E-9-304 and Board Policy 5003.

5. The Superintendent shall review a request for educator data consistent with Title 63G, Chapter 2, Government Records Access and Management Act, and Rule R277-312.

6. Table 1 outlines individual USBE employee responsibilities.

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Records Steward	Departmental/section point of contact for the Records Officer, meets bi-annually with the Records Officer (Fall and Spring), and updates record schedules.
Data and Statistics Director	1. Monitors and trains data stewards on data management; 2. provides bi-annual data quality training to USBE staff that handle student data; 3. coordinates Data Stewards from each section within USBE to review data requests; 4. works closely with IT staff to ensure data quality; 5. helps ensure the proper level of data redaction for publicly posted reports, reports in the Data Gateway, and data that are shared with external entities and researchers; 6. helps ensure proper access levels for the Data Gateway for USBE and LEA employees; 7. documents the names(s), date, and all data elements shared; 8. manages Data Quality Processes; and 9. helps ensure appropriate public reporting of data.
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Data Governance Specialist	1. Supports the day-to-day stewardship effort through leadership, program management, and measurement of the USBE data governance effort. 2. Liaises with Data Governors and Data Stewards to implement and maintain data governance.
<u>Data Governors</u>	1. <u>Governing body of director-level stakeholders within USBE.</u> 2. <u>Reviews and makes recommendations to the Superintendency on data governance policies and goals.</u> 3. <u>Discusses topics brought forth by staff related to data.</u> 4. <u>Resolves issues escalated by the data stewards.</u>
<u>Superintendent</u>	1. <u>Designated Chief Administrative Officer (CAO) and fulfills the duties described in Section 63A-12-103.</u> 2. <u>Completes the privacy program report described in Section 63A-19-401.3.</u>

Data Governance Approval Processes

1. USBE employees seeking to make changes to USBE data collections shall coordinate with the Data Governance Specialist following processes that have been approved by the Data Governors.
2. As outlined in the relevant standard operating procedures (SOPs), changes to data collections will be approved by:
 - a. the Data Stewards group;
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43 with access to confidential information, in order to minimize the risk of human
44 error and misuse of information.

- 45 a. All employees will annually complete the standard information security
46 awareness course provided online by the USBE Information Technology
47 (IT) section under the direction of the Chief Information Security Officer.
- 48 b. Upon receiving access to USBE networks or technology, all new USBE
49 employees, temporary employees, and contracted partners must comply
50 with Internal Policy 05-01 Acceptable Use of Information Technology
51 Resources, which describes the permissible uses of USBE technology
52 and information. All employees will annually certify to their supervisor that
53 they will comply with this policy.
- 54 c. All employees, temporary employees, and contracted partners that are
55 granted access to personally identifiable information, will be given an
56 additional training on privacy and confidentiality fundamentals no less than
57 annually under the direction of the Director of Privacy.
- 58 d. The Director of Privacy shall monitor completion of required privacy
59 trainings. ~~[and report completion rates to Section Directors and the Board]~~
60 The Superintendent shall report completion rates in the Privacy Program
61 Report described in Section 63A-19-401.3.
- 62 e. Employees that do not comply with Internal Policy 05-01 Acceptable Use
63 of Information Technology Resources, will be referred to their direct
64 supervisor and the director of human resources to determine what
65 remediation or consequences are necessary and appropriate.
- 66 f. Contracted partners who have been granted access to confidential
67 information who are found to be in non-compliance with the USBE Non-
68 Disclosure Agreement (NDA) shall receive consequences up to and
69 including removal of access to USBE's network; if this access is required
70 for completion of the contract, the contractor may be found in breach of
71 contract and subject to dismissal and other penalties as outlined in the
72 contract.

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- 127 policy.
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- 129 shall review and may approve a request from a USBE-contracted vendor for internal
- 130 student data, which are needed to perform the vendor's contracted services at the time
- 131 the contract is reviewed consistent with this policy.
- 132 8. The Director of Data and Statistics, the Director of Privacy, and Board legal
- 133 counsel shall review and may approve a request for internal student data required for
- 134 auditing agencies, federal reporting, or evaluating and conducting studies that are
- 135 required by federal or state law consistent with this policy.

136 9. A data steward shall review and may approve an LEA request for internal
137 student data concerning the LEA's students consistent with this policy.

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139 LEA for the purpose of auditing or challenging the validity of USBE data, the following
140 applies:

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143 and may approve the request.

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149 the USBE building;

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153 over-the-shoulder review.

154 11. The Law and Licensing Committee shall review and make a
155 recommendation to the Board for approval of discretionary (non-state or federally
156 mandated) requests for internal student data considering whether the request:

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161 Data Request form.

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163 work with the requestor and is responsible for ensuring that the data are delivered
164 securely, and that data quality and privacy assurances are followed.

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166 student data into USBE's Metadata Dictionary within a month of the disclosure.

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2. a. In the event of a data breach or inadvertent disclosure of personally identifiable information, USBE employees shall follow the USBE Incident Response Plan.

b. USBE shall notify affected parties in accordance with Subsections 53E-9-304(2) and 63A-19-405.

c. Concerns about security breaches must be reported immediately to the Chief Information Security Officer, who will collaborate with appropriate members of the USBE executive team to determine whether a security breach has occurred.

3. If the USBE data breach response team determines that one or more employees or contracted partners have substantially failed to comply with USBE's IT Security Policy and relevant privacy policies, the Chief Information Security Officer will notify their direct supervisor and the director of human resources to determine what remediation and consequences are necessary and appropriate, which may include termination of employment, termination of a contract, or further legal action.

4. Concerns about security breaches that involve the Chief Information Security Officer shall be reported immediately to the Superintendent.

5. Employee data access permissions should be based off a user's need to know as stated in Internal Policy 05-08 and approvals will go through the user's direct supervisor and data owner of the system for which the user is requesting access.

Record Retention and Destruction

1. A fundamental concept of the Public Records Management Act, Section §63A-12-105, is that records created by government are the property of the State. Their care,

198 maintenance, and release are governed by statute and are not subject to the discretion
199 of the government employees. Adherence to records retention laws promote
200 preservation of records of enduring value, quality access to public information, data
201 security, and data privacy.

202 2. a. USBE shall retain, expunge, and dispose of student records in
203 accordance with Section 63G-2-604, 53E-9-306, R277-487 and shall comply with active
204 retention schedules for student records per Utah Division of Archive and Record
205 Services.

206 b. Intentional inappropriate destruction of records is a class B misdemeanor.

207 c. Employees who intentionally and inappropriately destroy records may be
208 subject to disciplinary action including suspension or discharge.

209 a. The Superintendent shall appoint a Records Officer.

210 3. Each director or supervisor of a USBE section, department, or program shall
211 designate a departmental records steward to be the point of contact for the Records
212 Officer and be responsible for updating record schedules and being familiar with records
213 retention requirements.

214 4. a. In the Fall (September-November) and Spring (March-May) of each year
215 the Records Officer shall review departmental records management and retention
216 policies and practices.

217 b. The Records Officer shall provide annual training to the Departmental
218 Records Stewards.

219 c. The Records Officer shall provide records management and retention
220 onboarding for new USBE employees, as part of the USBE “On Boarding” training.

221 5. The Records Officer shall create a policy to oversee USBE’s deletion/purge
222 process to ensure document destruction or transfer of data to State Archives as
223 instructed by the appropriate retention schedules.

225 **Transparency**

226 Annually, USBE will publicly post USBE data collections and disclosures of
227 student personally identifiable information via the USBE Metadata Dictionary as
228 described in Utah’s Student Data Protection Act, Section 53E-9-301.

229

230 **Annual Review**

231 The Superintendent shall review the Data Governance Plan with the Law and
232 Licensing Committee at least annually.

233

UTAH STATE BOARD OF EDUCATION

Subject:

ACTION: R277-322, Local Education Agency (LEA) Codes of Conduct (Amendment) *Item postponed*

Agenda item type:

Action Item

Recommended Action:

No final motion was made during the June 5, 2026, committee meeting.

Purpose of Memo:

Requested by 3 or more members of the board

Background:

Summary of the Rule: Authorized by Utah Constitution Article X, Section 3, and Utah Code Sections 53E-3-401(4) and 63G-7-301, this rule grants the Utah State Board of Education the explicit authority to mandate that all LEAs adopt and strictly enforce appropriate behavior policies for their staff. 63G-7-301 also requires the Utah State Board of Education to develop a model code of conduct that sets the minimum requirements of an LEA code of conduct. Under the current draft of the rule, every school district and charter school must establish a code of conduct that is no less stringent than the Board's model policy, directly prohibiting physical, verbal, mental, and sexual abuse, as well as establishing clear parameters to prevent inappropriate boundary violations. Furthermore, R277-322 currently requires LEAs to set stringent guidelines for electronic and social media communications, mandate the immediate reporting of suspected child abuse or neglect, and ensure that all staff members undergo annual training and sign written acknowledgments committing to these ethical standards.

Background of the Discussion: The proposed revisions to this rule are the result of a Board Member Request from Board Members Kerry, Hall, Kelly, and Britton in August 2025. The rule was assigned to Law & Licensing Committee in October. After a series of discussions and early drafts, the Board voted to pause the conversation during the Legislative 2026 session and to bring the rule back for consideration in the April 2026 Law & Licensing Committee.

Current Draft: The most recent draft of revisions for R277-322 is title Draft 1a to distinguish it from the drafts that were discussed by the committee throughout Fall 2025.

Staff will present R277-322, Local Education Agency (LEA) Codes of Conduct, Draft 1, for consideration and approval.

Authorizing, and Implemented or Interpreted Law: [Art X Sec 3](#); [53E-3-401\(4\)](#); [63G-7-301](#)

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Attachments:

1. R277-322 - Draft 1a - April 2026 Committee - Kerry
2. R277-322 - Draft 2a - April 2026 Committee - Lear
3. R277-322 - Draft 3a - June 2026 Committee - Kerry (2)
4. LEACodeConduct- Draft 1 - May Committee Meeting
5. R277-322 - Draft 3 - Kerry - October 2025 Committee
6. R277-322 - Draft 2 - Kerry - October 2025 Committee
7. R277-322 - Draft 1 - October 2025 Committee
8. R277-322 - Draft 2 - Kerry - October 2025 Committee
9. R277-322 Reporting Burden and Fiscal Impact Estimate Form (Draft 2)
10. R277-322 Reporting Burden and Fiscal Impact Estimate Form (Draft 3)
11. R277-322 Reporting Burden and Fiscal Impact Estimate Form May 2026
12. R277-322 Reporting Burden and Fiscal Impact Estimate Form June 2026

R277. Education, Administration.

R277-322. LEA Codes of Conduct.

R277-322-1. Authority and Purpose [~~and Oversight Category~~].

(1) This rule is authorized by:

(a) Utah Constitution Article X, Section 3, which vests general control and supervision over public education in the Board;

(b) Subsection 53E-3-401(4), which allows the Board to make rules to execute the Board's duties and responsibilities under the Utah Constitution and state law; and

(c) Section 63G-7-301, which requires the Board to create a model policy that:

(i) regulates behavior of a school employee toward a student; and

(ii) includes a prohibition against any sexual conduct between an employee and a student and against the employee and student sharing any sexually explicit or lewd communication, image, or photograph.

(2) The purpose of this rule is to [~~require LEAs to create a code of conduct or appropriate behavior policy applicable to the LEA's staff~~] have each LEA and school adopt a code of conduct, not less stringent than the model code of conduct in R277-322-4 that applies to all employees within the LEA.

(3)(a)All provisions of this rule apply to all licensed educators. [~~This Rule R277-326 is categorized as Category 2 as described in Rule R277-111~~].

(b) Nothing in this rule shall limit the Board's authority under Rules R277-210 through R277-217 to investigate or discipline licensed educators for violations of educator standards.

R277-322-2. Definitions.

(1) "Boundary violation" means the same as that term is defined in Rule R277-210.

(2) "Personal identity characteristics" has the same meaning as defined in Section 53B-1-118.

~~[(3) "Staff" or "staff member" means an employee, contractor, or volunteer with unsupervised access to students.]~~

(3) "Promptly" means as soon as reasonably practicable under the circumstances.

(4) "Retaliation" means intimidation, threats, coercion, harassment, adverse employment actions, or other speech or conduct that would discourage a reasonable person from reporting or participating in an investigation.

~~(4) "Sexual conduct" means [any sexual contact or communication between a staff member and a student, including:~~

~~—— (a) "sexual abuse" as defined in Section 76-5-404.1;~~

~~—— (b) "sexual battery" as defined in Section 76-9-702.1; or~~

~~(c) a staff member and student sharing any sexually explicit or lewd communication, image, or photograph.] any verbal, written, visual, digital, or physical act or communication that is sexual in nature, sexualized, or reasonably perceived as intended to arouse sexual interest, normalize sexual behavior, or blur professional boundaries, including but not limited to:~~

(a) Sexualized speech, comments, jokes, narratives, hypotheticals, or discussions, whether explicit or implicit;

(b) Romantic or sexual expressions, flirtation, innuendo, or suggestive language;

(c) Electronic, digital, or social-media communications of a sexual or romantic nature, including emojis, images, memes, or coded language;

(d) Discussion or depiction of sexual activity, sexual identity, sexual orientation, sexual preferences, or sexual experiences that is not age-appropriate, curriculum-aligned, or pedagogically necessary;

(e) Conduct that a reasonable person would view as creating a sexualized, intimidating, hostile, or boundary-eroding educational environment;

(f) Any attempt to initiate, encourage, normalize, or advance a sexual or romantic relationship with a student or minor, regardless of consent or reciprocity;

(g) The sharing of any sexually explicit or lewd communication, image, or photograph;

(h) sexual abuse as defined in Section 76-5-404.1; or

(i) "sexual battery" as defined in Section 76-9-702.1.

R277-322-3. Required Model Code of Conduct [~~Policy~~].

(1) The ~~[Superintendent]~~ Board ~~[shall create]~~ hereby creates a model code of conduct. ~~[or appropriate behavior policy].~~

(2) A school employee:

(a) while acting within the scope of employment, shall avoid boundary violations, as defined in Rule R277-210, with a student or minor when the employee knows or reasonably should know that the individual is a student or minor;

(b) shall comply with the provisions of 65G-7-301 which require:

(i) providing training on the code of conduct to the employee; and

(ii) the employee to sign a statement acknowledging that the employee has read and understands the code of conduct;

(c) shall comply with all federal, state, and local laws;

(d) shall treat the students with respect;

(e) shall promptly report any known or reasonably suspected violation of the Code of Conduct to the appropriate school or LEA administrator in accordance with applicable reporting policies and procedures; and

(f) shall report suspected child abuse or neglect to law enforcement or the Division of Child and Family Services in accordance with Sections 53E-6-701 and 80-2-602;

(g) shall avoid the use of alcohol and illegal drugs while on duty or participating in a school-sponsored activity;

83 (h) shall avoid the use of prescription drugs while on duty or participating in a
84 school-sponsored activity , in a manner that impairs judgment or professional
85 performance;

86 (i) shall act professionally and in a manner that upholds the integrity of the school
87 and the public education system, while on duty or participating in a school-sponsored
88 activity;

89 (j) shall maintain political neutrality in the performance of professional duties
90 while acting within the scope of employment or in an official capacity a school employee
91 may not use or display partisan political language, campaign materials, political party
92 insignia, or advocacy symbols in the presence of students, unless such use is directly
93 related to instruction aligned with the approved curriculum;

94 (k) this includes, but is not limited to campaign slogans, political party insignia, or
95 advocacy symbols, during work hours, on school property, or in connection with official
96 LEA, or school, activities;

97 (l) An employee may not plan, organize, promote, encourage, or participate in
98 an unauthorized activity during the school day that disrupts instructional time or
99 encourages or results in student nonattendance from scheduled classroom instruction;

100 (m) subject to constitutional rights against self-incrimination, the employee shall
101 fully cooperate with criminal or civil law enforcement, and an LEA, school, UPPAC, or
102 Board investigation involving a student or employee by:

103 (i) responding truthfully and promptly to lawful inquiries;

104 (ii) providing relevant information within the employee's knowledge or
105 possession; and

106 (iii) complying with lawful subpoenas, warrants, or other compulsory processes;

107 (n) shall not, while on school property, while acting within the scope of
108 employment, or under circumstances in which a reasonable person would perceive the
109 conduct as school-sponsored, invite, suggest, or encourage a student to reconsider or
110 change the student's sexual orientation or gender identity.; and

111 (m) shall annually attend abuse prevention training as required in Section 53G-9-207.

112 ~~[(2) Each LEA and school shall adopt a code of conduct [or appropriate behavior~~
113 ~~policy] applicable to [the LEA's staff] all employees.~~

114 ~~—— (3) An LEA's code of conduct or appropriate behavior policy, adopted pursuant~~
115 ~~to Subsection (2), may not be less stringent than the model code of conduct or~~
116 ~~appropriate behavior policy described in Subsection (1) and shall include, at a minimum:~~

117 ~~—— (a) a statement that a staff member shall avoid boundary violations, as defined~~
118 ~~in Rule R277-210, with students;~~

119 ~~—— (b) a statement that a staff member may not subject a student to:~~

120 ~~—— (i) physical abuse;~~

121 ~~—— (ii) verbal abuse;~~

122 ~~—— (iii) sexual abuse; or~~

123 ~~—— (iv) mental abuse;~~

124 ~~—— (c) a statement that a staff member shall report any suspected incidents of:~~

125 ~~—— (i) physical abuse;~~

126 ~~—— (ii) verbal abuse;~~

127 ~~—— (iii) sexual abuse;~~

128 ~~—— (iv) mental abuse; or~~

129 ~~—— (v) neglect;~~

130 ~~—— (d) a statement that a staff member may not touch a student in a way that makes~~
131 ~~a reasonably objective student feel uncomfortable;~~

132 ~~—— (e) a statement that a staff member may not participate in sexual conduct with a~~
133 ~~student;~~

134 ~~—— (f) a statement regarding appropriate verbal or electronic communication~~
135 ~~between a staff member and a student;~~

136 ~~—— (g) a statement regarding providing gifts, special favors, or preferential treatment~~
137 ~~to a student or group of students;~~

~~———— (h) a statement that a staff member may not discriminate against a student on the basis of the student's personal identity characteristics;~~

~~———— (i) a statement regarding appropriate use of electronic devices and social media for communication between a staff member and a student;~~

~~———— (j) a statement regarding use of alcohol, tobacco, and illegal substances during work hours and on school property;~~

~~———— (k) a statement that a staff member shall:~~

~~———— (i) report any suspicion of child abuse or bullying to the proper authorities;~~

~~———— (ii) annually read and sign all policies related to identifying, documenting, and reporting child abuse; and~~

~~———— (iii) for an employee or contractor, annually attend abuse prevention training required in Section 53G-9-207; and~~

~~———— (4) An LEA shall post the LEA's code of conduct or appropriate behavior policy adopted pursuant to Subsection (2) on the LEA's website.~~

~~———— (5) An LEA shall annually provide training to staff regarding the policy, including the staff member's responsibility to report and how to report:~~

~~———— (a) known violations of the LEA's code of conduct or appropriate behavior policy; and~~

~~———— (b) known violations of the Utah Educator Standards contained in Rule R277-217.~~

~~———— (6) A staff member shall annually sign a statement acknowledging that the staff member has read and understands the code of conduct or appropriate behavior policy].~~

R277-322-4. LEA and School Responsibilities.

(1) Each LEA and school shall adopt a code of conduct, which may not be less stringent than the model code of conduct established in Section R277-322-3.

_____ (2) An LEA shall establish a hotline as described in Section R277-123-7 for students, parents, and personnel to report violations of Board rule and LEA policy, including the code of conduct and in its training promote awareness of the R277-123-7.

_____ (3) An LEA, and each school, shall prominently post its code of conduct its website.

_____ (4) An LEA and each public school shall provide code of conduct training to its employees and require each employee to sign a statement acknowledging that the employee has read and understands the code of conduct.

_____ (5) An LEA shall submit an annual assurance to the Board consistent with this rule and Section 53G-10-206 verifying that the LEA and each school has complied with:

_____ (a) required code of conduct training;

_____ (b) obtained employee acknowledgments;

_____ (c) posted its Code of Conduct as required; and

_____ (d) promoted R277-123-7 as required.

_____ (6) (a) An LEA shall annually submit to the Superintendent and the Board's Internal Audit Department aggregate data on code of conduct complaints, categories of violations, and dispositions Internal Audit.

_____ (b) Internal Audit shall make the information submitted under Subsection (9)(a) available to the Board quarterly.

_____ (7) An LEA, or school, shall report to the Board's Internal Audit Department, in a manner prescribed by the department, within 45 days, any employee at the LEA, or school, who:

_____ (a) resigns or retires in lieu of termination for conduct that violates sexual conduct provisions of the LEA's code of conduct or appropriate behavior policy; or

_____ (b) resigns or separates under an agreement that limits disclosure of the underlying reason for separation, including non-disclosure or confidentiality agreements, if the conduct involved potential violation of sexual conduct provisions of the LEA's, or school's, code of conduct

_____ (8)A report under this Subsection (10) shall include, at a minimum:

_____ (a) the individual's name and position or assignment;

_____ (b) the date of separation or LEA, or school, action;

_____ (c) the nature of the conduct that led to the separation or LEA, or school, action;

and

_____ (d) whether the matter has been referred to law enforcement, UPPAC, or another regulatory authority.

_____ (9) An LEA, or school, may not construe this section to prevent the LEA, or school, from making reports to law enforcement, UPPAC, or the Department of Health and Human Services as otherwise required by law.

_____ (10) (a) An LEA, or school, may not enter into any agreement that prevents or restricts the LEA, or school, from providing the notice required by this section.

_____ (b) An LEA, or school, may not enter into an agreement, which restricts or prohibits an employee from communicating or reporting any complaint or concern regarding the direct or indirect safety and welfare of students or any inappropriate conduct by the LEA, or school, to law enforcement, a local board, or the Board.

_____ (11)The Superintendent shall classify a report submitted under Subsection (10) as private in accordance with Subsections 63G-2-302(2)(a) and (d).

_____ (12)An LEA, or school, shall update the website posting within 30 days of adopting or revising its code of conduct.

_____ (13)(a) Failure of an LEA, or school, to comply with this rule constitutes noncompliance subject to corrective action or sanctions

_____ (b)(i) Repeated failure to abide by the provisions of 63G-7-301 or this Rule, may subject the LEA or school to corrective action or other sanctions.

_____ (ii) Employees responsible for implementing and monitoring compliance with 63G-7-301 and this Rule, including the LEA superintendent, may be subject to sanctions and UPPAC action.

R277-322-5. Retaliation and False Reports.

(1)(a) An LEA and school shall prohibit retaliation against an individual who, in good faith, reports a suspected violation of LEA or school code of conduct, policy, Board rule, or the law.

(b) An employee who retaliates against an individual for reporting alleged misconduct under this Code of Conduct may be subject to:

(i) disciplinary action by the LEA, up to and including termination of employment;

(ii) referral to UPPAC if the individual is licensed by the Board; and

(iii) other remedies or penalties available under the law.

(2) An employee may not knowingly make a false report alleging a violation of the LEA's or school's code of conduct.

(3) An employee who knowingly makes a false, malicious, or frivolous report may be subject to:

(a) disciplinary action by the LEA or school, up to and including termination of employment;

(b) referral to UPPAC if the individual is licensed by the Board; and

(c) other remedies or penalties available under the law.

(4) Nothing in this section shall be construed to discourage or penalize good-faith reports.

(5) An employee at an LEA that retaliates or facilitates retaliation against an employee for reporting an alleged violation of this code of conduct or R277-210 or R277-217 may be subject to:

(a) disciplinary action by the LEA, up to and including termination of employment;

(b) corrective action or other sanctions in law and rule; or

(c) UPPAC action, if a licensed educator.

KEY: codes of conduct, appropriate behavior, employee conduct

Date of Last Change: August 7, 2024

248 **Notice of Continuation: June 7, 2024**

249 **Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53E-3-401(4); 63G-**
250 **7-301**

251

252

R277. Education, Administration.

R277-322. LEA Codes of Conduct.

R277-322-1. Authority and Purpose [~~and Oversight Category~~].

(1) This rule is authorized by:

(a) Utah Constitution Article X, Section 3, which vests general control and supervision over public education in the Board;

(b) Subsection 53E-3-401(4), which allows the Board to make rules to execute the Board's duties and responsibilities under the Utah Constitution and state law; and

(c) Section 63G-7-301, which requires the Board to create a model policy that

(i) regulates behavior of a school employee toward a student;

(ii) provides for waiver of immunity from suit for sexual battery or sexual abuse unless the public school has provided training on a code of conduct as defined in Sec. 63G-7-301(3)(a)(i) and required employees to sign a statement acknowledging that employees read and understood the agency's code of conduct.

(2) The purpose of this rule is to:

(a) [~~require LEAs to create a code of conduct or appropriate behavior policy applicable to the LEA's staff.~~] require that each LEA and school adopt a code of conduct, not less stringent than the model code of conduct defined in Section 63G-7-301(3) that applies to all employees within the LEA;

(b) require that the LEA or school provide training on the locally adopted code of conduct; and

(c) require that all employees sign a statement acknowledging having read and understood the required code of conduct.

~~[(3) This Rule R277-326 is categorized as Category 2 as described in Rule R277-111.]~~

(3) Nothing in this rule shall limit the Board's authority under Rules R277-210 through R277-217 to investigate or discipline licensed educators for violations of public educator standards.

R277-322-2. Definitions.

~~[(1) "Boundary violation" means the same as that term is defined in Rule R277-210.~~

~~—— (2) "Personal identity characteristics" has the same meaning as defined in Section 53B-1-118.~~

~~—— (3) "Staff" or "staff member" means an employee, contractor, or volunteer with unsupervised access to students.]~~

(1) "Employee" means a school volunteer who is given significant unsupervised access to students; and

(a) the same as 63G-7-102(3)(i), (iii), (vi), (vii), and (x).

(2) "Promptly" means as soon as reasonably practicable under the circumstances.

(3) "Retaliation" means intimidation, threats, coercion, harassment, adverse employment actions, or other speech or conduct that would discourage a reasonable person from reporting or participating in an investigation.

(4) "Sexual conduct" means any sexual contact or communication between a staff member and a student, including:

(a) "sexual abuse" as defined in Section 76-5-404.1; or

(b) "sexual battery" as defined in Section 76-9-702.1. [or

~~—— (c) a staff member and student sharing any sexually explicit or lowd communication, image, or photograph.]~~

(5) "UPPAC" means the Utah Professional Practices Advisory Commission.

R277-322-3. Incorporation by Reference Model Code of Conduct.

(1) This rule incorporates by reference the model code of conduct dated April 2026.

(2) A copy of this document is located at

- 57 (a) <https://schools.utah.gov/administrativerules/documentsincorporated>; and
58 (b) the offices of the Utah State Board of Education.

59
60 **R277-322-4. Board Responsibilities.**

61 (1) The ~~[Superintendent]~~ Board ~~[shall create]~~ hereby creates a model code of
62 conduct. ~~[or appropriate behavior policy]~~ .

63 (a) The Superintendent shall classify a report submitted under Subsection (10) as
64 private in accordance with Subsections 63G-2-302(2)(a) and (d).

65 (2) The Board shall receive and monitor assurances regarding the code of
66 conduct.

67
68 **R277-322-5 LEA Responsibilities**

69 ~~[(2)]~~ (1) Each LEA shall adopt a code of conduct ~~[or appropriate behavior policy]~~
70 applicable to all LEA employees ~~[to the LEA's staff]~~.

71 (a) An LEA's code of conduct ~~[or appropriate behavior policy]~~ adopted pursuant
72 to 63G-7-301 ~~[Subsection (2)]~~, may not be less stringent than the model code of
73 conduct ~~[or appropriate behavior policy]~~ [described] incorporated by reference in
74 Subsection (3) ~~[and shall include, at a minimum:]~~;

75 (2) An LEA shall:

76 (a) review its code of conduct annually in a regular board meeting.

77 (b) establish a hotline as described in Section R277-123-7 for students, parents,
78 and personnel to report violations of law and LEA policy, including the code of conduct.

79 (c) prominently post its code of conduct on its website; and

80 (d) update any changes to its code of conduct within 30 days.

81 (3) An LEA shall provide code of conduct training to its employees and require
82 each employee to sign a statement acknowledging that the employee has read and
83 understands the code of conduct;

84 (4) An LEA shall submit an annual assurance to the Board consistent with this
85 rule and Section 53G-10-206 verifying that the LEA has complied with this rule.

86 (5) An LEA or school may not enter into an agreement which restricts or prohibits
87 an employee from communicating or reporting any complaint or concern regarding the
88 direct or indirect safety and welfare of students or any inappropriate conduct by the LEA
89 or school to law enforcement, a local board, or the Board.

90 ~~[(a) a statement that a staff member shall avoid boundary violations, as defined~~
91 ~~in Rule R277-210, with students;~~

92 ~~—— (b) a statement that a staff member may not subject a student to:~~

93 ~~—— (i) physical abuse;~~

94 ~~—— (ii) verbal abuse;~~

95 ~~—— (iii) sexual abuse; or~~

96 ~~—— (iv) mental abuse;~~

97 ~~—— (c) a statement that a staff member shall report any suspected incidents of:~~

98 ~~—— (i) physical abuse;~~

99 ~~—— (ii) verbal abuse;~~

100 ~~—— (iii) sexual abuse;~~

101 ~~—— (iv) mental abuse; or~~

102 ~~—— (v) neglect;~~

103 ~~—— (d) a statement that a staff member may not touch a student in a way that makes~~
104 ~~a reasonably objective student feel uncomfortable;~~

105 ~~—— (e) a statement that a staff member may not participate in sexual conduct with a~~
106 ~~student;~~

107 ~~—— (f) a statement regarding appropriate verbal or electronic communication~~
108 ~~between a staff member and a student;~~

109 ~~—— (g) a statement regarding providing gifts, special favors, or preferential treatment~~
110 ~~to a student or group of students;~~

~~———— (h) a statement that a staff member may not discriminate against a student on
the basis of the student's personal identity characteristics;
———— (i) a statement regarding appropriate use of electronic devices and social media
for communication between a staff member and a student;
———— (j) a statement regarding use of alcohol, tobacco, and illegal substances during
work hours and on school property;
———— (k) a statement that a staff member shall:
———— (i) report any suspicion of child abuse or bullying to the proper authorities;
———— (ii) annually read and sign all policies related to identifying, documenting, and
reporting child abuse; and
———— (iii) for an employee or contractor, annually attend abuse prevention training
required in Section 53G-9-207; and
———— (4) An LEA shall post the LEA's code of conduct or appropriate behavior policy
adopted pursuant to Subsection (2) on the LEA's website.
———— (5) An LEA shall annually provide training to staff regarding the policy, including
the staff member's responsibility to report and how to report:
———— (a) known violations of the LEA's code of conduct or appropriate behavior policy;
and
———— (b) known violations of the Utah Educator Standards contained in Rule R277-
217.
———— (6) A staff member shall annually sign a statement acknowledging that the staff
member has read and understands the code of conduct or appropriate behavior policy.]~~

R277-322-6 Employee Responsibilities

(1) A school employee:
(a) shall comply with all federal, state, and local laws;
(b) shall annually sign a written acknowledgement of having read and understood
the code of conduct;

_____ (c) shall receive training on the code of conduct;
_____ (d) shall promptly report any known or reasonably suspected violation of the
code of conduct to the appropriate school or LEA administrator in accordance with
applicable reporting policies and procedures; and
_____ (e) subject to constitutional rights against self-incrimination, the employee shall
fully cooperate with criminal or civil law enforcement, and an LEA, school, UPPAC, or
Board investigation

R277-322-7 Retaliation and False Reports.

_____ (1)(a) An LEA shall prohibit retaliation against an individual who, in good faith,
reports a suspected violation of LEA code of conduct, LEA policy, or the law.

_____ (b) An employee who retaliates against an individual for reporting alleged
misconduct under this code of conduct may be subject to:

- _____ (i) disciplinary action by the LEA, up to and including termination of employment;
- _____ (ii) referral to UPPAC if the individual is licensed by the Board; and
- _____ (iii) other remedies or penalties available under the law.

_____ (2) An employee may not knowingly make a false report alleging a violation of the
LEA's code of conduct.

_____ (3) An employee who knowingly makes a false, malicious, or frivolous report may
be subject to:

- _____ (a) disciplinary action by the LEA, up to and including termination of employment;
- _____ (b) referral to UPPAC if the individual is licensed by the Board; and
- _____ (c) other remedies or penalties available under the law.

_____ (4) Nothing in this section shall be construed to discourage or penalize good faith
reports.

_____ (5) An LEA employee that retaliates or facilitates retaliation against an employee
for reporting an alleged violation of this code of conduct or R277-210 or R277-217 may
be subject to:

- (a) disciplinary action by the LEA, up to and including termination of employment;
- (b) corrective action or other sanctions in law and rule; or
- (c) UPPAC action, if a licensed educator.

KEY: codes of conduct, appropriate behavior, employee conduct

Date of Last Change: August 7, 2024

Notice of Continuation: June 7, 2024

Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53E-3-401(4); 63G-7-301

R277. Education, Administration.

R277-322. LEA Codes of Conduct.

R277-322-1. Authority[, and Purpose[, and Oversight Category].

(1) This rule is authorized by:

(a) Utah Constitution Article X, Section 3, which vests general control and supervision over public education in the Board;

(b) Subsection 53E-3-401(4), which allows the Board to make rules to execute the Board's duties and responsibilities under the Utah Constitution and state law; and

(c) Section 63G-7-301, which requires the Board to create a model policy that:

(i) regulates behavior of a school employee toward a student; and

(ii) includes a prohibition against any sexual conduct between an employee and a student and against the employee and student sharing any sexually explicit or lewd communication, image, or photograph.

(2) The purpose of this rule is to ~~[require LEAs to create a code of conduct or appropriate behavior policy applicable to the LEA's staff]~~ have each LEA and school adopt a code of conduct, not less stringent than the model code of conduct in R277-322-4 that applies to all employees within the LEA or school.

(3) ~~[This Rule R277-322 is categorized as Category 2 as described in Rule R277-444]~~ (a) All provisions of this rule apply to all licensed educators.

(b) Nothing in this rule shall limit the Board's authority under Rules R277-210 through R277-217 to investigate or discipline licensed educators for violations of educator standards.

R277-322-2. Definitions.

(1) "Boundary violation" means the same as that term is defined in Rule R277-210.

~~[(2) "Personal identity characteristics" has the same meaning as defined in Section 53B-1-118.]~~

~~[(3) "Staff" or "staff member" means an employee, contractor, or volunteer with unsupervised access to students.]~~

(3) "Promptly" means as soon as reasonably practicable under the circumstances.

(4) "Retaliation" means intimidation, threats, coercion, harassment, adverse employment actions, or other speech or conduct that would discourage a reasonable person from reporting or participating in an investigation.

~~(4) "Sexual conduct" means [any sexual contact or communication between a staff member and a student, including:~~

~~—— (a) "sexual abuse" as defined in Section 76-5-404.1;~~

~~—— (b) "sexual battery" as defined in Section 76-9-702.1; or~~

~~(c) a staff member and student sharing any sexually explicit or lewd communication, image, or photograph.]~~ any verbal, written, visual, digital, or physical act or communication that is sexual in nature, sexualized, or reasonably perceived as intended to arouse sexual interest, normalize sexual behavior, or blur professional boundaries, including but not limited to:

(a) Sexualized speech, comments, jokes, narratives, hypotheticals, or discussions, whether explicit or implicit;

(b) Romantic or sexual expressions, flirtation, innuendo, or suggestive language;

(c) Electronic, digital, or social-media communications of a sexual or romantic nature, including emojis, images, memes, or coded language;

(d) Discussion or depiction of sexual activity, sexual identity, sexual orientation, sexual preferences, or sexual experiences that is not age-appropriate, curriculum-aligned, or pedagogically necessary;

(e) Conduct that a reasonable person would view as creating a sexualized, intimidating, hostile, or boundary-eroding educational environment;

(f) Any attempt to initiate, encourage, normalize, or advance a sexual or romantic relationship with a student or minor, regardless of consent ~~[or reciprocity];~~

(g) The sharing of any sexually explicit or lewd communication, image, or photograph;

(h) sexual abuse as defined in Section 76-5-404.1; or

(i) "sexual battery" as defined in Section 76-9-702.1.

R277-322-3. Required Model Code of Conduct [Policy].

(1) The ~~[Superintendent]~~ Board ~~[shall create]~~ hereby creates a model code of conduct. ~~[or appropriate behavior policy].~~

(2) A school employee:

(a) ~~[while acting within the scope of employment,]~~ while on school property or while acting within the scope of employment, shall avoid boundary violations, as defined in Rule R277-210, with a student or minor when the employee knows or reasonably should know that the individual is a student or minor;

(b) shall avoid any sexual contact with a student or minor while on school property or while acting within the scope of employment;

~~[(b)]~~ (c) shall comply with the provisions of 65G-7-301 which require:

(i) providing training on the code of conduct to the employee; and

(ii) the employee to sign a statement acknowledging that the employee has read and understands the code of conduct;

~~[(e)]~~ (d) shall comply with all federal, state, and local laws;

~~[(d)]~~ (e) shall treat the students with respect;

~~[(e)]~~ (f) shall promptly report any known or reasonably suspected violation of the Code of Conduct to the appropriate school or LEA administrator in accordance with applicable reporting policies and procedures; and

~~[(f)]~~ (g) shall report suspected child abuse or neglect to law enforcement or the Division of Child and Family Services in accordance with Sections 53E-6-701 and 80-2-602;

~~[(g)](h)~~ shall avoid the use of alcohol and illegal drugs while on duty or participating in a school-sponsored activity;

~~[(h)](i)~~ shall avoid the use of prescription drugs while on duty or participating in a school-sponsored activity, in a manner that impairs judgment or professional performance;

~~[(i)](i)~~ shall act professionally and in a manner that upholds the integrity of the school and the public education system, while on duty or participating in a school-sponsored activity;

~~[(j)](k) shall maintain political neutrality in the performance of professional duties while acting within the scope of employment or in an official capacity a school employee may not use or display partisan political language, campaign materials, political party insignia, or advocacy symbols in the presence of students, unless such use is directly related to instruction aligned with the approved curriculum;]~~

~~[(b) this includes, but is not limited to campaign slogans, political party insignia, or advocacy symbols, during work hours, on school property, or in connection with official LEA, or school, activities;~~

(k) An employee may not plan, organize, promote, encourage, or participate in an unauthorized activity during the school day that disrupts instructional time or encourages or results in student nonattendance from scheduled classroom instruction;]

~~[(k)](l)~~ subject to constitutional rights against self-incrimination, the employee shall fully cooperate with criminal or civil law enforcement, and an LEA, school, UPPAC, or Board investigation involving a student or employee by:

(i) responding truthfully and promptly to lawful inquiries;

(ii) providing relevant information within the employee's knowledge or possession; and

(iii) complying with lawful subpoenas, warrants, or other compulsory processes;

(l) shall not, while on school property, while acting within the scope of employment, or under circumstances in which a reasonable person would perceive the

conduct as school-sponsored, invite, suggest, or encourage a student to reconsider or change the student's sexual orientation or gender identity; ~~and~~

(m) shall annually attend abuse prevention training as required in Section 53G-9-207; (n) shall comply with the requirements of Section 76-5-404.1 regarding sexual abuse;
and

(o) shall comply with the requirements of Section 76-9-702.1 regarding sexual battery.

~~[(2) Each LEA and school shall adopt a code of conduct [or appropriate behavior policy] applicable to [the LEA's staff] all employees.~~

~~—— (3) An LEA's code of conduct or appropriate behavior policy, adopted pursuant to Subsection (2), may not be less stringent than the model code of conduct or appropriate behavior policy described in Subsection (1) and shall include, at a minimum:~~

~~—— (a) a statement that a staff member shall avoid boundary violations, as defined in Rule R277-210, with students;~~

~~—— (b) a statement that a staff member may not subject a student to:~~

~~—— (i) physical abuse;~~

~~—— (ii) verbal abuse;~~

~~—— (iii) sexual abuse; or~~

~~—— (iv) mental abuse;~~

~~—— (c) a statement that a staff member shall report any suspected incidents of:~~

~~—— (i) physical abuse;~~

~~—— (ii) verbal abuse;~~

~~—— (iii) sexual abuse;~~

~~—— (iv) mental abuse; or~~

~~—— (v) neglect;~~

~~—— (d) a statement that a staff member may not touch a student in a way that makes a reasonably objective student feel uncomfortable;~~

~~—— (e) a statement that a staff member may not participate in sexual conduct with a student;~~

140 ~~—— (f) a statement regarding appropriate verbal or electronic communication~~
141 ~~between a staff member and a student;~~

142 ~~—— (g) a statement regarding providing gifts, special favors, or preferential treatment~~
143 ~~to a student or group of students;~~

144 ~~—— (h) a statement that a staff member may not discriminate against a student on~~
145 ~~the basis of the student's personal identity characteristics;~~

146 ~~—— (i) a statement regarding appropriate use of electronic devices and social media~~
147 ~~for communication between a staff member and a student;~~

148 ~~—— (j) a statement regarding use of alcohol, tobacco, and illegal substances during~~
149 ~~work hours and on school property;~~

150 ~~—— (k) a statement that a staff member shall:~~

151 ~~—— (i) report any suspicion of child abuse or bullying to the proper authorities;~~

152 ~~—— (ii) annually read and sign all policies related to identifying, documenting, and~~
153 ~~reporting child abuse; and~~

154 ~~—— (iii) for an employee or contractor, annually attend abuse prevention training~~
155 ~~required in Section 53G-9-207; and~~

156 ~~—— (4) An LEA shall post the LEA's code of conduct or appropriate behavior policy~~
157 ~~adopted pursuant to Subsection (2) on the LEA's website.~~

158 ~~—— (5) An LEA shall annually provide training to staff regarding the policy, including~~
159 ~~the staff member's responsibility to report and how to report:~~

160 ~~—— (a) known violations of the LEA's code of conduct or appropriate behavior policy;~~
161 ~~and~~

162 ~~—— (b) known violations of the Utah Educator Standards contained in Rule R277-~~
163 ~~217.~~

164 ~~—— (6) A staff member shall annually sign a statement acknowledging that the staff~~
165 ~~member has read and understands the code of conduct or appropriate behavior policy].~~

166 [\(3\) Retaliation and False Reports.](#)

(a)(i) An LEA and school shall prohibit retaliation against an individual who, in good faith, reports a suspected violation of an LEA or school code of conduct, policy, Board rule, or the law.

(ii) An employee who retaliates against an individual for reporting alleged misconduct under this Code of Conduct may be subject to disciplinary action by the LEA or school, up to and including termination of employment; referral to UPPAC if the individual is licensed by the Board; and other remedies or penalties available under the law.

(b) An employee may not knowingly make a false report alleging a violation of the LEA's or school's code of conduct.

(c) An employee who knowingly makes a false, malicious, or frivolous report may be subject to disciplinary action by the LEA or school, up to and including termination of employment; referral to UPPAC if the individual is licensed by the Board; and other remedies or penalties available under the law.

(d) Nothing in this section shall be construed to discourage or penalize good-faith reports.

(e)(i) An employee at an LEA or school that retaliates or facilitates retaliation against an employee for reporting an alleged violation of this code of conduct or R277-210 or R277-217 may be subject to disciplinary action by the LEA or school, up to and including termination of employment; corrective action or other sanctions in law and rule; or

(ii) UPPAC action, if a licensed educator.

R277-322-4. LEA and School Responsibilities.

(1) Each LEA and school shall adopt a code of conduct, which may not be less stringent than the model code of conduct established in Section R277-322-3.

(2) An LEA shall establish a hotline as described in Section R277-123-7 for students, parents, and personnel to report violations of Board rule and LEA policy.

including the code of conduct, and in its training promote awareness of the ~~[R277-123-7]~~ required hotline.

(3) An LEA, and each school, shall prominently post its code of conduct its website.

(4) An LEA and each public school shall provide code of conduct training to its employees and require each employee to sign a statement acknowledging that the employee has read and understands the code of conduct.

(5) An LEA shall submit an annual assurance to the Board consistent with this rule and Section 53G-10-206 verifying that the LEA and each school has complied with:

(a) required code of conduct training;

(b) obtained employee acknowledgments;

(c) posted its Code of Conduct as required; and

(d) promoted R277-123-7 as required.

(6) (a) An LEA shall annually submit to the Superintendent ~~[and the Board's Internal Audit Department]~~ aggregate data on code of conduct complaints, categories of violations, and dispositions ~~[Internal Audit]~~.

(b) ~~[Internal Audit]~~ The Superintendent shall make the information submitted under Subsection ~~[(9)]~~ (6) (a) available to the Board quarterly.

~~[(7) An LEA, or school, shall report to the [Board's Internal Audit Department], in a manner prescribed by the [department within 45 days, any employee at the LEA, or school, who:~~

~~[(a)](8) resigns or retires in lieu of termination for conduct that violates sexual conduct provisions of the LEA's code of conduct [or appropriate behavior policy]; or~~

~~(a) resigns, retires, or separates under an agreement that limits disclosure of the underlying reason for separation, including non-disclosure or confidentiality agreements, if the conduct involved potential violation of sexual conduct provisions of the LEA's, or school's, code of conduct]~~

(8) A report under this Subsection ~~[(10)]~~ (7) shall include, at a minimum:

223 (a) the individual's name and position or assignment;
224 (b) the date of separation or LEA, or school, action;
225 (c) the nature of the conduct that led to the separation or LEA, or school, action;
226 and
227 (d) whether the matter has been referred to law enforcement, UPPAC, or another
228 regulatory authority.
229 (9) An LEA, or school, may not construe this section to prevent the LEA, or
230 school, from making reports to law enforcement, UPPAC, or the Department of Health
231 and Human Services as otherwise required by law.
232 (10) (a) An LEA, or school, may not enter into any agreement that prevents or
233 restricts the LEA, or school, from providing the notice required by this section.
234 (b) An LEA, or school, may not enter into an agreement, [or request an employee](#)
235 [to enter into an agreement](#), which restricts or prohibits an employee from
236 communicating or reporting any complaint or concern regarding the direct or indirect
237 safety and welfare of [a](#) student or any inappropriate conduct by the LEA, or school, to
238 law enforcement, a local board, the Board, [or UPPAC](#).
239 (11) The Superintendent shall classify a report submitted under Subsection (10)
240 as private in accordance with Subsections 63G-2-302(2)(a) and (d).
241 (12) An LEA, or school, shall update the website posting within 30 days of
242 adopting or revising its code of conduct.
243 (13)(a) Failure of an LEA, or school, to comply with this rule constitutes
244 noncompliance subject to corrective action or sanctions
245 (b)(i) Repeated failure to abide by the provisions of 63G-7-301 or this Rule, may
246 subject the LEA or school to corrective action or other sanctions.
247 (ii) Employees responsible for implementing and monitoring compliance with
248 63G-7-301 and this Rule, including the LEA superintendent, may be subject to
249 sanctions and UPPAC action.

(14) The Board's Internal Audit Department shall prepare a report of all data collected under this rule every 90 days for the first year following the rule's enactment, and shall present the report to the Board during a monthly Board meeting in public or executive session, as the law permits.

~~[R277-322-5. Retaliation and False Reports.~~

~~_____ (1)(a) An LEA and school shall prohibit retaliation against an individual who, in good faith, reports a suspected violation of LEA or school code of conduct, policy, Board rule, or the law.~~

~~_____ (b) An employee who retaliates against an individual for reporting alleged misconduct under this Code of Conduct may be subject to:~~

~~_____ (i) disciplinary action by the LEA, up to and including termination of employment;~~

~~_____ (ii) referral to UPPAC if the individual is licensed by the Board; and~~

~~_____ (iii) other remedies or penalties available under the law.~~

~~_____ (2) An employee may not knowingly make a false report alleging a violation of the LEA's or school's code of conduct.~~

~~_____ (3) An employee who knowingly makes a false, malicious, or frivolous report may be subject to:~~

~~_____ (a) disciplinary action by the LEA or school, up to and including termination of employment;~~

~~_____ (b) referral to UPPAC if the individual is licensed by the Board; and~~

~~_____ (c) other remedies or penalties available under the law.~~

~~_____ (4) Nothing in this section shall be construed to discourage or penalize good faith reports.~~

~~_____ (5) An employee at an LEA that retaliates or facilitates retaliation against an employee for reporting an alleged violation of this code of conduct or R277-210 or R277-217 may be subject to:~~

~~_____ (a) disciplinary action by the LEA, up to and including termination of employment;~~

278 ~~(b) corrective action or other sanctions in law and rule; or~~

279 ~~(c) UPPAC action, if a licensed educator.]~~

280

281 **KEY: codes of conduct, appropriate behavior, employee conduct**

282 **Date of Last Change: August 7, 2024**

283 **Notice of Continuation: June 7, 2024**

284 **Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53E-3-401(4); 63G-**

285 **7-301**

286

287

USBE MODEL LEA CODE OF CONDUCT~~**/APPROPRIATE BEHAVIOR POLICY**~~

1. PURPOSE AND PHILOSOPHY

The [Governing Board of LEA] is committed to establishing and maintaining appropriate standards of conduct between ~~[staff members]~~ employees and students. These standards of conduct ~~[are]~~ also ~~[known as]~~ include professional boundaries. ~~[staff members]~~ During contract hours, assigned volunteer hours, or while supervising students, employees shall maintain professional and appropriate demeanor and relationships with students~~[, both during and outside of school hours, as well as both on and off campus,]~~ that foster an effective, non-disruptive and safe learning environment.

2. DEFINITIONS

- i) "Boundary violation" means crossing verbal, physical, emotional, or social lines that ~~[staff]~~ employees must maintain in order to ensure structure, security, and predictability in an educational environment.
- i) A "boundary violation" may include the following, depending on the circumstances:
 - (1) isolated, one-on-one interactions with a student out of the line of sight of others;
 - (2) meeting with a student in rooms with covered or blocked windows consistent with LEA school safety policies;
 - (3) telling risqué jokes to, or in the presence of a student;
 - (4) employing favoritism to a student;
 - (5) giving gifts to individual students;
 - (6) ~~[staff member]~~ employee initiated frontal hugging or other uninvited touching;
 - (7) photographing an individual student for a non-educational purpose or use;
 - (8) engaging in inappropriate or unprofessional contact outside of educational program activities;
 - (9) exchanging personal email or phone numbers with a student for a non-educational purpose or use;
 - (10) interacting privately with a student through social media, computer, or

[~~handheld~~] electronic devices; and
(11) discussing an employee's personal life or personal issues with a student.

ii) "Boundary violation" does not include:

- (1) offering praise, encouragement, or acknowledgment;
- (2) offering rewards available to all who achieve;
- (3) asking permission to touch for necessary purposes;
- (4) giving a pat on the back or a shoulder;
- (5) giving a side hug;
- (6) giving a handshake or high five;
- (7) offering warmth and kindness;
- (8) utilizing public social media alerts to groups of students and parents; or
- (9) contact permitted by an IEP or 504 plan.

ii) "Employee" means a school volunteer who is given significant unsupervised access to students; and the same as 63G-7-102(3)(i), (iii), (vi), (vii), and (x);

iii) "Grooming" means befriending and establishing an emotional connection with a child or a child's family to lower the child's inhibitions for emotional, physical, or sexual abuse.

iv) "Sexual conduct" includes any sexual contact or communication between [~~a staff member~~] an employee and a student including but not limited to:

i) "Sexual abuse" means the criminal conduct described in Utah Code Ann. §76-5-

404.1(2) and includes, regardless of the gender of any participant:

- (1) touching the anus, buttocks, pubic area, or genitalia of a student;
- (2) touching the breast of a female student; or
- (3) otherwise taking indecent liberties with a student;
- (4) with the intent to:
 - (a) cause substantial emotional or bodily pain; or
 - (b) arouse or gratify the sexual desire of any individual.

ii) "Sexual battery" means the criminal conduct described in Utah Code Ann. §76-9-

702.1 and includes intentionally touching, whether or not through clothing, the anus, buttocks, or any part of the genitals of a student, or the breast of a female student, and the actor's conduct is under circumstances the actor knows or should know will likely cause affront or alarm to the student touched; or

iii) ~~[A staff member]~~ an employee and student sharing any sexually explicit or lewd communication, image, or photograph.

~~["Staff member" means an employee, contractor, or volunteer with unsupervised access to students.]~~

v) "Student" means a child under the age of 18 or over the age of 18 if still enrolled in a public secondary school; or a graduate of the school where an employee works within six months of the student's graduation or unenrollment from a public school.

3. POLICY

a) An employee shall obey all federal, state, and local laws.

b) An employee shall act in a way that acknowledges and reflects their inherent positions of authority and influence over students.

i) ~~[Staff members]~~ An employee shall recognize and maintain appropriate personal boundaries in teaching, supervising and interacting with students and shall avoid boundary violations including behavior that could reasonably be considered grooming or lead to ~~[even]~~ an appearance of impropriety.

ii) ~~[Staff members]~~ An employee may not subject a student to any form of abuse, including but not limited to:

- i) physical abuse;
- ii) verbal abuse; sexual abuse; or
- iii) mental abuse.

iii) ~~[Staff members]~~ An employee shall not touch a student in a way that makes a reasonably objective student feel uncomfortable.

- iv) ~~[Staff members]~~ An employee shall not engage in any sexual conduct toward or sexual relations with a student including but not limited to:
- i) viewing with a student, or allowing a student to view, pornography or any other lewd, sexually explicit or inappropriate images or content, whether video, audio, print, text, or other format;
 - ii) sexual battery; or
 - iii) sexual assault.
- v) ~~[Staff members]~~ An employee's communications with students, whether verbal or electronic, shall be professional and avoid boundary violations.
- vi) ~~[Staff members]~~ An employee shall not provide gifts, special favors, or preferential treatment to a student or group of students.
- vii) ~~[Staff members]~~ An employee shall not discriminate against a student on the basis of _ sex, religion, national origin, gender identity, sexual orientation, or any other prohibited class.
- viii) ~~[Staff members]~~ An employee's use of electronic devices and social media to communicate with students must comply with LEA policy, be professional, pertain to school activities or classes, and comply with the Family Educational Rights and Privacy Act.
- ix) ~~[Staff members]~~ An employee may not use or be under the influence of alcohol or illegal substances during work hours on school property or at school sponsored events while acting as ~~[a staff members]~~ an employee. Additionally, ~~[staff members]~~ an employee may not use any form of tobacco or electronic cigarettes on school property or at school sponsored activities while in an employment capacity.
- x) ~~[Staff members]~~ An employee shall cooperate in any investigation concerning allegations of actions, conduct, or communications that if proven, would violate this policy. An employee's cooperation is subject to constitutional protections against self-incrimination.

109 ~~xi) [LEA] recognizes that familial relationships between a staff member and a student may~~
110 ~~provide for exceptions to certain provisions of this policy.~~

111 xii) Conduct prohibited by this policy is considered a violation of this policy regardless of
112 whether the student may have consented.

113 4. REPORTING

114 i) ~~[A staff member]~~ An employee who has reason to believe there has been a violation of this
115 policy shall immediately report such conduct to an appropriate supervisor or school
116 administrator.

117 If ~~[a staff member]~~ an employee has reason to believe a school administrator has
118 violated this policy, the ~~[staff member]~~ employee shall immediately report the conduct
119 to the administrator's supervisor.

120 ii) In addition to the obligation to report suspected child abuse or neglect to law
121 enforcement or the Division of Child and Family Services under Utah Code Ann. §62A-
122 4a-403:

123 i) ~~[A staff member]~~ An employee who has reasonable cause to believe that a student
124 may have been physically or sexually abused by ~~[a staff member]~~ an employee shall
125 immediately report the belief and all other relevant information to the school
126 administrator, or to LEA administration;

127 ii) ~~[a school administrator]~~ An employee who has received a report or who otherwise
128 has reasonable cause to believe that a student may have been physically or
129 sexually abused by a school ~~[staff member]~~ employee shall immediately inform the
130 LEA Administration of the ~~[reported]~~ suspected abuse; and

131 iii) if the ~~[staff member]~~ employee suspected to have abused a student holds a
132 professional educator license issued by the Utah State Board of Education, the LEA
133 administration shall immediately report that information to the Utah Professional
134 Practices Advisory Commission (UPPAC);

135 iv) a person who makes a report under this subsection in good faith shall be immune

from civil or criminal liability that might otherwise arise by reason of that report.

iii) ~~[A staff member]~~ An employee who has knowledge of suspected incidents of bullying shall immediately notify the student's building administrator in compliance with LEA Bullying Policy.

iv) Failing to report suspected misconduct as required herein is a violation of this policy, the Utah Educator Standards, and in some instances, state law, and may result in employee ~~[disciplinary]~~ discipline, up to, and including, termination.

5. TRAINING

i) Within ~~[10]~~ 30 days of beginning employment with LEA ~~[a staff member]~~ an employee shall receive training regarding this policy and shall acknowledge in writing having received training and understanding the policy.

ii) ~~[staff members]~~ Employees employed by LEA at the time of initial adoption of this policy shall receive training regarding this policy prior to the first day of the 2026-2027 school year on which students will be in attendance and shall acknowledge in writing having received training and understanding the policy.

6. VIOLATIONS

a) The LEA recognizes that familial relationships between a staff member and a student may provide for exceptions to certain provisions of this policy.

b) ~~[A staff member]~~ An employee found in violation of this policy ~~[will be]~~ is subject to disciplinary action, up to, and including, termination.

REFERENCES

Title 62A, Chapter 4a, Part 4, *Child Abuse or Neglect Reporting Requirements*
Utah Code Section 53E-6-701, *Mandatory Reporting of Physical or Sexual Abuse of Students*
Utah Admin. Code R277-401, *Child Abuse-Neglect Reporting by Education Personnel*
Utah Admin. Code R277-515, *Utah Educator Professional Standards*

Utah Admin. Code R277-322, *LEA Codes of Conduct*
Utah Code Section 63G-7-301, *Waivers of Immunity*
Utah Code Section 76-5-401.1, *Sexual Abuse of a Minor*
Utah Code Section 76-9-702.1, *Sexual Battery*

[LEA] CODE OF CONDUCT
STAFF MEMBER ACKNOWLEDGEMENT

Name: _____ Position: _____

Date of Training: _____ Trained by: _____

I received training about the requirements of [LEA's] Code of Conduct Policy. I understand the requirements of the policy and that I am responsible to recognize and maintain appropriate personal boundaries while interacting with students. I also understand that if I have reason to believe a staff member is violating the Code of Conduct, I will report my suspicions to my supervisor, building administrator, or [LEA] administrator.

Signature of Staff Member

Date

R277. Education, Administration.

R277-322. LEA Codes of Conduct.

R277-322-1. Authority, Purpose, and Oversight Category.

(1) This rule is authorized by:

(a) Utah Constitution Article X, Section 3, which vests general control and supervision over public education in the Board;

(b) Subsection 53E-3-401(4), which allows the Board to make rules to execute the Board's duties and responsibilities under the Utah Constitution and state law; and

(c) Section 63G-7-301, which requires the Board to create a model policy that regulates behavior of a school employee toward a student.

~~[(d) Section 76-5-404.1, which defines "position of special trust" inclusive of several public education related positions.]~~

(2) The purpose of this rule is to require LEAs to create a code of conduct [or appropriate behavior policy] applicable to the LEA's ~~[staff]~~ employees and individuals in a position of special trust.

(3)(a) The code of conduct required by this rule applies to ~~[a person in a position of special trust with an LEA or school]~~ [LEA staff] all LEA employees, ~~[including employees who hold an educator license issued by the Board].~~

(b) Nothing in this rule shall limit ~~[or replace]~~ the Board's authority under Rules R277-210 through R277-217 to investigate or discipline licensed educators for conduct violations.

~~[[3]4] This Rule R277-[326]322 is categorized as Category 2 as described in Rule R277-111.]~~

R277-322-2. Definitions.

(1) "Boundary violation" means the same as that term is defined in Rule R277-210.

(2) "Personal identity characteristics" has the same meaning as defined in Section 53B-1-118.

~~[(3) "Position of special trust" means the same as that term is defined in Section 76-5-404.1.]~~

~~[(3) "Staff" or "staff member" means an employee, contractor, or volunteer with unsupervised access to students.]~~

(4) "Retaliation" means intimidation, threats, coercion, harassment, adverse employment actions, or other speech or conduct that would discourage a reasonable person from reporting or participating in an investigation.

~~[(4)5] "Sexual conduct" means any sexual contact or communication between a staff member [person in a position of special trust] and a student, including:~~

~~—— (a) "sexual abuse" as defined in Section 76-5-404.1;~~

~~—— (b) "sexual battery" as defined in Section 76-9-702.1; or~~

~~—— (c) [a staff member and student] sharing any sexually explicit or lewd communication, image, or photograph.]~~

() "Special Trust Employee" means

() "Student" means

() "Sexual conduct" means any verbal, written, visual, digital, or physical act or communication that is sexual in nature, sexualized, or reasonably perceived as intended to arouse sexual interest, normalize sexual behavior, or blur professional boundaries, including but not limited to:

(a) Sexualized speech, comments, jokes, narratives, hypotheticals, or discussions, whether explicit or implicit;

(b) Romantic or sexual expressions, flirtation, innuendo, or suggestive language;

(c) Electronic, digital, or social-media communications of a sexual or romantic nature, including emojis, images, memes, or coded language;

(d) Discussion or depiction of sexual activity, sexual identity, sexual orientation, sexual preferences, or sexual experiences that is not age-appropriate, curriculum-aligned, or pedagogically necessary;

(e) Conduct that a reasonable person would view as creating a sexualized, intimidating, hostile, or boundary-eroding educational environment;

(f) Any attempt to initiate, encourage, normalize, or advance a sexual or romantic relationship with a student or minor, regardless of consent or reciprocity;

(g) The sharing of any sexually explicit or lewd communication, image, or photograph;

(h) sexual abuse as defined in Section 76-5-404.1; or

(i) "sexual battery" as defined in Section 76-9-702.1.

R277-322-3. Required Code of Conduct Policy.

(1) The ~~[Superintendent shall create a]~~ Board hereby creates a model code of conduct ~~[or appropriate behavior]~~ policy as set forth in Subsections (2) and (3).

~~[(2) Each LEA shall adopt a code of conduct or appropriate behavior policy applicable to the LEA's staff~~

~~—— (3) An LEA's code of conduct or appropriate behavior policy, adopted pursuant to Subsection (2), may not be less stringent than the model code of conduct or appropriate behavior policy described in Subsection (1) and shall include, at a minimum:]~~

(2) [A] ~~[person in a position of a special trust]~~ ~~[staff member]~~ An LEA employee:

(a) ~~[a statement that a staff member]~~ shall avoid boundary violations, as defined in Rule R277-210, with students or minors;

—— (b) shall ~~[receive annual training on recognizing and preventing boundary violations in both physical and digital settings]~~ comply with the provisions of 65G-7-301 which require:

(i) providing the required code of conduct training; and

(ii) obtaining a signed statement acknowledging that the employee has read and understands the code of conduct;

(c) shall comply with all federal, state, and local laws;

(d) shall treat students with dignity and respect ~~[by promoting the health, safety, and well-being of students, including maintaining appropriate verbal, emotional, and social boundaries];~~

(e) shall ~~[take prompt an appropriate action to stop, mitigate, and prevent harassment or discriminatory conduct toward a student]~~ promptly report any violation of the code of conduct to the LEA ~~[that the person knew or should have known may result in an inappropriate hostile, intimidating, abusive, offensive, or oppressive environment];~~

~~[(f) shall take prompt and appropriate action to protect a student from any known condition detrimental to the student's physical health, mental health, or safety;~~

~~_____ (g) shall report to the LEA conduct in violation of the LEA's policy, including the LEA's code of conduct;]~~ and

~~_____ [(h)](f) shall report suspected child abuse or neglect to law enforcement or the Division of Child and Family Services in accordance with Sections 53E-6-701 and 80-2-602.~~

~~_____ [(b)i] [a statement that a staff member] may not subject a student to:~~

~~_____ (i) physical [abuse] harm or mistreatment;~~

~~_____ (ii) verbal [abuse] mistreatment or intimidation;~~

~~_____ (iii) sexual [abuse] conduct; or~~

~~_____ (iv) mental [abuse] or psychological mistreatment;~~

~~_____ [(c)j] [a statement that a staff member] shall report any suspected incidents of:~~

~~_____ (i) physical [abuse] harm or mistreatment;~~

~~_____ (ii) verbal [abuse] mistreatment or intimidation;~~

~~_____ (iii) sexual [abuse] conduct;~~

~~_____ (iv) mental [abuse] or psychological mistreatment; or~~

~~_____ (v) neglect;~~

110 ~~———([d]k) [a statement that a staff member] may not touch a student in a way that~~
111 ~~makes a reasonably objective student feel uncomfortable;~~
112 ~~———([e]l) [a statement that a staff member] may not participate in sexual conduct with~~
113 ~~a student;~~
114 ~~———([f]m) [a statement regarding appropriate] may not engage in inappropriate verbal~~
115 ~~or electronic communication [between a staff member and] with a student;~~
116 ~~———([g]n) [a statement regarding providing] may not give inappropriate gifts, special~~
117 ~~favors, or unearned preferential treatment to a student or group of students;~~
118 ~~———([h]o) [a statement that a staff member] may not discriminate against a student~~
119 ~~on the basis of the student's personal identity characteristics;]~~
120 ~~[(i) a statement regarding appropriate use of electronic devices and social media~~
121 ~~for communication between a staff member and a student;]~~
122 [(i)](g) [a statement regarding] may not use [ef] alcohol, tobacco, [and] or illegal
123 substances ~~[during work hours and]~~ while working or on school property;
124 ~~[(k) a statement that a staff member shall:~~
125 ~~———(i) report any suspicion of child abuse or bullying to the proper authorities;~~
126 ~~———(ii) annually read and sign all policies related to identifying, documenting, and~~
127 ~~reporting child abuse; and~~
128 ~~———(iii) for an employee or contractor, annually attend abuse prevention training~~
129 ~~required in Section 53G-9-207; and]~~
130 ~~[(q) may not retaliate against a student, parent, or other personnel who report a~~
131 ~~suspected violation of state law, Board rule or LEA policy, including the LEA code of~~
132 ~~conduct;~~
133 ~~———(r) shall disclose conflicts of interest, including financial or personal relationships,~~
134 ~~that may compromise professional judgment or student welfare;]~~
135 ~~[(e)](h) shall act professionally and in a manner that upholds the integrity of the~~
136 ~~school and the public education system, whether on or off duty;~~

137 ~~_____ (t) shall refrain from conduct, speech, or expression, whether in person or~~
138 ~~virtually, that could reasonably be viewed as inappropriate, unprofessional, or~~
139 ~~detrimental to the reputation of the individual's position or LEA or the education~~
140 ~~profession, during work hours, on school property, or in connection with official LEA~~
141 ~~activities];~~

142 ~~_____~~ [(#)](i) (i) shall maintain political and ideological neutrality in the classroom [and in
143 the course of professional duties] while at school, when acting in an official capacity for
144 the LEA, when interacting with students, or when students can see or hear and may not
145 use or display partisan[, political, or ideologically] or politically charged language,
146 symbols, attire, or expressions[, including, but not limited to campaign slogans, political
147 party insignia, or advocacy symbols, during work hours, on school property, or in
148 connection with official LEA activities] when such use or display is not directly
149 connected to active instruction aligned with the approved curriculum.

150 (ii) This includes, but is not limited to campaign slogans, political party insignia, or
151 advocacy symbols, during work hours, on school property, or in connection with official
152 LEA activities;

153 ~~_____~~ [(#)](iii) Notwithstanding Subsection (i)(i), there is no violation where a staff
154 member engages in temporary, incidental, or de minimis displays of personal
155 expression that are not disruptive to the educational environment and cannot
156 reasonably be perceived as school-sponsored;

157 ~~_____ (v) shall use discretion in personal communications, including online posts and~~
158 ~~social media activity;~~

159 ~~_____ (w) may not post, share or endorse content that reasonably could be perceived~~
160 ~~as harassment, intimidation, discrimination, encouraging violence, or otherwise~~
161 ~~inconsistent with professional standards of conduct;]~~

162 ~~_____~~ [(s)](j) subject to constitutional rights against self-incrimination, shall fully
163 cooperate with criminal or civil law enforcement, and an LEA, UPPAC, or Board

investigations involving a student or ~~[person in a position of a special trust]~~ [staff
member] employee by:

_____ (i) responding truthfully and promptly to lawful inquiries;

_____ (ii) providing relevant information within the individual's knowledge or possession;

and

_____ (iii) complying with lawful subpoenas, warrants, or other compulsory processes;

_____ ~~[(t)](k)~~ [may not] prohibited while on school property, while acting in an official
capacity or under circumstances where the conduct could reasonably be perceived as
occurring in an official capacity or as school sponsored, invite, suggest, or encourage a
student to reconsider or change the student's sexual orientation or gender identity; and

~~[(z) may not, through instruction, materials, or symbols, actively endorse,
promote, or disparage, a particular partisan, religious, denominational, sectarian,
agnostic, or atheistic belief or viewpoint; and]~~

~~[(u) shall observe and adhere to practices of confidentiality, privacy, and
discretion, including ensuring that information is accessible only to those authorized to
have access.~~

_____ (3) A ~~[person in a position of a special trust]~~ staff member:

_____ (a) shall annually read and sign all policies related to identifying, documenting,
and reporting child abuse; and]

_____ ~~[(b)](l)~~ shall annually attend abuse prevention training as required in Section
53G-9-207.

_____ [(4) Notwithstanding Subsection (3), an LEA shall only require a volunteer to
complete required trainings if the volunteer has significant and ongoing student
interaction.]

R277-322-4. LEA Responsibilities.

_____ (1) Each LEA shall adopt a code of conduct policy, which may not be less
stringent than the model code of conduct adopted in Section R277-322-3.

_____ (2) An LEA that contracts with entities that directly serve students of the LEA must include a provision in the contracts with the entities that the contractor also adopt a code of conduct policy that may not be less stringent than the model code of conduct in Section R277-322-3.

_____ (3) An LEA shall establish a hotline as described in Section R277-123-7 for students, parents, and personnel to report violations of Board rule and LEA policy, including the code of conduct and in its training promote awareness of the R277-123-7.

~~_____ [(4) An LEA shall refer substantiated violations and systemic noncompliance of this rule to [the Superintendent] Internal Audit for possible corrective actions or sanctions under Rule R277-114.]~~

~~_____ [(5) If an LEA repeatedly fails to provide required training, acknowledgments, or policy postings, the LEA may be subject to corrective action or sanctions under Rule R277-114.]~~

(4) An LEA shall prominently post the LEA's code of conduct or appropriate behavior policy adopted pursuant to Subsection (2) on the LEA's website.

(5)(a) An LEA shall annually provide training ~~[to [staff] individuals in a position of special trust]~~ regarding the ~~[LEA's code of conduct]~~ policy, ~~[the hotline described in Subsection (3) [including the staff member's] and the individual's]~~ responsibility to report, and how to report:

 ([a])i) known violations of the LEA's code of conduct or appropriate behavior policy; and

 ([b])ii) known violations of the Utah Educator Standards contained in Rule R277-217.

~~_____ [(b) An LEA shall annually provide its administrators with specialized training on investigation procedures and documentation of complaints.]~~

_____ (b)(i) If an LEA repeatedly fails to provide to the provisions of 63G-7-301 or this Rule, the LEA may be subject to corrective action or other sanctions.

(ii) Additionally, the employees, responsible for implementing and monitoring compliance with these provisions, and Superintendent may be subject to sanctions and UPPAC action.

~~[(6)7] A staff member [A person with a position of special trust,] who is an employee of, or volunteer at, an LEA shall annually sign a statement acknowledging that the staff member [the person] has read and understands the code of conduct [or appropriate behavior] policy.~~

~~[(8)](6)~~ (a) An LEA shall annually provide to its governing board, LEA Superintendent, and the Board's Internal Audit Department a compliance attestation verifying that the LEA has provided required training, obtained employee acknowledgments, and posted its code of conduct as required by this rule.

(b) An LEA shall make the attestation under Subsection (8)(a) in a format prescribed by the Superintendent.

~~[(9)](7)~~ (a) An LEA shall annually submit to the Superintendent and the Board's Internal Audit Department aggregate data on code of conduct complaints, categories of violations, and dispositions, with student and employee identities redacted, in a format prescribed by ~~[the Superintendent]~~ Internal Audit.

~~(b) [The Superintendent shall make the information submitted under Subsection (9)(a) available to the Board upon request]~~ Internal Audit shall make the information submitted under Subsection (9)(a) available to the Board quarterly.

~~[(10)](8)~~ An LEA shall report to the Board's Internal Audit Department, in a manner prescribed by the department, within 45 days, any ~~[individual in a position of a special trust] [staff member]~~ employee at the LEA who:

(a) is terminated from employment for conduct that violates sexual conduct provisions of the LEA's code of conduct or appropriate behavior policy;

(b) resigns or retires in lieu of termination for conduct that violates sexual conduct provisions of the LEA's code of conduct or appropriate behavior policy; or

_____ (c) resigns or separates under an agreement that limits disclosure of the
underlying reason for separation, including non-disclosure or confidentiality agreements,
if the conduct involved potential violation of the ~~[LEA's code of conduct or Rules R277-
217, R277-316, or R277-605;]~~ sexual conduct provisions of the LEA's code of conduct
[or
_____ ~~(d) otherwise separates employment following substantiated findings of~~
~~misconduct, harm, neglect, or other conduct inconsistent with LEA policy, including the~~
~~LEA's code of conduct].~~
_____ ~~[(11)]~~ (9) A report under this Subsection (10) shall include, at a minimum:
(a) the individual's name and position or assignment;
(b) the date of separation or LEA action;
(c) the nature of the conduct that led to the separation or LEA action; and
(d) whether the matter has been referred to law enforcement, UPPAC, or another
regulatory authority.
_____ ~~[(12)]~~ (10) An LEA may not construe this section to prevent the LEA from making
reports to law enforcement, UPPAC, or the Department of Health and Human Services
as otherwise required by law.
_____ ~~[(13)]~~ (11) (a) An LEA may not enter into any agreement that prevents or restricts
the LEA from providing the notice required by this section.
(b) An LEA may not enter into an agreement, which restricts or prohibits [a staff
member] an employee from communicating or reporting any complaint or concern
regarding the direct or indirect safety and welfare of students or any inappropriate
conduct by the LEA to law enforcement, a local board, or the Board.
_____ ~~[(14)]~~ (12) The Superintendent shall classify a report submitted under Subsection
(10) as private in accordance with Subsections 63G-2-302(2)(a) and (d).
_____ ~~[(15)]~~ (13) An LEA shall ensure that the LEA's code of conduct and policies,
adopted consistent with this rule, is posted in a location that is readily accessible to the
public on:

_____ (a) the LEA's official website; and

_____ (b) each school's official website within the LEA.

_____ ~~[(46)]~~(14) An LEA shall update the website posting within 30 days of adopting or
revising its code of conduct.

_____ ~~[(47)]~~(15) Failure of an LEA to comply with this Section R277-322-4 constitutes
noncompliance subject to corrective action or sanctions [under Rule R277-114].

R277-322-5. Retaliation and False Reports.

_____ (1)(a) An LEA shall prohibit retaliation against an individual who, in good faith,
reports a suspected violation of LEA code of conduct, policy, Board rule, or the law.

_____ (b) An employee who retaliates against an individual for reporting alleged
misconduct under this Code of Conduct may be subject to:

_____ (a) disciplinary action by the LEA, up to and including termination of employment;

_____ (b) referral to UPPAC if the individual is licensed by the Board; and

_____ (c) other remedies or penalties available under the law.

_____ (2) An [individual] employee may not knowingly make a false ~~[, malicious, or~~
~~frivolous]~~ report alleging a violation of the LEA's code of conduct ~~[, policy, or the law]~~.

_____ (3) An [individual] employee who knowingly makes a false, malicious, or frivolous
report may be subject to:

_____ (a) disciplinary action by the LEA, up to and including termination of employment;

_____ (b) referral to UPPAC if the individual is licensed by the Board; and

_____ (c) other remedies or penalties available under the law.

_____ (4) Nothing in this section shall be construed to discourage or penalize good-faith
reports ~~[made without malice or with a reasonable belief in their accuracy]~~.

_____ (5) An employee at an LEA that retaliates or facilitates retaliation against an
employee for reporting an alleged violation of this code of conduct or R277-210 or
R277-217 may be subject to:

- 301 (a) disciplinary action by the LEA, up to and including termination of
302 employment;
303 (b) corrective action or other sanctions in law and rule; or
304 (c) UPPAC action, if a licensed educator.
305
306

307 **KEY: codes of conduct, appropriate behavior, employee conduct**

308 **Date of Last Change: August 7, 2024**

309 **Notice of Continuation: June 7, 2024**

310 **Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53E-3-401(4); 63G-**
311 **7-301**
312
313

R277. Education, Administration.

R277-322. LEA Codes of Conduct.

R277-322-1. Authority, Purpose, and Oversight Category.

(1) This rule is authorized by:

(a) Utah Constitution Article X, Section 3, which vests general control and supervision over public education in the Board;

(b) Subsection 53E-3-401(4), which allows the Board to make rules to execute the Board's duties and responsibilities under the Utah Constitution and state law; and

(c) Section 63G-7-301, which requires the Board to create a model policy that regulates behavior of a school employee toward a student.

~~[(d) Section 76-5-404.1, which defines "position of special trust" inclusive of several public education related positions.]~~

(2) The purpose of this rule is to require LEAs to create a code of conduct or appropriate behavior policy applicable to the LEA's ~~[staff]~~ employees and individuals in a position of special trust.

(3)(a) The code of conduct required by this rule applies to ~~[a person in a position of special trust with an LEA or school]~~ LEA staff, including employees who hold an educator license issued by the Board.

(b) Nothing in this rule shall limit or replace the Board's authority under Rules R277-210 through R277-217 to investigate or discipline licensed educators for conduct violations.

~~[(3)4]~~ This Rule R277-~~[326]~~322 is categorized as Category 2 as described in Rule R277-111.

R277-322-2. Definitions.

(1) "Boundary violation" means the same as that term is defined in Rule R277-210.

(2) "Personal identity characteristics" has the same meaning as defined in Section 53B-1-118.

~~[(3) "Position of special trust" means the same as that term is defined in Section 76-5-404.1.]~~

(3) "Staff" or "staff member" means an employee, contractor, or volunteer with unsupervised access to students.

(4) "Retaliation" means intimidation, threats, coercion, harassment, adverse employment actions, or other conduct that would discourage a reasonable person from reporting or participating in an investigation.

(~~[4]~~5) "Sexual conduct" means any sexual contact or communication between a staff member ~~[person in a position of special trust]~~ and a student, including:

- (a) "sexual abuse" as defined in Section 76-5-404.1;
- (b) "sexual battery" as defined in Section 76-9-702.1; or
- (c) ~~[a staff member and student]~~ sharing any sexually explicit or lewd communication, image, or photograph.

R277-322-3. Required Code of Conduct Policy.

(1) The ~~[Superintendent shall create a]~~ Board hereby creates a model code of conduct ~~[or appropriate behavior]~~ policy as set forth in Subsections (2) and (3).

~~[(2) Each LEA shall adopt a code of conduct or appropriate behavior policy applicable to the LEA's staff~~

~~—— (3) An LEA's code of conduct or appropriate behavior policy, adopted pursuant to Subsection (2), may not be less stringent than the model code of conduct or appropriate behavior policy described in Subsection (1) and shall include, at a minimum:]~~

(2) A ~~[person in a position of a special trust]~~ staff member:

(a) ~~[a statement that a staff member]~~ shall avoid boundary violations, as defined in Rule R277-210, with students or minors;

_____ (b) shall receive annual training on recognizing and preventing boundary violations in both physical and digital settings;

_____ (c) shall comply with all federal, state, and local laws;

_____ (d) shall treat students with dignity and respect by promoting the health, safety, and well-being of students, including maintaining appropriate verbal, emotional, and social boundaries;

_____ (e) shall take prompt an appropriate action to stop, mitigate, and prevent harassment or discriminatory conduct toward a student ~~[that the person knew or should have known may result in an inappropriate hostile, intimidating, abusive, offensive, or oppressive environment]~~;

_____ (f) shall take prompt and appropriate action to protect a student from any known condition detrimental to the student's physical health, mental health, or safety;

_____ (g) shall report to the LEA conduct in violation of the LEA's policy, including the LEA's code of conduct; and

_____ (h) shall report suspected child abuse or neglect to law enforcement or the Division of Child and Family Services in accordance with Sections 53E-6-701 and 80-2-602.

_____ ([b]i) ~~[a statement that a staff member]~~ may not subject a student to:

(i) physical ~~[abuse]~~ harm or mistreatment;

(ii) verbal ~~[abuse]~~ mistreatment or intimidation;

(iii) sexual ~~[abuse]~~ conduct; or

(iv) mental ~~[abuse]~~ or psychological mistreatment;

_____ ([e]i) ~~[a statement that a staff member]~~ shall report any suspected incidents of:

(i) physical ~~[abuse]~~ harm or mistreatment;

(ii) verbal ~~[abuse]~~ mistreatment or intimidation;

(iii) sexual ~~[abuse]~~ conduct;

(iv) mental ~~[abuse]~~ or psychological mistreatment; or

(v) neglect;

84 ~~[(d)]~~k) ~~[a statement that a staff member]~~ may not touch a student in a way that
85 makes a reasonably objective student feel uncomfortable;

86 ~~[(e)]~~l) ~~[a statement that a staff member]~~ may not participate in sexual conduct with
87 a student;

88 ~~[(f)]~~m) ~~[a statement regarding appropriate]~~ may not engage in inappropriate verbal
89 or electronic communication ~~[between a staff member and]~~ with a student;

90 ~~[(g)]~~n) ~~[a statement regarding providing]~~ may not give inappropriate gifts, special
91 favors, or unearned preferential treatment to a student or group of students;

92 ~~[(h)]~~o) ~~[a statement that a staff member]~~ may not discriminate against a student
93 on the basis of the student's personal identity characteristics;

94 ~~[(i)]~~ ~~a statement regarding appropriate use of electronic devices and social media~~
95 ~~for communication between a staff member and a student;~~

96 ~~[(j)]~~p) ~~[a statement regarding]~~ may not use ~~[of]~~ alcohol, tobacco, ~~[and]~~ or illegal
97 substances during work hours and on school property;

98 ~~[(k)]~~ ~~a statement that a staff member shall:~~

99 ~~—— (i) report any suspicion of child abuse or bullying to the proper authorities;~~

100 ~~—— (ii) annually read and sign all policies related to identifying, documenting, and~~
101 ~~reporting child abuse; and~~

102 ~~—— (iii) for an employee or contractor, annually attend abuse prevention training~~
103 ~~required in Section 53G-9-207; and]~~

104 ~~[(q)]~~ may not retaliate against a student, parent, or other personnel who report a
105 suspected violation of state law, Board rule or LEA policy, including the LEA code of
106 conduct;

107 ~~—— (r) shall disclose conflicts of interest, including financial or personal relationships,~~
108 ~~that may compromise professional judgment or student welfare;]~~

109 (q) shall act professionally and in a manner that upholds the integrity of the
110 school and the public education system, whether on or off duty;

~~_____ (t) shall refrain from conduct, speech, or expression, whether in person or virtually, that could reasonably be viewed as inappropriate, unprofessional, or detrimental to the reputation of the individual's position or LEA or the education profession, during work hours, on school property, or in connection with official LEA activities];~~

_____ (r)(i) shall maintain political and ideological neutrality in the classroom and in the course of professional duties and may not use partisan, political, or ideologically charged language, symbols, attire, or expressions, including, but not limited to campaign slogans, political party insignia, or advocacy symbols, during work hours, on school property, or in connection with official LEA activities;

_____ (ii) Notwithstanding Subsection (q)(i), there is no violation where a staff member engages in temporary, incidental, or de minimis displays of personal expression that are not disruptive to the educational environment and cannot reasonably be perceived as school-sponsored;

~~_____ (v) shall use discretion in personal communications, including online posts and social media activity;~~

~~_____ (w) may not post, share or endorse content that reasonably could be perceived as harassment, intimidation, discrimination, encouraging violence, or otherwise inconsistent with professional standards of conduct;]~~

_____ (s) subject to constitutional rights against self-incrimination, shall fully cooperate with criminal or civil law enforcement, and an LEA, UPPAC, or Board investigations involving a student or ~~[person in a position of a special trust]~~ staff member by:

_____ (i) responding truthfully and promptly to lawful inquiries;

_____ (ii) providing relevant information within the individual's knowledge or possession;
and

_____ (iii) complying with lawful subpoenas, warrants, or other compulsory processes;

_____ (t) may not while on school property, while acting in an official capacity or under circumstances where the conduct could reasonably be perceived as occurring in an

official capacity or as school sponsored, invite, suggest, or encourage a student to reconsider or change the student's sexual orientation or gender identity; and

~~[(z) may not, through instruction, materials, or symbols, actively endorse, promote, or disparage, a particular partisan, religious, denominational, sectarian, agnostic, or atheistic belief or viewpoint; and]~~

(u) shall observe and adhere to practices of confidentiality, privacy, and discretion, including ensuring that information is accessible only to those authorized to have access.

(3) A ~~[person in a position of a special trust]~~ staff member:

(a) shall annually read and sign all policies related to identifying, documenting, and reporting child abuse; and

(b) shall annually attend abuse prevention training as required in Section 53G-9-207.

(4) Notwithstanding Subsection (3), an LEA shall only require a volunteer to complete required trainings if the volunteer has significant and ongoing student interaction.

R277-322-4. LEA Responsibilities.

(1) Each LEA shall adopt a code of conduct policy, which may not be less stringent than the model code of conduct adopted in Section R277-322-3.

(2) An LEA that contracts with entities that directly serve students of the LEA must include a provision in the contracts with the entities that the contractor also adopt a code of conduct policy that may not be less stringent than the model code of conduct in Section R277-322-3.

(3) An LEA shall establish a hotline as described in Section R277-123-7 for students, parents, and personnel to report violations of Board rule and LEA policy, including the code of conduct.

(4) An LEA shall refer substantiated violations and systemic noncompliance of this rule to ~~[the Superintendent]~~ Internal Audit for possible corrective actions or sanctions under Rule R277-114.

(5) If an LEA repeatedly fails to provide required training, acknowledgments, or policy postings, the LEA may be subject to corrective action or sanctions under Rule R277-114.

~~[(4) An LEA shall post the LEA's code of conduct or appropriate behavior policy adopted pursuant to Subsection (2) on the LEA's website.]~~

~~[(5)(a) An LEA shall annually provide training to staff [individuals in a position of special trust] regarding the LEA's code of conduct policy, the hotline described in Subsection (3) [including the staff member's] and the individual's responsibility to report and how to report:~~

~~[(a)i) known violations of the LEA's code of conduct or appropriate behavior policy; and~~

~~[(b)ii) known violations of the Utah Educator Standards contained in Rule R277-217.~~

(b) An LEA shall annually provide its administrators with specialized training on investigation procedures and documentation of complaints.

~~[(6)(7) A staff member [A person with a position of special trust] who is an employee of, or volunteer at, an LEA shall annually sign a statement acknowledging that the staff member [the person] has read and understands the code of conduct ~~[or appropriate behavior]~~ policy.~~

(8)(a) An LEA shall annually provide to its governing board, LEA Superintendent, and the Board's Internal Audit Department a compliance attestation verifying that the LEA has provided required training, obtained employee acknowledgments, and posted its code of conduct as required by this rule.

(b) An LEA shall make the attestation under Subsection (8)(a) in a format prescribed by the Superintendent.

194 (9)(a) An LEA shall annually submit to the Superintendent and the Board's
195 Internal Audit Department aggregate data on code of conduct complaints, categories of
196 violations, and dispositions, with student and employee identities redacted, in a format
197 prescribed by ~~[the Superintendent]~~ Internal Audit.

198 (b) The Superintendent shall make the information submitted under Subsection
199 (9)(a) available to the Board upon request.

200 (10) An LEA shall report to the Board's Internal Audit Department, in a manner
201 prescribed by the department, within 45 days, any ~~[individual in a position of a special~~
202 ~~trust]~~ staff member at the LEA who:

203 (a) is terminated from employment for conduct that violates sexual conduct
204 provisions of the LEA's code of conduct or appropriate behavior policy;

205 (b) resigns or retires in lieu of termination for conduct that violates sexual conduct
206 provisions of the LEA's code of conduct or appropriate behavior policy;

207 (c) resigns or separates under an agreement that limits disclosure of the
208 underlying reason for separation, including non-disclosure or confidentiality agreements,
209 if the conduct involved potential violation of the LEA's code of conduct or Rules R277-
210 217, R277-316, or R277-605; or

211 (d) otherwise separates employment following substantiated findings of
212 misconduct, harm, neglect, or other conduct inconsistent with LEA policy, including the
213 LEA's code of conduct.

214 (11) A report under this Subsection (10) shall include, at a minimum:

215 (a) the individual's name and position or assignment;

216 (b) the date of separation or LEA action;

217 (c) the nature of the conduct that led to the separation or LEA action; and

218 (d) whether the matter has been referred to law enforcement, UPPAC, or another
219 regulatory authority.

_____ (12) An LEA may not construe this section to prevent the LEA from making reports to law enforcement, UPPAC, or the Department of Health and Human Services as otherwise required by law.

_____ (13)(a) An LEA may not enter into any agreement that prevents or restricts the LEA from providing the notice required by this section.

_____ (b) An LEA may not enter into an agreement, which restricts or prohibits a staff member from communicating or reporting any complaint or concern regarding the direct or indirect safety and welfare of students or any inappropriate conduct by the LEA to law enforcement, a local board, or the Board.

_____ (14) The Superintendent shall classify a report submitted under Subsection (10) as private in accordance with Subsections 63G-2-302(2)(a) and (d).

_____ (15) An LEA shall ensure that the LEA's code of conduct and policies, adopted consistent with this rule, is posted in a location that is readily accessible to the public on:

_____ (a) the LEA's official website; and

_____ (b) each school's official website within the LEA.

_____ (16) An LEA shall update the website posting within 30 days of adopting or revising its code of conduct.

_____ (17) Failure of an LEA to comply with this Section R277-322-4 constitutes noncompliance subject to corrective action or sanctions under Rule R277-114.

R277-322-5. Retaliation and False Reports.

_____ (1) An LEA shall prohibit retaliation against an individual who, in good faith, reports a suspected violation of LEA code of conduct, policy, Board rule, or the law.

_____ (2) An individual may not knowingly make a false, malicious, or frivolous report alleging a violation of the LEA's code of conduct, policy, or the law.

_____ (3) An individual who knowingly makes a false, malicious, or frivolous report may be subject to:

_____ (a) disciplinary action by the LEA, up to and including termination of employment;

248 (b) referral to UPPAC if the individual is licensed by the Board; and
249 (c) other remedies or penalties available under the law.
250 (4) Nothing in this section shall be construed to discourage or penalize good-faith
251 reports made without malice or with a reasonable belief in their accuracy.

252

253 **KEY: codes of conduct, appropriate behavior, employee conduct**

254 **Date of Last Change: August 7, 2024**

255 **Notice of Continuation: June 7, 2024**

256 **Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53E-3-401(4); 63G-**
257 **7-301**

258

259

R277. Education, Administration.

R277-322. LEA Codes of Conduct.

R277-322-1. Authority, Purpose, and Oversight Category.

(1) This rule is authorized by:

(a) Utah Constitution Article X, Section 3, which vests general control and supervision over public education in the Board;

(b) Subsection 53E-3-401(4), which allows the Board to make rules to execute the Board's duties and responsibilities under the Utah Constitution and state law; and

(c) Section 63G-7-301, which requires the Board to create a model policy that regulates behavior of a school employee toward a student[-]; and

(d) Section 76-5-404.1, which defines "position of special trust" inclusive of several public education related positions.

(2) The purpose of this rule is to require LEAs to create a code of conduct or appropriate behavior policy applicable to the LEA's ~~[staff]~~ employees and individuals in a position of special trust.

(3)(a) This rule applies to a person in a position of special trust with an LEA or school, including employees who hold an educator license issued by the Board.

(b) Nothing in this rule shall limit or replace the Board's authority under Rules R277-210 through R277-217 to investigate or discipline licensed educators for conduct violations.

~~([3]4)~~ This Rule R277-~~[326]~~322 is categorized as Category 2 as described in Rule R277-111.

R277-322-2. Definitions.

(1) "Boundary violation" means the same as that term is defined in Rule R277-210.

(2) "Personal identity characteristics" has the same meaning as defined in Section 53B-1-118.

29 (3) "Position of special trust" means the same as that term is defined in Section
30 76-5-404.1.

31 ~~[(3) "Staff" or "staff member" means an employee, contractor, or volunteer with~~
32 ~~unsupervised access to students.]~~

33 (4) "Retaliation" means intimidation, threats, coercion, harassment, adverse
34 employment actions, or other conduct that would discourage a reasonable person from
35 reporting or participating in an investigation.

36 ~~[(4)5] "Sexual conduct" means any sexual contact or communication between a~~
37 ~~[staff member] person in a position of special trust and a student, including:~~

38 (a) "sexual abuse" as defined in Section 76-5-404.1;

39 (b) "sexual battery" as defined in Section 76-9-702.1; or

40 (c) ~~[a staff member and student]~~ sharing any sexually explicit or lewd
41 communication, image, or photograph.

42
43 **R277-322-3. Required Code of Conduct Policy.**

44 (1) The ~~[Superintendent shall create a]~~ Board hereby creates a model code of
45 conduct ~~[or appropriate behavior] policy as set forth in Subsections (2) and (3).~~

46 ~~[(2) Each LEA shall adopt a code of conduct or appropriate behavior policy~~
47 ~~applicable to the LEA's staff~~

48 ~~—— (3) An LEA's code of conduct or appropriate behavior policy, adopted pursuant~~
49 ~~to Subsection (2), may not be less stringent than the model code of conduct or~~
50 ~~appropriate behavior policy described in Subsection (1) and shall include, at a~~
51 ~~minimum:]~~

52 (2) A person in a position of special trust:

53 (a) ~~[a statement that a staff member]~~ shall avoid boundary violations, as defined
54 in Rule R277-210, with students or minors;

55 (b) shall receive annual training on recognizing and preventing boundary
56 violations in both physical and digital settings;

57 (c) shall comply with all federal, state, and local laws;

58 (d) shall treat students with dignity and respect by promoting the health, safety,
59 and well-being of students, including maintaining appropriate verbal, emotional, and
60 social boundaries;

61 (e) shall take prompt an appropriate action to stop, mitigate, and prevent
62 harassment or discriminatory conduct toward a student that the person knew or should
63 have known may result in an inappropriate hostile, intimidating, abusive, offensive,
64 or oppressive environment;

65 (f) shall take prompt and appropriate action to protect a student from any known
66 condition detrimental to the student's physical health, mental health, or safety;

67 (g) shall report to the LEA conduct in violation of the LEA's policy, including the
68 LEA's code of conduct; and

69 (h) shall report suspected child abuse or neglect to law enforcement or the
70 Division of Child and Family Services in accordance with Sections 53E-6-701 and 80-2-
71 602.

72 ~~(b)i~~ ~~[a statement that a staff member]~~ may not subject a student to:

73 (i) physical ~~[abuse]~~ harm or mistreatment;

74 (ii) verbal ~~[abuse]~~ mistreatment or intimidation;

75 (iii) sexual ~~[abuse]~~ conduct; or

76 (iv) mental ~~[abuse]~~ or psychological mistreatment;

77 ~~(e)j~~ ~~[a statement that a staff member]~~ shall report any suspected incidents of:

78 (i) physical ~~[abuse]~~ harm or mistreatment;

79 (ii) verbal ~~[abuse]~~ mistreatment or intimidation;

80 (iii) sexual ~~[abuse]~~ conduct;

81 (iv) mental ~~[abuse]~~ or psychological mistreatment; or

82 (v) neglect;

83 ~~(e)k~~ ~~[a statement that a staff member]~~ may not touch a student in a way that
84 makes a reasonably objective student feel uncomfortable;

85 ~~[(e)] [a statement that a staff member]~~ may not participate in sexual conduct with
86 a student;

87 ~~[(f)m] [a statement regarding appropriate]~~ may not engage in inappropriate verbal
88 or electronic communication ~~[between a staff member and]~~ with a student;

89 ~~[(g)n] [a statement regarding providing]~~ may not give inappropriate gifts, special
90 favors, or unearned preferential treatment to a student or group of students;

91 ~~[(h)o] [a statement that a staff member]~~ may not discriminate against a student
92 on the basis of the student's personal identity characteristics;

93 ~~[(i) a statement regarding appropriate use of electronic devices and social media~~
94 ~~for communication between a staff member and a student;]~~

95 ~~[(j)p] [a statement regarding]~~ may not use ~~[of]~~ alcohol, tobacco, ~~[and]~~ or illegal
96 substances during work hours and on school property;

97 ~~[(k) a statement that a staff member shall:~~

98 ~~—— (i) report any suspicion of child abuse or bullying to the proper authorities;~~

99 ~~—— (ii) annually read and sign all policies related to identifying, documenting, and~~
100 ~~reporting child abuse; and~~

101 ~~—— (iii) for an employee or contractor, annually attend abuse prevention training~~
102 ~~required in Section 53G-9-207; and]~~

103 ~~(q)~~ may not retaliate against a student, parent, or other personnel who report a
104 suspected violation of state law, Board rule or LEA policy, including the LEA code of
105 conduct;

106 ~~(r)~~ shall disclose conflicts of interest, including financial or personal relationships,
107 that may compromise professional judgment or student welfare;

108 ~~(s)~~ shall act professionally and in a manner that upholds the integrity of the
109 school and the public education system, whether on or off duty;

110 ~~(t)~~ shall refrain from conduct, speech, or expression, whether in person or
111 virtually, that could reasonably be viewed as inappropriate, unprofessional, or
112 detrimental to the reputation of the individual's position or LEA or the education

profession, during work hours, on school property, or in connection with official LEA activities;

_____ (u) shall maintain political and ideological neutrality in the course of professional duties and may not use partisan, political, or ideologically charged language, symbols, attire, or expressions, including, but not limited to campaign slogans, political party insignia, or advocacy symbols, during work hours, on school property, or in connection with official LEA activities;

_____ (v) shall use discretion in personal communications, including online posts and social media activity;

_____ (w) may not post, share or endorse content that reasonably could be perceived as harassment, intimidation, discrimination, encouraging violence, or otherwise inconsistent with professional standards of conduct;

_____ (x) subject to constitutional rights against self-incrimination, shall fully cooperate with criminal or civil law enforcement, and an LEA, UPPAC, or Board investigations involving a student or person with a position of special trust by:

_____ (i) responding truthfully and promptly to lawful inquiries;

_____ (ii) providing relevant information within the individual's knowledge or possession; and

_____ (iii) complying with lawful subpoenas, warrants, or other compulsory processes;

_____ (y) may not invite, suggest, or encourage a student to reconsider or change the student's sexual orientation or gender identity;

_____ (z) may not, through instruction, materials, or symbols, actively endorse, promote, or disparage, a particular partisan, religious, denominational, sectarian, agnostic, or atheistic belief or viewpoint; and

_____ (aa) shall observe and adhere to practices of confidentiality, privacy, and discretion, including ensuring that information is accessible only to those authorized to have access.

_____ (3) A person in a position of a special trust:

_____ (a) shall annually read and sign all policies related to identifying, documenting,
and reporting child abuse; and

_____ (b) shall annually attend abuse prevention training as required in Section 53G-9-
207.

R277-322-4. LEA Responsibilities.

_____ (1) Each LEA shall adopt a code of conduct policy, which may not be less
stringent than the model code of conduct adopted in Section R277-322-3.

_____ (2) An LEA that contracts with entities that directly serve students of the LEA
must include a provision in the contracts with the entities that the contractor also adopt
a code of conduct policy that may not be less stringent than the model code of conduct
in Section R277-322-3.

_____ (3) An LEA shall establish a hotline as described in Section R277-123-7 for
students, parents, and personnel to report violations of Board rule and LEA policy,
including the code of conduct.

_____ (4) An LEA shall refer substantiated violations and systemic noncompliance of
this rule to the Superintendent for possible corrective actions or sanctions under Rule
R277-114.

_____ (5) If an LEA repeatedly fails to provide required training, acknowledgments, or
policy postings, the LEA may be subject to corrective action or sanctions under Rule
R277-114.

~~[(4) An LEA shall post the LEA's code of conduct or appropriate behavior policy
adopted pursuant to Subsection (2) on the LEA's website.]~~

_____ ~~[(5)]~~(a) An LEA shall annually provide training to ~~[staff]~~ individuals in a position
of special trust regarding the LEA's code of conduct policy, the hotline described in
Subsection (X) ~~[including the staff member's]~~ and the individual's responsibility to report
and how to report:

168 (~~[a]~~i) known violations of the LEA's code of conduct or appropriate behavior
169 policy; and

170 (~~[b]~~ii) known violations of the Utah Educator Standards contained in Rule R277-
171 217.

172 (b) An LEA shall annually provide its administrators with specialized training on
173 investigation procedures and documentation of complaints.

174 (~~[6]~~7) ~~[A staff member]~~ A person with a position of special trust, who is an
175 employee of, or volunteer at, an LEA shall annually sign a statement acknowledging
176 that ~~[the staff member]~~ the person has read and understands the code of conduct ~~[or~~
177 ~~appropriate behavior]~~ policy.

178 (8)(a) An LEA shall annually provide to its governing board, LEA Superintendent,
179 and the Board's Internal Audit Department a compliance attestation verifying that the
180 LEA has provided required training, obtained employee acknowledgments, and posted
181 its code of conduct as required by this rule.

182 (b) An LEA shall make the attestation under Subsection (8)(a) in a format
183 prescribed by the Superintendent.

184 (9)(a) An LEA shall annually submit to the Superintendent and the Board's
185 Internal Audit Department aggregate data on code of conduct complaints, categories of
186 violations, and dispositions, with student and employee identities redacted, in a format
187 prescribed by the Superintendent.

188 (b) The Superintendent shall make the information submitted under Subsection
189 (9)(a) available to the Board upon request.

190 (10) An LEA shall report to the Board's Internal Audit Department, in a manner
191 prescribed by the department, within 45 days, any individual in a position of special trust
192 at the LEA who:

193 (a) is terminated from employment for conduct that violates the LEA's code of
194 conduct or appropriate behavior policy;

_____ (b) resigns or retires in lieu of termination for conduct that violates the LEA's
code of conduct or appropriate behavior policy;

_____ (c) resigns or separates under an agreement that limits disclosure of the
underlying reason for separation, including non-disclosure or confidentiality agreements,
if the conduct involved potential violation of the LEA's code of conduct or Rules R277-
217, R277-316, or R277-605; or

_____ (d) otherwise separates employment following substantiated findings of
misconduct, harm, neglect, or other conduct inconsistent with LEA policy, including the
LEA's code of conduct.

_____ (11) A report under this Subsection (10) shall include, at a minimum:

_____ (a) the individual's name and position or assignment;

_____ (b) the date of separation or LEA action;

_____ (c) the nature of the conduct that led to the separation or LEA action; and

_____ (d) whether the matter has been referred to law enforcement, UPPAC, or another
regulatory authority.

_____ (12) An LEA may not construe this section to prevent the LEA from making
reports to law enforcement, UPPAC, or the Department of Health and Human Services
as otherwise required by law.

_____ (13) An LEA may not enter into any agreement that prevents or restricts the LEA
from providing the notice required by this section.

_____ (14) An LEA shall ensure that the LEA's code of conduct and policies, adopted
consistent with this rule, is posted in a location that is readily accessible to the public on:

_____ (a) the LEA's official website; and

_____ (b) each school's official website within the LEA.

_____ (15) An LEA shall update the website posting within 30 days of adopting or
revising its code of conduct.

_____ (16) Failure of an LEA to comply with this Section R277-322-4 constitutes
noncompliance subject to corrective action or sanctions under Rule R277-114.

R277-322-5. Retaliation and False Reports.

(1) An LEA shall prohibit retaliation against an individual who, in good faith, reports a suspected violation of LEA code of conduct, policy, Board rule, or the law.

(2) An individual may not knowingly make a false, malicious, or frivolous report alleging a violation of the LEA's code of conduct, policy, or the law.

(3) An individual who knowingly makes a false, malicious, or frivolous report may be subject to:

(a) disciplinary action by the LEA, up to and including termination of employment;

(b) referral to UPPAC if the individual is licensed by the Board; and

(c) other remedies or penalties available under the law.

(4) Nothing in this section shall be construed to discourage or penalize good-faith reports made without malice or with a reasonable belief in their accuracy.

KEY: codes of conduct, appropriate behavior, employee conduct

Date of Last Change: August 7, 2024

Notice of Continuation: June 7, 2024

Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53E-3-401(4); 63G-7-301

Utah State Board of Education

Reporting Burden and Fiscal Impact Estimate

R277-322 – LEA Codes of Conduct (Amendment) (Draft 2)

1. Reporting Burden for LEAs

This rule change requires a new compliance attestation and aggregate data on code of conduct complaints. It also requires an LEA to report within 45 days to Internal Audit any individual who is terminated or resigns for violating the code of conduct or appropriate behavior policy. **Draft 2 – LEAs now only report within 45 days to Internal Audit any individual who is terminated or resigns for violations of the code of conduct of a sexual nature.**

2. Estimated Fiscal Impact on USBE

This rule change is estimated to have a large staff time requirement for USBE internal audit to collect compliance attestation, aggregate data, and individual reports of terminations or resignations. It is estimated that this will require 0.25 – 0.5 FTE of a staff education auditor at a yearly cost between \$29,850 - \$59,700. **Draft 2 – The staff time requirements for compliance attestations and aggregate data remain, though the individual termination and resignation reports may be slightly reduced as only the sexual code of conduct violations will be reported. The estimate of 0.25 – 0.5 FTE remains.**

3. Estimated Fiscal Impact on LEAs

This rule change may impact LEA budgets. This proposed rule change requires annual training on recognizing and preventing boundary violations in both physical and digital settings. It would require all LEAs to update their code of conduct policies, and report data on code of conduct complaints. It is estimated that the additional training and reporting requirements will annually cost LEAs a minimum of \$10,000, up to \$500,000+ for the largest LEAs, for staff time in preparing, delivering, and receiving training, and reporting violations of the code of conduct policy to Internal Audit. **Draft 2 – The training, policy updates, and reporting requirements remain, and therefore the estimate of an annual cost between \$10,000 and \$500,000+ for LEAs remains.**

Author: Sam Urie

Utah State Board of Education

Reporting Burden and Fiscal Impact Estimate

R277-322 – LEA Codes of Conduct (Amendment) (Draft 3)

1. Reporting Burden for LEAs

This rule change requires a new compliance attestation and aggregate data on code of conduct complaints. It also requires an LEA to report within 45 days to Internal Audit any individual who is terminated or resigns for violating the code of conduct or appropriate behavior policy. **Draft 2 – LEAs now only report within 45 days to Internal Audit any individual who is terminated or resigns for violations of the code of conduct of a sexual nature.**

Draft 3 – Reporting impacts still include the compliance attestation, aggregate data on code of conduct complaints, and report to Internal audit for terminations and resignations for sexual violations, but removes reporting for “misconduct, harm, neglect, other conduct”.

2. Estimated Fiscal Impact on USBE

This rule change is estimated to have a large staff time requirement for USBE internal audit to collect compliance attestation, aggregate data, and individual reports of terminations or resignations. It is estimated that this will require 0.25 – 0.5 FTE of a staff education auditor at a yearly cost between \$29,850 - \$59,700. **Draft 2 – The staff time requirements for compliance attestations and aggregate data remain, though the individual termination and resignation reports may be slightly reduced as only the sexual code of conduct violations will be reported. The estimate of 0.25 – 0.5 FTE remains.**

Draft 3 – The fiscal impact estimate is unchanged from Draft 2.

3. Estimated Fiscal Impact on LEAs

This rule change may impact LEA budgets. This proposed rule change requires annual training on recognizing and preventing boundary violations in both physical and digital settings. It would require all LEAs to update their code of conduct policies, and report data on code of conduct complaints. It is estimated that the additional training and reporting requirements will annually cost LEAs a minimum of \$10,000, up to \$500,000+ for the largest LEAs, for staff time in preparing, delivering, and receiving training, and reporting violations of the code of conduct policy to Internal Audit. **Draft 2 – The training, policy updates, and reporting requirements remain, and therefore the estimate of an annual cost between \$10,000 and \$500,000+ for LEAs remains.**

Draft 3 – Specialized training requirements for administrators on investigations are removed, with reporting to Internal audit lessened. The policy updates, training for all staff, and reporting of code of conduct violation data remain. The estimate of annual cost to LEAs is lessened to \$5,000 for the smallest LEAs and \$250,000+ for the largest LEAs.

Author: Sam Urie

Utah State Board of Education

Reporting Burden and Fiscal Impact Estimate

R277-322 – LEA Codes of Conduct (Amendment) (Draft 3)

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Draft 3 – Reporting impacts still include the compliance attestation, aggregate data on code of conduct complaints, and report to Internal audit for terminations and resignations for sexual violations, but removes reporting for “misconduct, harm, neglect, other conduct”.

Draft 1A - LEAs must still report to Internal Audit within 45 days any employee who resigns or separates in lieu of termination for sexual conduct violations, or under agreements that limit disclosure of such conduct. Requirements for aggregate data and compliance attestations remain.

2. Estimated Fiscal Impact on USBE

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Draft 3 – The fiscal impact estimate is unchanged from Draft 2.

Draft 1A – The requirements for internal audit to collected aggregate data and individual terminations or resignations for violations of a sexual nature remain. The fiscal impact estimate remains unchanged at 0.25-0.5 FTE.

3. Estimated Fiscal Impact on LEAs

This rule change may impact LEA budgets. This proposed rule change requires annual training on recognizing and preventing boundary violations in both physical and digital settings. It would require all LEAs to update their code of conduct policies, and report data on code of conduct complaints. It is estimated that the additional training and reporting requirements will annually cost LEAs a minimum of \$10,000, up to \$500,000+ for the largest LEAs, for staff time in preparing, delivering, and receiving training, and reporting violations of the code of conduct policy to Internal Audit. **Draft 2 – The training, policy updates, and reporting requirements remain, and therefore the estimate of an annual cost between \$10,000 and \$500,000+ for LEAs remains.**

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Policy updates, training for all staff, and reporting of violations remain. The estimate remains \$5,000 for the smallest LEAs up to \$250,000+ for the largest LEAs.

Author: Sam Urie

Utah State Board of Education

Reporting Burden and Fiscal Impact Estimate

R277-322 – LEA Codes of Conduct (Amendment) (Draft 3)

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Draft 3 – Reporting impacts still include the compliance attestation, aggregate data on code of conduct complaints, and report to Internal audit for terminations and resignations for sexual violations, but removes reporting for “misconduct, harm, neglect, other conduct”.

Draft 1A - LEAs must still report to Internal Audit within 45 days any employee who resigns or separates in lieu of termination for sexual conduct violations, or under agreements that limit disclosure of such conduct. Requirements for aggregate data and compliance attestations remain.

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This rule change is estimated to have a large staff time requirement for USBE internal audit to collect compliance attestation, aggregate data, and individual reports of terminations or resignations. It is estimated that this will require 0.25 – 0.5 FTE of a staff education auditor at a yearly cost between \$29,850 - \$59,700. **Draft 2 – The staff time requirements for compliance attestations and aggregate data remain, though the individual termination and resignation reports may be slightly reduced as only the sexual code of conduct violations will be reported. The estimate of 0.25 – 0.5 FTE remains.**

Draft 3 – The fiscal impact estimate is unchanged from Draft 2.

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3. Estimated Fiscal Impact on LEAs

This rule change may impact LEA budgets. This proposed rule change requires annual training on recognizing and preventing boundary violations in both physical and digital settings. It would require all LEAs to update their code of conduct policies, and report data on code of conduct complaints. It is estimated that the additional training and reporting requirements will annually cost LEAs a minimum of \$10,000, up to \$500,000+ for the largest LEAs, for staff time in preparing, delivering, and receiving training, and reporting violations of the code of conduct policy to Internal Audit. **Draft 2 – The training, policy updates, and reporting requirements remain, and therefore the estimate of an annual cost between \$10,000 and \$500,000+ for LEAs remains.**

Draft 3 – Specialized training requirements for administrators on investigations are removed, with reporting to Internal audit lessened. The policy updates, training for all staff, and reporting of code of conduct violation data remain. The estimate of annual cost to LEAs is lessened to \$5,000 for the smallest LEAs and \$250,000+ for the largest LEAs.

Policy updates, training for all staff, and reporting of violations remain. The estimate remains \$5,000 for the smallest LEAs up to \$250,000+ for the largest LEAs.

Author: Sam Urie

UTAH STATE BOARD OF EDUCATION

Subject:

ACTION: R277-301, Educator Licensing (Continuation & Amendment) *Item postponed*

Agenda item type:

Action Item

Recommended Action:

No final motion was made during the June 5, 2026, committee meeting.

Purpose of Memo:

Result of legislative action

Background:

HB 374 transferred the authority to license audiologists and speech-language pathologists from USBE to DOPL. USBE licenses with those license areas will expire over the next five years. Staff recommend updating provisions of the rule referencing these license areas as well as other technical changes.

Staff will present R277-301, Educator Licensing, Draft 1, for consideration and approval.

Authorizing, and Implemented or Interpreted Law: [Art X Sec 3](#); [53E-6-102](#); [53E-3-401](#)

Contact:

Name:	Ben Rasmussen	Malia Hite
Title:	Director of Law and Professional	Executive Coordinator of Licensing
Phone:	801-538-7835	801-538-7895
Email:	ben.rasmussen@schools.utah.gov	malia.hite@schools.utah.gov

Attachments:

1. R277-301 - Draft 1 - June 2026 Committee
2. R277-301 Reporting Burden and Fiscal Impact Estimate Form

R277. Education, Administration.

R277-301. Educator Licensing.

R277-301-1. Authority^[,] and Purpose^[,] ~~and Oversight Category.~~

(1) This rule is authorized by:

(a) Utah Constitution Article X, Section 3, which vests general control and supervision over public education in the Board;

(b) Subsection 53E-3-401(4), which allows the Board to make rules to execute the Board's duties and responsibilities under the Utah Constitution and state law; and

(c) Section 53E-6-201, which gives the Board power to issue licenses.

(2) This rule specifies the types of licenses and license areas of concentration available and the requirements and procedures for obtaining a license, required for employment as a licensed educator in the public schools of Utah.

~~[(3) This Rule R277-301 is categorized as Category 4 as described in Rule R277-111.]~~

R277-301-2. Definitions.

(1) "Accredited institution" means an institution that:

(a) offers a competency-based postsecondary general education course online or in person; and

(b) is accredited by an organization recognized by the United States Department of Education.

(2) "Currently enrolled" means:

(a) that an individual has been formally accepted into a Board-approved educator preparation program; and

(b) that the program considers the individual to be an active participant.

(3) "Educator preparation program" means the same as that term is defined in Section R277-303-2.

(4) "Endorsement" means a designation on a license area of concentration earned through demonstrating required competencies established by the Superintendent that qualifies the individual to:

- (a) provide instruction in a specific content area; or
- (b) apply a specific set of skills in an education setting.

(5) "LEA" includes, for purposes of this rule, the Utah Schools for the Deaf and the Blind.

(6)(a) "License areas of concentration" or "license area" means a designation on a license of the specific educational setting or role for which the individual is qualified, to include the following:

- ([a]i) Early Childhood;
- ([b]ii) Elementary;
- ([c]iii) Secondary;
- ([d]iv) School-Leadership;
- ([e]v) Career and Technical Education or "CTE";
- ([f]vi) School Counselor;
- ([g]vii) School Psychologist;
- ([h]viii) Special Education;
- ([i]ix) Pre-school Special Education;
- ([j]x) Deaf Education;
- ~~([k] Speech-Language Pathologist;)~~
- ([l]xi) Speech-Language Technician; and
- ([m]xii) School Social Worker~~;~~ and
- ~~(n) Audiologist].~~

(b) For an individual licensed prior to May 6, 2026, license area may include the following:

- (i) Speech-Language Pathologist; and
- (ii) Audiologist.

(7) "Licensing Jurisdiction" means the designated educator licensing authority in any foreign country or state of the United States of America and the Department of Defense Education Activity (DoDEA).

(8) "NASDTEC" means the National Association of State Directors of Teacher Education and Certification.

(9) "NASDTEC Stage 2 Educator License" means a license issued to an individual who holds a bachelor's degree and has completed an approved program but has not met the jurisdiction-specific requirement for a Stage 3 license of a member jurisdiction.

(10) "Renewal" means reissuing or extending the length of a license consistent with Rule R277-302.

R277-301-3. License Structure.

(1) Utah educator licenses include the following licenses:

- (a) Associate educator license;
- (b) Professional educator license; and
- (c) LEA-specific educator license.

(2) The Superintendent may only issue one single active Utah educator license to an individual.

(3) An educator license shall include at least one license area of concentration.

(4) License areas of concentration and endorsements shall have a designation of:

- (a) associate;
- (b) professional; or
- (c) LEA-specific.

(5) An associate educator license may only include associate or LEA-specific license areas of concentration and endorsements.

(6) An LEA-specific educator license may only include LEA-specific license areas of concentration and endorsements.

(7) An educator may add a license area or endorsement to an existing license or license area of concentration by meeting the requirements for an associate, professional, or LEA-specific endorsement as established in this rule.

(8) The Superintendent may establish deadlines and uniform forms and procedures for all aspects of licensing.

(9)(a) All licenses expire on June 30 of the year of expiration and a licensee may renew any time after January 1 of the same year.

(b) Notwithstanding Subsection (9)(a), an LEA-specific license may only renew after July 1 of the year of expiration.

(c) Responsibility for license renewal rests solely with the licensee.

R277-301-4. Associate Educator License Requirements.

(1) The Superintendent shall issue an associate educator license to an individual that applies for the license and that meets all requirements in this Section R277-301-4.

(2) An associate educator license, license area, or endorsement is valid until June 30 of the third school year after the Superintendent issues or renews the license.

(3)(a) Except as provided in Subsection (4), the Superintendent may extend an associate educator license for up to two school years if an LEA or Utah-based accredited private school requests the extension for an employee.

(b) The Superintendent may extend an associate educator license for up to one school year for an educator with a license area in special education or related services, if the educator has up to two years of experience in special education or related services.

(4) The Superintendent may not extend an associate license with a license area in special education or related services, if the educator has three years of experience in special education or related services.

(5) The Superintendent may extend a non-special education related license area for up to two school years if an LEA or Utah-based accredited private school requests the extension for an employee.

- 114 (5) The general requirements for an associate educator license shall include:
- 115 (a) completion of a criminal background check, including:
- 116 (i) review of any criminal offenses and clearance in accordance with Rule R277-
- 117 214; and
- 118 (ii) continued monitoring in accordance with Subsection 53G-11-403(1);
- 119 (b) completion of the educator ethics review within one calendar year before the
- 120 application;
- 121 (c) one of the following:
- 122 (i) a bachelor's degree or higher from an accredited institution;
- 123 (ii) currently enrolled in a university-based Board-approved educator preparation
- 124 program that will result in a bachelor's degree or higher from an accredited institution; or
- 125 (iii) skill certification in a specific CTE area as established by the Superintendent;
- 126 and
- 127 (d) minimum competencies, as defined by the Superintendent.
- 128 (6) The content knowledge requirements for an associate educator license shall
- 129 include:
- 130 (a) for an elementary license area, demonstration of the content competency
- 131 criteria established by the Superintendent;
- 132 (b) for a secondary or CTE license area with a content endorsement, or for an
- 133 endorsement being added to a professional license area, one of the following:
- 134 (i)(A) passage of a content knowledge test approved by the Superintendent,
- 135 where required; or
- 136 (B) demonstration of the competency criteria established by the Superintendent
- 137 if no content knowledge test is required;
- 138 (ii) a bachelor's degree or higher with a major in the content area from an
- 139 accredited university; or
- 140 (iii) enrollment in a program that will result in a bachelor's degree and complete
- 141 all requirements except completion of capstone school-based clinical experience and
- 142 any co-requisite coursework;

(c) for an early childhood license area, demonstration of the content competency criteria established by the Superintendent; and

(d) for a school leadership license area, enrollment in or completion of:

(i) an accredited university-based school leadership educator preparation program that results in:

(a) a masters degree or higher; and

(b) a NASDTEC Stage 2 educator license in school leadership or equivalent, as determined by the Superintendent; or

(ii) an educator preparation program administered by the Superintendent.

(7) Notwithstanding, Subsection (5)(c)(ii);

(a) an applicant for an associate educator license with the following license areas:

(i) special education (K-12);

(ii) pre-school special education;

(iii) deaf education; or

~~[(iv) audiologist;]~~

(iv) speech-language technician; ~~[or]~~

~~[(vi) speech-language pathologist;]~~

(b) shall meet the following requirements for an associate educator license:

(i) demonstrate content knowledge competencies approved by the Superintendent;

(ii) complete a special education law and instruction training approved by the Superintendent;

(iii) earn a bachelor's degree in a field approved by the Superintendent; and

(iv) enroll in a preparation program as provided in Subsection (9).

(8)(a) For a special education or pre-school special education license area, an applicant shall enroll in a:

(i) Board-approved non-university-based special education preparation program;

or

(ii) a special education program at an accredited institution that will yield a NASDTEC Stage 2 educator license.

(b) For a deaf education license area, an applicant shall:

(i) earn a master's degree in deaf education from an accredited institution; or

(ii) enroll in:

(A) a deaf education program at an accredited institution that will yield a NASDTEC Stage 2 educator license; or

(B) a Board-approved non-university based deaf education preparation program.

~~[(c) For a speech-language pathologist license area, an applicant shall enroll in a speech-language pathologist program at an accredited institution of higher education that:~~

~~—— (i) results in a master's degree or higher in speech-language pathology; and~~

~~—— (ii) will yield a NASDTEC Stage 2 educator license.]~~

~~[(d)]~~(c) For a school counselor license area, an applicant shall:

(i) enroll in a school counselor program at an accredited institution of higher education that:

(A) results in a masters degree or higher in school counseling; and

(B) will yield a NASDTEC Stage 2 educator license; or

(ii) demonstrate minimum school counselor competencies as defined by the Superintendent.

~~[(e)]~~(d) For a speech-language technician license area, an applicant shall possess a bachelor's degree in communication disorders, or the equivalent as determined by the Superintendent, and:

(i) enroll in a speech-language technician program that is:

(A) approved by the Board; or

(B) administered by the Superintendent; or

(ii) complete the requirements of certified speech-language pathology assistant through the American Speech-Language Hearing Association.

~~[(f) For an audiologist license area, an applicant shall enroll in an audiology program at an accredited institution of higher education that will yield a NASDTEC Stage 2 educator license.]~~

(9) Notwithstanding Subsection (5)(c)(ii), an applicant for an associate educator license with a license area in school psychologist or school social worker shall meet the following requirements:

(a) demonstrate content knowledge competencies approved by the Superintendent;

(b) earn a bachelor's degree; and

(c) complete all requirements for an accredited master's level preparation program, except completion of capstone school-based clinical experience and any co-requisite coursework.

(10) Additional requirements for an associate educator license shall include:

(a) successful completion of professional learning modules created or approved by the Superintendent in:

(i) educator ethics;

(ii) classroom management and instruction;

(iii) basic special education law and instruction;

(iv) the Utah Effective Educator Standards described in Rule R277-330; or

(b) enrollment in a university-based Board-approved educator preparation program that will result in a bachelor's degree and completion of all requirements except capstone school-based clinical experience and any co-requisite coursework.

(c) Notwithstanding Subsection (10)(a), the Superintendent may waive an individual module, if the module is not necessary given the preparation of an applicant.

(11) An educator that holds a professional license area of concentration and has met the competency criteria established by the Superintendent need not complete the requirements detailed in Subsection (10).

(12) A license applicant who has received or completed license preparation activities inconsistent with this rule may present compelling information and

documentation for review and approval by the Superintendent to satisfy the associate educator license requirements.

(13) The Superintendent shall designate a panel of at least three Board staff members to review an appeal made under Subsection (12).

(14) An LEA that employs an individual that holds an associate educator license shall develop a personalized professional learning plan designed to support the educator in meeting the requirements for a professional educator license no later than 60 days after beginning work in the classroom, which shall:

(a) be provided to the Superintendent upon request;

(b) include a formal discussion and observation process no later than 30 days after beginning work in the classroom; and

(c) consider:

(i) previous education related experience; and

(ii) previous educational preparation activities.

(15) An educator with an associate educator license may upgrade to a professional educator license at any time before expiration of the associate educator license if the educator meets all requirements of Section R277-301-5.

R277-301-5. Professional Educator License Requirements.

(1) The Superintendent shall issue a professional educator license to an individual that applies for the license and meets all requirements in this Section R277-301-5.

(2) A professional educator license, license area, or endorsement is valid until June 30 of the fifth school year after the Superintendent issues or renews the license.

(3) The general requirements for a professional educator license shall include:

(a) all general requirements for an associate educator license under Subsection R277-301-5(4);

(b) completion of:

(i) a bachelor's degree or higher from an accredited institution; or

- 258 (ii) skill certification in a specific CTE area as established by the Superintendent;
- 259 (c) for an individual with an early childhood, elementary, or special education
- 260 license area of concentration, completion of a literacy preparation assessment;
- 261 (d)(i) for an individual with a pre-school special education or early childhood
- 262 education license area of concentration, demonstration of emergent literacy
- 263 competencies, as defined by the Superintendent; and
- 264 (ii) one of the following:
- 265 (A) a recommendation from a Board-approved educator preparation program; or
- 266 (B) a standard educator license in the area issued by a licensing jurisdiction
- 267 outside of Utah that is currently valid or is renewable consistent with Section 53E-6-307.
- 268 (f) for an individual with a school leadership license area of concentration,
- 269 completion of a masters degree or higher from an accredited institution of higher
- 270 education;
- 271 (g) Notwithstanding, Subsection (c), a license applicant in an APPEL program
- 272 who has an established professional learning plan before August 31, 2022, need not
- 273 complete a literacy preparation assessment.
- 274 (4) If an educator preparation program makes a recommendation and the
- 275 Superintendent determines that the candidate does not meet all requirements in this
- 276 rule, the candidate may appeal as provided Subsection (12).
- 277 (5) The content knowledge requirements for a professional educator license,
- 278 license area, and endorsement shall include:
- 279 (a) all content knowledge requirements for an associate educator license under
- 280 Subsection R277-301-4(5);
- 281 (b) demonstration of all content knowledge competencies as established by the
- 282 Superintendent; and
- 283 (c) passage of a content knowledge test provided by the Superintendent, where
- 284 required by the Superintendent.

(6) An applicant for a secondary or CTE content area endorsement that holds a bachelor's degree or higher with a major in the content area from an accredited university need not complete the requirement described in Subsection (5)(c).

(7) The pedagogical requirements for a professional educator license shall include demonstration of all pedagogical competencies as established by the Superintendent.

(8) An individual holding a Utah level 1, level 2, or level 3 educator license on January 1, 2020 meets the pedagogical requirements described in Subsection (7).

(9) An individual holding a Utah professional educator license and license area in early childhood education, elementary, secondary, CTE, special education, or deaf education is considered to have met the clinical competencies and general teacher pedagogical competencies requirement of Subsection (7) if applying to add any of the license areas in the subsection.

(10) An individual holding a professional license and a license area of concentration in elementary education, secondary education, CTE, special education, or deaf education, may earn an additional professional content area endorsement through:

(a) passage of a content knowledge test or competency exam approved by the Superintendent;

(b) demonstration of any content endorsement specific safety competencies, if applicable, which may include lab safety or CPR; and

(c) demonstration of pedagogical content knowledge in the new content area as verified by the educator's LEA supervisor or designee.

(11) An individual with an associate license with a speech-language technician license area who completes a speech-language technician preparation program approved by the Superintendent as described in Section R277-306-5 meets the requirements for a professional license.

(12) A license applicant who has received or completed license preparation activities inconsistent with this rule may present compelling information and

documentation for review and approval or denial by the Superintendent to satisfy the professional educator license requirements.

(13) The Superintendent shall designate a panel of at least three individuals, including the director of an LEA-based educator preparation program and a Board licensed educator not employed by the Board, to review an appeal and make a recommendation to the Superintendent for the Superintendent's review and decision described in Subsection (11).

R277-301-6. Educator Licenses Issued by Licensing Jurisdictions Outside of Utah.

(1) The Superintendent shall review applications for a Utah educator license for individuals holding educator licenses issued by licensing jurisdictions outside of Utah to determine if the applicant has met the requirements for a Utah license under this rule.

(2) The Superintendent shall accept scores from an applicant that meet the Utah standard for passing on assessments from licensing jurisdictions outside of Utah that utilize the same assessment as Utah as meeting the requirements of this rule.

(3) The Superintendent shall accept scores from an applicant on reasonably equivalent content knowledge assessments utilized by licensing jurisdictions outside of Utah that meet the passing standard of that jurisdiction as meeting the requirements of this rule.

(4) The Superintendent shall accept demonstrations of content knowledge and pedagogical competencies from an applicant utilized by licensing jurisdictions outside of Utah that are reasonably equivalent to Utah competencies.

(5) An individual with a NASDTEC Stage 2 educator license need not complete the content knowledge and pedagogical assessment requirements in the areas and subjects taught.

~~[(6) An individual holding a standard license from another jurisdiction that was enrolled in a preparation program before January 1, 2020 and received the standard~~

~~license before August 1, 2021 need not complete the requirements of Subsection R277-301-5(7)(b).]~~

R277-301-7. LEA-specific Educator License Requirements.

(1) The Superintendent may issue an LEA-specific educator license to a candidate if:

(a) the LEA requesting the LEA-specific educator license has an adopted policy, posted on the LEA's website, which includes:

(i) educator preparation and support:

(A) as established by the LEA; and

(B) aligned with the Utah Effective Teaching Standards described in Rule R277-330;

(ii) criteria for employing educators with an LEA-specific license; and

(iii) compliance with all requirements of this rule;

(b) an LEA governing board applies on behalf of the candidate;

(c) the candidate meets all the requirements in this Section R277-301-7; and

(d) the candidate successfully completes professional learning modules created or approved by the Superintendent in:

(i) educator ethics;

(ii) classroom management and instruction;

(iii) basic special education law and instruction; and

(iv) the Utah Effective Educator Standards described in Rule R277-330.

(2) An LEA-specific license, license area, or endorsement is valid only within the requesting LEA for the educator's current assignment.

(3) An LEA-specific license, license area, or endorsement is valid until June 30 of the third school year after the after the Superintendent issues the license.

(4) An LEA may not request an LEA-specific license area of concentration to an educator for the following license areas:

(a) special education;

(b) pre-school special education;

(c) deaf education;

(d) school psychologist;

(e) school social worker;

~~[(f) audiologist;]~~

~~[(g)f] speech-language technician; or~~

~~[(h) speech-language pathologist; or]~~

~~[(i)g] school counselor.~~

(5) An LEA may not request an LEA-specific endorsement in drivers education.

(6) An LEA-specific license expires immediately if the educator's employment with the LEA that requested the license ends.

(7) An LEA may request renewal of an LEA-specific license if an educator meets professional learning requirements established by the Superintendent.

(8) The general requirements for an LEA-specific educator license shall include:

(a) completion of a criminal background check, including:

(i) review of any criminal offenses and clearance in accordance with Rule R277-214; and

(ii) continued monitoring in accordance with Subsection 53G-11-403(1);

(b) completion of the educator ethics review within one calendar year before the application; and

(c) approval of the request by the LEA governing board in a public meeting no more than 60 days before the application, which includes the LEA's rationale for the request.

(9) The content knowledge and pedagogical requirements for an LEA-specific educator license shall be established by the LEA governing board.

(10) An LEA school that requests an LEA-specific license, license area, or endorsement shall prominently post the following information on each school's website:

(a) disclosure of the fact that the school employs individuals holding LEA-specific educator licenses~~[-license areas, or endorsements];~~

(b) an explanation of the types of licenses issued by the board;

(c) the percentage of the types of licenses~~[, license areas, and endorsements]~~
held by educators employed in the school-based on the employees' FTE as reported to
the Superintendent; and

(d) a link to the Utah Educator Look-up tool provided by the Superintendent in
accordance with Subsection R277-312-7(6).

R277-301-9. Superintendent Annual Report to the Board.

(1) The Superintendent shall annually report to the Board on licensing, including:

(a) educator licensing;

(b) educator preparation; and

(c) equitable distribution of teachers.

(2) The Superintendent shall use a process approved by the Board to:

(a) establish the content knowledge competency requirements required for
associate and professional endorsements; and

(b) review, adopt, and establish passing standards for all assessments required
for educator licensing.

(3) The Superintendent shall create an ethics review for all licensed educators
based upon Rule R277-217, Educator Standards and Local Education Agency (LEA)
Reporting.

(4) The Superintendent may correct identified errors in licensing information with
notice to the license holder.

R277-301-10. Licensee Enrollment in FBI Rapback.

(1) An individual with an assignment in CACTUS or USIMS shall have a cleared
background check and current enrollment in FBI Rapback in accordance with Section
53G-11-403.

(2) Notwithstanding Subsection (1), if an individual cannot enroll in FBI Rapback due to physiological limitations, the educator shall submit fingerprints and complete a new background check every two years.

(3)(a) An LEA may not receive funding for an educator who is not in compliance with this section.

(b) An LEA may be subject to corrective action under Rule R277-114 for continued non-compliance with Subsection (1).

(4) An individual who is a school resource officer and certified law enforcement officer in accordance with Section 53-6-203 meets the background check requirements of Section 53G-11-403 by virtue of completing law enforcement background check requirements.

KEY: professional competency, educator licensing

Date of Last Change: November 7, 2025

Notice of Continuation: November 5, 2021

Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53E-6-102; 53E-3-401

Utah State Board of Education

Reporting Burden and Fiscal Impact Estimate

R277-301 – Educator Licensing (Amendment and Continuation)

1. Reporting Burden for LEAs

This rule change does not add any reports for LEAs.

2. Estimated Fiscal Impact on USBE

This rule change is not estimated to have fiscal impacts on USBE.

3. Estimated Fiscal Impact on LEAs

This rule change is not estimated to have fiscal impacts on LEAs.

Author: Sam Urie

UTAH STATE BOARD OF EDUCATION

Subject:

ACTION: R277-304, Teacher Preparation Programs (Amendment) *Item postponed*

Agenda item type:

Action Item

Recommended Action:

No final motion was made during the June 5, 2026, committee meeting.

Purpose of Memo:

Result of legislative action

Background:

Staff recommend updating the rule to update requirements for secondary education prep programs, to update terminology, and update requirements for CTE prep programs.

Staff will present R277-304, Teacher Preparation Programs, Draft 1, for consideration and approval.

Authorizing, and Implemented or Interpreted Law: [Art X Sec 3](#); [53E-3-401](#); [53E-6-201](#)

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Attachments:

1. R277-304 - Draft 1 - June 2026 Committee
2. R277-304 Reporting Burden and Fiscal Impact Estimate Form

R277. Education, Administration.

R277-304. Teacher Preparation Programs.

R277-304-1. Authority^[,] and Purpose^[,] ~~and Oversight Category.~~

(1) This rule is authorized by:

(a) Utah Constitution Article X, Section 3, which vests general control and supervision over public education in the Board;

(b) Subsection 53E-3-401(4), which allows the Board to make rules to execute the Board's duties and responsibilities under the Utah Constitution and state law; and

(c) Subsection 53E-6-201(3)(a), which directs the Board to make rules to establish the criteria for obtaining an educator license.

(2)(a) The purpose of this rule is to specify the standards which the Board expects of a teacher preparation institution before program approval in specified areas.

(b) The standards in this rule apply to the specific educational area and grade level for which the preparation program is designed.

~~[(3) This Rule R277-304 is categorized as Category 4 as described in Rule R277-111.]~~

R277-304-2. Definitions.

(1)(a) "Career and technical education" or "CTE" means organized educational programs or competencies which directly or indirectly prepare students for employment, or for additional preparation leading to employment, in occupations where entry requirements do not generally require a baccalaureate or advanced degree.

(b) CTE programs provide all students a continuous education system, driven by a student's college and career readiness plan, through competency-based instruction, culminating in essential life skills, certified occupational skills, and meaningful employment.

(2) "Clinical experience" means a structured opportunity in which a program candidate is mentored by a licensed educator and evaluated by a teacher leader, school administrator, or university preparation program faculty member, in order to develop and

demonstrate competency in the skills and knowledge necessary to be an effective teacher, in a physical classroom, which may include experiences in a virtual classroom.

(3) "Competency" means evidence through demonstration in a higher education or prek-12 classroom setting of successful application of knowledge and skills.

(4) "Essential Elements" means the alternate academic achievement standards for students with significant cognitive disabilities, established by the Board in the Special Education Rules Manual, dated June 2023, incorporated by reference in Section R277-750-2.

(5) "Diverse student populations" means unique student groups as identified by:

(a) disability;

(b) academic learning needs; or

(c) linguistic needs.

(6)(a) "Multi-tiered system of supports" or "MTSS" means a framework for integrating assessment and intervention to maximize student achievement, reduce behavior problems, and increase long-term success.

(b) The combination of systematic implementation of increasingly intensive intervention, referred to as tiers, and carefully monitoring students' progress, distinguishes MTSS from typical prevention measures.

(c) Emphasis, in MTSS, is placed on ensuring interventions are implemented effectively.

(7) "Personalize" means to engage all students with high expectations for their learning goals and to empower each learner to take ownership of individual strengths, needs, and interests, while tailoring flexible supports to maximize student growth and competence.

(8) "Utah Core Standards" means the core standards established by the Board in Rule R277-700 for grades K-12 and the Core Standards for Early Learning, adopted June 2023.

R277-304-3. Incorporation by Reference of Educator Preparation Program

Competencies.

- (1) This rule incorporates by reference:
 - (a) the General Teacher Preparation Competencies dated June 2024;
 - (b) the Educator Preparation Program Competencies for Elementary Literacy dated May 2022;
 - (c) the Standards for Special Education Educator Preparation Program Approval dated August 2024; and
 - (d) the Special Education Preparation Foundational Competencies dated March 2025.
- (2) A copy of these documents is located at:
 - (a) <https://schools.utah.gov/administrativerules/documentsincorporated>; and
 - (b) the offices of the Utah State Board of Education.

R277-304-4. General Teacher Preparation.

Before approval by the Board, a teacher preparation program shall provide evidence that the program:

- (1) prepares candidates to meet the Utah Effective Teaching Standards in Rule R277-330;
- (2) prepares candidates to teach:
 - (a) the Utah Core Standards; and
 - (b) the Essential Elements, as appropriate to a candidate's prospective area of licensure as established by the Board;
- (3) includes school-based clinical experiences for a candidate to observe, practice skills, and reflect on teaching that:
 - (a) are significant in number, depth, breadth, and duration;
 - (b) are progressively more complex; and
 - (c) include working with all types of students;

- 86 (4) for candidates who enroll in a preparation program before September 1,
87 2026, requires competency in:
- 88 (a) content and content specific pedagogy appropriate for the area of licensure;
 - 89 (b) knowledge of the Educator Standards contained in Rule R277-217;
 - 90 (c) designing, administering, and reviewing formative and summative
91 assessments in a meaningful and ethical manner;
 - 92 (d) improving student outcomes by:
 - 93 (i) using student assessment data, both formative and summative;
 - 94 (ii) analyzing instructional practices; and
 - 95 (iii) making necessary adjustments to personalize learning;
 - 96 (e) using strategies to promote active student engagement;
 - 97 (f) systematically designing instruction toward a specific learning goal by:
 - 98 (i) providing tier one and tier two instruction and intervention on the Utah core
99 standards including the use of competency-based learning;
 - 100 (ii) using a variety of evidence-based instructional strategies, including explicit
101 instruction and scaffolded supports;
 - 102 (iii) integrating technology to support and meaningfully supplement the learning
103 of students;
 - 104 (iv) designing developmentally appropriate and authentic learning experiences;
 - 105 (v) developing higher order thinking and metacognitive skills; and
 - 106 (vi) integrating cross-disciplinary skills, such as literacy and numeracy, into
107 instruction;
 - 108 (g) providing positive and constructive feedback to guide students' learning and
109 behavior;
 - 110 (h) establishing a consistent, organized, and respectful learning environment,
111 including:
 - 112 (i) positive behavior interventions and supports within a multi-tiered system of
113 support;
 - 114 (ii) classroom procedures and routines;

- 115 (iii) trauma-informed practices; and
- 116 (iv) accountability practices;
- 117 (i) knowledge and skills to assist in the identification of and instruction for
- 118 students with disabilities in the general classroom, including:
- 119 (i) knowledge of the IDEA and Section 504 of the Rehabilitation Act;
- 120 (ii) knowledge of the role of non-special education teachers in the education of
- 121 students with disabilities;
- 122 (iii) knowledge and skills in implementing least restrictive behavior interventions;
- 123 (iv) skills in implementing and assessing the results of interventions; and
- 124 (v) skills in the implementation of an educational program with accommodations,
- 125 modifications, services, and supports established by an IEP or a 504 plan for students
- 126 with disabilities in the general education classroom;
- 127 (j) knowledge and skills designed to meet the needs of diverse student
- 128 populations in the general education classroom, including:
- 129 (i) allowing students alternative ways to demonstrate learning that are sensitive
- 130 to student diversity;
- 131 (ii) creating an environment that is sensitive to multiple experiences and
- 132 diversity;
- 133 (iii) designing, adapting, and delivering instruction to address each student's
- 134 diverse learning strengths and needs; and
- 135 (iv) incorporating language development into planning, instruction, and
- 136 intervention for students learning English, using their first language as an asset while
- 137 supporting development of English proficiency; and
- 138 (k) effectively communicating and collaborating with parents, colleagues, and
- 139 administration;
- 140 (5) for candidates who enroll in a preparation program on or after September 1,
- 141 2026, requires competence in the General Teacher Preparation Competencies;
- 142 (6) for a program candidate accepted on or after January 1, 2020, provides
- 143 multiple opportunities for a program candidate to successfully demonstrate application

of knowledge and skills gained through the program in one or more clinical experiences in collaboration with a licensed teacher over an extended period in each of the following competencies:

(a) implementing the planning and design, delivery, facilitation, assessment, evaluation, and reflection of a unit of instruction;

(b) revising instructional plans for future implementation or reteaching concepts as appropriate;

(c) implementing the accommodations, modifications, services, and supports as outlined in a student's IEP or 504 plan;

(d) evaluating student artifacts and assessments;

(e) establishing and maintaining classroom procedures and routines that include positive behavior interventions and supports;

(f) establishing and maintaining a positive learning climate;

(g) reflecting on the teaching process and justifying instructional decisions;

(h) participating in at least one IEP meeting or parental consultation regarding a student that the program candidate has instructed; and

(i) consulting and collaborating with qualified personnel, such as a school counselor or school social worker, regarding the emotional well-being of students;

(7) include consideration of a candidate's dispositions and suitability for teaching; and

(8) include plans for candidate remediation and exit counseling, if appropriate.

R277-304-5. Early Childhood and Elementary Preparation Programs.

(1) Before approval by the Board, a preparation program for early childhood education or elementary education shall demonstrate how the program requires candidate competency in:

(a) the areas outlined in Section R277-304-3;

(b) early childhood development and learning;

(c) the Educator Preparation Program Competencies for Elementary Literacy;

(d) the appropriate content knowledge needed to teach:

(i) the science of literacy instruction including:

(A) phonemic awareness;

(B) phonics;

(C) fluency;

(D) vocabulary;

(E) comprehension; and

(ii) the science of mathematics instruction, including:

(A) quantitative reasoning;

(B) problem solving;

(C) representation;

(D) numeracy; and

(E) a balance of procedural and conceptual understanding;

(iii) physical and life science;

(iv) health and physical education;

(v) social studies; and

(vi) fine arts; or

(2) For a program candidate accepted after January 1, 2020, a preparation program for early childhood or elementary education shall provide multiple opportunities for a program candidate to successfully demonstrate application of knowledge and skills gained through the program in a school-based setting in each of the following:

(a) all requirements outlined in Subsections R277-304-4(4) through (7);

(b) demonstrating content-specific pedagogy in each of the areas outlined in Subsection R277-304-5(1);

(c) diagnosing students struggling with reading and planning and implementing remediation for those students; and

(d) diagnosing students struggling with mathematics and planning and implementing remediation for those students.

(3) An educator preparation program shall apply the standards in this Section R277-304-4 to the specific age group or grade level for which the preparation program is designed.

(a) An early childhood education program shall focus primarily on early childhood development and learning in preschool through grade 3.

(b) An elementary program shall include both early childhood development and learning and elementary content and pedagogy in kindergarten through grade 6.

R277-304-6. Secondary Preparation Programs.

(1) Before approval by the Board, a secondary preparation program shall demonstrate that it requires competency in:

(a) all content competencies established by the Superintendent for a professional educator license in at least one endorsement;

(b) all areas outlined in Subsections R277-304-4(4) through (7);

(c) including literacy and quantitative learning objectives in content-specific classes in alignment with the Utah Core Standards; and

(d) planning instruction and assessment in content-specific teams and in cross-curricular teams.

(2) For a program candidate accepted after January 1, 2020, but before September 1, 2026, a secondary preparation program shall provide multiple opportunities for a program candidate to successfully demonstrate application of knowledge and skills gained through the program in a school-based setting in each of the following:

(a) all requirements outlined in Subsections R277-304-4(4) through (7); and

(b) ensuring student safety and learning in educational labs or shops and extra-curricular settings.

(3) For candidates who enroll in a secondary preparation program on or after September 1, 2026, a program shall require competence in:

(a) the General Teacher Preparation Competencies; and

(b) all content competencies established by the Superintendent for at least one endorsement.

R277-304-7. Special Education and Preschool Special Education Programs.

(1) Before approval by the Board, a special education or preschool special education preparation program shall demonstrate that:

(a) the program is operated by or partnered with a Utah institution of higher education or the Board;

(b) it requires competency in Board approved special education teacher preparation competencies in one or more of the following special education areas:

(i) ~~Mild~~ Minimal/Moderate Support Needs;

(ii) Complex Support Needs;

(iii) Deaf and Hard of Hearing;

(iv) Blind and Visually Impaired;

(v) Deafblind; or

(vi) Preschool Special Education (Birth-Age 5);

(c) the program requires the passage of a Braille assessment approved by the Superintendent for a program in the Blind and Visually Impaired area;

(d) For a candidate enrolled in a special education preparation program before September 1, 2027 or enrolled in a preschool special education preparation program, the program requires competency in:

(i) all areas detailed in Subsections R277-304-4(4) through (7);

(ii) legal and ethical issues surrounding special education, including:

(A) the IDEA;

(B) the Special Education Rules Manual incorporated by reference in Section R277-750-2; and

(C) all other applicable statutes and Board rules;

(iii) working with other school personnel to implement and evaluate academic, behavioral, and developmental supports and interventions for students with disabilities within a multi-tiered system of supports as appropriate for the area of licensure;

(iv) training in and supervising the services and supports provided to students with disabilities by general education teachers, related service providers, and paraprofessionals; and

(v) providing specially designed instruction, including content-specific pedagogy, as per IEPs, to students with disabilities, including:

(A) the Utah Core Standards; and

(B) the Essential Elements as appropriate to a candidate's prospective area of licensure as established by the Board;

(C) skills in assessing and addressing the educational, developmental, and functional needs and progress of students with disabilities;

(D) skills in implementing and assessing the results of research and evidence-based interventions for students with disabilities; and

(E) skills in implementing an educational program with accommodations, modifications, services, and supports established by an IEP for students with disabilities.

(2) For a program candidate accepted after January 1, 2020, a special education or preschool special education preparation program shall require multiple opportunities for a program candidate to successfully demonstrate application of knowledge and skills gained through the program in a school-based setting in each of the following:

(a) all requirements outlined in Subsections R277-304-4(4) through (7);

(b) creating learning goals and objectives for a student with disabilities that are specific, measurable, time-bound, and aligned to identified student needs and the Utah Core Standards;

(c) designing or adapting learning environments for diverse student populations that encourage active participation in individual and group activities;

- (d) monitoring school compliance with multiple student IEP and Section 504 plans;
- (e) conducting a student IEP meeting under the supervision of a licensed special education teacher;
- (f) using knowledge of measurement principles and practices to interpret assessment information in making instructional, eligibility, program, and placement decisions for students with disabilities, including those from culturally or linguistically diverse backgrounds;
- (g) communicating with parents of students with disabilities to ensure they are informed regarding the progress of their student and their right to due process; and
- (h) if the program is designed to prepare an individual for a special education license area, developing and implementing a secondary transition plan as it relates to post-secondary education and training, competitive employment, and independent living.
- (3) For a program candidate accepted on or after September 1, 2027, a special education preparation program shall require demonstration of:
- (a) the Special Education Preparation Foundational Competencies; and
- (b) the competencies for at least one special education endorsement.

R277-304-8. Deaf Education Preparation Programs.

- (1) Before approval by the Board, a deaf education preparation program shall:
- (a) be operated by or partnered with a Utah institution of higher education or the Board;
- (b) be aligned with the National Association of State Directors of Special Education, Inc., Optimizing Outcomes for Students who are Deaf or Hard of Hearing, Educational Service Guidelines, Third Edition;
- (c) be focused on one or more of the following areas:
- (i) teaching students who are deaf or hard of hearing from birth to age five using both listening and spoken language strategies and American Sign Language;

(ii) teaching students who are deaf or hard of hearing with listening and spoken language strategies; or

(iii) teaching students who are deaf or hard of hearing with strategies that promote the development of American Sign Language and English literacy across the curriculum;

(d) require competency in:

(i) the areas detailed in Subsections R277-304-4(4) through (7).

(ii) legal and ethical issues surrounding special education, including:

(A) the IDEA;

(B) the Special Education Rules Manual incorporated by reference in Section R277-750-2; and

(C) all other applicable statutes and Board rules;

(iii) addressing specific linguistic and cultural needs of deaf and hard of hearing students throughout the curriculum;

(iv) skills for incorporating language into all aspects of the curriculum;

(v) pedagogical skills unique to teaching reading, writing, mathematics, and other content areas to deaf and hard of hearing students;

(vi) basic fluency in the use of American Sign Language;

(vii) knowledge of the audiological and physiological components of audition;

(viii) skills for teaching speech to deaf and hard of hearing students;

(ix) the socio-cultural and psychological implications of hearing loss; and

(x) assessing and addressing the educational needs and educational progress of deaf and hard of hearing students.

(2) For a program candidate accepted after January 1, 2020, a deaf or hard of hearing education preparation program shall require multiple opportunities for a program candidate to successfully demonstrate application of knowledge and skills gained through the program in a school-based setting in each of the following:

(a) all requirements outlined in Subsections R277-304-4(4) through (7);

(b) for a program focused on Subsection R277-304-8(1)(c)(i):

- 344 (i) assessing early childhood language development and assessment in
- 345 American Sign Language and spoken English;
- 346 (ii) working with families with students who are deaf or hard of hearing while
- 347 respecting a variety of communication modalities;
- 348 (iii) integrating language, speech, and listening into everyday activities;
- 349 (iv) sharing knowledge with families with students who are deaf or hard of
- 350 hearing about the complexities of deaf culture, including norms and behaviors of the
- 351 deaf community;
- 352 (v) developing auditory perception in children and educating parents about
- 353 developmental milestones for listening skills; and
- 354 (vi) proficiency in American Sign Language as demonstrate by passing an
- 355 assessment approved by the Superintendent;
- 356 (c) for a program focused on Subsection R277-304-8(1)(c)(ii):
- 357 (i) developing auditory perception in children and strategies for developing
- 358 listening and spoken language in deaf and hard of hearing students;
- 359 (ii) demonstrating understanding and expertise regarding early childhood spoken
- 360 language development;
- 361 (iii) involving family members with students who are deaf or hard of hearing in
- 362 learning and therapeutic activities;
- 363 (iv) integrating speech, listening, and spoken language in preschool and early
- 364 elementary content areas; and
- 365 (v) integrating current listening technology, including troubleshooting such
- 366 technology; and
- 367 (d) for a program focused on Subsection R277-304-8(1)(c)(iii):
- 368 (i) integrating American Sign Language into instruction of core academic content
- 369 for all school-age students;
- 370 (ii) enhancing bilingual literacy of students who are deaf or hard of hearing in
- 371 both American Sign Language and English;
- 372 (iii) integrating respect and understanding of deaf culture into instruction;

(iv) demonstrating understanding and expertise regarding American Sign Language, language development; and

(v) proficiency in American Sign Language as demonstrated by passing an assessment approved by the Superintendent.

R277-304-9. Career and Technical Education Preparation Programs.

(1) Before approval by the Board, a CTE teacher preparation program designed for individuals that do not hold a bachelor's degree or higher shall:

(a) focus on one or more of the following areas:

(i) family and consumer sciences;

(ii) health sciences;

(iii) information technology;

(iv) skilled and technical sciences; or

(v) work-based learning;

~~[(b) require that candidates have six years of documented, related occupational experiences within the 10 years before the program application in an approved CTE license area;]~~

~~[(e)b] require competency in all areas detailed in Section R277-304-4; and~~

~~[(d) for a program candidate accepted after January 1, 2020, a CTE preparation program shall require multiple opportunities for a program candidate to successfully demonstrate application of knowledge and skills gained through the program in a school-based setting in all requirements outlined in Section R277-304-4; and]~~

~~[(e)c] require candidates to: [hold the applicable license or certificate issued by the Utah State Department of Commerce, Division of Professional Licensing in any area where such licensure or certification exists.]~~

(i) have three years of documented, related occupational experience in an approved CTE career cluster; or

(ii) meet content competencies defined by the Superintendent.

~~[(2) A program may count an associate's degree in a related area for up to two years of occupational experience to satisfy the requirement in Subsection R277-304-9(1)(b).]~~

([3]2)(a) An approved program may request a waiver from the Superintendent of the occupational experience required for a candidate if the candidate has passed an approved competency examination in the respective field at or above the passing score established by the Superintendent.

(b) The Superintendent may grant a waiver under Subsection (3)(a) for up to five years from the date the candidate passed the examination.

KEY: teacher preparation, programs, educators

Date of Last Change: March 10, 2026

Notice of Continuation: March 15, 2024

Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53E-3-401; 53E-6-201

Utah State Board of Education

Reporting Burden and Fiscal Impact Estimate

R277-304 – Teacher Preparation (Amendment)

1. Reporting Burden for LEAs

This rule change does not add any reports for LEAs.

2. Estimated Fiscal Impact on USBE

This rule change is not estimated to have fiscal impacts on USBE.

3. Estimated Fiscal Impact on LEAs

This rule change is not estimated to have fiscal impacts on LEAs.

Author: Sam Urie

UTAH STATE BOARD OF EDUCATION

Subject:

ACTION: R277-306, Educator Preparation Programs for School Psychologists, Audiologists, Speech-Language Pathologists, Speech-Language Technicians, Counselors, and School Social Workers (Amendment) *Item postponed*

Agenda item type:

Action Item

Recommended Action:

No final motion was made during the June 5, 2026, committee meeting.

Purpose of Memo:

Result of legislative action

Background:

HB 374 transferred authority to license audiologists and speech-language pathologists from USBE to DOPL. The proposed amendments to the rule recognize that prep programs for these license areas are no longer necessary and the language governing these license area should be removed.

Staff will present R277-306, Educator Preparation Programs for School Psychologists, Audiologists, Speech-Language Pathologists, Speech-Language Technicians, Counselors, and School Social Workers, Draft 1, for consideration and approval.

Authorizing, and Implemented or Interpreted Law: [Art X Sec 3](#); [53E-3-401\(4\)](#); [53E-6-201](#)

Contact:

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Attachments:

1. R277-306 - Draft 1 - June 2026 Committee
2. R277-306 Reporting Burden and Fiscal Impact Estimate Form

R277. Education, Administration.

**R277-306. Educator Preparation Programs for School Psychologists,
~~[Audiologists, Speech-Language Pathologists,]~~ Speech-Language Technicians,
Counselors, and School Social Workers.**

R277-306-1. Authority~~[,]~~ and Purpose~~[, and Oversight Category.]~~

(1) This rule is authorized by:

(a) Utah Constitution Article X, Section 3, which vests general control and supervision over public education in the Board;

(b) Subsection 53E-3-401(4), which allows the Board to make rules to execute the Board's duties and responsibilities under the Utah Constitution and state law; and

(c) Subsection 53E-6-201(3)(a), which allows the Board to establish criteria for obtaining educator licenses.

(2) The purpose of this rule is to establish standards for educator preparation programs for:

(a) School Psychologists;

~~[(b) Audiologists;~~

~~— (c) Speech-Language Pathologists;]~~

~~[(d)]~~ (b) Speech-Language Technicians;

~~[(e)]~~ (c) School Counselors; and

~~[(f)]~~ (d) School Social Workers.

~~[(3) This rule is categorized as Category 3 as described in Rule R277-111.]~~

R277-306-2. School Psychologist Preparation Programs.

(1) A Utah institution of higher education may seek approval by the Board for a school psychologist preparation program if the program:

(a) results in a masters degree or higher in school psychology;

(b) meets the 2020 Standards for Graduate Preparation of School Psychologists created by the National Association of School Psychologists (NASP);

(c) prepares candidates to provide comprehensive and integrated services across the ten general domains of school psychology as defined in the 2020 Model for Comprehensive and Integrated School Psychological Services;

(d) prepares candidates to follow the 2020 National Association of School Psychologists Professional Standards and apply those standards and competencies in compliance with Utah law; and

(e) includes school-based clinical experiences for a candidate to observe, practice skills, and reflect on practices that:

(i) are significant in number, depth, breadth, and duration; and

(ii) are progressively more complex.

(2) For a program applicant accepted after January 1, 2020, a school psychologist preparation program shall require multiple opportunities for a program applicant to successfully demonstrate the application of knowledge and skills gained through the program in a school-based setting in each of the following:

(a) administering varied models and methods of assessment and data collection for:

(i) identifying strengths and needs of students;

(ii) developing effective services and programs for students; and

(iii) measuring progress and outcomes for students;

(b) implementing varied models and strategies of consultation, collaboration, and communication with individuals, families, groups, and systems;

(c) implementing varied strategies that promote social-emotional functioning and mental health in students; and collecting and analyzing data for evaluation and support of effective practices at the individual, group, and systems levels.

(3) An individual that holds the Nationally Certified School Psychologist (NCSP) credential issued by NASP meets the out of state licensing requirement for a professional school psychologist license area of concentration detailed in Subsection R277-301-6(6).

~~[R277-306-3. School Audiologist Preparation Program.~~

~~——— (1) A Utah institution of higher education may seek approval by the Board for a school audiologist preparation program if the program:~~

~~——— (a) is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology; and~~

~~——— (b) prepares candidates to provide comprehensive and integrated services in a school setting as detailed in the 2018 Scope of Practice in Audiology created by the American Speech-Language-Hearing Association;~~

~~——— (2) An individual that completes a program accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology outside of Utah qualifies for an associate license with an associate school audiologist license area of concentration detailed in Subsections R277-301-4(5) and (6).~~

~~——— (3) An individual that holds a current Certificate of Clinical Competence in Audiology (CCC-A) issued by the American Speech-Language-Hearing Association meets the out of state licensing requirement for a professional audiologist license area of concentration detailed in Subsection R277-301-6(6).~~

~~R277-306-4. Speech-Language Pathologist (SLP) Preparation Program.~~

~~——— (1) A Utah institution of higher education may seek approval by the Board for a speech-language pathologist (SLP) preparation program if the program:~~

~~——— (a) is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology; and~~

~~——— (b) prepares candidates to provide comprehensive and integrated services in a school setting as detailed in the 2016 Scope of Practice in Speech-Language Pathology created by the American Speech-Language-Hearing Association.~~

~~——— (2) An individual that completes a program accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology outside of Utah qualifies for an associate license with a speech-language pathologist license area of concentration detailed in Subsections R277-301-4(5) and (6).~~

~~(3) An individual that holds a current Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) issued by the American Speech-Language-Hearing Association meets the out of state licensing requirements for a professional speech-language pathologist license area of concentration detailed in Subsection R277-301-6(6).]~~

R277-306-[5]3. Speech-Language Technician (SLT) Preparation Program.

(1) The Superintendent shall create and administer an SLT preparation program that:

(a) requires applicants to hold a bachelor's degree in communication disorders or the equivalent;

(b) requires significant clinical experiences under the supervision of an individual holding a [professional] speech-language pathologist license [area of concentration] through DOPL; and

(c) prepares candidate to provide services in a school setting as detailed in the Utah State Board of Education Handbook for Speech-Language Technicians Working in Utah Public Schools.

(2) The Superintendent shall periodically review and revise the handbook for SLTs referenced in Subsection (1)(c).

R277-306-[6]4. School Counselor Preparation Programs.

(1) A Utah institution of higher education may seek approval by the Board for a school counselor preparation program if the program:

(a) prepares candidates to meet the 2019 American School Counselor Association Professional Standards and Competencies, incorporated by reference in Rule R277-330 and apply those standards and competencies in compliance with Utah law;

(b)(i) results in a master's degree in school counseling; or

(ii) requires a master's degree or higher from a regionally accredited institution in a related field for entrance into the program; and

(c) requires candidates to demonstrate all competencies required for the College and Career Readiness Certificate.

(2) For a program applicant accepted after January 1, 2020, a school counselor preparation program shall require multiple opportunities for a program applicant to successfully demonstrate application of knowledge and skills gained through the program in a school-based setting in each of the following:

(a) collaborating with learners, families, colleagues, and community members to build or implement a shared vision and supportive professional culture focused on student growth and success;

(b) delivering a sequential school counseling curriculum aligned with the Utah Model for College and Career Readiness School Counseling Program;

(c) leading individuals and groups of students and their parents or guardians through the development of educational and career plans;

(d) counseling individuals and small groups of students with identified needs and concerns;

(e) developing or maintaining a crisis prevention/youth protection response plan; and

(f) collecting and analyzing data for the purpose of accountability and program evaluation.

R277-306-[7]5. School Social Worker Preparation Programs.

(1) A Utah institution of higher education may seek approval by the Board for a school social worker preparation program if the program:

(a) results in a masters of social work degree;

(b) is accredited by the Council of Social Work Education;

(c) includes school-based clinical experiences for a candidate to observe, practice skills, and reflect on practice that:

- 144 (i) are significant in number, depth, breadth, and duration; and
- 145 (ii) are progressively more complex;
- 146 (d) requires demonstration of competency in:
- 147 (i) knowledge of the role of a school social worker in furthering the educational
- 148 mission of an LEA;
- 149 (ii) applying theoretical social work concepts and practical skills to the k-12
- 150 educational setting, including:
- 151 (A) social, emotional, family, and community assessment;
- 152 (B) individual, group, and family counseling;
- 153 (C) casework; and
- 154 (D) crisis intervention;
- 155 (iii) knowledge and application of rules regarding data and record keeping that
- 156 apply to data available in a school, including:
- 157 (A) the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g;
- 158 and
- 159 (B) Title 53E, Chapter 9, Student Privacy and Data Protection;
- 160 (iv) knowledge of laws regarding disabilities and their application to school social
- 161 worker practices and the school setting, including:
- 162 (A) the IDEA; and
- 163 (B) the Americans with Disabilities Act of 1990, 42 U.S.C. 12101;
- 164 (v) utilizing information from assessments in an educational setting to develop
- 165 student-focused programs and interventions;
- 166 (vi) implementation of evidence-based curriculum in response to current social
- 167 and emotional aspects of education; and
- 168 (vii) providing and advocating for services that support the social and emotional
- 169 aspects of education;
- 170 (e) requires multiple opportunities for a program applicant admitted after January
- 171 1, 2020 to successfully demonstrate application of knowledge and skills gained through
- 172 the program in a school-based setting in each of the following areas:

(i) utilizing information from assessments in the development of student-focused and system-focused programs and interventions in a school setting;

(ii) counseling individuals and small groups of students with identified needs and concerns;

(iii) implementing varied models and strategies of consultation, collaboration, and communication with teachers, individuals, and families; and

(iv) developing or updating a crisis prevention/youth protection response plan.

(2) An individual holding a licensed certified social worker "CSW" license or licensed clinical social worker "LCSW" license through the Division of Professional Licensing in accordance with Rule R156-60a qualifies for an associate educator license with an associate school social worker license area of concentration detailed in Section R277-301-4 if the individual, no more than one calendar year prior to the application:

(a) completes a criminal background check, including review of any criminal offenses and clearance in accordance with Rule R277-214; and

(b) completes the educator ethics review described in Rule R277-302.

(3)(a) The Superintendent shall work with Utah universities and LEAs to create and administer a non-degree professional license preparation program for individuals described in Subsection (2) that meets all the requirements of Subsections (1)(c) through (1)(e).

KEY: preparation, psychologists, ~~[audiologists, speech-language pathologists,]~~ speech-language technicians, counselors, school social workers

Date of Last Change: February 7, 2025

Notice of Continuation: December 16, 2024

Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53E-3-401(4); 53E-6-201

Utah State Board of Education

Reporting Burden and Fiscal Impact Estimate

R277-306 – Educator Preparation Programs for School Psychologists, Audiologists, Speech-Language Pathologists, Speech-Language Technicians, Counselors, and School Social Workers (Amendment)

1. Reporting Burden for LEAs

This rule change does not add any reports for LEAs.

2. Estimated Fiscal Impact on USBE

This rule change is not estimated to have fiscal impacts on USBE.

3. Estimated Fiscal Impact on LEAs

This rule change is not estimated to have fiscal impacts on LEAs.

Author: Sam Urie

UTAH STATE BOARD OF EDUCATION

Subject:

ACTION: R277-101, Public Participation in Utah State Board of Education Meetings (Continuation)
Item postponed

Agenda item type:

Action Item

Recommended Action:

No final motion was made during the June 5, 2026, committee meeting.

Purpose of Memo:

5-year review

Background:

R277-101 is soon approaching its five-year review. Staff recommends continuation of the rule.

Staff will present R277-101, Public Participation in Utah State Board of Education Meetings, Continuation, for consideration and approval.

Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 52-4-1; 53E-3-401(4); 52-4-207

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Attachments:

1. R277-101 - Continuation - June 2026 Committee
2. R277-101 Reporting Burden and Fiscal Impact Estimate Form

R277. Education, Administration.

R277-101. Public Participation in Utah State Board of Education Meetings.

R277-101-1. Authority and Purpose.

(1) This rule is authorized by:

(a) Utah Constitution, Article X, Section 3, which vests general control and supervision over public education in the Board;

(b) Title 52, Chapter 4, Open and Public Meetings Act, which directs that the deliberations and actions of the Board be conducted openly;

(c) Section 52-4-207, which allows the Board to adopt a rule governing the use of electronic meetings; and

(d) Subsection 53E-3-401(4), which allows the Board to make rules to execute the Board's duties and responsibilities under the Utah Constitution and state law.

(2) The purpose of this rule is to describe procedures to be followed by the Board in its conduct of the public's business in order to:

(a) hear from those who desire to be heard on public education matters in the state;

(b) effectively and efficiently utilize the time of the Board;

(c) balance desire for public information with other demands on the Board's time; and

(d) allow the Board to conduct electronic meetings as needed.

R277-101-2. Definitions.

(1)(a) "Anchor location" means the physical location from which an electronic meeting originates.

(b) The anchor location for an electronic meeting of the Board, unless otherwise designated in the meeting notice, shall be the offices of the Utah State Board of Education, 250 East 500 South, Salt Lake City, Utah 84114.

(2) "Chair" means:

(a) the duly elected Chairperson of the Board;

(b) a Vice-chair when conducting a meeting of the Board; or

(c) the Chair of a Board standing committee.

(3) "Electronic meeting" has the same meaning as defined in Section 52-4-103.

R277-101-3. Public Participation.

(1) The general public may attend meetings of the Board, unless a meeting is closed in accordance with Section 52-4-204.

(2) The general public may speak to the Board regarding any issue when acknowledged and recognized by the Board Chair during scheduled public comment.

(a) The chair may give priority to an individual or group who submits a written request to address the Board prior to the meeting, including a brief description of the issue to be addressed.

(b) The Board may not take action during the public comment portion of a meeting.

(c) A Board member may request that an item raised during public comment be placed on a future agenda for possible action in accordance with Board bylaws.

(d)(i) The Chair may limit the time available for individual comments.

(ii) The Chair may request groups to designate a spokesperson.

(iii) The Board shall include in its meeting agenda the amount of time set aside for public comment and the restrictions on individual speakers or group spokespersons.

(3)(a) A member of the general public may speak to items on the agenda:

(i) during the time designated for public comment; or

(ii) at the discretion of and as invited by the Chair, when the item is properly before the Board or a committee.

(b) The Chair may request that public comment be provided in writing.

(4) All presentations to the Board or one of its committees shall exemplify courteous behavior and appropriate language.

(5) The Chair may invite additional comment to the Board or a committee in the Chair's discretion.

(6) In accordance with Subsection 52-4-202(6)(b), at the discretion of the Chair, the Board may discuss a topic raised by the public in an open meeting even if the item was not included in the public meeting notice.

(7) At the discretion of the Chair, a member of the public may request to comment in the committee meeting by raise of hand.

R277-101-4. Electronic Meetings.

(1) The Board may conduct electronic meetings in accordance with the requirements set forth in Subsection 52-4-207(3).

(2)(a) The Board may allow a member of the Board or member of the public to participate in a Board meeting electronically consistent with available equipment capability.

(b) The chair shall announce the participation of an individual participating in an electronic meeting and the Board secretary shall note the individual's participation in the meeting minutes.

(3) If the Board conducts an electronic meeting a quorum of the Board shall be present at a single anchor location for the meeting.

(4) Notwithstanding Subsection (3), the Board chair may waive the requirement that a quorum be present at a single anchor location in the event of a pandemic or other public emergency so long as a quorum is present, either physically at the anchor location, or electronically, for the meeting.

(5) If the Board conducts an electronic meeting, any member may participate and vote electronically, so long as the Board meets quorum requirements.

KEY: school boards, open government, electronic meetings

Date of Last Change: July 9, 2020

Notice of Continuation: August 19, 2021

Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 52-4-1; 53E-3-401(4); 52-4-207

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Utah State Board of Education

Reporting Burden and Fiscal Impact Estimate

R277-101 – Public Participation in State Board of Education Meetings (Continuation)

1. Reporting Burden for LEAs

This rule change does not add any reports for LEAs.

2. Estimated Fiscal Impact on USBE

This rule change is not estimated to have fiscal impacts on USBE.

3. Estimated Fiscal Impact on LEAs

This rule change is not estimated to have fiscal impacts on LEAs.

Author: Sam Urie

UTAH STATE BOARD OF EDUCATION

Subject:

ACTION: R277-409, Public School Membership in Associations (Continuation) *Item postponed*

Agenda item type:

Action Item

Recommended Action:

No final motion was made during the June 5, 2026, committee meeting.

Purpose of Memo:

5-year review

Background:

R277-409 is soon approaching its five-year review. Staff recommends continuation of the rule.

Staff will present R277-409, Public School Membership in Associations, Continuation, for consideration and approval.

Authorizing, and Implemented or Interpreted Law: [Art X Sec 3](#); [53E-3-401\(4\)](#)

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Attachments:

1. R277-409 - Continuation - June 2026 Committee
2. R277-409 Reporting Burden and Fiscal Impact Estimate Form

R277. Education, Administration.

R277-409. Public School Membership in Associations.

R277-409-1. Authority and Purpose.

(1) This rule is authorized by:

(a) Utah Constitution Article X, Section 3, which vests general control and supervision over public education in the Board; and

(b) Subsection 53E-3-401(4), which allows the Board to make rules to execute the Board's duties and responsibilities under the Utah Constitution and state law.

(2) The purpose of this rule is to place limitations on public school membership in certain associations with rules or policies that conflict with Board policies.

R277-409-2. Definitions.

(1) "Association" means an organization that governs or regulates a student's participation in an interscholastic activity.

(2) "Interscholastic activity" means an activity within the state in which the students that participate represent a school in the activity.

(3) "Recruiting" means a solicitation or conversation:

(a) initiated by:

(i) an employee of a school or school district;

(ii) a coach or advisor of an interscholastic activity; or

(iii) a member of a booster, alumni, or other organization that performs a substantially similar role as a booster organization, affiliated with a school or school district; and

(b) to influence a student, or the student's relative or legal guardian, to transfer to a school for the purpose of participating in an interscholastic activity at the school.

(4) "Sex offender" has the same meaning as described in Section 77-27-21.7.

R277-409-3. Membership Restrictions.

(1) Beginning with the 2017-2018 school year, a public school may not be a member of, or pay dues to an association that adopts rules or policies that are inconsistent with this R277-409-3.

(2) An association shall permit the Board to audit the association's:

(a) financial statements; and

(b) compliance with Utah Code, Board rule, and the association's bylaws, policies, rules, and best practices.

(3) An association may not treat similarly situated schools differently in the association's designation of division classifications, or in applying other association policies, based solely on the school's status as a charter school or district public school.

(4) An association may sanction a school, coach, or individual who oversees or works with students as part of an interscholastic activity of a public school if the association finds that the coach or individual:

(a) engaged in recruiting activities; or

(b) violated any other rule or policy of the association.

(5) An association shall establish a policy or rule to govern the association's use of student data that complies with the student data privacy requirements of:

(a) FERPA;

(b) Title 53E, Chapter 9, Part 3, Student Data Protection Act;

(c) Title 53E, Chapter 9, Part 2, Utah Family Educational Rights and Privacy Act;

and

(d) R277-484.

(6) An association shall establish policies or rules that require:

(a) coaches and individuals who oversee interscholastic activities or work with students as part of an interscholastic activity to meet a set of professional standards that are consistent with the Utah Educator Professional Standards described in Rule R277-217; and

(b) the association or public school to annually train each coach or other individual who oversees or works with students as part of an interscholastic activity of a public school on the following:

(i) child sexual abuse prevention as described in Section 53G-9-207;

(ii) the prevention of bullying, cyber-bullying, hazing, harassment, and retaliation as described in:

(A) Title 53G, Chapter 9, Part 6, Bullying and Hazing; and

(B) R277-613; and

(iii) the professional standards described in Subsection (6)(a).

(7) An association shall establish procedures and mechanisms to:

(a) monitor LEA compliance with the association's training requirements described in Subsection (6);

(b) sanction individuals who violate the association's professional standards described in Subsection (6)(a);

(c) track individuals who violate the association's standards described in Subsection (6)(a); and

(d) prohibit individuals who have violated the association's standards described in Subsection (6)(a), including sex offenders, from coaching, managing, overseeing, training, or working with students as part of an interscholastic activity.

(8) An association shall establish a policy or rule that requires the association to follow requirements similar to the requirements of:

(a) Title 52, Chapter 4, Open and Public Meetings Act; and

(b) Title 63G, Chapter 2, Government Records Access and Management Act.

KEY: schools, memberships, associations

Date of Last Change: August 12, 2020

Notice of Continuation: August 19, 2021

Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53E-3-401(4)

Utah State Board of Education

Reporting Burden and Fiscal Impact Estimate

R277-409 – Public School Membership in Associations (Continuation)

1. Reporting Burden for LEAs

This rule change does not add any reports for LEAs.

2. Estimated Fiscal Impact on USBE

This rule change is not estimated to have fiscal impacts on USBE.

3. Estimated Fiscal Impact on LEAs

This rule change is not estimated to have fiscal impacts on LEAs.

Author: Sam Urie

UTAH STATE BOARD OF EDUCATION

Subject:

ACTION: R277-121, Board Waiver of Administrative Rules (Amendment) *Item postponed*

Agenda item type:

Action Item

Recommended Action:

No final motion was made during the June 5, 2026, committee meeting.

Purpose of Memo:

Staff recommendation

Background:

Amendment to bring R277-121 to include charter authorizer.

Staff will present R277-121, Board Waiver of Administrative Rules, Draft 1, for consideration and approval.

Authorizing, and Implemented or Interpreted Law: [Art X Sec 3](#); [53E-3-401\(4\)](#)

Contact:

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Attachments:

1. R277-121 - Draft 1 - June 2026 Committee
2. R277-121 Reporting Burden and Fiscal Impact Estimate Form

R277. Education, Administration.

R277-121. Board Waiver of Administrative Rules.

R277-121-1. Authority and Purpose.

(1) This rule is authorized by:

(a) Utah Constitution Article X, Section 3, which vests general control and supervision over public education in the Board;

(b) Subsection 53E-3-401(4), which allows the Board to make rules to execute the Board's duties and responsibilities under the Utah Constitution and state law; and

(c) Section 53G-7-202, which allows the Board to grant an LEA's request for a waiver from a Board rule.

(2) The purpose of this rule is to establish procedures for an LEA to request a waiver from a Board rule.

R277-121-2. Procedures for Waiver Requests.

(1) An LEA board may request a waiver from a Board rule by filing a written request with the Superintendent.

(2) An LEA board may not request a waiver from a Board rule that is required by or adopts criteria from a federal statute, federal regulation, or state law.

(3) An LEA's written waiver request shall include how the waiver will support the learning environment and lead to educational excellence, and;

(4) Any other additional information that the LEA believes the Board would find helpful to make an informed decision regarding the waiver.

(5) Except for a request for a waiver due to snow, inclement weather, or other emergency school closure described in Section R277-121-5, a written request under Subsection (1)(a) shall include:

(a) verification that the LEA board voted to request the waiver in an open meeting, with the results of the waiver request.

(b) data, if applicable, that support the requested waiver, which shall include:

(i) student achievement data;

- (ii) community, staff, and student survey data;
- (iii) student enrollment data;
- (iv) data demonstrating the cost effectiveness of the waiver request;
- (c) a proposed agreement with the Board that includes:
- (i) a proposed effective date;
- (ii) provisions for public review and accountability;
- (iii) data gathering and reporting timelines; and
- (iv) a sunset date; and
- (d) in the case of a charter school, a recommendation from the board of the school's authorizer.
- (6) If an LEA seeks a waiver as outlined in Section R277-121-2 for a 4-day school week, the LEA shall:
- (a) hold at least two open and public meetings, held separately from regular board meetings, to engage with stakeholders regarding the waiver request.
- (i) At least one of the meetings shall be held before a vote is taken to apply for the waiver, during which the LEA or public school shall:
- (A) explain the rationale for seeking the waiver; and
- (B) listen to stakeholder concerns; and
- (ii) At least one of the meetings shall be held after the decision to apply for the waiver but before the submission of the application, during which the LEA or public school shall:
- (A) explain the waiver process; and
- (B) describe plans to address stakeholder concerns.
- (iii) Meetings described in this section may be held electronically.
- (b) Certify that the LEA or public school notified affected school community councils and principals about the potential waiver before holding a vote to apply for the waiver.

(6) An LEA or public school applying for a waiver shall submit the waiver or waiver renewal, as described in Subsection R277-121-4(1), for the 4-day school week to the Board by April 10 of the school year prior to the proposed change.

R277-121-3. Board Review of Waiver Requests.

(1) The Superintendent shall:

- (a) review an LEA's waiver request; and
- (b) may provide a recommendation to the Board.

(2) The Board Executive Committee may assign a waiver request made under this Rule R277-121 to a Board standing committee.

(3) The standing committee assigned in accordance with Subsection (2):

- (a) may solicit additional information or testimony;
- (b) shall review the request in an open meeting; and
- (c) shall make a recommendation for consideration by the full Board.

(4) The Board Executive Committee may consolidate consideration of duplicate or similar requests.

(5) The Board shall consider available data in evaluating an LEA waiver request and shall make data driven decisions.

(6) If a charter school requests a waiver under this rule, a member of the board of the school's authorizer shall attend the standing committee meeting and the full Board meeting to present the authorizer's recommendation and support the waiver request.

R277-121-4. Annual Review of Approved Waivers.

(1) The Board may request an LEA that receives a waiver from Board rule in accordance with this Rule R277-121 for more than one year to report the following to a Board committee:

- (a) data that supports continuation of the requested waiver; and
- (b) data related to the data the LEA presented as apart of the LEA's request for waiver.

(2) During a review described in Subsection (1), the Board may, with notice to the LEA, move to rescind or modify the waiver, unless the waiver agreement explicitly states otherwise.

R277-121-5. Snow, Inclement Weather, or Other Emergency School Closure Days.

(1) An LEA may seek a waiver directly from the Superintendent from the 180 day requirement described in Subsection R277-419-4(1) if:

(a) the LEA closes a school due to excessive snow, inclement weather, or an other emergency; and

(b) the school closure will result in the LEA not meeting the 180 day requirement described in Section R277-419-4.

(2) The Superintendent may grant a waiver due to excessive snow, inclement weather, or other emergency without Board approval if the LEA has provided contingency school days and hours into the LEA's calendar as required in Subsection R277-419-4(5), or has another plan in place to minimize the negative impact on the educational process caused by the waiver.

(3)(a) An LEA may request the Superintendent to waive the school day and hour requirement in the event of a public health emergency.

(b) A waiver described in this Subsection (3) may be for a designated time period, for a specific area, or for a specific LEA in the state, as determined by the health department directive.

(c) A waiver may allow an LEA to continue to receive state funds for pupil services and reimbursements.

(d) A waiver granted by the Superintendent as described in this Subsection (3) shall direct an LEA to provide as much notice to students and parents of the suspension of school services, as is reasonably possible.

(e) A waiver granted as described in this Subsection (3) shall direct an LEA to comply with health department directives, but to continue to provide any services to students that are not inconsistent with the directive.

(f) The Superintendent may encourage an LEA to provide electronic or distance learning services to affected students for the period of the pandemic or other public health emergency to the extent of personnel and funds available.

(g) Any waiver request granted pursuant to Subsection (3) shall be subject to Board approval no later than 45 days after it is granted.

(4) An LEA request for a waiver due to snow, inclement weather, or other emergency school closure described in this section is not required to include the information described in Subsections R277-121-2(1)(b)(ii) through (iv) unless requested by the Superintendent.

(5) If the Superintendent denies an LEA's request described in this section, the LEA may appeal the Superintendent's decision by making the request of the full Board.

KEY: Utah State Board of Education, waivers, administrative rules

Date of Last Change: June 9, 2025

Notice of Continuation: August 14, 2022

Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53E-3-401(4)

Utah State Board of Education

Reporting Burden and Fiscal Impact Estimate

R277-121 – Board Waiver of Administrative Rules (Amendment)

1. Reporting Burden for LEAs

This rule change does not add any reports for LEAs.

2. Estimated Fiscal Impact on USBE

This rule change is not estimated to have fiscal impacts on USBE.

3. Estimated Fiscal Impact on LEAs

This rule change is not estimated to have fiscal impacts on LEAs.

Author: Sam Urie

UTAH STATE BOARD OF EDUCATION

Subject:

ACTION: R277-211, Utah Professional Practices Advisory Commission (UPPAC), Rules of Procedure: Notification to Educators, Complaints and Final Disciplinary Actions (Amendment) *Item postponed*

Agenda item type:

Action Item

Recommended Action:

No final motion was made during the June 5, 2026, committee meeting.

Purpose of Memo:

Requested by 3 or more members of the board

Background:

SB 312 created new procedures for the Board to follow when suspending an educator's license. These procedures require findings in some cases as to whether an educator should be able to work in the schools in some capacity, notwithstanding the suspension of the educator's license. Draft 1 contains recommendations from staff to incorporate the new requirements.

Additionally, three boardmembers (Kerry, Hall, and Brinton) requested that the Board review additional changes to the UPPAC process in light of the committee's recent process. Draft 2 includes staff recommendations for SB312 and a number of recommendations proposed by these boardmembers for updates to this rule.

Authorizing, and Implemented or Interpreted Law: [Art X Sec 3](#); [53E-6-506](#); [53E-3-401](#)(4)

Contact:

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Attachments:

1. R277-211 - Draft 1 - June 2026 Committee
2. R277-211 - Draft 2 - Kerry - June 2026 Committee
3. R277-211 - Draft 3 - Kerry - June 2026 Committee
4. R277-211 Reporting Burden and Fiscal Impact Estimate Form

R277. Education, Administration.

R277-211. Utah Professional Practices Advisory Commission (UPPAC), Rules of Procedure: Notification to Educators, Complaints and Final Disciplinary Actions.

R277-211-1. Authority[, and Purpose[, ~~and Oversight Category~~].

(1) This rule is authorized by:

(a) Utah Constitution Article X, Section 3, which vests general control and supervision over public education in the Board;

(b) Section 53E-6-506, which directs the Board to adopt rules regarding UPPAC duties and procedures; and

(c) Subsection 53E-3-401(4), which allows the Board to make rules to execute the Board's duties and responsibilities under the Utah Constitution and state law.

(2) The purpose of this rule is to provide procedures regarding:

(a) notifications of alleged educator misconduct;

(b) review of notifications by UPPAC; and

(c) complaints, consents to discipline, and defaults.

(3) Title 63G, Chapter 4, Administrative Procedures Act, does not apply to this rule under the exemption of Subsection 63G-4-102(2)(d).

~~[(4) This rule is categorized as exempt as described in Rule R277-111.]~~

R277-211-2. Initiating Proceedings Against Educators.

(1)(a) The Executive Secretary shall refer a case to UPPAC to make a determination if an investigation should be opened regarding an educator upon receiving a notification of alleged educator misconduct implicating a violation of Rule R277-217, Educator Standards, or Utah law.

(b) The Executive Secretary may refer a case to UPPAC upon the Executive Secretary's own initiative.

(2) If an informant seeks to report information to UPPAC concerning alleged educator misconduct, the informant shall submit an allegation of misconduct to the Executive Secretary in writing, including the following:

(a) the informant's:

(i) name;

(ii) position, such as administrator, teacher, parent, or student;

(iii) telephone number;

(iv) address; and

(v) contact information;

(b) information about the educator against whom the allegation is made:

(i) name;

(ii) position, such as administrator, teacher, candidate; and

(iii) school or LEA; and

(c) the facts on which the allegation is based and supporting information.

(3) If an informant submits a written allegation of misconduct as provided in this rule, the Executive Secretary shall notify the informant of a final action taken by the Board regarding the allegation.

(4)(a) Proceedings initiated upon the Executive Secretary's own initiative may be based on information received through a telephone call, letter, newspaper article, media information, notice from another state, or by other means.

(b) The Executive Secretary may also recommend an investigation based on an anonymous allegation, notwithstanding the provisions of this rule, if the allegation bears sufficient indicia of reliability.

(5)(a) The USBE Internal Audit Department shall refer to UPPAC and the LEA any complaint against an educator that would violate Rule R277-217, Educator Standards, or Utah law.

(b) The Executive Secretary shall consult with the educator's LEA and request any relevant evidence from an educator's LEA concerning a complaint referred under Subsection (5)(a).

(6) If an investigation is opened or an expedited hearing is conducted under this rule, the Executive Secretary shall permanently maintain all written allegations,

subsequent dismissals, actions, or disciplinary letters related to a case against an educator in the UPPAC case file.

R277-211-3. Review of Notification of Alleged Educator Misconduct.

(1)(a) Upon receipt of a notification of alleged educator misconduct, the Executive Secretary shall review the notification with UPPAC and UPPAC may:

(i) dismiss the matter if the alleged misconduct does not involve an issue that UPPAC should address;

(ii) recommend an expedited hearing as described in Sections R277-211-5; or

(iii) open an investigation if the alleged misconduct involves an issue that warrants investigation by UPPAC.

(b) In considering whether to open a case regarding an allegation of educator misconduct, UPPAC shall consider the known facts and circumstances surrounding the allegation to determine whether opening a case is warranted.

(c) UPPAC shall open a case most readily when the evidence shows that:

(i) the alleged misconduct involves the physical or emotional safety and well-being of a student;

(ii) the alleged misconduct had a highly visible impact on the educator's school community;

(iii) the alleged misconduct has the potential to damage the integrity of the education profession;

(iv) the educator's LEA recommends the Board investigate the matter; or

(v) the educator has received prior UPPAC discipline.

(2)(a) Before a UPPAC investigator's initiation of an investigation, the Executive Secretary shall send an investigative letter to the following:

(i) the educator to be investigated;

(ii) the LEA that employs the educator; and

(iii) the LEA where the alleged activity occurred.

(b) The Executive Secretary shall place a flag on the educator's CACTUS file after:

- (i) sending the educator an investigative letter; and
- (ii) directing UPPAC staff to begin gathering evidence relating to the allegations.

(c) The Executive Secretary may not place a flag on an educator's CACTUS file if the educator agrees to an expedited hearing under Section R277-211-5 unless the expedited hearing panel recommends a full investigation.

(3)(a) The investigator shall review relevant documentation and interview individuals who may have knowledge of the allegations.

(b) The investigator shall prepare an objective and independent investigative report supported by the evidence and Rule R277-215 including:

- (i) the findings of the investigation;
- (ii) the educator standards that the educator may have violated; and
- (iii) the applicable disciplinary presumptions.

(c) If the investigator discovers additional evidence of unprofessional conduct beyond the original allegations, the investigator may include the additional evidence of misconduct in the investigative report provided that the educator has had the opportunity to respond to the additional evidence.

(d) The investigator shall submit the investigative report to the Executive Secretary.

(e) The Executive Secretary shall add the investigative report described in Subsection (3)(d) to a UPPAC meeting agenda.

(f) The investigative report described in Subsection (3)(d) shall become part of the UPPAC case file.

(4) The investigator may prioritize an investigation over other longer pending cases if:

- (a) the educator poses an ongoing risk to students;
- (b) the case needs to be expedited to accommodate a crucial witness;

(c) the ongoing investigation creates unusual uncertainty for the educator's LEA or community;

(d) the educator is unemployed as a result of the allegations; or

(e) the educator requests expedited consideration for good cause.

(5) UPPAC shall review the investigative report and take one of the following actions:

(a) Recommend that the Board clear the CACTUS flag and take no action; or

(b)(i) make an initial recommendation for resolution consistent with the evidence and Rule R277-215[-]; and

(ii) for cases where the initial recommendation is for suspension or revocation, make an initial recommendation as to what restrictions should be placed on the educator's involvement in public schools in accordance with Sections 53E-6-603 and 53E-6-604.5.

(6) After receiving an initial recommendation from UPPAC for action, the Executive Secretary shall:

(a) prepare and serve a complaint; or

(b) negotiate and prepare a proposed consent to discipline.

(7) Upon request of an educator, UPPAC will provide a copy of the UPPAC case file and UPPAC evidence file to the educator.

R277-211-4. Expedited Hearings on Criminal Charges in lieu of Initial UPPAC Review.

(1) In a case involving the report of an arrest, citation, or charge of an educator, which requires self-reporting by the educator under Section R277-217-4, the Executive Secretary, with the consent of the educator, may schedule the matter for an expedited hearing in lieu of initially referring the matter to UPPAC.

(2)(a) The Executive Secretary shall hold an expedited hearing within 60 days of the criminal court disposition, unless otherwise agreed upon by both parties.

(b) An expedited hearing panel shall conduct an expedited hearing on a criminal charge and include the following additional invited individuals where possible:

- (i) the educator;
- (ii) the educator's attorney or representative;
- (iii) a UPPAC attorney; and
- (iv) a representative of the educator's LEA.

(3) The panel may consider the following matters at an expedited hearing on a criminal charge:

- (a) an educator's oral or written explanation of the events;
- (b) a police report;
- (c) a court docket or transcript;
- (d) an LEA's investigative report or employment file; and
- (e) additional information offered by a participant in the expedited hearing if the Executive Secretary deems it probative of the issues at the expedited hearing.

(4) After reviewing the evidence described in Subsection (3), the expedited hearing panel shall make written findings and a recommendation to UPPAC consistent with the evidence and Rule R277-215 to do one of the following:

- (a) close the case;
- (b) close the case upon completion of court requirements;
- (c) recommend that the Board issue a letter of education or letter of warning;
- (d) open a full investigation; or
- (e) recommend action by the Board, subject to an educator's due process rights under Rule 277-210 through Rule R277-217.

(5) An expedited hearing on a criminal charge may be recorded, but the testimony from the expedited hearing is inadmissible during a future UPPAC action related to the allegation unless the educator stipulates to admitting the recording.

(6) If the Board fails to adopt UPPAC's recommendation, UPPAC may open a full investigation or issue a complaint.

(7) An expedited hearing panel may proceed under this section with only two voting panel members with the stipulation of the educator.

R277-211-5. Expedited Hearings on Minor Violations of the Educator Standards.

(1) Upon review of an allegation of educator misconduct, UPPAC may recommend conducting an expedited hearing if:

(a) the material evidence provided by the informant does not appear to be disputed;

(b) the allegations, if true, implicate the presumption for a letter of warning under Subsection R277-215-2(8); and

(c) the educator consents to participate.

(2) If an educator elects not to participate in an expedited hearing after UPPAC opens a case, the Executive Secretary shall initiate an investigation into the allegations of misconduct with no prejudice to the educator for not participating in the expedited hearing.

(3) At an expedited hearing under this section, an expedited hearing panel shall conduct the hearing and include the following invited individuals where possible:

(a) the educator;

(b) the educator's attorney or representative;

(c) a UPPAC attorney; and

(d) an administrator from the educator's school or LEA.

(4) At an expedited hearing under this section, the panel may consider:

(a) an educator's oral or written explanation of the events;

(b) an LEA's investigative report or employment file, including witness statements; and

(c) additional information proffered by a participant in the expedited hearing if the Executive Secretary deems it probative of the issues at the expedited hearing.

(5) After reviewing the evidence described in Subsection (4), the expedited hearing panel shall make written findings and a recommendation consistent with the evidence and Rule R277-215 to do one of the following:

- (a) close the case;
- (b) close the case upon completion of recommended training or other educator requirements;
- (c) issue a letter of education or letter of warning; or
- (d) open a full investigation.

(6) If an expedited hearing panel recommends a full investigation be opened, the Executive Secretary shall follow the requirements set forth in Subsection R277-211-3(2).

(7) An expedited hearing under this section may be recorded.

(8) Testimony offered at an expedited hearing may be considered in a subsequent report to UPPAC or hearing.

(9) An expedited hearing panel may proceed under this section with only two voting panel members with the stipulation of the educator.

R277-211-6. Complaints.

(1) If UPPAC determines that an allegation is sufficiently supported by evidence discovered in the investigation, the Executive Secretary may direct the UPPAC attorney to serve a complaint upon the educator being investigated.

(2) At a minimum, a complaint shall include:

- (a) a statement of legal authority and jurisdiction under which the action is being taken;
- (b) a statement of the facts and allegations upon which the complaint is based;
- (c) other information necessary to enable the respondent to understand and address the allegations;
- (d) a statement of the potential consequences if an allegation is found to be true or substantially true;

226 (e) a statement that the respondent shall answer the complaint and request a
227 hearing, if desired, within 30 days of the date the complaint is mailed to the respondent;

228 (f) a statement that the respondent shall file a written answer described in
229 Subsection (2)(e) with the Executive Secretary;

230 (g) a statement advising the respondent that if the respondent fails to respond
231 within 30 days, the Executive Secretary may issue a default order in accordance with
232 Section R277-211-8;

233 (h) a statement that, if a hearing is requested, the hearing will be scheduled no
234 less than 45 days, nor more than 180 days, after receipt of the respondent's answer,
235 unless a different date is agreed to by both parties in writing;

236 (i) a copy of the applicable hearing rules as required by Section 53E-6-607; and

237 (j) if the respondent is not represented by counsel, a written guide to help the
238 respondent understand the UPPAC investigation and hearing process.

239 (3) On the Executive Secretary's own motion, the Executive Secretary, or the
240 Executive Secretary's designee, with notice to the parties, may reschedule a hearing
241 date.

242 (4)(a) A respondent may file an answer to a complaint by filing a written
243 response signed by the respondent or the respondent's attorney with the Executive
244 Secretary within 30 days after the complaint is mailed.

245 (b) The answer shall include:

246 (i) a request for a hearing;

247 (ii) the file number of the complaint;

248 (iii) the names of the parties; and

249 (iv) the relief that the respondent seeks at a hearing.

250 (c) As an alternative to filing an answer, the respondent may file a voluntary
251 surrender pursuant to Rule R277-216.

252 (5)(a) The Executive Secretary shall schedule a hearing, if requested by the
253 respondent, in accordance with Subsection (2)(h) and Rule R277-212.

(b) If the parties can reach an agreement before the hearing consistent with the terms of UPPAC's initial recommendation, the UPPAC attorney may negotiate a proposed consent to discipline with the respondent.

(c) A proposed consent to discipline described in Subsection (5)(b) shall be submitted to the Board for the Board's consideration in accordance with Section R277-211-7.

(6)(a) If a respondent does not respond to the complaint within 30 days, the Executive Secretary may initiate default proceedings in accordance with the procedures set forth in Section R277-211-8.

(b) If the Executive Secretary enters an order of default, the Executive Secretary shall make a recommendation to the Board for discipline consistent with the evidence and Rule R277-215.

R277-211-7. Proposed Consent to Discipline.

(1) At any time after UPPAC has made an initial recommendation, a respondent may accept UPPAC's initial recommendation, rather than request a hearing, by entering into a proposed consent to discipline.

(2) By entering into a proposed consent to discipline, a respondent waives the respondent's right to a hearing to contest the recommended disposition, contingent on final approval by the Board.

(3) At a minimum, a proposed consent to discipline shall include:

(a) a summary of the facts, the allegations, the presumption described in Rule R277-215, mitigating or aggravating factors described in Rule R277-215, and the evidence relied upon by UPPAC in its recommendation;

(b) a statement that the respondent admits or does not contest the facts recited in the proposed consent to discipline for purposes of the Board administrative action;

(c) a statement that the respondent:

(i) waives the respondent's right to a hearing to contest the allegations that gave rise to the investigation; and

(ii) agrees to the proposed action rather than contest the allegations;

(d) a statement that the respondent agrees to the terms of the proposed consent to discipline and other provisions applicable to the case, such as remediation, assessment and recommended counseling, restitution, rehabilitation, and other conditions, if any, under which the respondent may request a reinstatement hearing or a removal of the reprimand;

(e) a statement that the action and the proposed consent to discipline shall be reported to other states through the NASDTEC Educator Information Clearinghouse;

(f) a statement that respondent waives the respondent's right to contest the facts stated in the proposed consent to discipline at a subsequent reinstatement hearing, if any;

(g) a statement that all records related to the proposed consent to discipline shall remain permanently in the UPPAC case file;

(h) a statement reflecting the classification of the proposed consent to discipline under Title 63G, Chapter 2, Government Records Access and Management Act;

(i) a statement that information regarding the proposed reprimand, suspension, or revocation may be included in an online licensing database that is available for public access in accordance with Rule R277-312.

(j) a statement that a violation of the terms of an approved consent to discipline may result in additional disciplinary action and may affect the reinstatement process; and

(k) a statement that the educator understands that the Board is not bound by UPPAC's recommendation or the negotiated proposed consent to discipline unless the Board approves the proposed consent to discipline;

(l) if for a suspension of the educator's license:

(i) specific conditions that an educator must satisfy before requesting a reinstatement hearing; and

(ii) a minimum time period that must elapse before the educator may request a reinstatement hearing;

(m) if for suspension or revocation of a license, a statement ~~[that the respondent may not work or volunteer in a public school in accordance with Subsection 53E-6-603(3)]~~ setting forth any restrictions on working or volunteering in a public school in accordance with Sections 53E-6-603 and 53E-6-604.5; and

(n) if for suspension or revocation of a license, a statement that any attempt to represent to any other state a valid Utah license shall result in further licensing action in Utah.

(4)(a) The Executive Secretary shall forward a proposed consent to discipline to the Board for approval.

(b) If the Board does not approve a proposed consent to discipline, the Board may:

(i)(A) remand the case to UPPAC and shall include issues or questions that need to be addressed;

(B) offer respondent the opportunity for a hearing; or

(C) provide alternative terms and disposition to the Executive Secretary, consistent with the available evidence and presumptions described in Rule R277-215, that would be satisfactory to the Board to be submitted to the educator for consideration;

(ii) direct the Executive Secretary to issue a letter of education, letter of warning, or dismiss the matter; or

(iii) take other appropriate action consistent with due process and Rule R277-215.

(5) If the respondent accepts a consent to discipline with alternative terms and disposition proposed by the Board, the consent to discipline, as modified, is a final Board administrative action without further Board consideration.

(6) If the terms approved by the Board are rejected by the respondent, the proceedings shall continue from the point under these procedures at which the agreement was negotiated, as if the consent to discipline had not been submitted.

(7) If the Board remands to UPPAC to provide respondent the opportunity for a hearing under Subsection (4)(b)(i)(B), the Executive Secretary shall:

- (a) notify the parties of the decision;
- (b) direct a UPPAC attorney to issue a complaint; and
- (c) direct the proceedings as if the proposed consent to discipline had not been submitted.

(8) If the Board approves a proposed consent to discipline, the approval is a final Board administrative action and the Executive Secretary shall:

- (a) notify the parties of the decision;
- (b) update CACTUS to reflect the action;
- (c) report the action to the NASDTEC Educator Information Clearinghouse if the agreement results in:

- (i) a revocation;
- (ii) a suspension; or
- (iii) a reprimand;
- (d) direct the appropriate penalties to begin; and
- (e) notify the LEAs throughout the state.

R277-211-8. Default Procedures.

(1) If a respondent does not respond to a complaint within 30 days from the date the complaint is served, the Executive Secretary may issue an order of default against the respondent consistent with the following:

(a) the Executive Secretary shall prepare and serve on the respondent an order of default including:

- (i) a statement of the grounds for default; and
- (ii) a recommended disposition if the respondent fails to file a response to a complaint;

(b) ten days following service of the order of default, a UPPAC attorney shall attempt to contact respondent or respondent's attorney by telephone or electronically unless the respondent is incarcerated and unrepresented;

(c) UPPAC shall maintain documentation of attempts toward written, telephonic, or electronic contact;

(d) the respondent has 20 days following service of the order of default to respond to UPPAC; and

(e) if UPPAC receives a response from respondent to a default order before the end of the 20 day default period, UPPAC shall allow respondent a final ten day period to respond to a complaint.

(2) The Executive Secretary shall make a recommendation to the Board for discipline consistent with the evidence and Rule R277-215.

(3) If an educator's default results in a suspension, the order of default shall include conditions the educator must meet before requesting a reinstatement hearing.

R277-211-9. Disciplinary Letters and Dismissal.

(1) If UPPAC recommends issuance of a letter of warning, letter of education, or dismissal, the Executive Secretary shall forward the case to the Board for review on a consent calendar.

(2) If the Board does not approve a recommendation for a letter of warning, letter of education, or dismissal described in Subsection (1), the Board may:

(a) remand the case to the Executive Secretary with:

(i) direction as to the issues UPPAC should address;

(ii) alternative terms and disposition that would be satisfactory to the Board to be submitted to the educator for consideration; and

(iii) the opportunity for the educator to participate in a hearing;

(b) dismiss the matter; or

(c) take other appropriate action consistent with due process and Rule R277-215.

- (3) If the Board approves a letter of warning or letter of education, the Executive Secretary shall:
- (a) prepare the letter of warning or letter of education and mail it to the educator;
 - (b) place a copy of the letter of warning or letter of education in the UPPAC case file; and
 - (c) update CACTUS to reflect that the case is closed.

KEY: teacher licensing, conduct, hearings

Date of Last Change: November 21, 2025

Notice of Continuation: October 1, 2025

Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53E-6-506; 53E-3-401(4)

R277. Education, Administration.

R277-211. Utah Professional Practices Advisory Commission (UPPAC), Rules of Procedure: Notification to Educators, Complaints and Final Disciplinary Actions.

R277-211-1. Authority[,] and Purpose[, and Oversight Category].

(1) This rule is authorized by:

(a) Utah Constitution Article X, Section 3, which vests general control and supervision over public education in the Board;

(b) Section 53E-6-506, which directs the Board to adopt rules regarding UPPAC duties and procedures; and

(c) Subsection 53E-3-401(4), which allows the Board to make rules to execute the Board's duties and responsibilities under the Utah Constitution and state law.

(2) The purpose of this rule is to provide procedures regarding:

(a) notifications of alleged educator misconduct;

(b) review of notifications by UPPAC; and

(c) complaints, consents to discipline, and defaults.

(3) Title 63G, Chapter 4, Administrative Procedures Act, does not apply to this rule under the exemption of Subsection 63G-4-102(2)(d).

~~[(4) This rule is categorized as exempt as described in Rule R277-111.]~~

R277-211-2. Initiating Proceedings Against Educators.

(1)(a) The Executive Secretary shall refer ~~[a case]~~ all referrals reported concerning a licensed educator's alleged misconduct to UPPAC to make a determination if an investigation should be opened ~~[regarding an educator]~~ upon receiving a notification of alleged educator misconduct ~~[implicating a violation of Rule R277-217, Educator Standards, or Utah law]~~.

(b) The Executive Secretary may refer a case to UPPAC upon the Executive Secretary's own initiative.

(2) If an informant seeks to report information to UPPAC concerning alleged educator misconduct, the informant shall submit an allegation of misconduct to the Executive Secretary in writing, including the following, if available:

(a) the informant's:

(i) name;

(ii) position, such as administrator, teacher, parent, or student;

(iii) telephone number;

(iv) address; and

(v) contact information;

(b) information about the educator against whom the allegation is made:

(i) name;

(ii) position, such as administrator, teacher, candidate; and

(iii) school or LEA; ~~[and]~~

(c) name and contact information for any witnesses or groups with relevant evidence; and

([e]d) the facts on which the allegation is based and supporting information.

(3) If an informant submits a written allegation of misconduct as provided in this rule, the Executive Secretary shall notify the informant:

(a) if a case is opened or declined by UPPAC; and

(b) of a final action taken by the Board regarding the allegation.

(4) ~~[(a) Proceedings initiated upon the Executive Secretary's own initiative may be]~~ The Executive Secretary may refer a matter to UPPAC based on information received through a telephone call, letter, newspaper article, media information, notice from another state, or by other means.

~~[(b) The Executive Secretary may also recommend an investigation based on an anonymous allegation, notwithstanding the provisions of this rule, if the allegation bears sufficient indicia of reliability.]~~

(5)(a) The USBE Internal Audit Department shall refer to UPPAC and the LEA any complaint against an educator that would violate Rule R277-217, Educator Standards~~[, or Utah law]~~.

(b) The Executive Secretary ~~[shall]~~ may consult with the educator's LEA and request any relevant evidence from an educator's LEA concerning a complaint referred under Subsection (5)(a).

(6) If an investigation is opened or an expedited hearing is conducted under this rule, the Executive Secretary shall permanently maintain all written allegations, subsequent dismissals, actions, or disciplinary letters related to a case against an educator in the UPPAC case file.

R277-211-3. Online Database of Referrals.

(1) The Executive Secretary shall establish an online searchable database of any matter referred to UPPAC.

(2) The database should include:

(a) the name of the complainant;

(b) the name of the educator;

(b) the LEA, if any, mentioned in the complaint;

(c) the school, if any, mentioned in the complaint;

(d) the status of the complaint;

(e) any restrictions on the educator's license; and

(f) the nature of the allegations.

(3) If UPPAC receives a referral, which the Executive Secretary does not refer to the commission, the Executive Secretary shall record the matter in the database, along with the basis for not referring the matter to UPPAC.

R277-211-[3]4. Review of Notification of Alleged Educator Misconduct.

(1)(a) Upon receipt of a notification of alleged educator misconduct, the Executive Secretary shall review the notification with UPPAC and UPPAC may:

(i) dismiss the matter if the alleged misconduct does not involve an ~~[issue that UPPAC should address]~~ an alleged violation of R277-217;

(ii) recommend an expedited hearing as described in Sections R277-211-5; or

(iii) open an investigation if the alleged misconduct involves ~~[an issue that warrants investigation by UPPAC]~~ a violation of R277-217.

(b) In considering whether to open a case regarding an allegation of educator misconduct, ~~[UPPAC]~~ the Commission shall consider the known facts and circumstances surrounding the allegation to determine whether opening a case is warranted.

~~[(c) UPPAC shall open a case most readily when the evidence shows that:~~

~~——(i) the alleged misconduct involves the physical or emotional safety and well-being of a student;~~

~~——(ii) the alleged misconduct had a highly visible impact on the educator's school community;~~

~~——(iii) the alleged misconduct has the potential to damage the integrity of the education profession;~~

~~——(iv) the educator's LEA recommends the Board investigate the matter; or~~

~~——(v) the educator has received prior UPPAC discipline.]~~

(2)(a) ~~[Before a UPPAC investigator's initiation of an investigation,]~~ Within ten business days of UPPAC opening an investigation, the Executive Secretary shall send

an investigative letter to the following:

(i) the educator to be investigated;

(ii) the LEA that employs the educator; and

(iii) the LEA where the alleged activity occurred.

(b) The notification shall include:

(i) the general nature of the complaint;

- 110 (ii) an overview of the process;
- 111 (iii) an explanation of the educator's rights, including the right to consult an
- 112 attorney;
- 113 (iv) the name of the investigator assigned to handle the investigation;
- 114 (v) the possible licensing consequences;
- 115 (vi) whether the educator's CACTUS/USIMS account has been flagged.
- 116 (b) The Executive Secretary shall place a flag on the educator's CACTUS file
- 117 after:
- 118 (i) sending the educator an investigative letter; and
- 119 (ii) directing UPPAC staff to begin gathering evidence relating to the allegations.
- 120 (c) The Executive Secretary may not place a flag on an educator's CACTUS file
- 121 if the educator agrees to an expedited hearing under Section R277-211-5 unless the
- 122 expedited hearing panel recommends a full investigation.
- 123 (3) If UPPAC votes not to open a case, the Executive Secretary shall close the
- 124 file and notify the complainant and the educator's LEA.
- 125 ([3]4)(a) The investigator shall review relevant documentation and interview
- 126 individuals who may have knowledge of the allegations.
- 127 (b)(i) The investigator shall attempt to contact any witness with relevant
- 128 information identified by an educator.
- 129 (ii) An investigator shall document the reasons why any witness specified in
- 130 accordance with Subsection (b)(i) is not contacted.
- 131 ([b]c) The investigator shall prepare an objective and independent investigative
- 132 report supported by the evidence and Rule R277-215 including:
- 133 (i) the findings of the investigation, including any exculpatory information;
- 134 (ii) the specific educator standards that the educator may have violated; and
- 135 (iii) the applicable disciplinary presumptions.
- 136 ([e]d) If the investigator discovers additional evidence of unprofessional conduct
- 137 beyond the original allegations, the investigator may include the additional evidence of

misconduct in the investigative report provided that the educator has had the opportunity to respond to the additional evidence.

(e) For an interview with an educator investigation, the investigator shall:

(i) advise the educator that the educator has a right to have an attorney of their choosing present;

(ii) advise the educator that what they say may be used as evidence against them at a future time;

(iii) record the interview, unless the educator declines to have the interview recorded.

([e]f) The investigator shall submit the investigative report to the Executive Secretary.

([e]g) The Executive Secretary shall add the investigative report described in Subsection (3)(d) to a UPPAC meeting agenda.

([f]h) The investigative report described in Subsection (3)(d) shall become part of the UPPAC case file.

([4]5) The investigator may prioritize an investigation over other longer pending cases if:

(a) the educator poses an ongoing risk to students;

(b) the case needs to be expedited to accommodate a crucial witness;

(c) the ongoing investigation creates unusual uncertainty or the alleged misconduct has a highly visible impact for the educator's LEA or community;

(d) the educator is unemployed as a result of the allegations; ~~[or]~~

(e) the educator requests expedited consideration for good cause~~[-]~~;

(f) the alleged misconduct has the potential to damage the integrity of the education profession;

(g) the educator's LEA recommends the Board prioritize the investigation; or

(h) the educator has received prior license discipline.

([5]6) UPPAC shall review the investigative report and take one of the following actions:

(a) Recommend that the Board clear the CACTUS flag and take no action; or

(b)(i) make an initial recommendation for resolution consistent with the evidence and Rule R277-215[-]; and

(ii) for cases where the initial recommendation is for suspension or revocation, make an initial recommendation as to what restrictions should be placed on the educator's involvement in public schools in accordance with Sections 53E-6-603 and 53E-6-604.5.

(c) The Executive Secretary shall document the motions made on UPPAC investigations, findings, and votes in the commission's minutes.

([6]7) After receiving an initial recommendation from UPPAC for action, the Executive Secretary shall:

(a) prepare and serve a complaint; or

(b) negotiate and prepare a proposed consent to discipline.

(7)(a) Upon request of an educator, [UPPAC] the investigator will provide a copy of the UPPAC case file and UPPAC evidence file to the educator.

(b) The investigator shall supplement a response under Subsection (7)(a) within ten business days if additional evidence is received prior to resolution of the case.

R277-211-[4]5. Expedited Hearings on Criminal Charges in lieu of Initial UPPAC Review.

(1) In a case involving the report of an arrest, citation, or charge of an educator, which requires self-reporting by the educator under Section R277-217-4, the Executive Secretary, with the consent of the educator, may schedule the matter for an expedited hearing in lieu of initially referring the matter to UPPAC.

(2)(a) The Executive Secretary shall hold an expedited hearing within 60 days of the criminal court disposition, unless otherwise agreed upon by both parties.

(b) An expedited hearing panel shall conduct an expedited hearing on a criminal charge and include the following additional invited individuals where possible:

- (i) the educator;
- (ii) the educator's attorney or representative;
- (iii) a UPPAC attorney; and
- (iv) a representative of the educator's LEA.

(3) The panel may consider the following matters at an expedited hearing on a criminal charge:

- (a) an educator's oral or written explanation of the events;
- (b) a police report;
- (c) a court docket or transcript;
- (d) an LEA's investigative report or employment file; and
- (e) additional information offered by a participant in the expedited hearing if the Executive Secretary deems it probative of the issues at the expedited hearing.

(4) All witnesses providing evidence shall be sworn by the Executive Secretary.

([4]5) After reviewing the evidence described in Subsection (3), the expedited hearing panel shall make written findings and a recommendation based upon a preponderance of the evidence to UPPAC consistent with the evidence and Rule R277-215 to do one of the following:

- (a) close the case;
- (b) close the case upon completion of court requirements;
- (c) recommend that the Board issue a letter of education or letter of warning;
- (d) open a full investigation; or
- (e) recommend action by the Board, subject to an educator's due process rights under Rule 277-210 through Rule R277-217.

([5]6) An expedited hearing on a criminal charge may be recorded, but the testimony from the expedited hearing is inadmissible during a future UPPAC action related to the allegation unless the educator stipulates to admitting the recording.

([6]7) If the Board fails to adopt UPPAC's recommendation, UPPAC ~~may~~ shall open a full investigation or issue a complaint.

([7]8) An expedited hearing panel may proceed under this section with only two voting panel members with the stipulation of the educator.

R277-211-[5]6. Expedited Hearings on Minor Violations of the Educator Standards.

(1) Upon review of an allegation of educator misconduct, UPPAC may recommend conducting an expedited hearing if:

(a) the material evidence provided by the informant does not appear to be disputed;

(b) the allegations, if true, implicate the presumption for a letter of warning under Subsection R277-215-2(8); and

(c) the educator consents to participate.

(2) If an educator elects not to participate in an expedited hearing after UPPAC opens a case, the Executive Secretary shall initiate an investigation into the allegations of misconduct with no prejudice to the educator for not participating in the expedited hearing.

(3) At an expedited hearing under this section, an expedited hearing panel shall conduct the hearing and include the following invited individuals where possible:

(a) the educator;

(b) the educator's attorney or representative;

(c) a UPPAC attorney; and

(d) an administrator from the educator's school or LEA.

(4) At an expedited hearing under this section, the panel may consider:

(a) an educator's oral or written explanation of the events;

(b) an LEA's investigative report or employment file, including witness statements; and

(c) additional information proffered by a participant in the expedited hearing if the Executive Secretary deems it probative of the issues at the expedited hearing.

(5) After reviewing the evidence described in Subsection (4), the expedited hearing panel shall make written findings and a recommendation consistent with the evidence and Rule R277-215 to do one of the following:

(a) close the case;

(b) close the case upon completion of recommended training or other educator requirements;

(c) issue a letter of education or letter of warning; or

(d) open a full investigation.

(6) If an expedited hearing panel recommends a full investigation be opened, the Executive Secretary shall follow the requirements set forth in Subsection R277-211-3(2).

(7) An expedited hearing under this section may be recorded.

(8) Testimony offered at an expedited hearing may be considered in a subsequent report to UPPAC or hearing.

(9) An expedited hearing panel may proceed under this section with only two voting panel members with the stipulation of the educator.

R277-211-[6]7. Complaints.

(1) If UPPAC determines that an allegation is sufficiently supported by evidence discovered in the investigation, the Executive Secretary ~~may~~ shall direct the UPPAC attorney to serve a complaint upon the educator being investigated.

(2) At a minimum, a complaint shall include:

(a) a statement of legal authority and jurisdiction under which the action is being taken;

(b) a statement of the facts and allegations, including specific provisions of the Rule R277-217, upon which the complaint is based;

(c) other information necessary to enable the respondent to understand and address the allegations;

(d) a statement of the potential consequences if an allegation is found to be true or substantially true;

(e) a statement that the respondent shall answer the complaint and request a hearing, if desired, within 30 days of the date the complaint is mailed to the respondent;

(f) a statement that the respondent shall file a written answer described in Subsection (2)(e) with the Executive Secretary;

(g) a statement advising the respondent that if the respondent fails to respond within 30 days, the Executive Secretary may issue a default order in accordance with Section R277-211-8;

(h) a statement that, if a hearing is requested, the hearing will be scheduled no less than 45 days, nor more than 180 days, after receipt of the respondent's answer, unless a different date is agreed to by both parties in writing;

(i) a copy of the applicable hearing rules as required by Section 53E-6-607; and

(j) if the respondent is not represented by counsel, a written guide to help the respondent understand the UPPAC investigation and hearing process, which shall include[-]:

(i) the right to retain legal counsel;

(ii) how a respondent can request a UPPAC file;

(iii) the right to be treated professionally; and

(iv) the right to have a hearing in not less than 45, nor more than 180 days.

(3) On the Executive Secretary's own motion, the Executive Secretary, or the Executive Secretary's designee, with notice to the parties, may reschedule a hearing date.

(4)(a) A respondent may file an answer to a complaint by filing a written response signed by the respondent or the respondent's attorney with the Executive Secretary within 30 days after the complaint is mailed.

(b) The answer shall include:

(i) a request for a hearing;

(ii) the file number of the complaint;

(iii) the names of the parties; and

(iv) the relief that the respondent seeks at a hearing.

(c) As an alternative to filing an answer, the respondent may file a voluntary surrender pursuant to Rule R277-216.

(5)(a) The Executive Secretary shall schedule a hearing, if requested by the respondent, in accordance with Subsection (2)(h) and Rule R277-212.

(b) If the parties can reach an agreement before the hearing ~~[consistent with the terms of UPPAC's initial recommendation]~~, the UPPAC attorney may negotiate a proposed consent to discipline with the respondent.

(c) A proposed consent to discipline described in Subsection (5)(b) shall be submitted to the Board for the Board's consideration in accordance with Section R277-211-~~[7]~~8.

(6)(a) If a respondent does not respond to the complaint within 30 days, the Executive Secretary may initiate default proceedings in accordance with the procedures set forth in Section R277-211-~~[8]~~9.

(b) If the Executive Secretary enters an order of default, the Executive Secretary shall make a recommendation to the Board for discipline consistent with the evidence and Rule R277-215.

R277-211-~~[7]~~8. Proposed Consent to Discipline.

(1) At any time after UPPAC has made an initial recommendation, a respondent may accept UPPAC's initial recommendation, rather than request a hearing, by entering into a proposed consent to discipline.

(2) By entering into a proposed consent to discipline, a respondent waives the respondent's right to a hearing to contest the recommended disposition, contingent on final approval by the Board.

(3) At a minimum, a proposed consent to discipline shall include:

(a) a summary of the facts, the allegations, the presumption described in Rule R277-215, mitigating or aggravating factors described in Rule R277-215, and the evidence relied upon by UPPAC in its recommendation;

(b) a statement that the respondent admits or does not contest the facts recited in the proposed consent to discipline for purposes of the Board administrative action;

(c) a statement that the respondent:

(i) waives the respondent's right to a hearing to contest the allegations that gave rise to the investigation; and

(ii) agrees to the proposed action rather than contest the allegations;

(d) a statement that the respondent agrees to the terms of the proposed consent to discipline and other provisions applicable to the case, such as remediation, assessment and recommended counseling, restitution, rehabilitation, and other conditions, if any, under which the respondent may request a reinstatement hearing or a removal of the reprimand;

(e) a statement that the action and the proposed consent to discipline shall be reported to other states through the NASDTEC Educator Information Clearinghouse;

(f) a statement that respondent waives the respondent's right to contest the facts stated in the proposed consent to discipline at a subsequent reinstatement hearing, if any;

(g) a statement that all records related to the proposed consent to discipline shall remain permanently in the UPPAC case file;

(h) a statement reflecting the classification of the proposed consent to discipline under Title 63G, Chapter 2, Government Records Access and Management Act;

(i) a statement that information regarding the proposed reprimand, suspension, or revocation may be included in an online licensing database that is available for public access in accordance with Rule R277-312.

(j) a statement that a violation of the terms of an approved consent to discipline may result in additional disciplinary action and may affect the reinstatement process; and

(k) a statement that the educator understands that the Board is not bound by UPPAC's recommendation or the negotiated proposed consent to discipline unless the Board approves the proposed consent to discipline;

(l) if for a suspension of the educator's license:

(i) specific conditions that an educator must satisfy before requesting a reinstatement hearing; and

(ii) a minimum time period that must elapse before the educator may request a reinstatement hearing;

(m) if for suspension or revocation of a license, a statement ~~[that the respondent may not work or volunteer in a public school in accordance with Subsection 53E-6-603(3)]~~ setting forth any restrictions on working or volunteering in a public school in accordance with Sections 53E-6-603 and 53E-6-604.5; and

(n) if for suspension or revocation of a license, a statement that any attempt to represent to any other state a valid Utah license shall result in further licensing action in Utah.

(4)(a) The Executive Secretary shall forward a proposed consent to discipline to the Board for approval.

(b) If the Board does not approve a proposed consent to discipline, the Board may:

(i)(A) remand the case to UPPAC and shall include issues or questions that need to be addressed;

(B) offer respondent the opportunity for a hearing; ~~[or]~~

(C) allow the respondent to file a written response to the UPPAC report; or

~~([C]D)~~ provide alternative terms and disposition to the Executive Secretary, consistent with the available evidence and presumptions described in Rule R277-215, that would be satisfactory to the Board to be submitted to the educator for consideration;

(ii) direct the Executive Secretary to issue a letter of education, letter of warning, or dismiss the matter; or

(iii) take other appropriate action consistent with due process and Rule R277-215.

(5) If the respondent accepts a consent to discipline with alternative terms and disposition proposed by the Board, the consent to discipline, as modified, is a final Board administrative action without further Board consideration.

(6) If the terms approved by the Board are rejected by the respondent, the proceedings shall continue from the point under these procedures at which the agreement was negotiated, as if the consent to discipline had not been submitted.

(7) If the Board remands to UPPAC to provide respondent the opportunity for a hearing under Subsection (4)(b)(i)(B), the Executive Secretary shall:

- (a) notify the parties of the decision;
- (b) direct a UPPAC attorney to issue a complaint; and
- (c) direct the proceedings as if the proposed consent to discipline had not been submitted.

(8) If the Board approves a proposed consent to discipline, the approval is a final Board administrative action and the Executive Secretary shall:

- (a) notify the parties of the decision within ten business days;
- (b) update CACTUS to reflect the action;
- (c) report the action to the NASDTEC Educator Information Clearinghouse if the agreement results in:
 - (i) a revocation;

- (ii) a suspension; or
- (iii) a reprimand;
- (d) direct the appropriate penalties to begin; and
- (e) notify the LEAs throughout the state.

R277-211-[8]9. Default Procedures.

(1) If a respondent does not respond to a complaint within 30 days from the date the complaint is served, the Executive Secretary may issue an order of default against the respondent consistent with the following:

(a) the Executive Secretary shall prepare and serve on the respondent at the respondent's last known address, an order of default including:

- (i) a statement of the grounds for default; and
- (ii) a recommended disposition if the respondent fails to file a response to a complaint;

(b) ten days following service of the order of default, a UPPAC attorney shall attempt to contact respondent or respondent's attorney by telephone or electronically unless the respondent is incarcerated and unrepresented;

(c) UPPAC shall maintain documentation of attempts toward written, telephonic, or electronic contact;

(d) the respondent has 20 days following service of the order of default to respond to UPPAC; and

(e) if UPPAC receives a response from respondent to a default order before the end of the 20 day default period, UPPAC shall allow respondent a final ten day period to respond to a complaint.

(2) The Executive Secretary shall make a recommendation to the Board for discipline consistent with the evidence and Rule R277-215.

(3) If an educator's default results in a suspension, the order of default shall include conditions the educator must meet before requesting a reinstatement hearing.

R277-211-[9]10. Disciplinary Letters and Dismissal.

(1) If UPPAC recommends issuance of a letter of warning, letter of education, or dismissal, the Executive Secretary shall forward the case to the Board for review on a consent calendar.

(2) If the Board does not approve a recommendation for a letter of warning, letter of education, or dismissal described in Subsection (1), the Board may:

(a) remand the case to the Executive Secretary with:

(i) direction as to the issues UPPAC should address;

(ii) alternative terms and disposition that would be satisfactory to the Board to be submitted to the educator for consideration; and

(iii) the opportunity for the educator to participate in a hearing in accordance with Rule R277-212;

(b) dismiss the matter; or

(c) take other appropriate action consistent with due process and Rule R277-215.

(3) If the Board approves a letter of warning or letter of education, the Executive Secretary shall:

(a) prepare the letter of warning or letter of education and mail it to the educator;

(b) place a copy of the letter of warning or letter of education in the UPPAC case file; and

(c) update CACTUS to reflect that the case is closed.

KEY: teacher licensing, conduct, hearings

Date of Last Change: November 21, 2025

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Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53E-6-506; 53E-3-401(4)

Blue Text – Additions
~~Red Text~~ – Deletions

Draft 2
Board Member Kerry
May 26, 2026

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R277. Education, Administration.

R277-211. Utah Professional Practices Advisory Commission (UPPAC), Rules of Procedure: Notification to Educators, Complaints and Final Disciplinary Actions.

R277-211-1. Authority[,] and Purpose[, and Oversight Category].

(1) This rule is authorized by:

(a) Utah Constitution Article X, Section 3, which vests general control and supervision over public education in the Board;

(b) Section 53E-6-506, which directs the Board to adopt rules regarding UPPAC duties and procedures; and

(c) Subsection 53E-3-401(4), which allows the Board to make rules to execute the Board's duties and responsibilities under the Utah Constitution and state law.

(2) The purpose of this rule is to provide procedures regarding:

(a) notifications of alleged educator misconduct;

(b) review of notifications by UPPAC; and

(c) complaints, consents to discipline, and defaults.

(3) Title 63G, Chapter 4, Administrative Procedures Act, does not apply to this rule under the exemption of Subsection 63G-4-102(2)(d).

~~[(4) This rule is categorized as exempt as described in Rule R277-111.]~~

R277-211-2. Initiating Proceedings Against Educators.

(1)(a) The Executive Secretary shall refer ~~[a case]~~ [all referrals] any matter,
including anonymous complaints, reported concerning a licensed educator's alleged
misconduct to UPPAC within 60 days to make a determination if an investigation should
be opened ~~[regarding an educator upon receiving a notification of alleged educator~~
~~misconduct implicating a violation of Rule R277-217, Educator Standards, or Utah law].~~

(b) The Executive Secretary may refer a case to UPPAC upon the Executive Secretary's own initiative.

(i) For each referral made under Subsection (1)(b), the Executive Secretary shall prepare a written referral memorandum setting forth:

(A) the known facts supporting the referral;

(B) the source of the information;

(C) the date of the referral;

(D) the educator standards that may be implicated.

(ii) The Executive Secretary shall record a referral under Subsection (1)(b) in the UPPAC case management system and maintained as part of the permanent case file.

(c) The Executive Secretary may not decline, dismiss, or otherwise resolve a matter before presenting the matter to UPPAC.

(2) If an informant seeks to report information to UPPAC concerning alleged educator misconduct, the informant shall submit an allegation of misconduct to the Executive Secretary in writing, including the following, if available:

(a) the informant's:

(i) name;

(ii) position, such as administrator, teacher, parent, or student;

(iii) telephone number;

(iv) address; and

(v) contact information;

(b) information about the educator against whom the allegation is made:

(i) name;

(ii) position, such as administrator, teacher, candidate; and

(iii) school or LEA; ~~[and]~~

(c) name and contact information for any witnesses or groups with relevant evidence; and

([e]d) the facts on which the allegation is based and supporting information.

(3) If an informant submits a written allegation of misconduct as provided in this rule, the Executive Secretary shall notify the informant;

56 (a) if a case is opened or declined by UPPAC; and

57 (b) of a final action taken by the Board regarding the allegation.

58 ~~[(4)(a) Proceedings initiated upon the Executive Secretary's own initiative may~~
59 ~~be The Executive Secretary may refer a matter to UPPAC based on information~~
60 ~~received through a telephone call, letter, newspaper article, media information, notice~~
61 ~~from another state, or by other means.]~~

62 ~~[(b) The Executive Secretary may also recommend an investigation based on an~~
63 ~~anonymous allegation, notwithstanding the provisions of this rule, if the allegation bears~~
64 ~~sufficient indicia of reliability.]~~

65 (5)(a) The USBE Internal Audit Department shall refer to UPPAC and the LEA
66 any complaint against an educator that would violate Rule R277-217, Educator
67 Standards~~[, or Utah law].~~

68 (b) The Executive Secretary ~~[shall]~~ may consult with the educator's LEA and
69 request any relevant evidence from an educator's LEA concerning a complaint referred
70 under Subsection (5)(a).

71 (6) If an investigation is opened or an expedited hearing is conducted under this
72 rule, the Executive Secretary shall permanently maintain all written allegations,
73 subsequent dismissals, actions, or disciplinary letters related to a case against an
74 educator in the UPPAC case file.

75
76 ~~[R277-211-3. Online Database of Referrals.]~~

77 ~~_____ (1) The Executive Secretary shall establish an online searchable database of any~~
78 ~~matter referred to UPPAC.~~

79 ~~_____ (2) The database should include:~~

80 ~~_____ (a) the name of the complainant;~~

81 ~~_____ (b) the name of the educator;~~

82 ~~_____ (b) the LEA, if any, mentioned in the complaint;~~

83 ~~_____ (c) the school, if any, mentioned in the complaint;~~

~~_____ (d) the status of the complaint;~~

~~_____ (e) any restrictions on the educator's license; and~~

~~_____ (f) the nature of the allegations.~~

~~_____ (3) If UPPAC receives a referral, which the Executive Secretary does not refer to the commission, the Executive Secretary shall record the matter in the database, along with the basis for not referring the matter to UPPAC.]~~

R277-211-3. Review of Notification of Alleged Educator Misconduct.

(1)(a) Upon receipt of a notification of alleged educator misconduct, the Executive Secretary shall review the notification with UPPAC within 60 days of receipt and UPPAC may:

(i) dismiss the matter if the alleged misconduct does not involve an ~~[issue that UPPAC should address]~~ an alleged violation of R277-217;

(ii) recommend an expedited hearing as described in Sections R277-211-5; or

(iii) open an investigation if the alleged misconduct involves ~~[an issue that warrants investigation by UPPAC]~~ a violation of R277-217.

(b) In considering whether to open a case regarding an allegation of educator misconduct, ~~[UPPAC]~~ the Commission shall consider the known facts and circumstances surrounding the allegation to determine whether opening a case is warranted.

~~[(c) UPPAC shall open a case most readily when the evidence shows that:~~

~~_____ (i) the alleged misconduct involves the physical or emotional safety and well-being of a student;~~

~~_____ (ii) the alleged misconduct had a highly visible impact on the educator's school community;~~

~~_____ (iii) the alleged misconduct has the potential to damage the integrity of the education profession;~~

~~_____ (iv) the educator's LEA recommends the Board investigate the matter; or~~

112 ~~— (v) the educator has received prior UPPAC discipline.]~~
113 (2)(a) ~~[Before a UPPAC investigator's initiation of an investigation,]~~ Within ten
114 business days of UPPAC opening an investigation, the Executive Secretary shall send
115 an investigative letter to the following:
116 (i) the educator to be investigated;
117 (ii) the LEA that employs the educator; and
118 (iii) the LEA where the alleged activity occurred.
119 (b) The notification shall include:
120 (i) the general nature of the complaint;
121 (ii) an overview of the process;
122 (iii) an explanation of the educator's rights, including the right to consult an
123 attorney and the right to inspect or receive a copy of the contents of the UPPAC case
124 file and UPPAC evidence file at no cost;
125 (iv) the name of the investigator assigned to handle the investigation;
126 (v) the possible licensing consequences;
127 (vi) whether the educator's CACTUS/USIMS account has been flagged.
128 (b) The Executive Secretary shall place a flag on the educator's CACTUS file
129 after:
130 (i) sending the educator an investigative letter; and
131 (ii) directing UPPAC staff to begin gathering evidence relating to the allegations.
132 (c) The Executive Secretary may not place a flag on an educator's CACTUS file
133 if the educator agrees to an expedited hearing under Section R277-211-5 unless the
134 expedited hearing panel recommends a full investigation.
135 (3) If UPPAC votes not to open a case, the Executive Secretary shall close the
136 file and notify the complainant and the educator's LEA.
137 ([3]4)(a) The investigator shall review relevant documentation and interview
138 individuals who may have knowledge of the allegations.

139 (b)(i) The investigator shall attempt to contact any witness with relevant
140 information identified by an educator.

141 (ii) An investigator shall document the reasons why any witness specified in
142 accordance with Subsection (b)(i) is not contacted.

143 (iii) The investigator shall maintain a record in the UPPAC attorney file of all
144 materials efforts to identify, contact, interview, and obtain evidence from witnesses
145 during an investigation

146 ([b]c) The investigator shall prepare an objective and independent investigative
147 report supported by the evidence and Rule R277-215 including:

148 (i) the findings of the investigation, including any exculpatory information;

149 (ii) the specific educator standards that the educator may have violated; and

150 (iii) the applicable disciplinary presumptions.

151 ([e]d) If the investigator discovers additional evidence of unprofessional conduct
152 beyond the original allegations, the investigator may include the additional evidence of
153 misconduct in the investigative report provided that the educator has had the
154 opportunity to respond to the additional evidence.

155 (e) For an interview with an educator investigation, the investigator shall:

156 (i) advise the educator that the educator has a right to have an attorney of their
157 choosing present;

158 (ii) advise the educator that what they say may be used as evidence against
159 them at a future time;

160 (iii) record the interview, unless the educator declines to have the interview
161 recorded.

162 ([e]f) The investigator shall submit the investigative report to the Executive
163 Secretary within six months of the date UPPAC opened the matter.

164 ([e]g) The Executive Secretary shall add the investigative report described in
165 Subsection (3)([e]f) to [a] the next UPPAC meeting agenda.

(f) The investigative report described in Subsection (3)(d) shall become part of the UPPAC case file.

(4) The investigator may prioritize an investigation over other longer pending cases if:

(a) the educator poses an ongoing risk to students;

(b) the case needs to be expedited to accommodate a crucial witness;

(c) the ongoing investigation creates unusual uncertainty or the alleged misconduct has a highly visible impact for the educator's LEA or community;

(d) the educator is unemployed as a result of the allegations; ~~or~~

(e) the educator requests expedited consideration for good cause~~[-]~~;

(f) the alleged misconduct has the potential to damage the integrity of the education profession;

(g) the educator's LEA recommends the Board prioritize the investigation; or

(h) the educator has received prior license discipline.

(6) An investigator may not maintain an open investigation without submitting an investigative report beyond six months unless:

(a) required by law;

(b) related criminal proceedings remain unresolved;

(c) obtaining necessary evidence delays the investigator's ability to prepare a report; or

(d) there's a stipulation from the educator.

(7) If a UPPAC investigator does not submit an investigative report to the Executive Secretary within the timeline established in this section, the investigator shall document the reasons for the delay in the UPPAC attorney file and send written notice to the educator.

(5) UPPAC shall review the investigative report and take one of the following actions:

(a) Recommend that the Board clear the CACTUS flag and take no action; or

(b)(i) make an initial recommendation for resolution consistent with the evidence and Rule R277-215[-]; and

(ii) for cases where the initial recommendation is for suspension or revocation, make an initial recommendation as to what restrictions should be placed on the educator's involvement in public schools in accordance with Sections 53E-6-603 and 53E-6-604.5.

~~[(c) The Executive Secretary shall document the motions made on UPPAC investigations, findings, and votes in the commission's minutes.]~~

(c) The Executive Secretary shall maintain a written record of all materials actions and decisions taken under this section in the UPPAC case file, including:

(i) decisions to open, decline, prioritize, or close an investigation;

(ii) investigative reports;

(iii) recommendations to the Board;

(iv) findings of fact;

(v) motions and votes of the commission; and

(vi) the basis for any commission recommendation or action.

~~[(6)9]~~ After receiving an initial recommendation from UPPAC for action, the Executive Secretary shall:

(a) prepare and serve a complaint; or

(b) negotiate and prepare a proposed consent to discipline.

~~[(7)8](a)~~ Upon request of an educator, ~~[UPPAC]~~ the investigator shall ~~[will]~~ provide a copy of the UPPAC case file and UPPAC evidence file to the educator.

(b) The investigator may only redact the file to the extent permitted by law.

(c) The investigator shall supplement a response under Subsection (7)(a) within ten business days if additional evidence is received prior to resolution of the case.

(10) The UPPAC evidence file shall include all evidence provided by the Complaint.

R277-211-4. Expedited Hearings on Criminal Charges in lieu of Initial UPPAC Review.

(1) In a case involving the report of an arrest, citation, or charge of an educator, which requires self-reporting by the educator under Section R277-217-4, the Executive Secretary, with the consent of the educator, may schedule the matter for an expedited hearing in lieu of initially referring the matter to UPPAC.

(2)(a) The Executive Secretary shall hold an expedited hearing within 60 days of the criminal court disposition, unless otherwise agreed upon by both parties.

(b) An expedited hearing panel shall conduct an expedited hearing on a criminal charge and include the following additional invited individuals where possible:

- (i) the educator;
- (ii) the educator's attorney or representative;
- (iii) a UPPAC attorney; and
- (iv) a representative of the educator's LEA.

(3) The panel may consider the following matters at an expedited hearing on a criminal charge:

- (a) an educator's oral or written explanation of the events;
- (b) a police report;
- (c) a court docket or transcript;
- (d) an LEA's investigative report or employment file; and
- (e) additional information offered by a participant in the expedited hearing if the Executive Secretary deems it probative of the issues at the expedited hearing.

[\(4\) All witnesses providing evidence shall be sworn by the Executive Secretary.](#)

~~[(4)]~~⁵ After reviewing the evidence described in Subsection (3), the expedited hearing panel shall make written findings and a recommendation [based upon a preponderance of the evidence](#) to UPPAC consistent with the evidence and Rule R277-215 to do one of the following:

- (a) close the case;

(b) close the case upon completion of court requirements;
(c) recommend that the Board issue a letter of education or letter of warning;
(d) open a full investigation; or
(e) recommend action by the Board, subject to an educator's due process rights under Rule 277-210 through Rule R277-217.

(~~[5]~~6) An expedited hearing on a criminal charge may be recorded, but the testimony from the expedited hearing is inadmissible during a future UPPAC action related to the allegation unless the educator stipulates to admitting the recording.

(~~[6]~~7) If the Board fails to adopt UPPAC's recommendation, UPPAC ~~[may]~~ shall open a full investigation or issue a complaint.

(~~[7]~~8) An expedited hearing panel may proceed under this section with only two voting panel members with the stipulation of the educator.

R277-211-5. Expedited Hearings on Minor Violations of the Educator Standards.

(1) Upon review of an allegation of educator misconduct, UPPAC may recommend conducting an expedited hearing if:

(a) the material evidence provided by the informant does not appear to be disputed;

(b) the allegations, if true, implicate the presumption for a letter of warning under Subsection R277-215-2(8); and

(c) the educator consents to participate.

(2) If an educator elects not to participate in an expedited hearing after UPPAC opens a case, the Executive Secretary shall initiate an investigation into the allegations of misconduct with no prejudice to the educator for not participating in the expedited hearing.

(3) At an expedited hearing under this section, an expedited hearing panel shall conduct the hearing and include the following invited individuals where possible:

(a) the educator;

- (b) the educator's attorney or representative;
- (c) a UPPAC attorney; and
- (d) an administrator from the educator's school or LEA.
- (4) At an expedited hearing under this section, the panel may consider:
- (a) an educator's oral or written explanation of the events;
- (b) an LEA's investigative report or employment file, including witness statements; and
- (c) additional information proffered by a participant in the expedited hearing if the Executive Secretary deems it probative of the issues at the expedited hearing.
- (5) After reviewing the evidence described in Subsection (4), the expedited hearing panel shall make written findings and a recommendation consistent with the evidence and Rule R277-215 to do one of the following:
- (a) close the case;
- (b) close the case upon completion of recommended training or other educator requirements;
- (c) issue a letter of education or letter of warning; or
- (d) open a full investigation.
- (6) If an expedited hearing panel recommends a full investigation be opened, the Executive Secretary shall follow the requirements set forth in Subsection R277-211-3(2).
- (7) An expedited hearing under this section may be recorded.
- (8) Testimony offered at an expedited hearing may be considered in a subsequent report to UPPAC or hearing.
- (9) An expedited hearing panel may proceed under this section with only two voting panel members with the stipulation of the educator.

R277-211-6. Complaints.

(1) If UPPAC determines that an allegation is sufficiently supported by evidence discovered in the investigation, the Executive Secretary ~~[may]~~ shall direct the UPPAC attorney to serve a complaint upon the educator being investigated.

(2) At a minimum, a complaint shall include:

(a) a statement of legal authority and jurisdiction under which the action is being taken;

(b) a statement of the facts and allegations, including specific provisions of the Rule R277-217, upon which the complaint is based;

(c) other information necessary to enable the respondent to understand and address the allegations;

(d) a statement of the potential consequences if an allegation is found to be true or substantially true;

(e) a statement that the respondent shall answer the complaint and request a hearing, if desired, within 30 days of the date the complaint is mailed to the respondent;

(f) a statement that the respondent shall file a written answer described in Subsection (2)(e) with the Executive Secretary;

(g) a statement advising the respondent that if the respondent fails to respond within 30 days, the Executive Secretary may issue a default order in accordance with Section R277-211-8;

(h) a statement that, if a hearing is requested, the hearing will be scheduled no less than 45 days, nor more than 180 days, after receipt of the respondent's answer, unless a different date is agreed to by both parties in writing;

(i) a copy of the applicable hearing rules as required by Section 53E-6-607; and

(j) if the respondent is not represented by counsel, a written guide to help the respondent understand the UPPAC investigation and hearing process, which shall include[-]:

(i) the right to retain legal counsel;

(ii) how a respondent can request a UPPAC file;

(iii) the right to be treated professionally; and

(iv) the right to have a hearing in not less than 45, nor more than 180 days.

(3) On the Executive Secretary's own motion, the Executive Secretary, or the Executive Secretary's designee, with notice to the parties, may reschedule a hearing date.

(4)(a) A respondent may file an answer to a complaint by filing a written response signed by the respondent or the respondent's attorney with the Executive Secretary within 30 days after the complaint is mailed.

(b) The answer shall include:

(i) a request for a hearing;

(ii) the file number of the complaint;

(iii) the names of the parties; and

(iv) the relief that the respondent seeks at a hearing.

(c) As an alternative to filing an answer, the respondent may file a voluntary surrender pursuant to Rule R277-216.

(5)(a) The Executive Secretary shall schedule a hearing, if requested by the respondent, in accordance with Subsection (2)(h) and Rule R277-212.

(b) If the parties can reach an agreement before the hearing ~~[consistent with the terms of UPPAC's initial recommendation]~~, the UPPAC attorney may negotiate a proposed consent to discipline with the respondent.

(c) A proposed consent to discipline described in Subsection (5)(b) shall be submitted to the Board for the Board's consideration in accordance with Section R277-211-[7]8.

(6)(a) If a respondent does not respond to the complaint within 30 days, the Executive Secretary may initiate default proceedings in accordance with the procedures set forth in Section R277-211-[8]9.

(b) If the Executive Secretary enters an order of default, the Executive Secretary shall make a recommendation to the Board for discipline consistent with the evidence and Rule R277-215.

R277-211-7. Proposed Consent to Discipline.

(1) At any time after UPPAC has made an initial recommendation, a respondent may accept UPPAC's initial recommendation, rather than request a hearing, by entering into a proposed consent to discipline.

(2) By entering into a proposed consent to discipline, a respondent waives the respondent's right to a hearing to contest the recommended disposition, contingent on final approval by the Board.

(3) At a minimum, a proposed consent to discipline shall include:

(a) a summary of the facts, the allegations, the presumption described in Rule R277-215, mitigating or aggravating factors described in Rule R277-215, and the evidence relied upon by UPPAC in its recommendation;

(b) a statement that the respondent admits or does not contest the facts recited in the proposed consent to discipline for purposes of the Board administrative action;

(c) a statement that the respondent:

(i) waives the respondent's right to a hearing to contest the allegations that gave rise to the investigation; and

(ii) agrees to the proposed action rather than contest the allegations;

(d) a statement that the respondent agrees to the terms of the proposed consent to discipline and other provisions applicable to the case, such as remediation, assessment and recommended counseling, restitution, rehabilitation, and other conditions, if any, under which the respondent may request a reinstatement hearing or a removal of the reprimand;

(e) a statement that the action and the proposed consent to discipline shall be reported to other states through the NASDTEC Educator Information Clearinghouse;

(f) a statement that respondent waives the respondent's right to contest the facts stated in the proposed consent to discipline at a subsequent reinstatement hearing, if any;

(g) a statement that all records related to the proposed consent to discipline shall remain permanently in the UPPAC case file;

(h) a statement reflecting the classification of the proposed consent to discipline under Title 63G, Chapter 2, Government Records Access and Management Act;

(i) a statement that information regarding the proposed reprimand, suspension, or revocation may be included in an online licensing database that is available for public access in accordance with Rule R277-312.

(j) a statement that a violation of the terms of an approved consent to discipline may result in additional disciplinary action and may affect the reinstatement process; and

(k) a statement that the educator understands that the Board is not bound by UPPAC's recommendation or the negotiated proposed consent to discipline unless the Board approves the proposed consent to discipline;

(l) if for a suspension of the educator's license:

(i) specific conditions that an educator must satisfy before requesting a reinstatement hearing; and

(ii) a minimum time period that must elapse before the educator may request a reinstatement hearing;

(m) if for suspension or revocation of a license, a statement ~~[that the respondent may not work or volunteer in a public school in accordance with Subsection 53E-6-603(3)]~~ setting forth any restrictions on working or volunteering in a public school in accordance with Sections 53E-6-603 and 53E-6-604.5; and

(n) if for suspension or revocation of a license, a statement that any attempt to represent to any other state a valid Utah license shall result in further licensing action in Utah.

415 (4)(a) The Executive Secretary shall forward a proposed consent to discipline to
416 the Board for approval.

417 (b) If the Board does not approve a proposed consent to discipline, the Board
418 may:

419 (i)(A) remand the case to UPPAC and shall include issues or questions that
420 need to be addressed;

421 (B) offer respondent the opportunity for a hearing; ~~[or]~~
422 (C) allow the respondent to file a written response to the UPPAC report; or

423 ~~([C]D)~~ provide alternative terms and disposition to the Executive Secretary,
424 consistent with the available evidence and presumptions described in Rule R277-215,
425 that would be satisfactory to the Board to be submitted to the educator for
426 consideration;

427 (ii) direct the Executive Secretary to issue a letter of education, letter of warning,
428 or dismiss the matter; or

429 (iii) take other appropriate action consistent with due process and Rule R277-
430 215.

431 (5) If the respondent accepts a consent to discipline with alternative terms and
432 disposition proposed by the Board, the consent to discipline, as modified, is a final
433 Board administrative action without further Board consideration.

434 (6) If the terms approved by the Board are rejected by the respondent, the
435 proceedings shall continue from the point under these procedures at which the
436 agreement was negotiated, as if the consent to discipline had not been submitted.

437 (7) If the Board remands to UPPAC to provide respondent the opportunity for a
438 hearing under Subsection (4)(b)(i)(B), the Executive Secretary shall:

- 439 (a) notify the parties of the decision;
440 (b) direct a UPPAC attorney to issue a complaint; and
441 (c) direct the proceedings as if the proposed consent to discipline had not been
442 submitted.

(8) If the Board approves a proposed consent to discipline, the approval is a final Board administrative action and the Executive Secretary shall:

- (a) notify the parties of the decision within ten business days;
- (b) update CACTUS to reflect the action;
- (c) report the action to the NASDTEC Educator Information Clearinghouse if the agreement results in:
 - (i) a revocation;
 - (ii) a suspension; or
 - (iii) a reprimand;
- (d) direct the appropriate penalties to begin; and
- (e) notify the LEAs throughout the state.

R277-211-8. Default Procedures.

(1) If a respondent does not respond to a complaint within 30 days from the date the complaint is served, the Executive Secretary may issue an order of default against the respondent consistent with the following:

- (a) the Executive Secretary shall prepare and serve on the respondent at the respondent's last known address, an order of default including:
 - (i) a statement of the grounds for default; and
 - (ii) a recommended disposition if the respondent fails to file a response to a complaint;
- (b) ten days following service of the order of default, a UPPAC attorney shall attempt to contact respondent or respondent's attorney by telephone or electronically unless the respondent is incarcerated and unrepresented;
- (c) UPPAC shall maintain documentation of attempts toward written, telephonic, or electronic contact;
- (d) the respondent has 20 days following service of the order of default to respond to UPPAC; and

(e) if UPPAC receives a response from respondent to a default order before the end of the 20 day default period, UPPAC shall allow respondent a final ten day period to respond to a complaint.

(2) The Executive Secretary shall make a recommendation to the Board for discipline consistent with the evidence and Rule R277-215.

(3) If an educator's default results in a suspension, the order of default shall include conditions the educator must meet before requesting a reinstatement hearing.

R277-211-[9]10. Disciplinary Letters and Dismissal.

(1) If UPPAC recommends issuance of a letter of warning, letter of education, or dismissal, the Executive Secretary shall forward the case to the Board for review on a consent calendar.

(2) If the Board does not approve a recommendation for a letter of warning, letter of education, or dismissal described in Subsection (1), the Board may:

(a) remand the case to the Executive Secretary with:

(i) direction as to the issues UPPAC should address;

(ii) alternative terms and disposition that would be satisfactory to the Board to be submitted to the educator for consideration; and

(iii) the opportunity for the educator to participate in a hearing in accordance with Rule R277-212;

(b) dismiss the matter; or

(c) take other appropriate action consistent with due process and Rule R277-215.

(3) If the Board approves a letter of warning or letter of education, the Executive Secretary shall:

(a) prepare the letter of warning or letter of education and mail it to the educator;

(b) place a copy of the letter of warning or letter of education in the UPPAC case file; and

(c) update CACTUS to reflect that the case is closed.

277-211-10. Public Access to Final Disciplinary Action.

(1)(a) The Superintendent shall maintain a searchable online database of final Board disciplinary actions and license reinstatements.

(b) The Superintendent shall include an educator in the database not later than 30 days after Board disciplinary action becomes final and the searchable online database is operational and available to the public.

(c) The database required under Subsection (1)(a) shall be searchable by:

(i) educator name;

(ii) LEA; and

(iii) school.

(d) The database required under Subsection (1)(a) shall include:

(i) an educator's name;

(ii) UPPAC case number;

(iii) the LEA where the conduct giving rise to the disciplinary action occurred;

(iv) the school where the educator was employed at the time of the misconduct, if applicable;

(v) a concise description of the conduct that resulted in discipline;

(vi) the applicable provisions of Board rule determined to have been violated;

(vii) the licensing action imposed by the Board;

(viii) the effective date of the Board action; and

(ix) a statement that an individual may request records pertaining to the matter in accordance with Title 63G, Chapter 2, Government Records Access and Management Act.

(2) The Superintendent shall provide access to the database through the Board's website.

(3) Unless a different period is prescribed by law, the Superintendent shall remove information regarding an action from the database after ten years unless the educator still has license restrictions.

(4) The requirements of this section do not alter the Executive Secretary's obligation to maintain UPPAC files under other provisions of this rule.

(5) Nothing in this section requires disclosure of records that are restricted under Title 63G, Chapter 2, Government Records Access and Management Act.

(6) The database established under Subsection (1)(a) shall provide public notice of final Board disciplinary actions and shall not include allegations, pending investigations, dismissed matters, letters of education, letters of warning, or other non-final matters.

277-211-11. UPPAC Records Management and Documentation

(1) The Executive Secretary shall establish and maintain a records management system sufficient to document, track, and preserve UPPAC proceedings and actions taken under this rule.

(2) The records management system shall include records necessary to document the history, status, disposition, and administrative handling of matters referred to UPPAC.

(3) The Executive Secretary shall ensure that material actions and decisions are documented in a manner that permits meaningful review by UPPAC, the Board, auditors, and other persons authorized by law.

(4) Records maintained under Subsection (2) shall include:

(a) referrals and complaints received;

(b) the date a matter was received, reviewed, referred, opened, closed, dismissed, or otherwise resolved;

(c) notes documenting follow up by the Executive Secretary and UPPAC staff;

(d) investigative reports and supporting materials;

554 (e) material communications relating to the administration of a case;
555 (f) motions, findings, recommendations, recusals, conflict disclosures, and votes
556 of UPPAC;
557 (g) votes taken by the Board on UPPAC matters;
558 (h) final Board actions; and
559 (i) other records necessary to document the disposition of a matter.
560 (5) The Executive Secretary shall maintain records sufficient to identify:
561 (a) the source of a referral;
562 (b) whether a referral originated from:
563 (i) an external complainant;
564 (ii) an LEA;
565 (iii) the Internal Audit Department;
566 (iv) another governmental entity; or
567 (v) the Executive Secretary.
568 (6) A UPPAC investigator shall maintain records sufficient to document materials
569 investigative activities, including efforts to identify, contact, interview, and obtain
570 evidence from witnesses.
571 (7) The Executive Secretary shall maintain records required under this section as
572 part of the UPPAC administrative record and retained in accordance with applicable
573 state records retention requirements.
574 (8) Nothing in this section requires disclosure of records except as authorized by
575 state or federal law.
576
577 **R277-211-12. Administrator Responsibility for Supervision of Non-Licensed**
578 **Employees.**
579 (1) A superintendent or principal shall exercise reasonably supervision over non-
580 licensed employees, volunteers, contractors, and other adults working under the
581 administrator's direct authority or within the administrator's area of responsibility.

(2) An superintendent or principal:
(a) may not knowingly permit, direct, encourage, conceal, minimize, or fail to take
reasonable corrective action regarding misconduct, boundary violations, abuse, neglect,
or other conduct by a non-licensed employee, volunteer, contractor, or other adult
working under the administrator’s authority that threatens student safety;
(b) shall make all reports required by state law or Board rule regarding
misconduct by a non-licensed employee, volunteer, contractor, or other adult;
(c) may not be grossly negligent in supervision that creates a foreseeable risk of
harm to students; and
(d) may not knowingly disregard credible information indicating that a non-
licensed employee, volunteer, contractor, or other adult presents a threat to student
safety, well-being, or educational interests.
(3) The Board may not discipline an administrator solely because an individual
engaged in misconduct absent evidence that the administrator violated a duty described
in this section.
(4) Nothing in this section limits the Board’s authority to investigate and discipline
a licensed educator for conduct related to supervision, reporting, student safety, or
compliance with state law, or Board rule.

KEY: teacher licensing, conduct, hearings

Date of Last Change: November 21, 2025

Notice of Continuation: October 1, 2025

Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53E-6-506; 53E-3-401(4)

Utah State Board of Education

Reporting Burden and Fiscal Impact Estimate

R277-211 – Utah Professional Practices Advisory Commission (UPPAC), Rules of Procedure: Notification to Educators, Complaints and Final Disciplinary Actions (Amendment)

1. Reporting Burden for LEAs

This rule change does not add any reports for LEAs.

2. Estimated Fiscal Impact on USBE

This rule change is not estimated to have fiscal impacts on USBE.

3. Estimated Fiscal Impact on LEAs

This rule change is not estimated to have fiscal impacts on LEAs.

Author: Sam Urie

UTAH STATE BOARD OF EDUCATION

Subject:

ACTION: Board Policy 6001: Utah Professional Practices Advisory Commission (UPPAC) Code of Conduct (New) *Item postponed*

Agenda item type:

Action Item

Recommended Action:

No final motion was made during the June 5, 2026, committee meeting.

Purpose of Memo:**Background:**

Staff recommends consideration of Board Policy 6001 based on feedback in recent committee meetings. Concerns have been raised over the lack of a written conflict of interest and privacy policy for UPPAC. The proposed code of conduct in Board Policy 6001 has been reviewed by the commission and other key staff and seeks to proactively address these concerns.

Contact:

Name: Ben Rasmussen
Title: Director of Law and Professional Practices
Phone: (801) 538-7835
Email: ben.rasmussen@schools.utah.gov

Attachments:

1. Board Policy 6001 - Draft 1

UTAH STATE BOARD OF EDUCATION POLICY	
Policy Number: 6001	
Policy Name: Utah Professional Practices Advisory Commission - Member Code of Conduct	
Date Approved:	

1. The Utah State Board of Education, “the Board,” hereby establishes this Code of Conduct for individuals appointed by the Superintendent to serve on the Utah Professional Practices Advisory Commission, “UPPAC” or “the Commission.”
2. UPPAC members must sign an annual acknowledgment that they have read this Policy 6001 and agree to follow the code of conduct outlined herein.
3. As used herein, “Conflict of Interest,” means a business, employment, monetary, or relationship concern that may cause a UPPAC member to be unduly influenced, or that creates the appearance of undue influence to a UPPAC member.
4. Upon application for membership on UPPAC an individual shall disclose any known or expected conflicts of interest for any current or anticipated UPPAC matters.
5. A UPPAC member shall be fair and impartial and balance the rights of educators coming before the commission with the needs of the students and public school system in the State of Utah.
6. A UPPAC member shall strive to apply the Board’s disciplinary presumptions consistently as outlined in Rule R277-215.
7. A UPPAC member may not act in a manner that causes legal harm or create a substantial legal risk to the Board or the Commission.
8. A UPPAC member shall disclose a conflict of interest prior to the commission’s consideration of the matter.
9. Any UPPAC member or Commission staff may bring up a conflict of interest of a member who fails to disclose a conflict of interest under paragraph (8).
10. If a UPPAC member has a conflict of interest, the Executive Secretary shall excuse the member from the meeting until the commission completes its discussion of the matter posing a conflict of interest.

11. The Executive Secretary may not assign a UPPAC member to participate in a hearing panel or other matter for which the member has a conflict of interest.
12. A UPPAC member shall respect the privacy of educators going through the UPPAC process by maintaining the confidentiality of information disclosed in UPPAC reports and hearings.
13. A UPPAC member may not download, duplicate, or share UPPAC documents. A UPPAC member shall review UPPAC files through the Board file platform they're shared through.
14. A UPPAC member may not disclose or use student information obtained through service on the commission.
15. A UPPAC member with an educator license shall abide by the standards set forth in Rule R277-217, Educator Standards and Local Education Agency (LEA) Reporting.

UTAH STATE BOARD OF EDUCATION

Subject:

ACTION: Board Policy 6002: Utah Professional Practices Advisory Commission (UPPAC) Staff Requirements (New) *Item postponed*

Agenda item type:

Action Item

Recommended Action:

No final motion was made during the June 5, 2026, committee meeting.

Purpose of Memo:

-1

Background:

Three boardmembers submitted a request for an agenda item to update requirements for UPPAC staff. Board Policy 6002 includes directives for staff for data tracking and records management.

Contact:

Name: Ben Rasmussen
Title: Director of Law and Professional Practices
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Email: ben.rasmussen@schools.utah.gov

Attachments:

1. Board Policy 6002 - Draft 1

UTAH STATE BOARD OF EDUCATION POLICY
Policy Number: 6002
Policy Name: Utah Professional Practices Advisory Commission – Staff Requirements
Date Approved:

1. The Utah State Board of Education, “the Board,” hereby establishes this policy for Utah Professional Practices Advisory Commission, “UPPAC,” staff.
2. The Internal Audit Department shall monitor to ensure that UPPAC staff track each opened case.
3. UPPAC staff shall track the following data for each case:
 - a. the school where the educator was employed;
 - b. the LEA where the educator was employed;
 - c. the educator’s assignment and license area;
 - d. each violation established by the investigation, by reference to Rule R277-217;
 - e. the commission recommendation;
 - f. the referral source; and
 - g. the educator’s legal representative, if applicable.
4. UPPAC shall establish target timelines for major stages of the investigative process, including:
 - a. investigation completion;
 - b. discovery disclosures;
 - c. hearing scheduling; and
 - d. final Board consideration.
5. UPPAC shall document significant deviations from target timelines.
6. UPPAC staff shall maintain a complete administrative record of proceedings in a format and system that allows for accessibility. The record shall include:
 - a. recordings;
 - b. submissions;
 - c. investigative materials;

- d. recommendations; and
- e. final Board actions.

UTAH STATE BOARD OF EDUCATION

Subject:

DISCUSSION: Policy Request Items

Agenda item type:

Discussion Item

Recommended Action:**Purpose of Memo:**

Staff recommendation

Background:

A standing placeholder agenda item to allow the committee to discuss any policy requests that may arise.

Contact:

Name: Elisse Newey
Title: Deputy Superintendent of Policy
Phone:
Email: elisse.newey@schools.utah.gov

Attachments:

None

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The meeting was conducted in a virtual format via Zoom.

Members Present: Joseph Kerry, Amanda Bollinger, Rod Hall, Carol Lear

Committee Staff: Elisse Newey, Ben Rasmussen, Vanessa Hatton

Others Present: Lora Cooper, Lisa McLachlan, Emily Green, Debbie Davis, Malia Hite, Greg Connell, Davina Sauthoff

Chair Kerry called the meeting to order at 1:02 p.m.

7.1 Public Comment

7.2 R277-322, Local Education Agency (LEA) Codes of Conduct (Amendment)

Committee Discussion: Authorized by Utah Constitution Article X, Section 3, and Utah Code Sections 53E-3-401(4) and 63G-7-301, this rule grants the Utah State Board of Education the explicit authority to mandate that all LEAs adopt and strictly enforce appropriate behavior policies for their staff. 63G-7-301 also requires the Utah State Board of Education to develop a model code of conduct that sets the minimum requirements of an LEA code of conduct. The proposed revisions to this rule are the result of a Board Member Request from Board Members Kerry, Hall, Kelly, and Britton in August 2025. The rule was assigned to Law & Licensing Committee in October. After a series of discussions and early drafts, the Board voted to pause the conversation during the Legislative 2026 session and to bring the rule back for consideration.

Staff presented R277-322, Local Education Agency (LEA) Codes of Conduct, Draft 4a, for consideration and approval.

Committee Action: Member Kerry moved that the Committee amend Draft 4a to reinstate Lines 114-117.

Committee Action: Member Lear moved that the Committee strike “or participate in” and “or results in.”

The motion failed 3-1, with Member Lear in favor and Member Longacre absent.

Committee Action: Member Kerry moved that the Committee amend Draft 4a to

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reinstate Lines 114-117.

The motion passed unanimously, with Member Longacre absent.

Committee Action: Member Bollinger moved that the Committee strike Lines 214-215.

The motion passed unanimously, with Member Longacre absent.

Committee Action: Member Kerry moved that the Committee approve R277-322, Local Education Agency (LEA) Codes of Conduct, Draft 4a, as amended, on first reading and forward to the Board on second and final reading.

The motion passed unanimously, with Member Longacre absent.

MOTION FOR THE BOARD: That the Board approve R277-322, Local Education Agency (LEA) Codes of Conduct, Draft 5, on second and final reading.

7.3 **R277-301, Educator Licensing (Continuation & Amendment)**

Committee Discussion: HB 374 transferred the authority to license audiologists and speech-language pathologists from USBE to DOPL. USBE licenses with those license areas will expire over the next five years. Staff recommend updating provisions of the rule referencing these license areas as well as other technical changes.

Staff presented R277-301, Educator Licensing, Draft 1, for consideration and approval.

Committee Action: Member Hall moved that the Committee amend Line 428 to strike “two” and insert “five.”

The motion passed unanimously, with Member Longacre absent.

Committee Action: Member Hall moved that the Committee continue and approve R277-301, Educator Licensing, Draft 1, as amended, on first reading and forward to the Board for continuation and approval on second and final reading.

The motion passed unanimously, with Member Longacre absent.

MOTION FOR THE BOARD: That the Board continue and approve



R277-301, Educator Licensing, Draft 2, on second and final reading.

7.4 R277-304, Teacher Preparation Programs (Amendment)

Committee Discussion: Staff recommend updating the rule to update requirements for secondary education prep programs, to update terminology, and update requirements for CTE prep programs.

Staff presented R277-304, Teacher Preparation Programs, Draft 1, for consideration and approval.

Committee Action: Member Bollinger moved that the Committee approve R277-304, Teacher Preparation Programs, Draft 1, on first reading and forward to the Board for approval on second and final reading.

The motion passed unanimously, with Member Longacre absent.

MOTION FOR THE BOARD: That the Board approve R277-304, Teacher Preparation Programs, Draft 1, on second and final reading.

7.5 R277-306, Educator Preparation Programs for School Psychologists, Audiologists, Speech-Language Pathologists, Speech-Language Technicians, Counselors, and School Social Workers (Amendment)

Committee Discussion: HB 374 transferred authority to license audiologists and speech-language pathologists from USBE to DOPL. The proposed amendments to the rule recognize that prep programs for these license areas are no longer necessary and the language governing these license area should be removed.

Staff presented R277-306, Educator Preparation Programs for School Psychologists, Audiologists, Speech-Language Pathologists, Speech-Language Technicians, Counselors, and School Social Workers, Draft 1, for consideration and approval.

Committee Action: Member Hall moved that the Committee strike Lines 98-100 and replace with the following:

(b) requires significant experiences under the supervision of an individual holding:
(i) a professional speech-language pathologist license area of concentration; or
(ii) a speech-language pathologist license issued by the Division of Occupational and Professional Licensing.

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The motion passed unanimously, with Member Longacre absent.

Committee Action: Member Hall moved that the Committee approve R277-306, Educator Preparation Programs for School Psychologists, Audiologists, Speech-Language Pathologists, Speech-Language Technicians, Counselors, and School Social Workers, Draft 1, as amended, on first reading and forward to the Board for approval on second and final reading.

The motion passed unanimously, with Member Longacre absent.

MOTION FOR THE BOARD: That the Board approve R277-306, Educator Preparation Programs for School Psychologists, Audiologists, Speech-Language Pathologists, Speech-Language Technicians, Counselors, and School Social Workers, Draft 2, on second and final reading.

7.6 R277-101, Public Participation in Utah State Board of Education Meetings (Continuation)

Committee Discussion: R277-101 is soon approaching its five-year review. Staff recommend continuation of the rule.

Staff presented R277-101, Public Participation in Utah State Board of Education Meetings, Continuation, for consideration and approval.

Committee Action: Member Bollinger moved that the Committee continue R277-101, Public Participation in Utah State Board of Education Meetings, and forward to the Board for approval.

The motion passed unanimously, with Member Longacre absent.

MOTION FOR THE BOARD: That the Board continue R277-101, Public Participation in Utah State Board of Education Meetings.

7.7 R277-409, Public School Membership in Associations (Continuation)

Committee Discussion: R277-409 is soon approaching its five-year review. Staff recommend continuation of the rule.

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Staff presented R277-409, Public School Membership in Associations, Continuation, for consideration and approval.

Committee Action: Member Lear moved that the Committee continue R277-409, Public School Membership in Associations, and forward to the Board for approval.

The motion passed unanimously, with Member Longacre absent.

MOTION FOR THE BOARD: That the Board continue R277-409, Public School Membership in Associations.

7.8 **R277-121, Board Waiver of Administrative Rules (Amendment)**

Committee Discussion: Amendment to bring R277-121 to include charter authorizer.

Staff presented R277-121, Board Waiver of Administrative Rules, Draft 1, for consideration and approval.

Committee Action: No action.

MOTION FOR THE BOARD: None.

7.9 **R277-211, Utah Professional Practices Advisory Commission (UPPAC), Rules of Procedure: Notification to Educators, Complaints and Final Disciplinary Actions (Amendment)**

Committee Discussion: SB 312 created new procedures for the Board to follow when suspending an educator's license. These procedures require findings in some cases as to whether an educator should be able to work in the schools in some capacity, notwithstanding the suspension of the educator's license. Draft 1 contains recommendations from staff to incorporate the new requirements.

Additionally, three board members (Kerry, Hall, and Brinton) requested that the Board review additional changes to the UPPAC process in light of the committee's recent process. Draft 2 includes staff recommendations to SB312 and a number of recommendations proposed by these board members for updates to this rule.

Staff presented R277-211, Utah Professional Practices Advisory Commission (UPPAC), Rules of Procedure: Notification to Educators, Complaints and Final Disciplinary Actions, Draft 1, for consideration and approval.

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Members Kerry, Hall, and Brinton presented Drafts 2 and 3 for consideration.

Committee Action: Member Hall moved that the Committee continue Items 1.9, 1.10, and 1.11 to the August Law and Licensing Committee meeting.

Committee Action: Member Bollinger moved that the Committee divide each item as a separate motion.

The motion passed without objection.

Committee Action: Member Lear moved that the Committee amend Member Hall's motion to read that the committee continue Item 1.9 to a subsequent Committee meeting.

The motion passed unanimously, with Member Longacre and Kerry absent.

Committee Action on the Underlying Motion: Member Lear moved that the Committee continue Item 1.9 to a subsequent Committee meeting.

The motion failed 2-1, with Member Hall in favor and Members Kerry and Longacre absent.

Committee Action: Member Lear moved that the Committee approve R277-211, Utah Professional Practices Advisory Commission (UPPAC), Rules of Procedure: Notification to Educators, Complaints and Final Disciplinary Actions, Draft 1, on first reading and forward to the Board for approval on second and final reading.

The motion passed 2-1, with Member Hall opposed and Members Kerry and Longacre absent.

MOTION FOR THE BOARD: That the Board approve R277-211, Utah Professional Practices Advisory Commission (UPPAC), Rules of Procedure: Notification to Educators, Complaints and Final Disciplinary Actions, Draft 1, on second and final reading.

7.10 Board Policy 6001: Utah Professional Practices Advisory Commission (UPPAC) Code of Conduct (New)

Committee Discussion: Staff recommend consideration of Board Policy 6001 based on feedback in recent committee meetings. Concerns have been raised over the lack of a written conflict of interest and privacy policy for UPPAC. The

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proposed code of conduct in Board Policy 6001 has been reviewed by the commission and other key staff and seeks to proactively address these concerns.

Committee Action: Member Hall moved that the Committee continue Items 1.10 and 1.11 to the August Law and Licensing Committee meeting.

The motion failed 2-1, with Member Hall in favor and Members Kerry and Longacre absent.

Committee Action: No further action.

MOTION FOR THE BOARD: None.

7.11 Board Policy 6002: Utah Professional Practices Advisory Commission (UPPAC) Staff Requirements (New)

Committee Discussion: Three board members submitted a request for an agenda item to update requirements for UPPAC staff. Board Policy 6002 includes directives for staff for data tracking and records management.

Committee Action: No action.

MOTION FOR THE BOARD: None.

7.12 Sensitive Materials Timeline Update

Committee Discussion: During the May 18, 2026, Committee Meeting, Member Green made the following motion:

Member Green moved that the Standards and Assessment Committee direct staff to bring back a timeline for conducting a comprehensive review and audit of public school library material selection and acquisition practices in Utah, including funding sources, procurement procedures, vendor and publisher relationships, librarian qualifications and training, collection development standards, distributor influence, and the role of professional organizations in shaping library policies and purchasing decisions. The motion passed unanimously. See the timeline in the backup documentation.

During the June 5, 2026, Committee Meeting, Member Green made the following motion:

Member Green moved that the Standards and Assessment Committee direct staff to bring back a timeline for conducting a comprehensive review

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and audit of public school library material selection and acquisition practices in Utah, including funding sources, procurement procedures, vendor and publisher relationships, librarian qualifications and training, collection development standards, distributor influence, and the role of professional organizations in shaping library policies and purchasing decisions. The motion passed unanimously.

Additionally, the Committee asked for the request to include \$60,000 from discretionary funds to conduct the review.

Staff presented the 2026 Timeline Policy, Draft 1, for consideration and approval.

Committee Action: Member Hall moved that the Committee adopt the 2026 Timeline Policy, Draft 1, on first reading and appropriate \$60,000 from Board discretionary funds for implementation and forward to the Board for approval on second and final reading.

The motion passed unanimously, with Member Longacre absent.

MOTION FOR THE BOARD: That the Board adopt the 2026 Timeline Policy, Draft 1, on second and final reading and appropriate \$60,000 from Board discretionary funds for implementation.

7.13 Policy Request Items

Committee Discussion: A standing placeholder agenda item to allow the committee to discuss any policy requests that may arise.

Committee Action: Member Bollinger moved that the Committee direct staff to prepare a policy request to repeal Utah Code Subsection 53E-6-604(6).

The motion passed unanimously, with Members Longacre and Kerry absent.

MOTION FOR THE BOARD: None.

Adjournment

The meeting adjourned at 3:09 p.m.

UTAH STATE BOARD OF EDUCATION

Subject:

ACTION: R277-322, Local Education Agency (LEA) Codes of Conduct (Amendment)

Agenda item type:

Action Item

Recommended Action:

MOTION FOR THE BOARD: That the Board approve R277-322, Local Education Agency (LEA) Codes of Conduct, Draft 5, on second and final reading.

Purpose of Memo:

Requested by 3 or more members of the board

Background:

Summary of the Rule: Authorized by Utah Constitution Article X, Section 3, and Utah Code Sections 53E-3-401(4) and 63G-7-301, this rule grants the Utah State Board of Education the explicit authority to mandate that all LEAs adopt and strictly enforce appropriate behavior policies for their staff. 63G-7-301 also requires the Utah State Board of Education to develop a model code of conduct that sets the minimum requirements of an LEA code of conduct. Under the current draft of the rule, every school district and charter school must establish a code of conduct that is no less stringent than the Board's model policy, directly prohibiting physical, verbal, mental, and sexual abuse, as well as establishing clear parameters to prevent inappropriate boundary violations. Furthermore, R277-322 currently requires LEAs to set stringent guidelines for electronic and social media communications, mandate the immediate reporting of suspected child abuse or neglect, and ensure that all staff members undergo annual training and sign written acknowledgments committing to these ethical standards.

Background of the Discussion: The proposed revisions to this rule are the result of a Board Member Request from Board Members Kerry, Hall, Kelly, and Britton in August 2025. The rule was assigned to Law & Licensing Committee in October. After a series of discussions and early drafts, the Board voted to pause the conversation during the Legislative 2026 session and to bring the rule back for consideration in the April 2026 Law & Licensing Committee.

Current Draft: The most recent draft of revisions for R277-322 is title Draft 1a to distinguish it from the drafts that were discussed by the committee throughout Fall 2025.

Staff will present R277-322, Local Education Agency (LEA) Codes of Conduct, Draft 1, for consideration and approval.

Authorizing, and Implemented or Interpreted Law: [Art X Sec 3](#); [53E-3-401\(4\)](#); [63G-7-301](#)

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Attachments:

1. R277-322 - Draft 5- August 2026 Committee
2. R277-322 - Draft 1a - April 2026 Committee - Kerry
3. R277-322 - Draft 2a - April 2026 Committee - Lear
4. R277-322 - Draft 3a - June 2026 Committee - Kerry (2)
5. LEACodeConduct- Draft 1 - May Committee Meeting
6. R277-322 - Draft 3 - Kerry - October 2025 Committee
7. R277-322 - Draft 2 - Kerry - October 2025 Committee
8. R277-322 - Draft 1 - October 2025 Committee
9. R277-322 - Draft 2 - Kerry - October 2025 Committee
10. R277-322 Reporting Burden and Fiscal Impact Estimate Form (Draft 2)
11. R277-322 Reporting Burden and Fiscal Impact Estimate Form (Draft 3)
12. R277-322 Reporting Burden and Fiscal Impact Estimate Form May 2026
13. R277-322 Reporting Burden and Fiscal Impact Estimate Form June 2026

R277. Education, Administration.

R277-322. LEA Codes of Conduct.

R277-322-1. Authority~~[,]~~ and Purpose~~[, and Oversight Category]~~.

(1) This rule is authorized by:

(a) Utah Constitution Article X, Section 3, which vests general control and supervision over public education in the Board;

(b) Subsection 53E-3-401(4), which allows the Board to make rules to execute the Board's duties and responsibilities under the Utah Constitution and state law; and

(c) Section 63G-7-301, which requires the Board to create a model policy that:

(i) regulates behavior of a school [employee] staff member toward a student; and

(ii) includes a prohibition against any sexual conduct between [an] a [employee] staff member and a student and against the [employee] staff member and student sharing any sexually explicit or lewd communication, image, or photograph.

(2) The purpose of this rule is to ~~[require LEAs to create a code of conduct or appropriate behavior policy applicable to the LEA's staff]~~ have each LEA and school adopt a code of conduct, not less stringent than the model code of conduct in R277-322-4 that applies to all [employees] staff within the LEA or school.

(3) ~~[This Rule R277-322 is categorized as Category 2 as described in Rule R277-444]~~ (a) All provisions of this rule apply to all licensed educators.

(b) Nothing in this rule shall limit the Board's authority under Rules R277-210 through R277-217 to investigate or discipline licensed educators for violations of educator standards.

R277-322-2. Definitions.

(1) "Boundary violation" means the same as that term is defined in Rule R277-210.

~~[(2) "Personal identity characteristics" has the same meaning as defined in Section 53B-1-118.]~~

____ ~~[(3)]~~(2) "Promptly" means as soon as reasonably practicable under the circumstances.

~~[(4)]~~(3) "Retaliation" means intimidation, threats, coercion, harassment, adverse employment actions, or other speech or conduct that would discourage a reasonable person from reporting or participating in an investigation.

~~[(4)]~~(4) "Sexual conduct" means: ~~[any sexual contact or communication between a staff member and a student, including:~~

____ (a) "sexual abuse" as defined in Section 76-5-404.1;

____ (b) "sexual battery" as defined in Section 76-9-702.1; or

(c) a staff member and student sharing any sexually explicit or lewd communication, image, or photograph.]] [any verbal, written, visual, digital, or physical act or communication that is sexual in nature, sexualized, or reasonably perceived as intended to arouse sexual interest, normalize sexual behavior, or blur professional boundaries, including but not limited to:

(a) Sexualized speech, comments, jokes, narratives, hypotheticals, or discussions, whether explicit or implicit;

(b) Romantic or sexual expressions, flirtation, innuendo, or suggestive language;

(c) Electronic, digital, or social media communications of a sexual or romantic nature, including emojis, images, memes, or coded language;

(d) Discussion or depiction of sexual activity, sexual identity, sexual orientation, sexual preferences, or sexual experiences that is not age-appropriate, curriculum-aligned, or pedagogically necessary;

(e) Conduct that a reasonable person would view as creating a sexualized, intimidating, hostile, or boundary-eroding educational environment;

(f) Any attempt to initiate, encourage, normalize, or advance a sexual or romantic relationship with a student or minor, regardless of consent [or reciprocity];

(g) The sharing of any sexually explicit or lewd communication, image, or photograph;

~~(h) sexual abuse as defined in Section 76-5-404.1; or~~
~~(i) "sexual battery" as defined in Section 76-9-702.1]~~
(a) any sexual conduct or communication between a staff member and a student;
(b) "sexual abuse" as defined in Section 76-5-404.1;
(c) "sexual battery" as defined in Section 76-9-702.1; or
(d) a staff member and student sharing any sexually explicit or lewd
communication, image, or photograph.
(5) "Staff" or "staff member" means an employee, contractor, or volunteer with
significant unsupervised access to students.
(6) "Substantiated" means that an allegation has been proven through an
investigation or hearing process by a preponderance of competent evidence.

R277-322-3. Required Model Code of Conduct [Policy].
(1) The ~~[Superintendent]~~ Board ~~[shall create]~~ hereby creates a model code of
conduct ~~[or appropriate behavior policy]~~.
(2) A school ~~[employee]~~ staff member:
~~[(b)]~~ (a) [shall avoid any] may not engage in sexual [contact] conduct with a
student or minor while on school property or while acting within the scope of
employment;
~~[(a)]~~ (b) [while acting within the scope of employment,] while on school property
or while acting within the scope of employment, [shall avoid boundary violations] may not
commit boundary violations and shall maintain professional boundaries, as defined in
Rule R277-210, with a student or minor when the [employee] staff member knows or
reasonably should know that the individual is a student or minor;
~~[(b)]~~ (c) shall comply with the provisions of 65G-7-301 which require:

84 (i) [providing]participating in training on the code of conduct to the
85 [employee]staff; and
86 (ii) the [employee]staff member to sign a statement acknowledging that the
87 [employee]staff member has read and understands the code of conduct;
88 [(e)](d) shall comply with all federal, state, and local laws;
89 [(d)](e) shall treat [the] students with respect;
90 [(e)](f) shall promptly report any known or reasonably suspected violation of the
91 Code of Conduct to the appropriate school or LEA administrator in accordance with
92 applicable reporting policies and procedures; and
93 [(f)](g) shall report suspected child abuse or neglect to law enforcement or the
94 Division of Child and Family Services in accordance with Sections 53E-6-701 and 80-2-
95 602;
96 [(e)](h) [shall avoid the use of alcohol and illegal drugs]may not use alcohol or
97 illegal drugs while on duty or participating in a school-sponsored activity;
98 [(h)](i) shall avoid the use of prescription drugs while on duty or participating in a
99 school-sponsored activity, in a manner that impairs judgment or professional
100 performance;
101 (j) shall not engage in sexual conduct and shall act professionally while on school
102 property or during contracted time;
103 [(i)](j)shall act professionally and in a manner that upholds the integrity of the
104 school and the public education system, while on duty or participating in a school-
105 sponsored activity;
106 [(j)](k) shall maintain political neutrality in the performance of professional duties
107 while acting within the scope of employment or in an official capacity a school
108 [employee][staff or staff member] may not use or display partisan political language,
109 campaign materials, political party insignia, or advocacy symbols in the presence of
110 students, unless such use is directly related to instruction aligned with the approved
111 curriculum;-]

~~[(b) this includes, but is not limited to campaign slogans, political party insignia, or advocacy symbols, during work hours, on school property, or in connection with official LEA, or school, activities;]~~

(k) [An]A [employee]staff member may not plan, organize, promote, encourage, or participate in an unauthorized activity during the school day that disrupts instructional time or encourages or results in student nonattendance from scheduled classroom instruction;

~~[(k)]~~[(f)]~~(l)~~ subject to constitutional rights against self-incrimination, ~~[the]a~~ [employee] staff member shall fully cooperate with criminal or civil law enforcement, and an LEA, school, UPPAC, or Board investigation involving a student or [employee] staff by:

(i) responding truthfully and promptly to lawful inquiries;

(ii) providing relevant information within the [employee's] staff member's knowledge or possession; and

(iii) complying with lawful subpoenas, warrants, or other compulsory processes;

(l) shall not, while on school property, while acting within the scope of employment, or under circumstances in which a reasonable person would perceive the conduct as school-sponsored, invite, suggest, or encourage a student to reconsider or change the student's sexual orientation or gender identity; ~~[and]~~

~~[(m)]~~(m) shall annually attend abuse prevention training as required in Section 53G-9-207;

~~[(n)]~~(n) shall comply with the requirements of Section 76-5-404.1 regarding sexual abuse; and

~~[(e)]~~(o) shall comply with the requirements of Section 76-9-702.1 regarding sexual battery.

~~[(2) Each LEA and school shall adopt a code of conduct [or appropriate behavior policy] applicable to [the LEA's staff] all [employees][staff or staff member].~~

139 ~~_____ (3) An LEA's code of conduct or appropriate behavior policy, adopted pursuant~~
140 ~~to Subsection (2), may not be less stringent than the model code of conduct or~~
141 ~~appropriate behavior policy described in Subsection (1) and shall include, at a minimum:~~
142 ~~_____ (a) a statement that a staff member shall avoid boundary violations, as defined~~
143 ~~in Rule R277-210, with students;~~
144 ~~_____ (b) a statement that a staff member may not subject a student to:~~
145 ~~_____ (i) physical abuse;~~
146 ~~_____ (ii) verbal abuse;~~
147 ~~_____ (iii) sexual abuse; or~~
148 ~~_____ (iv) mental abuse;~~
149 ~~_____ (c) a statement that a staff member shall report any suspected incidents of:~~
150 ~~_____ (i) physical abuse;~~
151 ~~_____ (ii) verbal abuse;~~
152 ~~_____ (iii) sexual abuse;~~
153 ~~_____ (iv) mental abuse; or~~
154 ~~_____ (v) neglect;~~
155 ~~_____ (d) a statement that a staff member may not touch a student in a way that makes~~
156 ~~a reasonably objective student feel uncomfortable;~~
157 ~~_____ (e) a statement that a staff member may not participate in sexual conduct with a~~
158 ~~student;~~
159 ~~_____ (f) a statement regarding appropriate verbal or electronic communication~~
160 ~~between a staff member and a student;~~
161 ~~_____ (g) a statement regarding providing gifts, special favors, or preferential treatment~~
162 ~~to a student or group of students;~~
163 ~~_____ (h) a statement that a staff member may not discriminate against a student on~~
164 ~~the basis of the student's personal identity characteristics;~~
165 ~~_____ (i) a statement regarding appropriate use of electronic devices and social media~~
166 ~~for communication between a staff member and a student;~~

167 ~~—— (j) a statement regarding use of alcohol, tobacco, and illegal substances during~~
168 ~~work hours and on school property;~~
169 ~~—— (k) a statement that a staff member shall:~~
170 ~~—— (i) report any suspicion of child abuse or bullying to the proper authorities;~~
171 ~~—— (ii) annually read and sign all policies related to identifying, documenting, and~~
172 ~~reporting child abuse; and~~
173 ~~—— (iii) for an [employee]~~[staff or staff member]~~ or contractor, annually attend abuse~~
174 ~~prevention training required in Section 53G-9-207; and~~
175 ~~—— (4) An LEA shall post the LEA's code of conduct or appropriate behavior policy~~
176 ~~adopted pursuant to Subsection (2) on the LEA's website.~~
177 ~~—— (5) An LEA shall annually provide training to staff regarding the policy, including~~
178 ~~the staff member's responsibility to report and how to report:~~
179 ~~—— (a) known violations of the LEA's code of conduct or appropriate behavior policy;~~
180 ~~and~~
181 ~~—— (b) known violations of the Utah Educator Standards contained in Rule R277-~~
182 ~~217.~~
183 ~~—— (6) A staff member shall annually sign a statement acknowledging that the staff~~
184 ~~member has read and understands the code of conduct or appropriate behavior policy].~~
185 ~~[(a)(i) An LEA and school shall prohibit retaliation against an individual who, in~~
186 ~~good faith, reports a suspected violation of an LEA or school code of conduct, policy,~~
187 ~~Board rule, or the law.]~~
188 ~~(3) [(b)](a) [An]A [employee]staff member may not knowingly make a false report~~
189 ~~alleging a violation of the LEA's or school's code of conduct.~~
190 ~~[(ii)](b) [An]A [employee]staff member who retaliates against an individual for~~
191 ~~reporting alleged misconduct under this Code of Conduct may be subject to disciplinary~~
192 ~~action by the LEA or school, up to and including termination of employment; referral to~~
193 ~~UPPAC if the individual is licensed by the Board; and other remedies or penalties~~
194 ~~available under the law.~~

(4) [An] A [employee] staff member who knowingly makes a false, malicious, or frivolous report may be subject to disciplinary action by the LEA or school, up to and including termination of employment; referral to UPPAC if the individual is licensed by the Board; and other remedies or penalties available under the law.

(5) Nothing in this section shall be construed to discourage or penalize good-faith reports.

(6)[An] A [employee] staff member at an LEA or school that retaliates or facilitates retaliation against [an] a [employee] staff member for reporting an alleged violation of this code of conduct or R277-210 or R277-217 may be subject to disciplinary action by the LEA or school, up to and including termination of employment; corrective action or other sanctions in law and rule; or UPPAC action, if a licensed educator.

~~[(4) Staff responsible for implementing and monitoring compliance with 63G-7-301 and this Rule, including the LEA superintendent or director, may be subject to sanctions and UPPAC action.]~~

R277-322-4. LEA and School Responsibilities.

(1) Each LEA and school shall adopt a code of conduct, which may not be less stringent than the model code of conduct established in Section R277-322-3.

(2) The code of conduct adopted by an LEA or school under Subsection (1) shall include language regarding contractors and volunteers.

~~[(2)]~~(3) An LEA shall establish a hotline as described in Section R277-123-7 for students, parents, and personnel to report violations of Board rule and LEA policy, including the code of conduct, and in its training promote awareness of the [R277-123-7] required hotline.

~~[(3)]~~(4) An LEA, and each school, shall prominently post its code of conduct on its website.

~~[(4)]~~(5) An LEA and each public school shall provide code of conduct training to its [employees] staff and require each [employee] staff member to sign a statement

acknowledging that the ~~[employee]~~ staff member has read and understands the code of conduct.

~~[(5)]~~(6) An LEA shall submit an annual assurance to the Board consistent with this rule and Section 53G-10-206 verifying that the LEA and each school has complied with:

- (a) required code of conduct training;
- (b) obtained ~~[employee]~~ staff member acknowledgments;
- (c) posted its Code of Conduct as required; and
- (d) promoted R277-123-7 as required.

~~[(6)]~~(7) ~~[(a)]~~ An LEA shall annually submit to the Superintendent ~~[and the Board's Internal Audit Department]~~ aggregate data on substantiated code of conduct complaints, categories of violations, and [dispositions] outcomes ~~[Internal Audit]~~.

~~[(b)]~~ ~~[Internal Audit]~~ The Superintendent shall make the information submitted under Subsection ~~[(9)]~~(6) (a) available to the Board ~~[quarterly]~~annually.

~~[(7)]~~ An LEA, or school, shall report to the ~~[Board's Internal Audit Department]~~, in a manner prescribed by the ~~[department within 45 days, any [employee] staff at the LEA, or school, who:~~

~~[(a)]~~(8) resigns or retires in lieu of termination for conduct that violates sexual conduct provisions of the LEA's code of conduct ~~[or appropriate behavior policy]; or~~
~~(a) resigns, retires, or separates under an agreement that limits disclosure of the underlying reason for separation, including non-disclosure or confidentiality agreements, if the conduct involved potential violation of sexual conduct provisions of the LEA's, or school's, code of conduct]~~

~~(8)~~ A report under this Subsection ~~[(10)]~~(7) shall include, at a minimum:

- ~~(a) the individual's name and position or assignment;~~
 - ~~(b) the date of separation or LEA, or school, action;~~
 - ~~(c) the nature of the conduct that led to the separation or LEA, or school, action;~~
- and

~~_____ (d) whether the matter has been referred to law enforcement, UPPAC, or another regulatory authority.]~~

~~_____ [(9)](8) An LEA, or school, may not construe this section to prevent the LEA, or school, from making reports to law enforcement, UPPAC, or the Department of Health and Human Services as otherwise required by law.~~

~~_____ [(10)](9) (a) An LEA, or school, may not enter into any agreement that prevents or restricts the LEA, or school, from providing the notice required by this section.~~

~~_____ (b) An LEA , or school, may not enter into an agreement, or request [an]a [employee]staff member to enter into an agreement, which restricts or prohibits [an]a [employee]staff member from communicating or reporting any complaint or concern regarding the direct or indirect safety and welfare of a student or any inappropriate conduct by the LEA, or school, to law enforcement, a local board, the Board, or UPPAC.~~

~~_____ [(11)](10) The Superintendent shall classify a report submitted under Subsection [(10)](9) as private in accordance with Subsections 63G-2-302(2)(a) and (d).]~~

~~_____ (11) An LEA and school shall prohibit retaliation against an individual who, in good faith, reports a suspected violation of an LEA or school code of conduct, policy, Board rule, or the law.~~

~~_____ [(12)](12) An LEA, or school, shall update the website posting within [30]90 days of adopting or revising its code of conduct.~~

~~_____ [(13)](13) (a) Failure of an LEA, or school, to comply with this rule constitutes noncompliance subject to corrective action or sanctions.~~

~~_____ (b)(i) Repeated failure to abide by the provisions of 63G-7-301 or this Rule, may subject the LEA [or] ,school or administrators to corrective action or other sanctions.~~

~~_____ [(ii)] [Employees]Staff responsible for implementing and monitoring compliance with 63G-7-301 and this Rule, including the LEA superintendent, may be subject to sanctions and UPPAC action.]~~

R277-322-5. Superintendent Responsibilities

(1) The Superintendent shall classify a report submitted under Subsection (9) as private in accordance with Subsections 63G-2-302(2)(a) and (d).

~~[(14)] [The Board's Internal Audit Department shall prepare a report of all data collected under this rule every 90 days for the first year following the rule's enactment, and shall present the report to the Board during a monthly Board meeting in public or executive session, as the law permits]~~(2) The Superintendent shall prepare a report of all data collected under this rule and shall provide the report to the Board annually.

~~[R277-322-5. Retaliation and False Reports.~~

~~_____ (1)(a) An LEA and school shall prohibit retaliation against an individual who, in good faith, reports a suspected violation of LEA or school code of conduct, policy, Board rule, or the law.~~

~~_____ (b) An [employee][staff] who retaliates against an individual for reporting alleged misconduct under this Code of Conduct may be subject to:~~

~~_____ (i) disciplinary action by the LEA, up to and including termination of employment;~~

~~_____ (ii) referral to UPPAC if the individual is licensed by the Board; and~~

~~_____ (iii) other remedies or penalties available under the law.~~

~~_____ (2) An [employee][staff] may not knowingly make a false report alleging a violation of the LEA's or school's code of conduct.~~

~~_____ (3) An [employee][staff] who knowingly makes a false, malicious, or frivolous report may be subject to:~~

~~_____ (a) disciplinary action by the LEA or school, up to and including termination of employment;~~

~~_____ (b) referral to UPPAC if the individual is licensed by the Board; and~~

~~_____ (c) other remedies or penalties available under the law.~~

~~_____ (4) Nothing in this section shall be construed to discourage or penalize good-faith reports.~~

~~(5) An employeestaff at an LEA that retaliates or facilitates retaliation against~~
~~an employeestaff for reporting an alleged violation of this code of conduct or R277-~~
~~210 or R277-217 may be subject to:~~
~~(a) disciplinary action by the LEA, up to and including termination of employment;~~
~~(b) corrective action or other sanctions in law and rule; or~~
~~(c) UPPAC action, if a licensed educator.]~~

KEY: codes of conduct, appropriate behavior, employeestaff conduct

Date of Last Change: August 7, 2024

Notice of Continuation: June 7, 2024

Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53E-3-401(4); 63G-7-301

R277. Education, Administration.

R277-322. LEA Codes of Conduct.

R277-322-1. Authority and Purpose [~~and Oversight Category~~].

(1) This rule is authorized by:

(a) Utah Constitution Article X, Section 3, which vests general control and supervision over public education in the Board;

(b) Subsection 53E-3-401(4), which allows the Board to make rules to execute the Board's duties and responsibilities under the Utah Constitution and state law; and

(c) Section 63G-7-301, which requires the Board to create a model policy that:

(i) regulates behavior of a school employee toward a student; and

(ii) includes a prohibition against any sexual conduct between an employee and a student and against the employee and student sharing any sexually explicit or lewd communication, image, or photograph.

(2) The purpose of this rule is to ~~[require LEAs to create a code of conduct or appropriate behavior policy applicable to the LEA's staff]~~ have each LEA and school adopt a code of conduct, not less stringent than the model code of conduct in R277-322-4 that applies to all employees within the LEA.

~~(3)(a) All provisions of this rule apply to all licensed educators. [This Rule R277-326 is categorized as Category 2 as described in Rule R277-111].~~

(b) Nothing in this rule shall limit the Board's authority under Rules R277-210 through R277-217 to investigate or discipline licensed educators for violations of educator standards.

R277-322-2. Definitions.

(1) "Boundary violation" means the same as that term is defined in Rule R277-210.

(2) "Personal identity characteristics" has the same meaning as defined in Section 53B-1-118.

~~[(3) "Staff" or "staff member" means an employee, contractor, or volunteer with unsupervised access to students.]~~

(3) "Promptly" means as soon as reasonably practicable under the circumstances.

(4) "Retaliation" means intimidation, threats, coercion, harassment, adverse employment actions, or other speech or conduct that would discourage a reasonable person from reporting or participating in an investigation.

~~(4) "Sexual conduct" means [any sexual contact or communication between a staff member and a student, including:~~

~~—— (a) "sexual abuse" as defined in Section 76-5-404.1;~~

~~—— (b) "sexual battery" as defined in Section 76-9-702.1; or~~

~~(c) a staff member and student sharing any sexually explicit or lewd communication, image, or photograph.] any verbal, written, visual, digital, or physical act or communication that is sexual in nature, sexualized, or reasonably perceived as intended to arouse sexual interest, normalize sexual behavior, or blur professional boundaries, including but not limited to:~~

(a) Sexualized speech, comments, jokes, narratives, hypotheticals, or discussions, whether explicit or implicit;

(b) Romantic or sexual expressions, flirtation, innuendo, or suggestive language;

(c) Electronic, digital, or social-media communications of a sexual or romantic nature, including emojis, images, memes, or coded language;

(d) Discussion or depiction of sexual activity, sexual identity, sexual orientation, sexual preferences, or sexual experiences that is not age-appropriate, curriculum-aligned, or pedagogically necessary;

(e) Conduct that a reasonable person would view as creating a sexualized, intimidating, hostile, or boundary-eroding educational environment;

(f) Any attempt to initiate, encourage, normalize, or advance a sexual or romantic relationship with a student or minor, regardless of consent or reciprocity;

(g) The sharing of any sexually explicit or lewd communication, image, or photograph;

(h) sexual abuse as defined in Section 76-5-404.1; or

(i) "sexual battery" as defined in Section 76-9-702.1.

R277-322-3. Required Model Code of Conduct ~~[Policy]~~.

(1) The ~~[Superintendent]~~ Board ~~[shall create]~~ hereby creates a model code of conduct. ~~[or appropriate behavior policy].~~

(2) A school employee:

(a) while acting within the scope of employment, shall avoid boundary violations, as defined in Rule R277-210, with a student or minor when the employee knows or reasonably should know that the individual is a student or minor;

(b) shall comply with the provisions of 65G-7-301 which require:

(i) providing training on the code of conduct to the employee; and

(ii) the employee to sign a statement acknowledging that the employee has read and understands the code of conduct;

(c) shall comply with all federal, state, and local laws;

(d) shall treat the students with respect;

(e) shall promptly report any known or reasonably suspected violation of the Code of Conduct to the appropriate school or LEA administrator in accordance with applicable reporting policies and procedures; and

(f) shall report suspected child abuse or neglect to law enforcement or the Division of Child and Family Services in accordance with Sections 53E-6-701 and 80-2-602;

(g) shall avoid the use of alcohol and illegal drugs while on duty or participating in a school-sponsored activity;

83 (h) shall avoid the use of prescription drugs while on duty or participating in a
84 school-sponsored activity , in a manner that impairs judgment or professional
85 performance;

86 (i) shall act professionally and in a manner that upholds the integrity of the school
87 and the public education system, while on duty or participating in a school-sponsored
88 activity;

89 (j) shall maintain political neutrality in the performance of professional duties
90 while acting within the scope of employment or in an official capacity a school employee
91 may not use or display partisan political language, campaign materials, political party
92 insignia, or advocacy symbols in the presence of students, unless such use is directly
93 related to instruction aligned with the approved curriculum;

94 (k) this includes, but is not limited to campaign slogans, political party insignia, or
95 advocacy symbols, during work hours, on school property, or in connection with official
96 LEA, or school, activities;

97 (l) An employee may not plan, organize, promote, encourage, or participate in
98 an unauthorized activity during the school day that disrupts instructional time or
99 encourages or results in student nonattendance from scheduled classroom instruction;

100 (m) subject to constitutional rights against self-incrimination, the employee shall
101 fully cooperate with criminal or civil law enforcement, and an LEA, school, UPPAC, or
102 Board investigation involving a student or employee by:

103 (i) responding truthfully and promptly to lawful inquiries;

104 (ii) providing relevant information within the employee's knowledge or
105 possession; and

106 (iii) complying with lawful subpoenas, warrants, or other compulsory processes;

107 (n) shall not, while on school property, while acting within the scope of
108 employment, or under circumstances in which a reasonable person would perceive the
109 conduct as school-sponsored, invite, suggest, or encourage a student to reconsider or
110 change the student's sexual orientation or gender identity.; and

111 (m) shall annually attend abuse prevention training as required in Section 53G-9-207.

112 ~~[(2) Each LEA and school shall adopt a code of conduct [or appropriate behavior~~
113 ~~policy] applicable to [the LEA's staff] all employees.~~

114 ~~—— (3) An LEA's code of conduct or appropriate behavior policy, adopted pursuant~~
115 ~~to Subsection (2), may not be less stringent than the model code of conduct or~~
116 ~~appropriate behavior policy described in Subsection (1) and shall include, at a minimum:~~

117 ~~—— (a) a statement that a staff member shall avoid boundary violations, as defined~~
118 ~~in Rule R277-210, with students;~~

119 ~~—— (b) a statement that a staff member may not subject a student to:~~

120 ~~—— (i) physical abuse;~~

121 ~~—— (ii) verbal abuse;~~

122 ~~—— (iii) sexual abuse; or~~

123 ~~—— (iv) mental abuse;~~

124 ~~—— (c) a statement that a staff member shall report any suspected incidents of:~~

125 ~~—— (i) physical abuse;~~

126 ~~—— (ii) verbal abuse;~~

127 ~~—— (iii) sexual abuse;~~

128 ~~—— (iv) mental abuse; or~~

129 ~~—— (v) neglect;~~

130 ~~—— (d) a statement that a staff member may not touch a student in a way that makes~~
131 ~~a reasonably objective student feel uncomfortable;~~

132 ~~—— (e) a statement that a staff member may not participate in sexual conduct with a~~
133 ~~student;~~

134 ~~—— (f) a statement regarding appropriate verbal or electronic communication~~
135 ~~between a staff member and a student;~~

136 ~~—— (g) a statement regarding providing gifts, special favors, or preferential treatment~~
137 ~~to a student or group of students;~~

~~———— (h) a statement that a staff member may not discriminate against a student on the basis of the student's personal identity characteristics;~~

~~———— (i) a statement regarding appropriate use of electronic devices and social media for communication between a staff member and a student;~~

~~———— (j) a statement regarding use of alcohol, tobacco, and illegal substances during work hours and on school property;~~

~~———— (k) a statement that a staff member shall:~~

~~———— (i) report any suspicion of child abuse or bullying to the proper authorities;~~

~~———— (ii) annually read and sign all policies related to identifying, documenting, and reporting child abuse; and~~

~~———— (iii) for an employee or contractor, annually attend abuse prevention training required in Section 53G-9-207; and~~

~~———— (4) An LEA shall post the LEA's code of conduct or appropriate behavior policy adopted pursuant to Subsection (2) on the LEA's website.~~

~~———— (5) An LEA shall annually provide training to staff regarding the policy, including the staff member's responsibility to report and how to report:~~

~~———— (a) known violations of the LEA's code of conduct or appropriate behavior policy; and~~

~~———— (b) known violations of the Utah Educator Standards contained in Rule R277-217.~~

~~———— (6) A staff member shall annually sign a statement acknowledging that the staff member has read and understands the code of conduct or appropriate behavior policy].~~

R277-322-4. LEA and School Responsibilities.

(1) Each LEA and school shall adopt a code of conduct, which may not be less stringent than the model code of conduct established in Section R277-322-3.

_____ (2) An LEA shall establish a hotline as described in Section R277-123-7 for students, parents, and personnel to report violations of Board rule and LEA policy, including the code of conduct and in its training promote awareness of the R277-123-7.

_____ (3) An LEA, and each school, shall prominently post its code of conduct its website.

_____ (4) An LEA and each public school shall provide code of conduct training to its employees and require each employee to sign a statement acknowledging that the employee has read and understands the code of conduct.

_____ (5) An LEA shall submit an annual assurance to the Board consistent with this rule and Section 53G-10-206 verifying that the LEA and each school has complied with:

_____ (a) required code of conduct training;

_____ (b) obtained employee acknowledgments;

_____ (c) posted its Code of Conduct as required; and

_____ (d) promoted R277-123-7 as required.

_____ (6) (a) An LEA shall annually submit to the Superintendent and the Board's Internal Audit Department aggregate data on code of conduct complaints, categories of violations, and dispositions Internal Audit.

_____ (b) Internal Audit shall make the information submitted under Subsection (9)(a) available to the Board quarterly.

_____ (7) An LEA, or school, shall report to the Board's Internal Audit Department, in a manner prescribed by the department, within 45 days, any employee at the LEA, or school, who:

_____ (a) resigns or retires in lieu of termination for conduct that violates sexual conduct provisions of the LEA's code of conduct or appropriate behavior policy; or

_____ (b) resigns or separates under an agreement that limits disclosure of the underlying reason for separation, including non-disclosure or confidentiality agreements, if the conduct involved potential violation of sexual conduct provisions of the LEA's, or school's, code of conduct

_____ (8)A report under this Subsection (10) shall include, at a minimum:

_____ (a) the individual's name and position or assignment;

_____ (b) the date of separation or LEA, or school, action;

_____ (c) the nature of the conduct that led to the separation or LEA, or school, action;

and

_____ (d) whether the matter has been referred to law enforcement, UPPAC, or another regulatory authority.

_____ (9) An LEA, or school, may not construe this section to prevent the LEA, or school, from making reports to law enforcement, UPPAC, or the Department of Health and Human Services as otherwise required by law.

_____ (10) (a) An LEA, or school, may not enter into any agreement that prevents or restricts the LEA, or school, from providing the notice required by this section.

_____ (b) An LEA, or school, may not enter into an agreement, which restricts or prohibits an employee from communicating or reporting any complaint or concern regarding the direct or indirect safety and welfare of students or any inappropriate conduct by the LEA, or school, to law enforcement, a local board, or the Board.

_____ (11)The Superintendent shall classify a report submitted under Subsection (10) as private in accordance with Subsections 63G-2-302(2)(a) and (d).

_____ (12)An LEA, or school, shall update the website posting within 30 days of adopting or revising its code of conduct.

_____ (13)(a) Failure of an LEA, or school, to comply with this rule constitutes noncompliance subject to corrective action or sanctions

_____ (b)(i) Repeated failure to abide by the provisions of 63G-7-301 or this Rule, may subject the LEA or school to corrective action or other sanctions.

_____ (ii) Employees responsible for implementing and monitoring compliance with 63G-7-301 and this Rule, including the LEA superintendent, may be subject to sanctions and UPPAC action.

R277-322-5. Retaliation and False Reports.

(1)(a) An LEA and school shall prohibit retaliation against an individual who, in good faith, reports a suspected violation of LEA or school code of conduct, policy, Board rule, or the law.

(b) An employee who retaliates against an individual for reporting alleged misconduct under this Code of Conduct may be subject to:

(i) disciplinary action by the LEA, up to and including termination of employment;

(ii) referral to UPPAC if the individual is licensed by the Board; and

(iii) other remedies or penalties available under the law.

(2) An employee may not knowingly make a false report alleging a violation of the LEA's or school's code of conduct.

(3) An employee who knowingly makes a false, malicious, or frivolous report may be subject to:

(a) disciplinary action by the LEA or school, up to and including termination of employment;

(b) referral to UPPAC if the individual is licensed by the Board; and

(c) other remedies or penalties available under the law.

(4) Nothing in this section shall be construed to discourage or penalize good-faith reports.

(5) An employee at an LEA that retaliates or facilitates retaliation against an employee for reporting an alleged violation of this code of conduct or R277-210 or R277-217 may be subject to:

(a) disciplinary action by the LEA, up to and including termination of employment;

(b) corrective action or other sanctions in law and rule; or

(c) UPPAC action, if a licensed educator.

KEY: codes of conduct, appropriate behavior, employee conduct

Date of Last Change: August 7, 2024

248 **Notice of Continuation: June 7, 2024**

249 **Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53E-3-401(4); 63G-**
250 **7-301**

251

252

R277. Education, Administration.

R277-322. LEA Codes of Conduct.

R277-322-1. Authority and Purpose [~~and Oversight Category~~].

(1) This rule is authorized by:

(a) Utah Constitution Article X, Section 3, which vests general control and supervision over public education in the Board;

(b) Subsection 53E-3-401(4), which allows the Board to make rules to execute the Board's duties and responsibilities under the Utah Constitution and state law; and

(c) Section 63G-7-301, which requires the Board to create a model policy that

(i) regulates behavior of a school employee toward a student;

(ii) provides for waiver of immunity from suit for sexual battery or sexual abuse unless the public school has provided training on a code of conduct as defined in Sec. 63G-7-301(3)(a)(i) and required employees to sign a statement acknowledging that employees read and understood the agency's code of conduct.

(2) The purpose of this rule is to:

(a) [~~require LEAs to create a code of conduct or appropriate behavior policy applicable to the LEA's staff.~~] require that each LEA and school adopt a code of conduct, not less stringent than the model code of conduct defined in Section 63G-7-301(3) that applies to all employees within the LEA;

(b) require that the LEA or school provide training on the locally adopted code of conduct; and

(c) require that all employees sign a statement acknowledging having read and understood the required code of conduct.

~~[(3) This Rule R277-326 is categorized as Category 2 as described in Rule R277-111.]~~

(3) Nothing in this rule shall limit the Board's authority under Rules R277-210 through R277-217 to investigate or discipline licensed educators for violations of public educator standards.

R277-322-2. Definitions.

~~[(1) "Boundary violation" means the same as that term is defined in Rule R277-210.~~

~~—— (2) "Personal identity characteristics" has the same meaning as defined in Section 53B-1-118.~~

~~—— (3) "Staff" or "staff member" means an employee, contractor, or volunteer with unsupervised access to students.]~~

(1) "Employee" means a school volunteer who is given significant unsupervised access to students; and

(a) the same as 63G-7-102(3)(i), (iii), (vi), (vii), and (x).

(2) "Promptly" means as soon as reasonably practicable under the circumstances.

(3) "Retaliation" means intimidation, threats, coercion, harassment, adverse employment actions, or other speech or conduct that would discourage a reasonable person from reporting or participating in an investigation.

(4) "Sexual conduct" means any sexual contact or communication between a staff member and a student, including:

(a) "sexual abuse" as defined in Section 76-5-404.1; or

(b) "sexual battery" as defined in Section 76-9-702.1. [or

~~—— (c) a staff member and student sharing any sexually explicit or lowd communication, image, or photograph.]~~

(5) "UPPAC" means the Utah Professional Practices Advisory Commission.

R277-322-3. Incorporation by Reference Model Code of Conduct.

(1) This rule incorporates by reference the model code of conduct dated April 2026.

(2) A copy of this document is located at

- 57 (a) <https://schools.utah.gov/administrativerules/documentsincorporated>; and
58 (b) the offices of the Utah State Board of Education.

59
60 **R277-322-4. Board Responsibilities.**

61 (1) The ~~[Superintendent]~~ Board ~~[shall create]~~ hereby creates a model code of
62 conduct. ~~[or appropriate behavior policy]~~ .

63 (a) The Superintendent shall classify a report submitted under Subsection (10) as
64 private in accordance with Subsections 63G-2-302(2)(a) and (d).

65 (2) The Board shall receive and monitor assurances regarding the code of
66 conduct.

67
68 **R277-322-5 LEA Responsibilities**

69 ~~[(2)]~~ (1) Each LEA shall adopt a code of conduct ~~[or appropriate behavior policy]~~
70 applicable to all LEA employees ~~[to the LEA's staff]~~.

71 (a) An LEA's code of conduct ~~[or appropriate behavior policy]~~ adopted pursuant
72 to 63G-7-301 ~~[Subsection (2)]~~, may not be less stringent than the model code of
73 conduct ~~[or appropriate behavior policy]~~ [described] incorporated by reference in
74 Subsection (3) ~~[and shall include, at a minimum:]~~;

75 (2) An LEA shall:

76 (a) review its code of conduct annually in a regular board meeting.

77 (b) establish a hotline as described in Section R277-123-7 for students, parents,
78 and personnel to report violations of law and LEA policy, including the code of conduct.

79 (c) prominently post its code of conduct on its website; and

80 (d) update any changes to its code of conduct within 30 days.

81 (3) An LEA shall provide code of conduct training to its employees and require
82 each employee to sign a statement acknowledging that the employee has read and
83 understands the code of conduct;

84 (4) An LEA shall submit an annual assurance to the Board consistent with this
85 rule and Section 53G-10-206 verifying that the LEA has complied with this rule.

86 (5) An LEA or school may not enter into an agreement which restricts or prohibits
87 an employee from communicating or reporting any complaint or concern regarding the
88 direct or indirect safety and welfare of students or any inappropriate conduct by the LEA
89 or school to law enforcement, a local board, or the Board.

90 ~~[(a) a statement that a staff member shall avoid boundary violations, as defined~~
91 ~~in Rule R277-210, with students;~~

92 ~~—— (b) a statement that a staff member may not subject a student to:~~

93 ~~—— (i) physical abuse;~~

94 ~~—— (ii) verbal abuse;~~

95 ~~—— (iii) sexual abuse; or~~

96 ~~—— (iv) mental abuse;~~

97 ~~—— (c) a statement that a staff member shall report any suspected incidents of:~~

98 ~~—— (i) physical abuse;~~

99 ~~—— (ii) verbal abuse;~~

100 ~~—— (iii) sexual abuse;~~

101 ~~—— (iv) mental abuse; or~~

102 ~~—— (v) neglect;~~

103 ~~—— (d) a statement that a staff member may not touch a student in a way that makes~~
104 ~~a reasonably objective student feel uncomfortable;~~

105 ~~—— (e) a statement that a staff member may not participate in sexual conduct with a~~
106 ~~student;~~

107 ~~—— (f) a statement regarding appropriate verbal or electronic communication~~
108 ~~between a staff member and a student;~~

109 ~~—— (g) a statement regarding providing gifts, special favors, or preferential treatment~~
110 ~~to a student or group of students;~~

~~———— (h) a statement that a staff member may not discriminate against a student on
the basis of the student's personal identity characteristics;
———— (i) a statement regarding appropriate use of electronic devices and social media
for communication between a staff member and a student;
———— (j) a statement regarding use of alcohol, tobacco, and illegal substances during
work hours and on school property;
———— (k) a statement that a staff member shall:
———— (i) report any suspicion of child abuse or bullying to the proper authorities;
———— (ii) annually read and sign all policies related to identifying, documenting, and
reporting child abuse; and
———— (iii) for an employee or contractor, annually attend abuse prevention training
required in Section 53G-9-207; and
———— (4) An LEA shall post the LEA's code of conduct or appropriate behavior policy
adopted pursuant to Subsection (2) on the LEA's website.
———— (5) An LEA shall annually provide training to staff regarding the policy, including
the staff member's responsibility to report and how to report:
———— (a) known violations of the LEA's code of conduct or appropriate behavior policy;
and
———— (b) known violations of the Utah Educator Standards contained in Rule R277-
217.
———— (6) A staff member shall annually sign a statement acknowledging that the staff
member has read and understands the code of conduct or appropriate behavior policy.]~~

R277-322-6 Employee Responsibilities

(1) A school employee:
(a) shall comply with all federal, state, and local laws;
(b) shall annually sign a written acknowledgement of having read and understood
the code of conduct;

_____ (c) shall receive training on the code of conduct;

_____ (d) shall promptly report any known or reasonably suspected violation of the code of conduct to the appropriate school or LEA administrator in accordance with applicable reporting policies and procedures; and

_____ (e) subject to constitutional rights against self-incrimination, the employee shall fully cooperate with criminal or civil law enforcement, and an LEA, school, UPPAC, or Board investigation

R277-322-7 Retaliation and False Reports.

_____ (1)(a) An LEA shall prohibit retaliation against an individual who, in good faith, reports a suspected violation of LEA code of conduct, LEA policy, or the law.

_____ (b) An employee who retaliates against an individual for reporting alleged misconduct under this code of conduct may be subject to:

- _____ (i) disciplinary action by the LEA, up to and including termination of employment;
- _____ (ii) referral to UPPAC if the individual is licensed by the Board; and
- _____ (iii) other remedies or penalties available under the law.

_____ (2) An employee may not knowingly make a false report alleging a violation of the LEA's code of conduct.

_____ (3) An employee who knowingly makes a false, malicious, or frivolous report may be subject to:

- _____ (a) disciplinary action by the LEA, up to and including termination of employment;
- _____ (b) referral to UPPAC if the individual is licensed by the Board; and
- _____ (c) other remedies or penalties available under the law.

_____ (4) Nothing in this section shall be construed to discourage or penalize good faith reports.

_____ (5) An LEA employee that retaliates or facilitates retaliation against an employee for reporting an alleged violation of this code of conduct or R277-210 or R277-217 may be subject to:

- (a) disciplinary action by the LEA, up to and including termination of employment;
- (b) corrective action or other sanctions in law and rule; or
- (c) UPPAC action, if a licensed educator.

KEY: codes of conduct, appropriate behavior, employee conduct

Date of Last Change: August 7, 2024

Notice of Continuation: June 7, 2024

Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53E-3-401(4); 63G-7-301

R277. Education, Administration.

R277-322. LEA Codes of Conduct.

R277-322-1. Authority[, and Purpose[, and Oversight Category].

(1) This rule is authorized by:

(a) Utah Constitution Article X, Section 3, which vests general control and supervision over public education in the Board;

(b) Subsection 53E-3-401(4), which allows the Board to make rules to execute the Board's duties and responsibilities under the Utah Constitution and state law; and

(c) Section 63G-7-301, which requires the Board to create a model policy that:

(i) regulates behavior of a school employee toward a student; and

(ii) includes a prohibition against any sexual conduct between an employee and a student and against the employee and student sharing any sexually explicit or lewd communication, image, or photograph.

(2) The purpose of this rule is to ~~[require LEAs to create a code of conduct or appropriate behavior policy applicable to the LEA's staff]~~ have each LEA and school adopt a code of conduct, not less stringent than the model code of conduct in R277-322-4 that applies to all employees within the LEA or school.

~~(3) [This Rule R277-322 is categorized as Category 2 as described in Rule R277-444]~~ (a) All provisions of this rule apply to all licensed educators.

(b) Nothing in this rule shall limit the Board's authority under Rules R277-210 through R277-217 to investigate or discipline licensed educators for violations of educator standards.

R277-322-2. Definitions.

(1) "Boundary violation" means the same as that term is defined in Rule R277-210.

~~[(2) "Personal identity characteristics" has the same meaning as defined in Section 53B-1-118.]~~

~~[(3) "Staff" or "staff member" means an employee, contractor, or volunteer with unsupervised access to students.]~~

(3) "Promptly" means as soon as reasonably practicable under the circumstances.

(4) "Retaliation" means intimidation, threats, coercion, harassment, adverse employment actions, or other speech or conduct that would discourage a reasonable person from reporting or participating in an investigation.

~~(4) "Sexual conduct" means [any sexual contact or communication between a staff member and a student, including:~~

~~—— (a) "sexual abuse" as defined in Section 76-5-404.1;~~

~~—— (b) "sexual battery" as defined in Section 76-9-702.1; or~~

~~(c) a staff member and student sharing any sexually explicit or lewd communication, image, or photograph.] any verbal, written, visual, digital, or physical act or communication that is sexual in nature, sexualized, or reasonably perceived as intended to arouse sexual interest, normalize sexual behavior, or blur professional boundaries, including but not limited to:~~

(a) Sexualized speech, comments, jokes, narratives, hypotheticals, or discussions, whether explicit or implicit;

(b) Romantic or sexual expressions, flirtation, innuendo, or suggestive language;

(c) Electronic, digital, or social-media communications of a sexual or romantic nature, including emojis, images, memes, or coded language;

(d) Discussion or depiction of sexual activity, sexual identity, sexual orientation, sexual preferences, or sexual experiences that is not age-appropriate, curriculum-aligned, or pedagogically necessary;

(e) Conduct that a reasonable person would view as creating a sexualized, intimidating, hostile, or boundary-eroding educational environment;

(f) Any attempt to initiate, encourage, normalize, or advance a sexual or romantic relationship with a student or minor, regardless of consent ~~[or reciprocity];~~

(g) The sharing of any sexually explicit or lewd communication, image, or photograph;

(h) sexual abuse as defined in Section 76-5-404.1; or

(i) "sexual battery" as defined in Section 76-9-702.1.

R277-322-3. Required Model Code of Conduct [Policy].

(1) The ~~[Superintendent]~~ Board ~~[shall create]~~ hereby creates a model code of conduct. ~~[or appropriate behavior policy].~~

(2) A school employee:

(a) ~~[while acting within the scope of employment,]~~ while on school property or while acting within the scope of employment, shall avoid boundary violations, as defined in Rule R277-210, with a student or minor when the employee knows or reasonably should know that the individual is a student or minor;

(b) shall avoid any sexual contact with a student or minor while on school property or while acting within the scope of employment;

~~[(b)]~~ (c) shall comply with the provisions of 65G-7-301 which require:

(i) providing training on the code of conduct to the employee; and

(ii) the employee to sign a statement acknowledging that the employee has read and understands the code of conduct;

~~[(e)]~~ (d) shall comply with all federal, state, and local laws;

~~[(d)]~~ (e) shall treat the students with respect;

~~[(e)]~~ (f) shall promptly report any known or reasonably suspected violation of the Code of Conduct to the appropriate school or LEA administrator in accordance with applicable reporting policies and procedures; and

~~[(f)]~~ (g) shall report suspected child abuse or neglect to law enforcement or the Division of Child and Family Services in accordance with Sections 53E-6-701 and 80-2-602;

[(g)](h) shall avoid the use of alcohol and illegal drugs while on duty or participating in a school-sponsored activity;

[(h)](i) shall avoid the use of prescription drugs while on duty or participating in a school-sponsored activity, in a manner that impairs judgment or professional performance;

[(i)](i) shall act professionally and in a manner that upholds the integrity of the school and the public education system, while on duty or participating in a school-sponsored activity;

~~[(j)](k) shall maintain political neutrality in the performance of professional duties while acting within the scope of employment or in an official capacity a school employee may not use or display partisan political language, campaign materials, political party insignia, or advocacy symbols in the presence of students, unless such use is directly related to instruction aligned with the approved curriculum;]~~

~~[(b) this includes, but is not limited to campaign slogans, political party insignia, or advocacy symbols, during work hours, on school property, or in connection with official LEA, or school, activities;~~

(k) An employee may not plan, organize, promote, encourage, or participate in an unauthorized activity during the school day that disrupts instructional time or encourages or results in student nonattendance from scheduled classroom instruction;]

[(k)](l) subject to constitutional rights against self-incrimination, the employee shall fully cooperate with criminal or civil law enforcement, and an LEA, school, UPPAC, or Board investigation involving a student or employee by:

(i) responding truthfully and promptly to lawful inquiries;

(ii) providing relevant information within the employee's knowledge or possession; and

(iii) complying with lawful subpoenas, warrants, or other compulsory processes;

(l) shall not, while on school property, while acting within the scope of employment, or under circumstances in which a reasonable person would perceive the

conduct as school-sponsored, invite, suggest, or encourage a student to reconsider or change the student's sexual orientation or gender identity; ~~[and]~~

(m) shall annually attend abuse prevention training as required in Section 53G-9-207; (n) shall comply with the requirements of Section 76-5-404.1 regarding sexual abuse;
and

(o) shall comply with the requirements of Section 76-9-702.1 regarding sexual battery.

~~[(2) Each LEA and school shall adopt a code of conduct [or appropriate behavior policy] applicable to [the LEA's staff] all employees.~~

~~—— (3) An LEA's code of conduct or appropriate behavior policy, adopted pursuant to Subsection (2), may not be less stringent than the model code of conduct or appropriate behavior policy described in Subsection (1) and shall include, at a minimum:~~

~~—— (a) a statement that a staff member shall avoid boundary violations, as defined in Rule R277-210, with students;~~

~~—— (b) a statement that a staff member may not subject a student to:~~

~~—— (i) physical abuse;~~

~~—— (ii) verbal abuse;~~

~~—— (iii) sexual abuse; or~~

~~—— (iv) mental abuse;~~

~~—— (c) a statement that a staff member shall report any suspected incidents of:~~

~~—— (i) physical abuse;~~

~~—— (ii) verbal abuse;~~

~~—— (iii) sexual abuse;~~

~~—— (iv) mental abuse; or~~

~~—— (v) neglect;~~

~~—— (d) a statement that a staff member may not touch a student in a way that makes a reasonably objective student feel uncomfortable;~~

~~—— (e) a statement that a staff member may not participate in sexual conduct with a student;~~

140 ~~—— (f) a statement regarding appropriate verbal or electronic communication~~
141 ~~between a staff member and a student;~~

142 ~~—— (g) a statement regarding providing gifts, special favors, or preferential treatment~~
143 ~~to a student or group of students;~~

144 ~~—— (h) a statement that a staff member may not discriminate against a student on~~
145 ~~the basis of the student's personal identity characteristics;~~

146 ~~—— (i) a statement regarding appropriate use of electronic devices and social media~~
147 ~~for communication between a staff member and a student;~~

148 ~~—— (j) a statement regarding use of alcohol, tobacco, and illegal substances during~~
149 ~~work hours and on school property;~~

150 ~~—— (k) a statement that a staff member shall:~~

151 ~~—— (i) report any suspicion of child abuse or bullying to the proper authorities;~~

152 ~~—— (ii) annually read and sign all policies related to identifying, documenting, and~~
153 ~~reporting child abuse; and~~

154 ~~—— (iii) for an employee or contractor, annually attend abuse prevention training~~
155 ~~required in Section 53G-9-207; and~~

156 ~~—— (4) An LEA shall post the LEA's code of conduct or appropriate behavior policy~~
157 ~~adopted pursuant to Subsection (2) on the LEA's website.~~

158 ~~—— (5) An LEA shall annually provide training to staff regarding the policy, including~~
159 ~~the staff member's responsibility to report and how to report:~~

160 ~~—— (a) known violations of the LEA's code of conduct or appropriate behavior policy;~~
161 ~~and~~

162 ~~—— (b) known violations of the Utah Educator Standards contained in Rule R277-~~
163 ~~217.~~

164 ~~—— (6) A staff member shall annually sign a statement acknowledging that the staff~~
165 ~~member has read and understands the code of conduct or appropriate behavior policy].~~

166 [\(3\) Retaliation and False Reports.](#)

(a)(i) An LEA and school shall prohibit retaliation against an individual who, in good faith, reports a suspected violation of an LEA or school code of conduct, policy, Board rule, or the law.

(ii) An employee who retaliates against an individual for reporting alleged misconduct under this Code of Conduct may be subject to disciplinary action by the LEA or school, up to and including termination of employment; referral to UPPAC if the individual is licensed by the Board; and other remedies or penalties available under the law.

(b) An employee may not knowingly make a false report alleging a violation of the LEA's or school's code of conduct.

(c) An employee who knowingly makes a false, malicious, or frivolous report may be subject to disciplinary action by the LEA or school, up to and including termination of employment; referral to UPPAC if the individual is licensed by the Board; and other remedies or penalties available under the law.

(d) Nothing in this section shall be construed to discourage or penalize good-faith reports.

(e)(i) An employee at an LEA or school that retaliates or facilitates retaliation against an employee for reporting an alleged violation of this code of conduct or R277-210 or R277-217 may be subject to disciplinary action by the LEA or school, up to and including termination of employment; corrective action or other sanctions in law and rule; or

(ii) UPPAC action, if a licensed educator.

R277-322-4. LEA and School Responsibilities.

(1) Each LEA and school shall adopt a code of conduct, which may not be less stringent than the model code of conduct established in Section R277-322-3.

(2) An LEA shall establish a hotline as described in Section R277-123-7 for students, parents, and personnel to report violations of Board rule and LEA policy,

including the code of conduct, and in its training promote awareness of the ~~[R277-123-7]~~ required hotline.

(3) An LEA, and each school, shall prominently post its code of conduct its website.

(4) An LEA and each public school shall provide code of conduct training to its employees and require each employee to sign a statement acknowledging that the employee has read and understands the code of conduct.

(5) An LEA shall submit an annual assurance to the Board consistent with this rule and Section 53G-10-206 verifying that the LEA and each school has complied with:

(a) required code of conduct training;

(b) obtained employee acknowledgments;

(c) posted its Code of Conduct as required; and

(d) promoted R277-123-7 as required.

(6) (a) An LEA shall annually submit to the Superintendent ~~[and the Board's Internal Audit Department]~~ aggregate data on code of conduct complaints, categories of violations, and dispositions ~~[Internal Audit]~~.

(b) ~~[Internal Audit]~~ The Superintendent shall make the information submitted under Subsection ~~[(9)]~~ (6) (a) available to the Board quarterly.

~~[(7) An LEA, or school, shall report to the [Board's Internal Audit Department], in a manner prescribed by the [department within 45 days, any employee at the LEA, or school, who:~~

~~[(a)](8) resigns or retires in lieu of termination for conduct that violates sexual conduct provisions of the LEA's code of conduct [or appropriate behavior policy]; or~~

~~(a) resigns, retires, or separates under an agreement that limits disclosure of the underlying reason for separation, including non-disclosure or confidentiality agreements, if the conduct involved potential violation of sexual conduct provisions of the LEA's, or school's, code of conduct]~~

(8) A report under this Subsection ~~[(10)]~~ (7) shall include, at a minimum:

223 _____ (a) the individual's name and position or assignment;
224 _____ (b) the date of separation or LEA, or school, action;
225 _____ (c) the nature of the conduct that led to the separation or LEA, or school, action;
226 and
227 _____ (d) whether the matter has been referred to law enforcement, UPPAC, or another
228 regulatory authority.
229 _____ (9) An LEA, or school, may not construe this section to prevent the LEA, or
230 school, from making reports to law enforcement, UPPAC, or the Department of Health
231 and Human Services as otherwise required by law.
232 _____ (10) (a) An LEA, or school, may not enter into any agreement that prevents or
233 restricts the LEA, or school, from providing the notice required by this section.
234 _____ (b) An LEA , or school, may not enter into an agreement, [or request an employee](#)
235 [to enter into an agreement](#), which restricts or prohibits an employee from
236 communicating or reporting any complaint or concern regarding the direct or indirect
237 safety and welfare of [a](#) student or any inappropriate conduct by the LEA, or school, to
238 law enforcement, a local board, the Board, [or UPPAC](#).
239 _____ (11)The Superintendent shall classify a report submitted under Subsection (10)
240 as private in accordance with Subsections 63G-2-302(2)(a) and (d).
241 _____ (12)An LEA, or school, shall update the website posting within 30 days of
242 adopting or revising its code of conduct.
243 _____ (13)(a) Failure of an LEA, or school, to comply with this rule constitutes
244 noncompliance subject to corrective action or sanctions
245 _____ (b)(i) Repeated failure to abide by the provisions of 63G-7-301 or this Rule, may
246 subject the LEA or school to corrective action or other sanctions.
247 _____ (ii) Employees responsible for implementing and monitoring compliance with
248 63G-7-301 and this Rule, including the LEA superintendent, may be subject to
249 sanctions and UPPAC action.

(14) The Board's Internal Audit Department shall prepare a report of all data collected under this rule every 90 days for the first year following the rule's enactment, and shall present the report to the Board during a monthly Board meeting in public or executive session, as the law permits.

~~[R277-322-5. Retaliation and False Reports.~~

~~———— (1)(a) An LEA and school shall prohibit retaliation against an individual who, in good faith, reports a suspected violation of LEA or school code of conduct, policy, Board rule, or the law.~~

~~———— (b) An employee who retaliates against an individual for reporting alleged misconduct under this Code of Conduct may be subject to:~~

~~———— (i) disciplinary action by the LEA, up to and including termination of employment;~~

~~———— (ii) referral to UPPAC if the individual is licensed by the Board; and~~

~~———— (iii) other remedies or penalties available under the law.~~

~~———— (2) An employee may not knowingly make a false report alleging a violation of the LEA's or school's code of conduct.~~

~~———— (3) An employee who knowingly makes a false, malicious, or frivolous report may be subject to:~~

~~———— (a) disciplinary action by the LEA or school, up to and including termination of employment;~~

~~———— (b) referral to UPPAC if the individual is licensed by the Board; and~~

~~———— (c) other remedies or penalties available under the law.~~

~~———— (4) Nothing in this section shall be construed to discourage or penalize good faith reports.~~

~~———— (5) An employee at an LEA that retaliates or facilitates retaliation against an employee for reporting an alleged violation of this code of conduct or R277-210 or R277-217 may be subject to:~~

~~(a) disciplinary action by the LEA, up to and including termination of employment;~~

~~(b) corrective action or other sanctions in law and rule; or~~

~~(c) UPPAC action, if a licensed educator.]~~

KEY: codes of conduct, appropriate behavior, employee conduct

Date of Last Change: August 7, 2024

Notice of Continuation: June 7, 2024

Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53E-3-401(4); 63G-7-301

USBE MODEL LEA CODE OF CONDUCT~~**/APPROPRIATE BEHAVIOR POLICY**~~

1. PURPOSE AND PHILOSOPHY

The [Governing Board of LEA] is committed to establishing and maintaining appropriate standards of conduct between ~~[staff members]~~ employees and students. These standards of conduct ~~[are]~~ also ~~[known as]~~ include professional boundaries. ~~[staff members]~~ During contract hours, assigned volunteer hours, or while supervising students, employees shall maintain professional and appropriate demeanor and relationships with students~~[, both during and outside of school hours, as well as both on and off campus,]~~ that foster an effective, non-disruptive and safe learning environment.

2. DEFINITIONS

- i) "Boundary violation" means crossing verbal, physical, emotional, or social lines that ~~[staff]~~ employees must maintain in order to ensure structure, security, and predictability in an educational environment.
- i) A "boundary violation" may include the following, depending on the circumstances:
 - (1) isolated, one-on-one interactions with a student out of the line of sight of others;
 - (2) meeting with a student in rooms with covered or blocked windows consistent with LEA school safety policies;
 - (3) telling risqué jokes to, or in the presence of a student;
 - (4) employing favoritism to a student;
 - (5) giving gifts to individual students;
 - (6) ~~[staff member]~~ employee initiated frontal hugging or other uninvited touching;
 - (7) photographing an individual student for a non-educational purpose or use;
 - (8) engaging in inappropriate or unprofessional contact outside of educational program activities;
 - (9) exchanging personal email or phone numbers with a student for a non-educational purpose or use;
 - (10) interacting privately with a student through social media, computer, or

[~~handheld~~] electronic devices; and
(11) discussing an employee's personal life or personal issues with a student.

ii) "Boundary violation" does not include:

- (1) offering praise, encouragement, or acknowledgment;
- (2) offering rewards available to all who achieve;
- (3) asking permission to touch for necessary purposes;
- (4) giving a pat on the back or a shoulder;
- (5) giving a side hug;
- (6) giving a handshake or high five;
- (7) offering warmth and kindness;
- (8) utilizing public social media alerts to groups of students and parents; or
- (9) contact permitted by an IEP or 504 plan.

ii) "Employee" means a school volunteer who is given significant unsupervised access to students; and the same as 63G-7-102(3)(i), (iii), (vi), (vii), and (x);

iii) "Grooming" means befriending and establishing an emotional connection with a child or a child's family to lower the child's inhibitions for emotional, physical, or sexual abuse.

iv) "Sexual conduct" includes any sexual contact or communication between [~~a~~
~~staff member~~] an employee and a student including but not limited to:

i) "Sexual abuse" means the criminal conduct described in Utah Code Ann. §76-5-

404.1(2) and includes, regardless of the gender of any participant:

- (1) touching the anus, buttocks, pubic area, or genitalia of a student;
- (2) touching the breast of a female student; or
- (3) otherwise taking indecent liberties with a student;
- (4) with the intent to:
 - (a) cause substantial emotional or bodily pain; or
 - (b) arouse or gratify the sexual desire of any individual.

ii) "Sexual battery" means the criminal conduct described in Utah Code Ann. §76-9-

702.1 and includes intentionally touching, whether or not through clothing, the anus, buttocks, or any part of the genitals of a student, or the breast of a female student, and the actor's conduct is under circumstances the actor knows or should know will likely cause affront or alarm to the student touched; or

iii) ~~[A staff member]~~ an employee and student sharing any sexually explicit or lewd communication, image, or photograph.

~~["Staff member" means an employee, contractor, or volunteer with unsupervised access to students.]~~

v) "Student" means a child under the age of 18 or over the age of 18 if still enrolled in a public secondary school; or a graduate of the school where an employee works within six months of the student's graduation or unenrollment from a public school.

3. POLICY

a) An employee shall obey all federal, state, and local laws.

b) An employee shall act in a way that acknowledges and reflects their inherent positions of authority and influence over students.

i) ~~[Staff members]~~ An employee shall recognize and maintain appropriate personal boundaries in teaching, supervising and interacting with students and shall avoid boundary violations including behavior that could reasonably be considered grooming or lead to ~~[even]~~ an appearance of impropriety.

ii) ~~[Staff members]~~ An employee may not subject a student to any form of abuse, including but not limited to:

- i) physical abuse;
- ii) verbal abuse; sexual abuse; or
- iii) mental abuse.

iii) ~~[Staff members]~~ An employee shall not touch a student in a way that makes a reasonably objective student feel uncomfortable.

- iv) ~~[Staff members]~~ An employee shall not engage in any sexual conduct toward or sexual relations with a student including but not limited to:
- i) viewing with a student, or allowing a student to view, pornography or any other lewd, sexually explicit or inappropriate images or content, whether video, audio, print, text, or other format;
 - ii) sexual battery; or
 - iii) sexual assault.
- v) ~~[Staff members]~~ An employee's communications with students, whether verbal or electronic, shall be professional and avoid boundary violations.
- vi) ~~[Staff members]~~ An employee shall not provide gifts, special favors, or preferential treatment to a student or group of students.
- vii) ~~[Staff members]~~ An employee shall not discriminate against a student on the basis of _ sex, religion, national origin, gender identity, sexual orientation, or any other prohibited class.
- viii) ~~[Staff members]~~ An employee's use of electronic devices and social media to communicate with students must comply with LEA policy, be professional, pertain to school activities or classes, and comply with the Family Educational Rights and Privacy Act.
- ix) ~~[Staff members]~~ An employee may not use or be under the influence of alcohol or illegal substances during work hours on school property or at school sponsored events while acting as ~~[a staff members]~~ an employee. Additionally, ~~[staff members]~~ an employee may not use any form of tobacco or electronic cigarettes on school property or at school sponsored activities while in an employment capacity.
- x) ~~[Staff members]~~ An employee shall cooperate in any investigation concerning allegations of actions, conduct, or communications that if proven, would violate this policy. An employee's cooperation is subject to constitutional protections against self-incrimination.

109 ~~xi) [LEA] recognizes that familial relationships between a staff member and a student may~~
110 ~~provide for exceptions to certain provisions of this policy.~~

111 xii) Conduct prohibited by this policy is considered a violation of this policy regardless of
112 whether the student may have consented.

113 4. REPORTING

114 i) ~~[A staff member]~~ An employee who has reason to believe there has been a violation of this
115 policy shall immediately report such conduct to an appropriate supervisor or school
116 administrator.

117 If ~~[a staff member]~~ an employee has reason to believe a school administrator has
118 violated this policy, the ~~[staff member]~~ employee shall immediately report the conduct
119 to the administrator's supervisor.

120 ii) In addition to the obligation to report suspected child abuse or neglect to law
121 enforcement or the Division of Child and Family Services under Utah Code Ann. §62A-
122 4a-403:

123 i) ~~[A staff member]~~ An employee who has reasonable cause to believe that a student
124 may have been physically or sexually abused by ~~[a staff member]~~ an employee shall
125 immediately report the belief and all other relevant information to the school
126 administrator, or to LEA administration;

127 ii) ~~[a school administrator]~~ An employee who has received a report or who otherwise
128 has reasonable cause to believe that a student may have been physically or
129 sexually abused by a school ~~[staff member]~~ employee shall immediately inform the
130 LEA Administration of the ~~[reported]~~ suspected abuse; and

131 iii) if the ~~[staff member]~~ employee suspected to have abused a student holds a
132 professional educator license issued by the Utah State Board of Education, the LEA
133 administration shall immediately report that information to the Utah Professional
134 Practices Advisory Commission (UPPAC);

135 iv) a person who makes a report under this subsection in good faith shall be immune

from civil or criminal liability that might otherwise arise by reason of that report.

iii) ~~[A staff member]~~ An employee who has knowledge of suspected incidents of bullying shall immediately notify the student's building administrator in compliance with LEA Bullying Policy.

iv) Failing to report suspected misconduct as required herein is a violation of this policy, the Utah Educator Standards, and in some instances, state law, and may result in employee ~~[disciplinary]~~ discipline, up to, and including, termination.

5. TRAINING

i) Within ~~[10]~~ 30 days of beginning employment with LEA ~~[a staff member]~~ an employee shall receive training regarding this policy and shall acknowledge in writing having received training and understanding the policy.

ii) ~~[staff members]~~ Employees employed by LEA at the time of initial adoption of this policy shall receive training regarding this policy prior to the first day of the 2026-2027 school year on which students will be in attendance and shall acknowledge in writing having received training and understanding the policy.

6. VIOLATIONS

a) The LEA recognizes that familial relationships between a staff member and a student may provide for exceptions to certain provisions of this policy.

b) ~~[A staff member]~~ An employee found in violation of this policy ~~[will be]~~ is subject to disciplinary action, up to, and including, termination.

REFERENCES

Title 62A, Chapter 4a, Part 4, *Child Abuse or Neglect Reporting Requirements*
Utah Code Section 53E-6-701, *Mandatory Reporting of Physical or Sexual Abuse of Students*
Utah Admin. Code R277-401, *Child Abuse-Neglect Reporting by Education Personnel*
Utah Admin. Code R277-515, *Utah Educator Professional Standards*

Utah Admin. Code R277-322, *LEA Codes of Conduct*
Utah Code Section 63G-7-301, *Waivers of Immunity*
Utah Code Section 76-5-401.1, *Sexual Abuse of a Minor*
Utah Code Section 76-9-702.1, *Sexual Battery*

[LEA] CODE OF CONDUCT
STAFF MEMBER ACKNOWLEDGEMENT

Name: _____ Position: _____

Date of Training: _____ Trained by: _____

I received training about the requirements of [LEA's] Code of Conduct Policy. I understand the requirements of the policy and that I am responsible to recognize and maintain appropriate personal boundaries while interacting with students. I also understand that if I have reason to believe a staff member is violating the Code of Conduct, I will report my suspicions to my supervisor, building administrator, or [LEA] administrator.

Signature of Staff Member

Date

R277. Education, Administration.

R277-322. LEA Codes of Conduct.

R277-322-1. Authority, Purpose, and Oversight Category.

(1) This rule is authorized by:

(a) Utah Constitution Article X, Section 3, which vests general control and supervision over public education in the Board;

(b) Subsection 53E-3-401(4), which allows the Board to make rules to execute the Board's duties and responsibilities under the Utah Constitution and state law; and

(c) Section 63G-7-301, which requires the Board to create a model policy that regulates behavior of a school employee toward a student.

~~[(d) Section 76-5-404.1, which defines "position of special trust" inclusive of several public education related positions.]~~

(2) The purpose of this rule is to require LEAs to create a code of conduct [or appropriate behavior policy] applicable to the LEA's ~~[staff]~~ employees and individuals in a position of special trust.

(3)(a) The code of conduct required by this rule applies to ~~[a person in a position of special trust with an LEA or school]~~ [LEA staff] all LEA employees, ~~[including employees who hold an educator license issued by the Board].~~

(b) Nothing in this rule shall limit ~~[or replace]~~ the Board's authority under Rules R277-210 through R277-217 to investigate or discipline licensed educators for conduct violations.

~~[[3]4] This Rule R277-[326]322 is categorized as Category 2 as described in Rule R277-111.]~~

R277-322-2. Definitions.

(1) "Boundary violation" means the same as that term is defined in Rule R277-210.

(2) "Personal identity characteristics" has the same meaning as defined in Section 53B-1-118.

~~[(3) "Position of special trust" means the same as that term is defined in Section 76-5-404.1.]~~

~~[(3) "Staff" or "staff member" means an employee, contractor, or volunteer with unsupervised access to students.]~~

(4) "Retaliation" means intimidation, threats, coercion, harassment, adverse employment actions, or other speech or conduct that would discourage a reasonable person from reporting or participating in an investigation.

~~[(4)5] "Sexual conduct" means any sexual contact or communication between a staff member [person in a position of special trust] and a student, including:~~

~~—— (a) "sexual abuse" as defined in Section 76-5-404.1;~~

~~—— (b) "sexual battery" as defined in Section 76-9-702.1; or~~

~~—— (c) [a staff member and student] sharing any sexually explicit or lewd communication, image, or photograph.]~~

() "Special Trust Employee" means

() "Student" means

() "Sexual conduct" means any verbal, written, visual, digital, or physical act or communication that is sexual in nature, sexualized, or reasonably perceived as intended to arouse sexual interest, normalize sexual behavior, or blur professional boundaries, including but not limited to:

(a) Sexualized speech, comments, jokes, narratives, hypotheticals, or discussions, whether explicit or implicit;

(b) Romantic or sexual expressions, flirtation, innuendo, or suggestive language;

(c) Electronic, digital, or social-media communications of a sexual or romantic nature, including emojis, images, memes, or coded language;

(d) Discussion or depiction of sexual activity, sexual identity, sexual orientation, sexual preferences, or sexual experiences that is not age-appropriate, curriculum-aligned, or pedagogically necessary;

(e) Conduct that a reasonable person would view as creating a sexualized, intimidating, hostile, or boundary-eroding educational environment;

(f) Any attempt to initiate, encourage, normalize, or advance a sexual or romantic relationship with a student or minor, regardless of consent or reciprocity;

(g) The sharing of any sexually explicit or lewd communication, image, or photograph;

(h) sexual abuse as defined in Section 76-5-404.1; or

(i) "sexual battery" as defined in Section 76-9-702.1.

R277-322-3. Required Code of Conduct Policy.

(1) The ~~[Superintendent shall create a]~~ Board hereby creates a model code of conduct ~~[or appropriate behavior]~~ policy as set forth in Subsections (2) and (3).

~~[(2) Each LEA shall adopt a code of conduct or appropriate behavior policy applicable to the LEA's staff~~

~~—— (3) An LEA's code of conduct or appropriate behavior policy, adopted pursuant to Subsection (2), may not be less stringent than the model code of conduct or appropriate behavior policy described in Subsection (1) and shall include, at a minimum:]~~

(2) [A] ~~[person in a position of a special trust]~~ ~~[staff member]~~ An LEA employee:

(a) ~~[a statement that a staff member]~~ shall avoid boundary violations, as defined in Rule R277-210, with students or minors;

—— (b) shall ~~[receive annual training on recognizing and preventing boundary violations in both physical and digital settings]~~ comply with the provisions of 65G-7-301 which require:

(i) providing the required code of conduct training; and

(ii) obtaining a signed statement acknowledging that the employee has read and understands the code of conduct;

(c) shall comply with all federal, state, and local laws;

(d) shall treat students with dignity and respect ~~[by promoting the health, safety, and well-being of students, including maintaining appropriate verbal, emotional, and social boundaries];~~

(e) shall ~~[take prompt an appropriate action to stop, mitigate, and prevent harassment or discriminatory conduct toward a student]~~ promptly report any violation of the code of conduct to the LEA ~~[that the person knew or should have known may result in an inappropriate hostile, intimidating, abusive, offensive, or oppressive environment];~~

~~[(f) shall take prompt and appropriate action to protect a student from any known condition detrimental to the student's physical health, mental health, or safety;~~

~~_____ (g) shall report to the LEA conduct in violation of the LEA's policy, including the LEA's code of conduct;]~~ and

~~[(h)](f) shall report suspected child abuse or neglect to law enforcement or the Division of Child and Family Services in accordance with Sections 53E-6-701 and 80-2-602.~~

~~[[b]]i) [a statement that a staff member] may not subject a student to:~~

~~_____ (i) physical [abuse] harm or mistreatment;~~

~~_____ (ii) verbal [abuse] mistreatment or intimidation;~~

~~_____ (iii) sexual [abuse] conduct; or~~

~~_____ (iv) mental [abuse] or psychological mistreatment;~~

~~[[c]]i) [a statement that a staff member] shall report any suspected incidents of:~~

~~_____ (i) physical [abuse] harm or mistreatment;~~

~~_____ (ii) verbal [abuse] mistreatment or intimidation;~~

~~_____ (iii) sexual [abuse] conduct;~~

~~_____ (iv) mental [abuse] or psychological mistreatment; or~~

~~_____ (v) neglect;~~

110 ~~_____([d]k) [a statement that a staff member] may not touch a student in a way that~~
111 ~~makes a reasonably objective student feel uncomfortable;~~
112 ~~_____([e]l) [a statement that a staff member] may not participate in sexual conduct with~~
113 ~~a student;~~
114 ~~_____([f]m) [a statement regarding appropriate] may not engage in inappropriate verbal~~
115 ~~or electronic communication [between a staff member and] with a student;~~
116 ~~_____([g]n) [a statement regarding providing] may not give inappropriate gifts, special~~
117 ~~favors, or unearned preferential treatment to a student or group of students;~~
118 ~~_____([h]o) [a statement that a staff member] may not discriminate against a student~~
119 ~~on the basis of the student's personal identity characteristics;]~~
120 ~~_____([i) a statement regarding appropriate use of electronic devices and social media~~
121 ~~for communication between a staff member and a student;]~~
122 _____([i])(g) [a statement regarding] may not use [ef] alcohol, tobacco, [and] or illegal
123 substances ~~[during work hours and]~~ while working or on school property;
124 ~~_____([k) a statement that a staff member shall:~~
125 ~~_____ (i) report any suspicion of child abuse or bullying to the proper authorities;~~
126 ~~_____ (ii) annually read and sign all policies related to identifying, documenting, and~~
127 ~~reporting child abuse; and~~
128 ~~_____ (iii) for an employee or contractor, annually attend abuse prevention training~~
129 ~~required in Section 53G-9-207; and]~~
130 ~~_____([q) may not retaliate against a student, parent, or other personnel who report a~~
131 ~~suspected violation of state law, Board rule or LEA policy, including the LEA code of~~
132 ~~conduct;~~
133 ~~_____ (r) shall disclose conflicts of interest, including financial or personal relationships,~~
134 ~~that may compromise professional judgment or student welfare;]~~
135 ~~_____([e])(h) shall act professionally and in a manner that upholds the integrity of the~~
136 ~~school and the public education system, whether on or off duty;~~

137 ~~_____ (t) shall refrain from conduct, speech, or expression, whether in person or~~
138 ~~virtually, that could reasonably be viewed as inappropriate, unprofessional, or~~
139 ~~detrimental to the reputation of the individual's position or LEA or the education~~
140 ~~profession, during work hours, on school property, or in connection with official LEA~~
141 ~~activities];~~

142 ~~_____~~ [(#)](i) (i) shall maintain political and ideological neutrality in the classroom [and in
143 the course of professional duties] while at school, when acting in an official capacity for
144 the LEA, when interacting with students, or when students can see or hear and may not
145 use or display partisan[, political, or ideologically] or politically charged language,
146 symbols, attire, or expressions[, including, but not limited to campaign slogans, political
147 party insignia, or advocacy symbols, during work hours, on school property, or in
148 connection with official LEA activities] when such use or display is not directly
149 connected to active instruction aligned with the approved curriculum.

150 (ii) This includes, but is not limited to campaign slogans, political party insignia, or
151 advocacy symbols, during work hours, on school property, or in connection with official
152 LEA activities;

153 ~~_____~~ [(#)](iii) Notwithstanding Subsection (i)(i), there is no violation where a staff
154 member engages in temporary, incidental, or de minimis displays of personal
155 expression that are not disruptive to the educational environment and cannot
156 reasonably be perceived as school-sponsored;

157 ~~_____ (v) shall use discretion in personal communications, including online posts and~~
158 ~~social media activity;~~

159 ~~_____ (w) may not post, share or endorse content that reasonably could be perceived~~
160 ~~as harassment, intimidation, discrimination, encouraging violence, or otherwise~~
161 ~~inconsistent with professional standards of conduct;]~~

162 ~~_____~~ [(s)](j) subject to constitutional rights against self-incrimination, shall fully
163 cooperate with criminal or civil law enforcement, and an LEA, UPPAC, or Board

investigations involving a student or ~~[person in a position of a special trust]~~ [staff
member] employee by:

_____ (i) responding truthfully and promptly to lawful inquiries;

_____ (ii) providing relevant information within the individual's knowledge or possession;

and

_____ (iii) complying with lawful subpoenas, warrants, or other compulsory processes;

_____ ~~[(t)](k)~~ [may not] prohibited while on school property, while acting in an official
capacity or under circumstances where the conduct could reasonably be perceived as
occurring in an official capacity or as school sponsored, invite, suggest, or encourage a
student to reconsider or change the student's sexual orientation or gender identity; and

~~[(z) may not, through instruction, materials, or symbols, actively endorse,
promote, or disparage, a particular partisan, religious, denominational, sectarian,
agnostic, or atheistic belief or viewpoint; and]~~

~~[(u) shall observe and adhere to practices of confidentiality, privacy, and
discretion, including ensuring that information is accessible only to those authorized to
have access.~~

_____ (3) A ~~[person in a position of a special trust]~~ staff member:

_____ (a) shall annually read and sign all policies related to identifying, documenting,
and reporting child abuse; and]

_____ ~~[(b)](l)~~ shall annually attend abuse prevention training as required in Section
53G-9-207.

_____ [(4) Notwithstanding Subsection (3), an LEA shall only require a volunteer to
complete required trainings if the volunteer has significant and ongoing student
interaction.]

R277-322-4. LEA Responsibilities.

_____ (1) Each LEA shall adopt a code of conduct policy, which may not be less
stringent than the model code of conduct adopted in Section R277-322-3.

_____ (2) An LEA that contracts with entities that directly serve students of the LEA must include a provision in the contracts with the entities that the contractor also adopt a code of conduct policy that may not be less stringent than the model code of conduct in Section R277-322-3.

_____ (3) An LEA shall establish a hotline as described in Section R277-123-7 for students, parents, and personnel to report violations of Board rule and LEA policy, including the code of conduct and in its training promote awareness of the R277-123-7.

~~_____ [(4) An LEA shall refer substantiated violations and systemic noncompliance of this rule to [the Superintendent] Internal Audit for possible corrective actions or sanctions under Rule R277-114.]~~

~~_____ [(5) If an LEA repeatedly fails to provide required training, acknowledgments, or policy postings, the LEA may be subject to corrective action or sanctions under Rule R277-114.]~~

(4) An LEA shall prominently post the LEA's code of conduct or appropriate behavior policy adopted pursuant to Subsection (2) on the LEA's website.

(5)(a) An LEA shall annually provide training ~~[to [staff] individuals in a position of special trust]~~ regarding the ~~[LEA's code of conduct]~~ policy, ~~[the hotline described in Subsection (3) [including the staff member's] and the individual's]~~ responsibility to report, and how to report:

 ([a])i) known violations of the LEA's code of conduct or appropriate behavior policy; and

 ([b])ii) known violations of the Utah Educator Standards contained in Rule R277-217.

~~_____ [(b) An LEA shall annually provide its administrators with specialized training on investigation procedures and documentation of complaints.]~~

_____ (b)(i) If an LEA repeatedly fails to provide to the provisions of 63G-7-301 or this Rule, the LEA may be subject to corrective action or other sanctions.

(ii) Additionally, the employees, responsible for implementing and monitoring compliance with these provisions, and Superintendent may be subject to sanctions and UPPAC action.

~~[(6)7] A staff member [A person with a position of special trust,] who is an employee of, or volunteer at, an LEA shall annually sign a statement acknowledging that the staff member [the person] has read and understands the code of conduct [or appropriate behavior] policy.~~

~~[(8)](6)~~ (a) An LEA shall annually provide to its governing board, LEA Superintendent, and the Board's Internal Audit Department a compliance attestation verifying that the LEA has provided required training, obtained employee acknowledgments, and posted its code of conduct as required by this rule.

(b) An LEA shall make the attestation under Subsection (8)(a) in a format prescribed by the Superintendent.

~~[(9)](7)~~ (a) An LEA shall annually submit to the Superintendent and the Board's Internal Audit Department aggregate data on code of conduct complaints, categories of violations, and dispositions, with student and employee identities redacted, in a format prescribed by ~~[the Superintendent]~~ Internal Audit.

~~(b) [The Superintendent shall make the information submitted under Subsection (9)(a) available to the Board upon request]~~ Internal Audit shall make the information submitted under Subsection (9)(a) available to the Board quarterly.

~~[(10)](8)~~ An LEA shall report to the Board's Internal Audit Department, in a manner prescribed by the department, within 45 days, any ~~[individual in a position of a special trust] [staff member]~~ employee at the LEA who:

(a) is terminated from employment for conduct that violates sexual conduct provisions of the LEA's code of conduct or appropriate behavior policy;

(b) resigns or retires in lieu of termination for conduct that violates sexual conduct provisions of the LEA's code of conduct or appropriate behavior policy; or

_____ (c) resigns or separates under an agreement that limits disclosure of the
underlying reason for separation, including non-disclosure or confidentiality agreements,
if the conduct involved potential violation of the ~~[LEA's code of conduct or Rules R277-
217, R277-316, or R277-605;]~~ sexual conduct provisions of the LEA's code of conduct
[or
_____ ~~(d) otherwise separates employment following substantiated findings of~~
~~misconduct, harm, neglect, or other conduct inconsistent with LEA policy, including the~~
~~LEA's code of conduct].~~
_____ ~~[(11)]~~ (9) A report under this Subsection (10) shall include, at a minimum:
(a) the individual's name and position or assignment;
(b) the date of separation or LEA action;
(c) the nature of the conduct that led to the separation or LEA action; and
(d) whether the matter has been referred to law enforcement, UPPAC, or another
regulatory authority.
_____ ~~[(12)]~~ (10) An LEA may not construe this section to prevent the LEA from making
reports to law enforcement, UPPAC, or the Department of Health and Human Services
as otherwise required by law.
_____ ~~[(13)]~~ (11) (a) An LEA may not enter into any agreement that prevents or restricts
the LEA from providing the notice required by this section.
(b) An LEA may not enter into an agreement, which restricts or prohibits ~~[a staff~~
~~member]~~ an employee from communicating or reporting any complaint or concern
regarding the direct or indirect safety and welfare of students or any inappropriate
conduct by the LEA to law enforcement, a local board, or the Board.
_____ ~~[(14)]~~ (12) The Superintendent shall classify a report submitted under Subsection
(10) as private in accordance with Subsections 63G-2-302(2)(a) and (d).
_____ ~~[(15)]~~ (13) An LEA shall ensure that the LEA's code of conduct and policies,
adopted consistent with this rule, is posted in a location that is readily accessible to the
public on:

_____ (a) the LEA's official website; and

_____ (b) each school's official website within the LEA.

_____ ~~[(46)]~~(14) An LEA shall update the website posting within 30 days of adopting or
revising its code of conduct.

_____ ~~[(47)]~~(15) Failure of an LEA to comply with this Section R277-322-4 constitutes
noncompliance subject to corrective action or sanctions [under Rule R277-114].

R277-322-5. Retaliation and False Reports.

_____ (1)(a) An LEA shall prohibit retaliation against an individual who, in good faith,
reports a suspected violation of LEA code of conduct, policy, Board rule, or the law.

_____ (b) An employee who retaliates against an individual for reporting alleged
misconduct under this Code of Conduct may be subject to:

_____ (a) disciplinary action by the LEA, up to and including termination of employment;

_____ (b) referral to UPPAC if the individual is licensed by the Board; and

_____ (c) other remedies or penalties available under the law.

_____ (2) An [individual] employee may not knowingly make a false ~~[, malicious, or
frivolous]~~ report alleging a violation of the LEA's code of conduct ~~[, policy, or the law]~~.

_____ (3) An [individual] employee who knowingly makes a false, malicious, or frivolous
report may be subject to:

_____ (a) disciplinary action by the LEA, up to and including termination of employment;

_____ (b) referral to UPPAC if the individual is licensed by the Board; and

_____ (c) other remedies or penalties available under the law.

_____ (4) Nothing in this section shall be construed to discourage or penalize good-faith
reports ~~[made without malice or with a reasonable belief in their accuracy]~~.

_____ (5) An employee at an LEA that retaliates or facilitates retaliation against an
employee for reporting an alleged violation of this code of conduct or R277-210 or
R277-217 may be subject to:

- 301 (a) disciplinary action by the LEA, up to and including termination of
302 employment;
303 (b) corrective action or other sanctions in law and rule; or
304 (c) UPPAC action, if a licensed educator.
305
306

307 **KEY: codes of conduct, appropriate behavior, employee conduct**

308 **Date of Last Change: August 7, 2024**

309 **Notice of Continuation: June 7, 2024**

310 **Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53E-3-401(4); 63G-**
311 **7-301**
312
313

R277. Education, Administration.

R277-322. LEA Codes of Conduct.

R277-322-1. Authority, Purpose, and Oversight Category.

(1) This rule is authorized by:

(a) Utah Constitution Article X, Section 3, which vests general control and supervision over public education in the Board;

(b) Subsection 53E-3-401(4), which allows the Board to make rules to execute the Board's duties and responsibilities under the Utah Constitution and state law; and

(c) Section 63G-7-301, which requires the Board to create a model policy that regulates behavior of a school employee toward a student.

~~[(d) Section 76-5-404.1, which defines "position of special trust" inclusive of several public education related positions.]~~

(2) The purpose of this rule is to require LEAs to create a code of conduct or appropriate behavior policy applicable to the LEA's ~~[staff]~~ employees and individuals in a position of special trust.

(3)(a) The code of conduct required by this rule applies to ~~[a person in a position of special trust with an LEA or school]~~ LEA staff, including employees who hold an educator license issued by the Board.

(b) Nothing in this rule shall limit or replace the Board's authority under Rules R277-210 through R277-217 to investigate or discipline licensed educators for conduct violations.

~~[(3)4]~~ This Rule R277-~~[326]~~322 is categorized as Category 2 as described in Rule R277-111.

R277-322-2. Definitions.

(1) "Boundary violation" means the same as that term is defined in Rule R277-210.

(2) "Personal identity characteristics" has the same meaning as defined in Section 53B-1-118.

~~[(3) "Position of special trust" means the same as that term is defined in Section 76-5-404.1.]~~

(3) "Staff" or "staff member" means an employee, contractor, or volunteer with unsupervised access to students.

(4) "Retaliation" means intimidation, threats, coercion, harassment, adverse employment actions, or other conduct that would discourage a reasonable person from reporting or participating in an investigation.

~~[(4)5]~~ "Sexual conduct" means any sexual contact or communication between a staff member ~~[person in a position of special trust]~~ and a student, including:

(a) "sexual abuse" as defined in Section 76-5-404.1;

(b) "sexual battery" as defined in Section 76-9-702.1; or

(c) ~~[a staff member and student]~~ sharing any sexually explicit or lewd communication, image, or photograph.

R277-322-3. Required Code of Conduct Policy.

(1) The ~~[Superintendent shall create a]~~ Board hereby creates a model code of conduct ~~[or appropriate behavior]~~ policy as set forth in Subsections (2) and (3).

~~[(2) Each LEA shall adopt a code of conduct or appropriate behavior policy applicable to the LEA's staff~~

~~—— (3) An LEA's code of conduct or appropriate behavior policy, adopted pursuant to Subsection (2), may not be less stringent than the model code of conduct or appropriate behavior policy described in Subsection (1) and shall include, at a minimum:]~~

(2) A ~~[person in a position of a special trust]~~ staff member:

(a) ~~[a statement that a staff member]~~ shall avoid boundary violations, as defined in Rule R277-210, with students or minors;

_____ (b) shall receive annual training on recognizing and preventing boundary violations in both physical and digital settings;

_____ (c) shall comply with all federal, state, and local laws;

_____ (d) shall treat students with dignity and respect by promoting the health, safety, and well-being of students, including maintaining appropriate verbal, emotional, and social boundaries;

_____ (e) shall take prompt an appropriate action to stop, mitigate, and prevent harassment or discriminatory conduct toward a student ~~[that the person knew or should have known may result in an inappropriate hostile, intimidating, abusive, offensive, or oppressive environment]~~;

_____ (f) shall take prompt and appropriate action to protect a student from any known condition detrimental to the student's physical health, mental health, or safety;

_____ (g) shall report to the LEA conduct in violation of the LEA's policy, including the LEA's code of conduct; and

_____ (h) shall report suspected child abuse or neglect to law enforcement or the Division of Child and Family Services in accordance with Sections 53E-6-701 and 80-2-602.

_____ ([b]i) ~~[a statement that a staff member]~~ may not subject a student to:

(i) physical ~~[abuse]~~ harm or mistreatment;

(ii) verbal ~~[abuse]~~ mistreatment or intimidation;

(iii) sexual ~~[abuse]~~ conduct; or

(iv) mental ~~[abuse]~~ or psychological mistreatment;

_____ ([e]i) ~~[a statement that a staff member]~~ shall report any suspected incidents of:

(i) physical ~~[abuse]~~ harm or mistreatment;

(ii) verbal ~~[abuse]~~ mistreatment or intimidation;

(iii) sexual ~~[abuse]~~ conduct;

(iv) mental ~~[abuse]~~ or psychological mistreatment; or

(v) neglect;

84 ~~[(d)]~~k) ~~[a statement that a staff member]~~ may not touch a student in a way that
85 makes a reasonably objective student feel uncomfortable;

86 ~~[(e)]~~l) ~~[a statement that a staff member]~~ may not participate in sexual conduct with
87 a student;

88 ~~[(f)]~~m) ~~[a statement regarding appropriate]~~ may not engage in inappropriate verbal
89 or electronic communication ~~[between a staff member and]~~ with a student;

90 ~~[(g)]~~n) ~~[a statement regarding providing]~~ may not give inappropriate gifts, special
91 favors, or unearned preferential treatment to a student or group of students;

92 ~~[(h)]~~o) ~~[a statement that a staff member]~~ may not discriminate against a student
93 on the basis of the student's personal identity characteristics;

94 ~~[(i)]~~ ~~a statement regarding appropriate use of electronic devices and social media~~
95 ~~for communication between a staff member and a student;~~

96 ~~[(j)]~~p) ~~[a statement regarding]~~ may not use ~~[of]~~ alcohol, tobacco, ~~[and]~~ or illegal
97 substances during work hours and on school property;

98 ~~[(k)]~~ ~~a statement that a staff member shall:~~

99 ~~—— (i) report any suspicion of child abuse or bullying to the proper authorities;~~

100 ~~—— (ii) annually read and sign all policies related to identifying, documenting, and~~
101 ~~reporting child abuse; and~~

102 ~~—— (iii) for an employee or contractor, annually attend abuse prevention training~~
103 ~~required in Section 53G-9-207; and]~~

104 ~~[(q)]~~ may not retaliate against a student, parent, or other personnel who report a
105 suspected violation of state law, Board rule or LEA policy, including the LEA code of
106 conduct;

107 ~~—— (r) shall disclose conflicts of interest, including financial or personal relationships,~~
108 ~~that may compromise professional judgment or student welfare;]~~

109 (q) shall act professionally and in a manner that upholds the integrity of the
110 school and the public education system, whether on or off duty;

~~_____ (t) shall refrain from conduct, speech, or expression, whether in person or virtually, that could reasonably be viewed as inappropriate, unprofessional, or detrimental to the reputation of the individual's position or LEA or the education profession, during work hours, on school property, or in connection with official LEA activities];~~

_____ (r)(i) shall maintain political and ideological neutrality in the classroom and in the course of professional duties and may not use partisan, political, or ideologically charged language, symbols, attire, or expressions, including, but not limited to campaign slogans, political party insignia, or advocacy symbols, during work hours, on school property, or in connection with official LEA activities;

_____ (ii) Notwithstanding Subsection (q)(i), there is no violation where a staff member engages in temporary, incidental, or de minimis displays of personal expression that are not disruptive to the educational environment and cannot reasonably be perceived as school-sponsored;

~~_____ (v) shall use discretion in personal communications, including online posts and social media activity;~~

~~_____ (w) may not post, share or endorse content that reasonably could be perceived as harassment, intimidation, discrimination, encouraging violence, or otherwise inconsistent with professional standards of conduct;]~~

_____ (s) subject to constitutional rights against self-incrimination, shall fully cooperate with criminal or civil law enforcement, and an LEA, UPPAC, or Board investigations involving a student or ~~[person in a position of a special trust]~~ staff member by:

_____ (i) responding truthfully and promptly to lawful inquiries;

_____ (ii) providing relevant information within the individual's knowledge or possession;
and

_____ (iii) complying with lawful subpoenas, warrants, or other compulsory processes;

_____ (t) may not while on school property, while acting in an official capacity or under circumstances where the conduct could reasonably be perceived as occurring in an

official capacity or as school sponsored, invite, suggest, or encourage a student to reconsider or change the student's sexual orientation or gender identity; and

~~[(z) may not, through instruction, materials, or symbols, actively endorse, promote, or disparage, a particular partisan, religious, denominational, sectarian, agnostic, or atheistic belief or viewpoint; and]~~

(u) shall observe and adhere to practices of confidentiality, privacy, and discretion, including ensuring that information is accessible only to those authorized to have access.

(3) A ~~[person in a position of a special trust]~~ staff member:

(a) shall annually read and sign all policies related to identifying, documenting, and reporting child abuse; and

(b) shall annually attend abuse prevention training as required in Section 53G-9-207.

(4) Notwithstanding Subsection (3), an LEA shall only require a volunteer to complete required trainings if the volunteer has significant and ongoing student interaction.

R277-322-4. LEA Responsibilities.

(1) Each LEA shall adopt a code of conduct policy, which may not be less stringent than the model code of conduct adopted in Section R277-322-3.

(2) An LEA that contracts with entities that directly serve students of the LEA must include a provision in the contracts with the entities that the contractor also adopt a code of conduct policy that may not be less stringent than the model code of conduct in Section R277-322-3.

(3) An LEA shall establish a hotline as described in Section R277-123-7 for students, parents, and personnel to report violations of Board rule and LEA policy, including the code of conduct.

(4) An LEA shall refer substantiated violations and systemic noncompliance of this rule to ~~[the Superintendent]~~ Internal Audit for possible corrective actions or sanctions under Rule R277-114.

(5) If an LEA repeatedly fails to provide required training, acknowledgments, or policy postings, the LEA may be subject to corrective action or sanctions under Rule R277-114.

~~[(4) An LEA shall post the LEA's code of conduct or appropriate behavior policy adopted pursuant to Subsection (2) on the LEA's website.]~~

~~[(5)6](a)~~ An LEA shall annually provide training to staff ~~[individuals in a position of special trust]~~ regarding the LEA's code of conduct policy, the hotline described in Subsection (3) [including the staff member's] and the individual's responsibility to report and how to report:

~~[(a)i]~~ known violations of the LEA's code of conduct or appropriate behavior policy; and

~~[(b)ii]~~ known violations of the Utah Educator Standards contained in Rule R277-217.

(b) An LEA shall annually provide its administrators with specialized training on investigation procedures and documentation of complaints.

~~[(6)7]~~ A staff member ~~[A person with a position of special trust,]~~ who is an employee of, or volunteer at, an LEA shall annually sign a statement acknowledging that the staff member ~~[the person]~~ has read and understands the code of conduct ~~[or appropriate behavior]~~ policy.

(8)(a) An LEA shall annually provide to its governing board, LEA Superintendent, and the Board's Internal Audit Department a compliance attestation verifying that the LEA has provided required training, obtained employee acknowledgments, and posted its code of conduct as required by this rule.

(b) An LEA shall make the attestation under Subsection (8)(a) in a format prescribed by the Superintendent.

194 (9)(a) An LEA shall annually submit to the Superintendent and the Board's
195 Internal Audit Department aggregate data on code of conduct complaints, categories of
196 violations, and dispositions, with student and employee identities redacted, in a format
197 prescribed by ~~[the Superintendent]~~ Internal Audit.

198 (b) The Superintendent shall make the information submitted under Subsection
199 (9)(a) available to the Board upon request.

200 (10) An LEA shall report to the Board's Internal Audit Department, in a manner
201 prescribed by the department, within 45 days, any ~~[individual in a position of a special~~
202 ~~trust]~~ staff member at the LEA who:

203 (a) is terminated from employment for conduct that violates sexual conduct
204 provisions of the LEA's code of conduct or appropriate behavior policy;

205 (b) resigns or retires in lieu of termination for conduct that violates sexual conduct
206 provisions of the LEA's code of conduct or appropriate behavior policy;

207 (c) resigns or separates under an agreement that limits disclosure of the
208 underlying reason for separation, including non-disclosure or confidentiality agreements,
209 if the conduct involved potential violation of the LEA's code of conduct or Rules R277-
210 217, R277-316, or R277-605; or

211 (d) otherwise separates employment following substantiated findings of
212 misconduct, harm, neglect, or other conduct inconsistent with LEA policy, including the
213 LEA's code of conduct.

214 (11) A report under this Subsection (10) shall include, at a minimum:

215 (a) the individual's name and position or assignment;

216 (b) the date of separation or LEA action;

217 (c) the nature of the conduct that led to the separation or LEA action; and

218 (d) whether the matter has been referred to law enforcement, UPPAC, or another
219 regulatory authority.

(12) An LEA may not construe this section to prevent the LEA from making reports to law enforcement, UPPAC, or the Department of Health and Human Services as otherwise required by law.

(13)(a) An LEA may not enter into any agreement that prevents or restricts the LEA from providing the notice required by this section.

(b) An LEA may not enter into an agreement, which restricts or prohibits a staff member from communicating or reporting any complaint or concern regarding the direct or indirect safety and welfare of students or any inappropriate conduct by the LEA to law enforcement, a local board, or the Board.

(14) The Superintendent shall classify a report submitted under Subsection (10) as private in accordance with Subsections 63G-2-302(2)(a) and (d).

(15) An LEA shall ensure that the LEA's code of conduct and policies, adopted consistent with this rule, is posted in a location that is readily accessible to the public on:

(a) the LEA's official website; and

(b) each school's official website within the LEA.

(16) An LEA shall update the website posting within 30 days of adopting or revising its code of conduct.

(17) Failure of an LEA to comply with this Section R277-322-4 constitutes noncompliance subject to corrective action or sanctions under Rule R277-114.

R277-322-5. Retaliation and False Reports.

(1) An LEA shall prohibit retaliation against an individual who, in good faith, reports a suspected violation of LEA code of conduct, policy, Board rule, or the law.

(2) An individual may not knowingly make a false, malicious, or frivolous report alleging a violation of the LEA's code of conduct, policy, or the law.

(3) An individual who knowingly makes a false, malicious, or frivolous report may be subject to:

(a) disciplinary action by the LEA, up to and including termination of employment;

248 (b) referral to UPPAC if the individual is licensed by the Board; and
249 (c) other remedies or penalties available under the law.
250 (4) Nothing in this section shall be construed to discourage or penalize good-faith
251 reports made without malice or with a reasonable belief in their accuracy.

252

253 **KEY: codes of conduct, appropriate behavior, employee conduct**

254 **Date of Last Change: August 7, 2024**

255 **Notice of Continuation: June 7, 2024**

256 **Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53E-3-401(4); 63G-**
257 **7-301**

258

259

R277. Education, Administration.

R277-322. LEA Codes of Conduct.

R277-322-1. Authority, Purpose, and Oversight Category.

(1) This rule is authorized by:

(a) Utah Constitution Article X, Section 3, which vests general control and supervision over public education in the Board;

(b) Subsection 53E-3-401(4), which allows the Board to make rules to execute the Board's duties and responsibilities under the Utah Constitution and state law; and

(c) Section 63G-7-301, which requires the Board to create a model policy that regulates behavior of a school employee toward a student[-]; and

(d) Section 76-5-404.1, which defines "position of special trust" inclusive of several public education related positions.

(2) The purpose of this rule is to require LEAs to create a code of conduct or appropriate behavior policy applicable to the LEA's ~~[staff]~~ employees and individuals in a position of special trust.

(3)(a) This rule applies to a person in a position of special trust with an LEA or school, including employees who hold an educator license issued by the Board.

(b) Nothing in this rule shall limit or replace the Board's authority under Rules R277-210 through R277-217 to investigate or discipline licensed educators for conduct violations.

~~([3]4)~~ This Rule R277-~~[326]~~322 is categorized as Category 2 as described in Rule R277-111.

R277-322-2. Definitions.

(1) "Boundary violation" means the same as that term is defined in Rule R277-210.

(2) "Personal identity characteristics" has the same meaning as defined in Section 53B-1-118.

29 (3) "Position of special trust" means the same as that term is defined in Section
30 76-5-404.1.

31 ~~[(3) "Staff" or "staff member" means an employee, contractor, or volunteer with~~
32 ~~unsupervised access to students.]~~

33 (4) "Retaliation" means intimidation, threats, coercion, harassment, adverse
34 employment actions, or other conduct that would discourage a reasonable person from
35 reporting or participating in an investigation.

36 ~~[(4)5] "Sexual conduct" means any sexual contact or communication between a~~
37 ~~[staff member] person in a position of special trust and a student, including:~~

- 38 (a) "sexual abuse" as defined in Section 76-5-404.1;
39 (b) "sexual battery" as defined in Section 76-9-702.1; or
40 (c) ~~[a staff member and student]~~ sharing any sexually explicit or lewd
41 communication, image, or photograph.

42
43 **R277-322-3. Required Code of Conduct Policy.**

44 (1) The ~~[Superintendent shall create a]~~ Board hereby creates a model code of
45 conduct ~~[or appropriate behavior] policy as set forth in Subsections (2) and (3).~~

46 ~~[(2) Each LEA shall adopt a code of conduct or appropriate behavior policy~~
47 ~~applicable to the LEA's staff~~

48 ~~—— (3) An LEA's code of conduct or appropriate behavior policy, adopted pursuant~~
49 ~~to Subsection (2), may not be less stringent than the model code of conduct or~~
50 ~~appropriate behavior policy described in Subsection (1) and shall include, at a~~
51 ~~minimum:]~~

52 (2) A person in a position of special trust:

53 (a) ~~[a statement that a staff member]~~ shall avoid boundary violations, as defined
54 in Rule R277-210, with students or minors;

55 (b) shall receive annual training on recognizing and preventing boundary
56 violations in both physical and digital settings;

(c) shall comply with all federal, state, and local laws;

(d) shall treat students with dignity and respect by promoting the health, safety, and well-being of students, including maintaining appropriate verbal, emotional, and social boundaries;

(e) shall take prompt an appropriate action to stop, mitigate, and prevent harassment or discriminatory conduct toward a student that the person knew or should have known may result in an inappropriate hostile, intimidating, abusive, offensive, or oppressive environment;

(f) shall take prompt and appropriate action to protect a student from any known condition detrimental to the student's physical health, mental health, or safety;

(g) shall report to the LEA conduct in violation of the LEA's policy, including the LEA's code of conduct; and

(h) shall report suspected child abuse or neglect to law enforcement or the Division of Child and Family Services in accordance with Sections 53E-6-701 and 80-2-602.

~~(b)i~~ ~~[a statement that a staff member]~~ may not subject a student to:

(i) physical ~~[abuse]~~ harm or mistreatment;

(ii) verbal ~~[abuse]~~ mistreatment or intimidation;

(iii) sexual ~~[abuse]~~ conduct; or

(iv) mental ~~[abuse]~~ or psychological mistreatment;

~~(e)j~~ ~~[a statement that a staff member]~~ shall report any suspected incidents of:

(i) physical ~~[abuse]~~ harm or mistreatment;

(ii) verbal ~~[abuse]~~ mistreatment or intimidation;

(iii) sexual ~~[abuse]~~ conduct;

(iv) mental ~~[abuse]~~ or psychological mistreatment; or

(v) neglect;

~~(e)k~~ ~~[a statement that a staff member]~~ may not touch a student in a way that makes a reasonably objective student feel uncomfortable;

85 ~~[(e)]~~ ~~[a statement that a staff member]~~ may not participate in sexual conduct with
86 a student;

87 ~~[(f)m]~~ ~~[a statement regarding appropriate]~~ may not engage in inappropriate verbal
88 or electronic communication ~~[between a staff member and]~~ with a student;

89 ~~[(g)n]~~ ~~[a statement regarding providing]~~ may not give inappropriate gifts, special
90 favors, or unearned preferential treatment to a student or group of students;

91 ~~[(h)o]~~ ~~[a statement that a staff member]~~ may not discriminate against a student
92 on the basis of the student's personal identity characteristics;

93 ~~[(i) a statement regarding appropriate use of electronic devices and social media~~
94 ~~for communication between a staff member and a student;]~~

95 ~~[(j)p]~~ ~~[a statement regarding]~~ may not use ~~[of]~~ alcohol, tobacco, ~~[and]~~ or illegal
96 substances during work hours and on school property;

97 ~~[(k) a statement that a staff member shall:~~

98 ~~—— (i) report any suspicion of child abuse or bullying to the proper authorities;~~

99 ~~—— (ii) annually read and sign all policies related to identifying, documenting, and~~
100 ~~reporting child abuse; and~~

101 ~~—— (iii) for an employee or contractor, annually attend abuse prevention training~~
102 ~~required in Section 53G-9-207; and]~~

103 ~~(q)~~ may not retaliate against a student, parent, or other personnel who report a
104 suspected violation of state law, Board rule or LEA policy, including the LEA code of
105 conduct;

106 ~~(r)~~ shall disclose conflicts of interest, including financial or personal relationships,
107 that may compromise professional judgment or student welfare;

108 ~~(s)~~ shall act professionally and in a manner that upholds the integrity of the
109 school and the public education system, whether on or off duty;

110 ~~(t)~~ shall refrain from conduct, speech, or expression, whether in person or
111 virtually, that could reasonably be viewed as inappropriate, unprofessional, or
112 detrimental to the reputation of the individual's position or LEA or the education

profession, during work hours, on school property, or in connection with official LEA activities;

_____ (u) shall maintain political and ideological neutrality in the course of professional duties and may not use partisan, political, or ideologically charged language, symbols, attire, or expressions, including, but not limited to campaign slogans, political party insignia, or advocacy symbols, during work hours, on school property, or in connection with official LEA activities;

_____ (v) shall use discretion in personal communications, including online posts and social media activity;

_____ (w) may not post, share or endorse content that reasonably could be perceived as harassment, intimidation, discrimination, encouraging violence, or otherwise inconsistent with professional standards of conduct;

_____ (x) subject to constitutional rights against self-incrimination, shall fully cooperate with criminal or civil law enforcement, and an LEA, UPPAC, or Board investigations involving a student or person with a position of special trust by:

_____ (i) responding truthfully and promptly to lawful inquiries;

_____ (ii) providing relevant information within the individual's knowledge or possession; and

_____ (iii) complying with lawful subpoenas, warrants, or other compulsory processes;

_____ (y) may not invite, suggest, or encourage a student to reconsider or change the student's sexual orientation or gender identity;

_____ (z) may not, through instruction, materials, or symbols, actively endorse, promote, or disparage, a particular partisan, religious, denominational, sectarian, agnostic, or atheistic belief or viewpoint; and

_____ (aa) shall observe and adhere to practices of confidentiality, privacy, and discretion, including ensuring that information is accessible only to those authorized to have access.

_____ (3) A person in a position of a special trust:

_____ (a) shall annually read and sign all policies related to identifying, documenting, and reporting child abuse; and

_____ (b) shall annually attend abuse prevention training as required in Section 53G-9-207.

R277-322-4. LEA Responsibilities.

_____ (1) Each LEA shall adopt a code of conduct policy, which may not be less stringent than the model code of conduct adopted in Section R277-322-3.

_____ (2) An LEA that contracts with entities that directly serve students of the LEA must include a provision in the contracts with the entities that the contractor also adopt a code of conduct policy that may not be less stringent than the model code of conduct in Section R277-322-3.

_____ (3) An LEA shall establish a hotline as described in Section R277-123-7 for students, parents, and personnel to report violations of Board rule and LEA policy, including the code of conduct.

_____ (4) An LEA shall refer substantiated violations and systemic noncompliance of this rule to the Superintendent for possible corrective actions or sanctions under Rule R277-114.

_____ (5) If an LEA repeatedly fails to provide required training, acknowledgments, or policy postings, the LEA may be subject to corrective action or sanctions under Rule R277-114.

~~[(4) An LEA shall post the LEA's code of conduct or appropriate behavior policy adopted pursuant to Subsection (2) on the LEA's website.]~~

_____ ([5]6)(a) An LEA shall annually provide training to [staff] individuals in a position of special trust regarding the LEA's code of conduct policy, the hotline described in Subsection (X) [including the staff member's] and the individual's responsibility to report and how to report:

168 (~~[a]~~i) known violations of the LEA's code of conduct or appropriate behavior
169 policy; and

170 (~~[b]~~ii) known violations of the Utah Educator Standards contained in Rule R277-
171 217.

172 (b) An LEA shall annually provide its administrators with specialized training on
173 investigation procedures and documentation of complaints.

174 (~~[6]~~7) ~~[A staff member]~~ A person with a position of special trust, who is an
175 employee of, or volunteer at, an LEA shall annually sign a statement acknowledging
176 that ~~[the staff member]~~ the person has read and understands the code of conduct ~~[or~~
177 ~~appropriate behavior]~~ policy.

178 (8)(a) An LEA shall annually provide to its governing board, LEA Superintendent,
179 and the Board's Internal Audit Department a compliance attestation verifying that the
180 LEA has provided required training, obtained employee acknowledgments, and posted
181 its code of conduct as required by this rule.

182 (b) An LEA shall make the attestation under Subsection (8)(a) in a format
183 prescribed by the Superintendent.

184 (9)(a) An LEA shall annually submit to the Superintendent and the Board's
185 Internal Audit Department aggregate data on code of conduct complaints, categories of
186 violations, and dispositions, with student and employee identities redacted, in a format
187 prescribed by the Superintendent.

188 (b) The Superintendent shall make the information submitted under Subsection
189 (9)(a) available to the Board upon request.

190 (10) An LEA shall report to the Board's Internal Audit Department, in a manner
191 prescribed by the department, within 45 days, any individual in a position of special trust
192 at the LEA who:

193 (a) is terminated from employment for conduct that violates the LEA's code of
194 conduct or appropriate behavior policy;

_____ (b) resigns or retires in lieu of termination for conduct that violates the LEA's
code of conduct or appropriate behavior policy;

_____ (c) resigns or separates under an agreement that limits disclosure of the
underlying reason for separation, including non-disclosure or confidentiality agreements,
if the conduct involved potential violation of the LEA's code of conduct or Rules R277-
217, R277-316, or R277-605; or

_____ (d) otherwise separates employment following substantiated findings of
misconduct, harm, neglect, or other conduct inconsistent with LEA policy, including the
LEA's code of conduct.

_____ (11) A report under this Subsection (10) shall include, at a minimum:

_____ (a) the individual's name and position or assignment;

_____ (b) the date of separation or LEA action;

_____ (c) the nature of the conduct that led to the separation or LEA action; and

_____ (d) whether the matter has been referred to law enforcement, UPPAC, or another
regulatory authority.

_____ (12) An LEA may not construe this section to prevent the LEA from making
reports to law enforcement, UPPAC, or the Department of Health and Human Services
as otherwise required by law.

_____ (13) An LEA may not enter into any agreement that prevents or restricts the LEA
from providing the notice required by this section.

_____ (14) An LEA shall ensure that the LEA's code of conduct and policies, adopted
consistent with this rule, is posted in a location that is readily accessible to the public on:

_____ (a) the LEA's official website; and

_____ (b) each school's official website within the LEA.

_____ (15) An LEA shall update the website posting within 30 days of adopting or
revising its code of conduct.

_____ (16) Failure of an LEA to comply with this Section R277-322-4 constitutes
noncompliance subject to corrective action or sanctions under Rule R277-114.

R277-322-5. Retaliation and False Reports.

(1) An LEA shall prohibit retaliation against an individual who, in good faith, reports a suspected violation of LEA code of conduct, policy, Board rule, or the law.

(2) An individual may not knowingly make a false, malicious, or frivolous report alleging a violation of the LEA's code of conduct, policy, or the law.

(3) An individual who knowingly makes a false, malicious, or frivolous report may be subject to:

(a) disciplinary action by the LEA, up to and including termination of employment;

(b) referral to UPPAC if the individual is licensed by the Board; and

(c) other remedies or penalties available under the law.

(4) Nothing in this section shall be construed to discourage or penalize good-faith reports made without malice or with a reasonable belief in their accuracy.

KEY: codes of conduct, appropriate behavior, employee conduct

Date of Last Change: August 7, 2024

Notice of Continuation: June 7, 2024

Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53E-3-401(4); 63G-7-301

Utah State Board of Education

Reporting Burden and Fiscal Impact Estimate

R277-322 – LEA Codes of Conduct (Amendment) (Draft 2)

1. Reporting Burden for LEAs

This rule change requires a new compliance attestation and aggregate data on code of conduct complaints. It also requires an LEA to report within 45 days to Internal Audit any individual who is terminated or resigns for violating the code of conduct or appropriate behavior policy. **Draft 2 – LEAs now only report within 45 days to Internal Audit any individual who is terminated or resigns for violations of the code of conduct of a sexual nature.**

2. Estimated Fiscal Impact on USBE

This rule change is estimated to have a large staff time requirement for USBE internal audit to collect compliance attestation, aggregate data, and individual reports of terminations or resignations. It is estimated that this will require 0.25 – 0.5 FTE of a staff education auditor at a yearly cost between \$29,850 - \$59,700. **Draft 2 – The staff time requirements for compliance attestations and aggregate data remain, though the individual termination and resignation reports may be slightly reduced as only the sexual code of conduct violations will be reported. The estimate of 0.25 – 0.5 FTE remains.**

3. Estimated Fiscal Impact on LEAs

This rule change may impact LEA budgets. This proposed rule change requires annual training on recognizing and preventing boundary violations in both physical and digital settings. It would require all LEAs to update their code of conduct policies, and report data on code of conduct complaints. It is estimated that the additional training and reporting requirements will annually cost LEAs a minimum of \$10,000, up to \$500,000+ for the largest LEAs, for staff time in preparing, delivering, and receiving training, and reporting violations of the code of conduct policy to Internal Audit. **Draft 2 – The training, policy updates, and reporting requirements remain, and therefore the estimate of an annual cost between \$10,000 and \$500,000+ for LEAs remains.**

Author: Sam Urie

Utah State Board of Education

Reporting Burden and Fiscal Impact Estimate

R277-322 – LEA Codes of Conduct (Amendment) (Draft 3)

1. Reporting Burden for LEAs

This rule change requires a new compliance attestation and aggregate data on code of conduct complaints. It also requires an LEA to report within 45 days to Internal Audit any individual who is terminated or resigns for violating the code of conduct or appropriate behavior policy. **Draft 2 – LEAs now only report within 45 days to Internal Audit any individual who is terminated or resigns for violations of the code of conduct of a sexual nature.**

Draft 3 – Reporting impacts still include the compliance attestation, aggregate data on code of conduct complaints, and report to Internal audit for terminations and resignations for sexual violations, but removes reporting for “misconduct, harm, neglect, other conduct”.

2. Estimated Fiscal Impact on USBE

This rule change is estimated to have a large staff time requirement for USBE internal audit to collect compliance attestation, aggregate data, and individual reports of terminations or resignations. It is estimated that this will require 0.25 – 0.5 FTE of a staff education auditor at a yearly cost between \$29,850 - \$59,700. **Draft 2 – The staff time requirements for compliance attestations and aggregate data remain, though the individual termination and resignation reports may be slightly reduced as only the sexual code of conduct violations will be reported. The estimate of 0.25 – 0.5 FTE remains.**

Draft 3 – The fiscal impact estimate is unchanged from Draft 2.

3. Estimated Fiscal Impact on LEAs

This rule change may impact LEA budgets. This proposed rule change requires annual training on recognizing and preventing boundary violations in both physical and digital settings. It would require all LEAs to update their code of conduct policies, and report data on code of conduct complaints. It is estimated that the additional training and reporting requirements will annually cost LEAs a minimum of \$10,000, up to \$500,000+ for the largest LEAs, for staff time in preparing, delivering, and receiving training, and reporting violations of the code of conduct policy to Internal Audit. **Draft 2 – The training, policy updates, and reporting requirements remain, and therefore the estimate of an annual cost between \$10,000 and \$500,000+ for LEAs remains.**

Draft 3 – Specialized training requirements for administrators on investigations are removed, with reporting to Internal audit lessened. The policy updates, training for all staff, and reporting of code of conduct violation data remain. The estimate of annual cost to LEAs is lessened to \$5,000 for the smallest LEAs and \$250,000+ for the largest LEAs.

Author: Sam Urie

Utah State Board of Education

Reporting Burden and Fiscal Impact Estimate

R277-322 – LEA Codes of Conduct (Amendment) (Draft 3)

1. Reporting Burden for LEAs

This rule change requires a new compliance attestation and aggregate data on code of conduct complaints. It also requires an LEA to report within 45 days to Internal Audit any individual who is terminated or resigns for violating the code of conduct or appropriate behavior policy. **Draft 2 – LEAs now only report within 45 days to Internal Audit any individual who is terminated or resigns for violations of the code of conduct of a sexual nature.**

Draft 3 – Reporting impacts still include the compliance attestation, aggregate data on code of conduct complaints, and report to Internal audit for terminations and resignations for sexual violations, but removes reporting for “misconduct, harm, neglect, other conduct”.

Draft 1A - LEAs must still report to Internal Audit within 45 days any employee who resigns or separates in lieu of termination for sexual conduct violations, or under agreements that limit disclosure of such conduct. Requirements for aggregate data and compliance attestations remain.

2. Estimated Fiscal Impact on USBE

This rule change is estimated to have a large staff time requirement for USBE internal audit to collect compliance attestation, aggregate data, and individual reports of terminations or resignations. It is estimated that this will require 0.25 – 0.5 FTE of a staff education auditor at a yearly cost between \$29,850 - \$59,700. **Draft 2 – The staff time requirements for compliance attestations and aggregate data remain, though the individual termination and resignation reports may be slightly reduced as only the sexual code of conduct violations will be reported. The estimate of 0.25 – 0.5 FTE remains.**

Draft 3 – The fiscal impact estimate is unchanged from Draft 2.

Draft 1A – The requirements for internal audit to collected aggregate data and individual terminations or resignations for violations of a sexual nature remain. The fiscal impact estimate remains unchanged at 0.25-0.5 FTE.

3. Estimated Fiscal Impact on LEAs

This rule change may impact LEA budgets. This proposed rule change requires annual training on recognizing and preventing boundary violations in both physical and digital settings. It would require all LEAs to update their code of conduct policies, and report data on code of conduct complaints. It is estimated that the additional training and reporting requirements will annually cost LEAs a minimum of \$10,000, up to \$500,000+ for the largest LEAs, for staff time in preparing, delivering, and receiving training, and reporting violations of the code of conduct policy to Internal Audit. **Draft 2 – The training, policy updates, and reporting requirements remain, and therefore the estimate of an annual cost between \$10,000 and \$500,000+ for LEAs remains.**

Draft 3 – Specialized training requirements for administrators on investigations are removed, with reporting to Internal audit lessened. The policy updates, training for all staff, and reporting of code of conduct violation data remain. The estimate of annual cost to LEAs is lessened to \$5,000 for the smallest LEAs and \$250,000+ for the largest LEAs.

Policy updates, training for all staff, and reporting of violations remain. The estimate remains \$5,000 for the smallest LEAs up to \$250,000+ for the largest LEAs.

Author: Sam Urie

Utah State Board of Education

Reporting Burden and Fiscal Impact Estimate

R277-322 – LEA Codes of Conduct (Amendment) (Draft 3)

1. Reporting Burden for LEAs

This rule change requires a new compliance attestation and aggregate data on code of conduct complaints. It also requires an LEA to report within 45 days to Internal Audit any individual who is terminated or resigns for violating the code of conduct or appropriate behavior policy. **Draft 2 – LEAs now only report within 45 days to Internal Audit any individual who is terminated or resigns for violations of the code of conduct of a sexual nature.**

Draft 3 – Reporting impacts still include the compliance attestation, aggregate data on code of conduct complaints, and report to Internal audit for terminations and resignations for sexual violations, but removes reporting for “misconduct, harm, neglect, other conduct”.

Draft 1A - LEAs must still report to Internal Audit within 45 days any employee who resigns or separates in lieu of termination for sexual conduct violations, or under agreements that limit disclosure of such conduct. Requirements for aggregate data and compliance attestations remain.

2. Estimated Fiscal Impact on USBE

This rule change is estimated to have a large staff time requirement for USBE internal audit to collect compliance attestation, aggregate data, and individual reports of terminations or resignations. It is estimated that this will require 0.25 – 0.5 FTE of a staff education auditor at a yearly cost between \$29,850 - \$59,700. **Draft 2 – The staff time requirements for compliance attestations and aggregate data remain, though the individual termination and resignation reports may be slightly reduced as only the sexual code of conduct violations will be reported. The estimate of 0.25 – 0.5 FTE remains.**

Draft 3 – The fiscal impact estimate is unchanged from Draft 2.

Draft 1A – The requirements for internal audit to collected aggregate data and individual terminations or resignations for violations of a sexual nature remain. The fiscal impact estimate remains unchanged at 0.25-0.5 FTE.

3. Estimated Fiscal Impact on LEAs

This rule change may impact LEA budgets. This proposed rule change requires annual training on recognizing and preventing boundary violations in both physical and digital settings. It would require all LEAs to update their code of conduct policies, and report data on code of conduct complaints. It is estimated that the additional training and reporting requirements will annually cost LEAs a minimum of \$10,000, up to \$500,000+ for the largest LEAs, for staff time in preparing, delivering, and receiving training, and reporting violations of the code of conduct policy to Internal Audit. **Draft 2 – The training, policy updates, and reporting requirements remain, and therefore the estimate of an annual cost between \$10,000 and \$500,000+ for LEAs remains.**

Draft 3 – Specialized training requirements for administrators on investigations are removed, with reporting to Internal audit lessened. The policy updates, training for all staff, and reporting of code of conduct violation data remain. The estimate of annual cost to LEAs is lessened to \$5,000 for the smallest LEAs and \$250,000+ for the largest LEAs.

Policy updates, training for all staff, and reporting of violations remain. The estimate remains \$5,000 for the smallest LEAs up to \$250,000+ for the largest LEAs.

Author: Sam Urie

UTAH STATE BOARD OF EDUCATION

Subject:

ACTION: R277-301, Educator Licensing (Continuation & Amendment)

Agenda item type:

Action Item

Recommended Action:

MOTION FOR THE BOARD: That the Board continue and approve R277-301, Educator Licensing, Draft 2, on second and final reading.

Purpose of Memo:

Result of legislative action

Background:

HB 374 transferred the authority to license audiologists and speech-language pathologists from USBE to DOPL. USBE licenses with those license areas will expire over the next five years. Staff recommend updating provisions of the rule referencing these license areas as well as other technical changes.

Staff will present R277-301, Educator Licensing, Draft 2, for consideration and approval.

Authorizing, and Implemented or Interpreted Law: [Art X Sec 3](#); [53E-6-102](#); [53E-3-401](#)

Contact:

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Attachments:

1. R277-301 - Draft 2 - August 2026 Board
2. R277-301 - Draft 1 - June 2026 Committee
3. R277-301 Reporting Burden and Fiscal Impact Estimate Form

R277. Education, Administration.

R277-301. Educator Licensing.

R277-301-1. Authority^[,] and Purpose^[,] ~~and Oversight Category.~~

(1) This rule is authorized by:

(a) Utah Constitution Article X, Section 3, which vests general control and supervision over public education in the Board;

(b) Subsection 53E-3-401(4), which allows the Board to make rules to execute the Board's duties and responsibilities under the Utah Constitution and state law; and

(c) Section 53E-6-201, which gives the Board power to issue licenses.

(2) This rule specifies the types of licenses and license areas of concentration available and the requirements and procedures for obtaining a license, required for employment as a licensed educator in the public schools of Utah.

~~[(3) This Rule R277-301 is categorized as Category 4 as described in Rule R277-111.]~~

R277-301-2. Definitions.

(1) "Accredited institution" means an institution that:

(a) offers a competency-based postsecondary general education course online or in person; and

(b) is accredited by an organization recognized by the United States Department of Education.

(2) "Currently enrolled" means:

(a) that an individual has been formally accepted into a Board-approved educator preparation program; and

(b) that the program considers the individual to be an active participant.

(3) "Educator preparation program" means the same as that term is defined in Section R277-303-2.

(4) "Endorsement" means a designation on a license area of concentration earned through demonstrating required competencies established by the Superintendent that qualifies the individual to:

- (a) provide instruction in a specific content area; or
- (b) apply a specific set of skills in an education setting.

(5) "LEA" includes, for purposes of this rule, the Utah Schools for the Deaf and the Blind.

(6)(a) "License areas of concentration" or "license area" means a designation on a license of the specific educational setting or role for which the individual is qualified, to include the following:

- (~~[a]~~i) Early Childhood;
- (~~[b]~~ii) Elementary;
- (~~[c]~~iii) Secondary;
- (~~[d]~~iv) School-Leadership;
- (~~[e]~~v) Career and Technical Education or "CTE";
- (~~[f]~~vi) School Counselor;
- (~~[g]~~vii) School Psychologist;
- (~~[h]~~viii) Special Education;
- (~~[i]~~ix) Pre-school Special Education;
- (~~[j]~~x) Deaf Education;
- (~~[k]~~ ~~Speech-Language Pathologist;~~)
- (~~[l]~~xi) Speech-Language Technician; and
- (~~[m]~~xii) School Social Worker~~;~~ and
- ~~_____ (n) Audiologist].~~

(b) For an individual licensed prior to May 6, 2026, license area may include the following:

- _____ (i) Speech-Language Pathologist; and
- _____ (ii) Audiologist.

(7) "Licensing Jurisdiction" means the designated educator licensing authority in any foreign country or state of the United States of America and the Department of Defense Education Activity (DoDEA).

(8) "NASDTEC" means the National Association of State Directors of Teacher Education and Certification.

(9) "NASDTEC Stage 2 Educator License" means a license issued to an individual who holds a bachelor's degree and has completed an approved program but has not met the jurisdiction-specific requirement for a Stage 3 license of a member jurisdiction.

(10) "Renewal" means reissuing or extending the length of a license consistent with Rule R277-302.

R277-301-3. License Structure.

(1) Utah educator licenses include the following licenses:

- (a) Associate educator license;
- (b) Professional educator license; and
- (c) LEA-specific educator license.

(2) The Superintendent may only issue one single active Utah educator license to an individual.

(3) An educator license shall include at least one license area of concentration.

(4) License areas of concentration and endorsements shall have a designation of:

- (a) associate;
- (b) professional; or
- (c) LEA-specific.

(5) An associate educator license may only include associate or LEA-specific license areas of concentration and endorsements.

(6) An LEA-specific educator license may only include LEA-specific license areas of concentration and endorsements.

(7) An educator may add a license area or endorsement to an existing license or license area of concentration by meeting the requirements for an associate, professional, or LEA-specific endorsement as established in this rule.

(8) The Superintendent may establish deadlines and uniform forms and procedures for all aspects of licensing.

(9)(a) All licenses expire on June 30 of the year of expiration and a licensee may renew any time after January 1 of the same year.

(b) Notwithstanding Subsection (9)(a), an LEA-specific license may only renew after July 1 of the year of expiration.

(c) Responsibility for license renewal rests solely with the licensee.

R277-301-4. Associate Educator License Requirements.

(1) The Superintendent shall issue an associate educator license to an individual that applies for the license and that meets all requirements in this Section R277-301-4.

(2) An associate educator license, license area, or endorsement is valid until June 30 of the third school year after the Superintendent issues or renews the license.

(3)(a) Except as provided in Subsection (4), the Superintendent may extend an associate educator license for up to two school years if an LEA or Utah-based accredited private school requests the extension for an employee.

(b) The Superintendent may extend an associate educator license for up to one school year for an educator with a license area in special education or related services, if the educator has up to two years of experience in special education or related services.

(4) The Superintendent may not extend an associate license with a license area in special education or related services, if the educator has three years of experience in special education or related services.

(5) The Superintendent may extend a non-special education related license area for up to two school years if an LEA or Utah-based accredited private school requests the extension for an employee.

- 114 (5) The general requirements for an associate educator license shall include:
- 115 (a) completion of a criminal background check, including:
- 116 (i) review of any criminal offenses and clearance in accordance with Rule R277-
- 117 214; and
- 118 (ii) continued monitoring in accordance with Subsection 53G-11-403(1);
- 119 (b) completion of the educator ethics review within one calendar year before the
- 120 application;
- 121 (c) one of the following:
- 122 (i) a bachelor's degree or higher from an accredited institution;
- 123 (ii) currently enrolled in a university-based Board-approved educator preparation
- 124 program that will result in a bachelor's degree or higher from an accredited institution; or
- 125 (iii) skill certification in a specific CTE area as established by the Superintendent;
- 126 and
- 127 (d) minimum competencies, as defined by the Superintendent.
- 128 (6) The content knowledge requirements for an associate educator license shall
- 129 include:
- 130 (a) for an elementary license area, demonstration of the content competency
- 131 criteria established by the Superintendent;
- 132 (b) for a secondary or CTE license area with a content endorsement, or for an
- 133 endorsement being added to a professional license area, one of the following:
- 134 (i)(A) passage of a content knowledge test approved by the Superintendent,
- 135 where required; or
- 136 (B) demonstration of the competency criteria established by the Superintendent
- 137 if no content knowledge test is required;
- 138 (ii) a bachelor's degree or higher with a major in the content area from an
- 139 accredited university; or
- 140 (iii) enrollment in a program that will result in a bachelor's degree and complete
- 141 all requirements except completion of capstone school-based clinical experience and
- 142 any co-requisite coursework;

(c) for an early childhood license area, demonstration of the content competency criteria established by the Superintendent; and

(d) for a school leadership license area, enrollment in or completion of:

(i) an accredited university-based school leadership educator preparation program that results in:

(a) a masters degree or higher; and

(b) a NASDTEC Stage 2 educator license in school leadership or equivalent, as determined by the Superintendent; or

(ii) an educator preparation program administered by the Superintendent.

(7) Notwithstanding, Subsection (5)(c)(ii);

(a) an applicant for an associate educator license with the following license areas:

(i) special education (K-12);

(ii) pre-school special education;

(iii) deaf education; or

~~[(iv) audiologist;]~~

(iv) speech-language technician; ~~[or]~~

~~[(vi) speech-language pathologist;]~~

(b) shall meet the following requirements for an associate educator license:

(i) demonstrate content knowledge competencies approved by the Superintendent;

(ii) complete a special education law and instruction training approved by the Superintendent;

(iii) earn a bachelor's degree in a field approved by the Superintendent; and

(iv) enroll in a preparation program as provided in Subsection (9).

(8)(a) For a special education or pre-school special education license area, an applicant shall enroll in a:

(i) Board-approved non-university-based special education preparation program;

or

(ii) a special education program at an accredited institution that will yield a NASDTEC Stage 2 educator license.

(b) For a deaf education license area, an applicant shall:

(i) earn a master's degree in deaf education from an accredited institution; or

(ii) enroll in:

(A) a deaf education program at an accredited institution that will yield a NASDTEC Stage 2 educator license; or

(B) a Board-approved non-university based deaf education preparation program.

~~[(c) For a speech-language pathologist license area, an applicant shall enroll in a speech-language pathologist program at an accredited institution of higher education that:~~

~~—— (i) results in a master's degree or higher in speech-language pathology; and~~

~~—— (ii) will yield a NASDTEC Stage 2 educator license.]~~

~~[(d)]~~(c) For a school counselor license area, an applicant shall:

(i) enroll in a school counselor program at an accredited institution of higher education that:

(A) results in a masters degree or higher in school counseling; and

(B) will yield a NASDTEC Stage 2 educator license; or

(ii) demonstrate minimum school counselor competencies as defined by the Superintendent.

~~[(e)]~~(d) For a speech-language technician license area, an applicant shall possess a bachelor's degree in communication disorders, or the equivalent as determined by the Superintendent, and:

(i) enroll in a speech-language technician program that is:

(A) approved by the Board; or

(B) administered by the Superintendent; or

(ii) complete the requirements of certified speech-language pathology assistant through the American Speech-Language Hearing Association.

200 ~~[(f) For an audiologist license area, an applicant shall enroll in an audiology~~
201 ~~program at an accredited institution of higher education that will yield a NASDTEC~~
202 ~~Stage 2 educator license.]~~

203 (9) Notwithstanding Subsection (5)(c)(ii), an applicant for an associate educator
204 license with a license area in school psychologist or school social worker shall meet the
205 following requirements:

206 (a) demonstrate content knowledge competencies approved by the
207 Superintendent;

208 (b) earn a bachelor's degree; and

209 (c) complete all requirements for an accredited master's level preparation
210 program, except completion of capstone school-based clinical experience and any co-
211 requisite coursework.

212 (10) Additional requirements for an associate educator license shall include:

213 (a) successful completion of professional learning modules created or approved
214 by the Superintendent in:

215 (i) educator ethics;

216 (ii) classroom management and instruction;

217 (iii) basic special education law and instruction;

218 (iv) the Utah Effective Educator Standards described in Rule R277-330; or

219 (b) enrollment in a university-based Board-approved educator preparation
220 program that will result in a bachelor's degree and completion of all requirements except
221 capstone school-based clinical experience and any co-requisite coursework.

222 (c) Notwithstanding Subsection (10)(a), the Superintendent may waive an
223 individual module, if the module is not necessary given the preparation of an applicant.

224 (11) An educator that holds a professional license area of concentration and has
225 met the competency criteria established by the Superintendent need not complete the
226 requirements detailed in Subsection (10).

227 (12) A license applicant who has received or completed license preparation
228 activities inconsistent with this rule may present compelling information and

documentation for review and approval by the Superintendent to satisfy the associate educator license requirements.

(13) The Superintendent shall designate a panel of at least three Board staff members to review an appeal made under Subsection (12).

(14) An LEA that employs an individual that holds an associate educator license shall develop a personalized professional learning plan designed to support the educator in meeting the requirements for a professional educator license no later than 60 days after beginning work in the classroom, which shall:

(a) be provided to the Superintendent upon request;
(b) include a formal discussion and observation process no later than 30 days after beginning work in the classroom; and

(c) consider:
(i) previous education related experience; and
(ii) previous educational preparation activities.

(15) An educator with an associate educator license may upgrade to a professional educator license at any time before expiration of the associate educator license if the educator meets all requirements of Section R277-301-5.

R277-301-5. Professional Educator License Requirements.

(1) The Superintendent shall issue a professional educator license to an individual that applies for the license and meets all requirements in this Section R277-301-5.

(2) A professional educator license, license area, or endorsement is valid until June 30 of the fifth school year after the Superintendent issues or renews the license.

(3) The general requirements for a professional educator license shall include:

(a) all general requirements for an associate educator license under Subsection R277-301-5(4);

(b) completion of:

(i) a bachelor's degree or higher from an accredited institution; or

(ii) skill certification in a specific CTE area as established by the Superintendent;

(c) for an individual with an early childhood, elementary, or special education license area of concentration, completion of a literacy preparation assessment;

(d)(i) for an individual with a pre-school special education or early childhood education license area of concentration, demonstration of emergent literacy competencies, as defined by the Superintendent; and

(ii) one of the following:

(A) a recommendation from a Board-approved educator preparation program; or

(B) a standard educator license in the area issued by a licensing jurisdiction outside of Utah that is currently valid or is renewable consistent with Section 53E-6-307.

(f) for an individual with a school leadership license area of concentration, completion of a masters degree or higher from an accredited institution of higher education;

(g) Notwithstanding, Subsection (c), a license applicant in an APPEL program who has an established professional learning plan before August 31, 2022, need not complete a literacy preparation assessment.

(4) If an educator preparation program makes a recommendation and the Superintendent determines that the candidate does not meet all requirements in this rule, the candidate may appeal as provided Subsection (12).

(5) The content knowledge requirements for a professional educator license, license area, and endorsement shall include:

(a) all content knowledge requirements for an associate educator license under Subsection R277-301-4(5);

(b) demonstration of all content knowledge competencies as established by the Superintendent; and

(c) passage of a content knowledge test provided by the Superintendent, where required by the Superintendent.

(6) An applicant for a secondary or CTE content area endorsement that holds a bachelor's degree or higher with a major in the content area from an accredited university need not complete the requirement described in Subsection (5)(c).

(7) The pedagogical requirements for a professional educator license shall include demonstration of all pedagogical competencies as established by the Superintendent.

(8) An individual holding a Utah level 1, level 2, or level 3 educator license on January 1, 2020 meets the pedagogical requirements described in Subsection (7).

(9) An individual holding a Utah professional educator license and license area in early childhood education, elementary, secondary, CTE, special education, or deaf education is considered to have met the clinical competencies and general teacher pedagogical competencies requirement of Subsection (7) if applying to add any of the license areas in the subsection.

(10) An individual holding a professional license and a license area of concentration in elementary education, secondary education, CTE, special education, or deaf education, may earn an additional professional content area endorsement through:

(a) passage of a content knowledge test or competency exam approved by the Superintendent;

(b) demonstration of any content endorsement specific safety competencies, if applicable, which may include lab safety or CPR; and

(c) demonstration of pedagogical content knowledge in the new content area as verified by the educator's LEA supervisor or designee.

(11) An individual with an associate license with a speech-language technician license area who completes a speech-language technician preparation program approved by the Superintendent as described in Section R277-306-5 meets the requirements for a professional license.

(12) A license applicant who has received or completed license preparation activities inconsistent with this rule may present compelling information and

documentation for review and approval or denial by the Superintendent to satisfy the professional educator license requirements.

(13) The Superintendent shall designate a panel of at least three individuals, including the director of an LEA-based educator preparation program and a Board licensed educator not employed by the Board, to review an appeal and make a recommendation to the Superintendent for the Superintendent's review and decision described in Subsection (11).

R277-301-6. Educator Licenses Issued by Licensing Jurisdictions Outside of Utah.

(1) The Superintendent shall review applications for a Utah educator license for individuals holding educator licenses issued by licensing jurisdictions outside of Utah to determine if the applicant has met the requirements for a Utah license under this rule.

(2) The Superintendent shall accept scores from an applicant that meet the Utah standard for passing on assessments from licensing jurisdictions outside of Utah that utilize the same assessment as Utah as meeting the requirements of this rule.

(3) The Superintendent shall accept scores from an applicant on reasonably equivalent content knowledge assessments utilized by licensing jurisdictions outside of Utah that meet the passing standard of that jurisdiction as meeting the requirements of this rule.

(4) The Superintendent shall accept demonstrations of content knowledge and pedagogical competencies from an applicant utilized by licensing jurisdictions outside of Utah that are reasonably equivalent to Utah competencies.

(5) An individual with a NASDTEC Stage 2 educator license need not complete the content knowledge and pedagogical assessment requirements in the areas and subjects taught.

~~[(6) An individual holding a standard license from another jurisdiction that was enrolled in a preparation program before January 1, 2020 and received the standard~~

~~license before August 1, 2021 need not complete the requirements of Subsection R277-301-5(7)(b).]~~

R277-301-7. LEA-specific Educator License Requirements.

(1) The Superintendent may issue an LEA-specific educator license to a candidate if:

(a) the LEA requesting the LEA-specific educator license has an adopted policy, posted on the LEA's website, which includes:

(i) educator preparation and support:

(A) as established by the LEA; and

(B) aligned with the Utah Effective Teaching Standards described in Rule R277-330;

(ii) criteria for employing educators with an LEA-specific license; and

(iii) compliance with all requirements of this rule;

(b) an LEA governing board applies on behalf of the candidate;

(c) the candidate meets all the requirements in this Section R277-301-7; and

(d) the candidate successfully completes professional learning modules created or approved by the Superintendent in:

(i) educator ethics;

(ii) classroom management and instruction;

(iii) basic special education law and instruction; and

(iv) the Utah Effective Educator Standards described in Rule R277-330.

(2) An LEA-specific license, license area, or endorsement is valid only within the requesting LEA for the educator's current assignment.

(3) An LEA-specific license, license area, or endorsement is valid until June 30 of the third school year after the after the Superintendent issues the license.

(4) An LEA may not request an LEA-specific license area of concentration to an educator for the following license areas:

(a) special education;

- (b) pre-school special education;
- (c) deaf education;
- (d) school psychologist;
- (e) school social worker;
- ~~[(f) audiologist;]~~
- ~~[(g)f] speech-language technician; or~~
- ~~[(h) speech-language pathologist; or]~~
- ~~[(i)g] school counselor.~~
- (5) An LEA may not request an LEA-specific endorsement in drivers education.
- (6) An LEA-specific license expires immediately if the educator's employment with the LEA that requested the license ends.
- (7) An LEA may request renewal of an LEA-specific license if an educator meets professional learning requirements established by the Superintendent.
- (8) The general requirements for an LEA-specific educator license shall include:
- (a) completion of a criminal background check, including:
- (i) review of any criminal offenses and clearance in accordance with Rule R277-214; and
- (ii) continued monitoring in accordance with Subsection 53G-11-403(1);
- (b) completion of the educator ethics review within one calendar year before the application; and
- (c) approval of the request by the LEA governing board in a public meeting no more than 60 days before the application, which includes the LEA's rationale for the request.
- (9) The content knowledge and pedagogical requirements for an LEA-specific educator license shall be established by the LEA governing board.
- (10) An LEA school that requests an LEA-specific license, license area, or endorsement shall prominently post the following information on each school's website:
- (a) disclosure of the fact that the school employs individuals holding LEA-specific educator licenses~~[-license areas, or endorsements];~~

- 399 (b) an explanation of the types of licenses issued by the board;
- 400 (c) the percentage of the types of licenses~~[, license areas, and endorsements]~~
- 401 held by educators employed in the school-based on the employees' FTE as reported to
- 402 the Superintendent; and
- 403 (d) a link to the Utah Educator Look-up tool provided by the Superintendent in
- 404 accordance with Subsection R277-312-7(6).
- 405

406 **R277-301-9. Superintendent Annual Report to the Board.**

- 407 (1) The Superintendent shall annually report to the Board on licensing, including:
- 408 (a) educator licensing;
- 409 (b) educator preparation; and
- 410 (c) equitable distribution of teachers.
- 411 (2) The Superintendent shall use a process approved by the Board to:
- 412 (a) establish the content knowledge competency requirements required for
- 413 associate and professional endorsements; and
- 414 (b) review, adopt, and establish passing standards for all assessments required
- 415 for educator licensing.
- 416 (3) The Superintendent shall create an ethics review for all licensed educators
- 417 based upon Rule R277-217, Educator Standards and Local Education Agency (LEA)
- 418 Reporting.
- 419 (4) The Superintendent may correct identified errors in licensing information with
- 420 notice to the license holder.
- 421

422 **R277-301-10. Licensee Enrollment in FBI Rapback.**

- 423 (1) An individual with an assignment in CACTUS or USIMS shall have a cleared
- 424 background check and current enrollment in FBI Rapback in accordance with Section
- 425 53G-11-403.

(2) Notwithstanding Subsection (1), if an individual cannot enroll in FBI Rapback due to physiological limitations, the educator shall submit fingerprints and complete a new background check every ~~two~~ five years.

(3)(a) An LEA may not receive funding for an educator who is not in compliance with this section.

(b) An LEA may be subject to corrective action under Rule R277-114 for continued non-compliance with Subsection (1).

(4) An individual who is a school resource officer and certified law enforcement officer in accordance with Section 53-6-203 meets the background check requirements of Section 53G-11-403 by virtue of completing law enforcement background check requirements.

KEY: professional competency, educator licensing

Date of Last Change: November 7, 2025

Notice of Continuation: November 5, 2021

Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53E-6-102; 53E-3-401

R277. Education, Administration.

R277-301. Educator Licensing.

R277-301-1. Authority^[,] and Purpose^[,] ~~and Oversight Category.~~

(1) This rule is authorized by:

(a) Utah Constitution Article X, Section 3, which vests general control and supervision over public education in the Board;

(b) Subsection 53E-3-401(4), which allows the Board to make rules to execute the Board's duties and responsibilities under the Utah Constitution and state law; and

(c) Section 53E-6-201, which gives the Board power to issue licenses.

(2) This rule specifies the types of licenses and license areas of concentration available and the requirements and procedures for obtaining a license, required for employment as a licensed educator in the public schools of Utah.

~~[(3) This Rule R277-301 is categorized as Category 4 as described in Rule R277-111.]~~

R277-301-2. Definitions.

(1) "Accredited institution" means an institution that:

(a) offers a competency-based postsecondary general education course online or in person; and

(b) is accredited by an organization recognized by the United States Department of Education.

(2) "Currently enrolled" means:

(a) that an individual has been formally accepted into a Board-approved educator preparation program; and

(b) that the program considers the individual to be an active participant.

(3) "Educator preparation program" means the same as that term is defined in Section R277-303-2.

(4) "Endorsement" means a designation on a license area of concentration earned through demonstrating required competencies established by the Superintendent that qualifies the individual to:

- (a) provide instruction in a specific content area; or
- (b) apply a specific set of skills in an education setting.

(5) "LEA" includes, for purposes of this rule, the Utah Schools for the Deaf and the Blind.

(6)(a) "License areas of concentration" or "license area" means a designation on a license of the specific educational setting or role for which the individual is qualified, to include the following:

- (~~[a]~~i) Early Childhood;
- (~~[b]~~ii) Elementary;
- (~~[c]~~iii) Secondary;
- (~~[d]~~iv) School-Leadership;
- (~~[e]~~v) Career and Technical Education or "CTE";
- (~~[f]~~vi) School Counselor;
- (~~[g]~~vii) School Psychologist;
- (~~[h]~~viii) Special Education;
- (~~[i]~~ix) Pre-school Special Education;
- (~~[j]~~x) Deaf Education;
- (~~[k]~~ ~~Speech-Language Pathologist;~~)
- (~~[l]~~xi) Speech-Language Technician; and
- (~~[m]~~xii) School Social Worker~~;~~ and
- ~~_____ (n) Audiologist].~~

(b) For an individual licensed prior to May 6, 2026, license area may include the following:

- _____ (i) Speech-Language Pathologist; and
- _____ (ii) Audiologist.

(7) "Licensing Jurisdiction" means the designated educator licensing authority in any foreign country or state of the United States of America and the Department of Defense Education Activity (DoDEA).

(8) "NASDTEC" means the National Association of State Directors of Teacher Education and Certification.

(9) "NASDTEC Stage 2 Educator License" means a license issued to an individual who holds a bachelor's degree and has completed an approved program but has not met the jurisdiction-specific requirement for a Stage 3 license of a member jurisdiction.

(10) "Renewal" means reissuing or extending the length of a license consistent with Rule R277-302.

R277-301-3. License Structure.

(1) Utah educator licenses include the following licenses:

- (a) Associate educator license;
- (b) Professional educator license; and
- (c) LEA-specific educator license.

(2) The Superintendent may only issue one single active Utah educator license to an individual.

(3) An educator license shall include at least one license area of concentration.

(4) License areas of concentration and endorsements shall have a designation of:

- (a) associate;
- (b) professional; or
- (c) LEA-specific.

(5) An associate educator license may only include associate or LEA-specific license areas of concentration and endorsements.

(6) An LEA-specific educator license may only include LEA-specific license areas of concentration and endorsements.

(7) An educator may add a license area or endorsement to an existing license or license area of concentration by meeting the requirements for an associate, professional, or LEA-specific endorsement as established in this rule.

(8) The Superintendent may establish deadlines and uniform forms and procedures for all aspects of licensing.

(9)(a) All licenses expire on June 30 of the year of expiration and a licensee may renew any time after January 1 of the same year.

(b) Notwithstanding Subsection (9)(a), an LEA-specific license may only renew after July 1 of the year of expiration.

(c) Responsibility for license renewal rests solely with the licensee.

R277-301-4. Associate Educator License Requirements.

(1) The Superintendent shall issue an associate educator license to an individual that applies for the license and that meets all requirements in this Section R277-301-4.

(2) An associate educator license, license area, or endorsement is valid until June 30 of the third school year after the Superintendent issues or renews the license.

(3)(a) Except as provided in Subsection (4), the Superintendent may extend an associate educator license for up to two school years if an LEA or Utah-based accredited private school requests the extension for an employee.

(b) The Superintendent may extend an associate educator license for up to one school year for an educator with a license area in special education or related services, if the educator has up to two years of experience in special education or related services.

(4) The Superintendent may not extend an associate license with a license area in special education or related services, if the educator has three years of experience in special education or related services.

(5) The Superintendent may extend a non-special education related license area for up to two school years if an LEA or Utah-based accredited private school requests the extension for an employee.

(5) The general requirements for an associate educator license shall include:

(a) completion of a criminal background check, including:

(i) review of any criminal offenses and clearance in accordance with Rule R277-214; and

(ii) continued monitoring in accordance with Subsection 53G-11-403(1);

(b) completion of the educator ethics review within one calendar year before the application;

(c) one of the following:

(i) a bachelor's degree or higher from an accredited institution;

(ii) currently enrolled in a university-based Board-approved educator preparation program that will result in a bachelor's degree or higher from an accredited institution; or

(iii) skill certification in a specific CTE area as established by the Superintendent; and

(d) minimum competencies, as defined by the Superintendent.

(6) The content knowledge requirements for an associate educator license shall include:

(a) for an elementary license area, demonstration of the content competency criteria established by the Superintendent;

(b) for a secondary or CTE license area with a content endorsement, or for an endorsement being added to a professional license area, one of the following:

(i)(A) passage of a content knowledge test approved by the Superintendent, where required; or

(B) demonstration of the competency criteria established by the Superintendent if no content knowledge test is required;

(ii) a bachelor's degree or higher with a major in the content area from an accredited university; or

(iii) enrollment in a program that will result in a bachelor's degree and complete all requirements except completion of capstone school-based clinical experience and any co-requisite coursework;

(c) for an early childhood license area, demonstration of the content competency criteria established by the Superintendent; and

(d) for a school leadership license area, enrollment in or completion of:

(i) an accredited university-based school leadership educator preparation program that results in:

(a) a masters degree or higher; and

(b) a NASDTEC Stage 2 educator license in school leadership or equivalent, as determined by the Superintendent; or

(ii) an educator preparation program administered by the Superintendent.

(7) Notwithstanding, Subsection (5)(c)(ii);

(a) an applicant for an associate educator license with the following license areas:

(i) special education (K-12);

(ii) pre-school special education;

(iii) deaf education; or

~~[(iv) audiologist;]~~

(iv) speech-language technician; ~~[or]~~

~~[(vi) speech-language pathologist;]~~

(b) shall meet the following requirements for an associate educator license:

(i) demonstrate content knowledge competencies approved by the Superintendent;

(ii) complete a special education law and instruction training approved by the Superintendent;

(iii) earn a bachelor's degree in a field approved by the Superintendent; and

(iv) enroll in a preparation program as provided in Subsection (9).

(8)(a) For a special education or pre-school special education license area, an applicant shall enroll in a:

(i) Board-approved non-university-based special education preparation program;

or

(ii) a special education program at an accredited institution that will yield a NASDTEC Stage 2 educator license.

(b) For a deaf education license area, an applicant shall:

(i) earn a master's degree in deaf education from an accredited institution; or

(ii) enroll in:

(A) a deaf education program at an accredited institution that will yield a NASDTEC Stage 2 educator license; or

(B) a Board-approved non-university based deaf education preparation program.

~~[(c) For a speech-language pathologist license area, an applicant shall enroll in a speech-language pathologist program at an accredited institution of higher education that:~~

~~—— (i) results in a master's degree or higher in speech-language pathology; and~~

~~—— (ii) will yield a NASDTEC Stage 2 educator license.]~~

~~[(d)]~~(c) For a school counselor license area, an applicant shall:

(i) enroll in a school counselor program at an accredited institution of higher education that:

(A) results in a masters degree or higher in school counseling; and

(B) will yield a NASDTEC Stage 2 educator license; or

(ii) demonstrate minimum school counselor competencies as defined by the Superintendent.

~~[(e)]~~(d) For a speech-language technician license area, an applicant shall possess a bachelor's degree in communication disorders, or the equivalent as determined by the Superintendent, and:

(i) enroll in a speech-language technician program that is:

(A) approved by the Board; or

(B) administered by the Superintendent; or

(ii) complete the requirements of certified speech-language pathology assistant through the American Speech-Language Hearing Association.

~~[(f) For an audiologist license area, an applicant shall enroll in an audiology program at an accredited institution of higher education that will yield a NASDTEC Stage 2 educator license.]~~

(9) Notwithstanding Subsection (5)(c)(ii), an applicant for an associate educator license with a license area in school psychologist or school social worker shall meet the following requirements:

(a) demonstrate content knowledge competencies approved by the Superintendent;

(b) earn a bachelor's degree; and

(c) complete all requirements for an accredited master's level preparation program, except completion of capstone school-based clinical experience and any co-requisite coursework.

(10) Additional requirements for an associate educator license shall include:

(a) successful completion of professional learning modules created or approved by the Superintendent in:

(i) educator ethics;

(ii) classroom management and instruction;

(iii) basic special education law and instruction;

(iv) the Utah Effective Educator Standards described in Rule R277-330; or

(b) enrollment in a university-based Board-approved educator preparation program that will result in a bachelor's degree and completion of all requirements except capstone school-based clinical experience and any co-requisite coursework.

(c) Notwithstanding Subsection (10)(a), the Superintendent may waive an individual module, if the module is not necessary given the preparation of an applicant.

(11) An educator that holds a professional license area of concentration and has met the competency criteria established by the Superintendent need not complete the requirements detailed in Subsection (10).

(12) A license applicant who has received or completed license preparation activities inconsistent with this rule may present compelling information and

documentation for review and approval by the Superintendent to satisfy the associate educator license requirements.

(13) The Superintendent shall designate a panel of at least three Board staff members to review an appeal made under Subsection (12).

(14) An LEA that employs an individual that holds an associate educator license shall develop a personalized professional learning plan designed to support the educator in meeting the requirements for a professional educator license no later than 60 days after beginning work in the classroom, which shall:

(a) be provided to the Superintendent upon request;

(b) include a formal discussion and observation process no later than 30 days after beginning work in the classroom; and

(c) consider:

(i) previous education related experience; and

(ii) previous educational preparation activities.

(15) An educator with an associate educator license may upgrade to a professional educator license at any time before expiration of the associate educator license if the educator meets all requirements of Section R277-301-5.

R277-301-5. Professional Educator License Requirements.

(1) The Superintendent shall issue a professional educator license to an individual that applies for the license and meets all requirements in this Section R277-301-5.

(2) A professional educator license, license area, or endorsement is valid until June 30 of the fifth school year after the Superintendent issues or renews the license.

(3) The general requirements for a professional educator license shall include:

(a) all general requirements for an associate educator license under Subsection R277-301-5(4);

(b) completion of:

(i) a bachelor's degree or higher from an accredited institution; or

- 258 (ii) skill certification in a specific CTE area as established by the Superintendent;
- 259 (c) for an individual with an early childhood, elementary, or special education
- 260 license area of concentration, completion of a literacy preparation assessment;
- 261 (d)(i) for an individual with a pre-school special education or early childhood
- 262 education license area of concentration, demonstration of emergent literacy
- 263 competencies, as defined by the Superintendent; and
- 264 (ii) one of the following:
- 265 (A) a recommendation from a Board-approved educator preparation program; or
- 266 (B) a standard educator license in the area issued by a licensing jurisdiction
- 267 outside of Utah that is currently valid or is renewable consistent with Section 53E-6-307.
- 268 (f) for an individual with a school leadership license area of concentration,
- 269 completion of a masters degree or higher from an accredited institution of higher
- 270 education;
- 271 (g) Notwithstanding, Subsection (c), a license applicant in an APPEL program
- 272 who has an established professional learning plan before August 31, 2022, need not
- 273 complete a literacy preparation assessment.
- 274 (4) If an educator preparation program makes a recommendation and the
- 275 Superintendent determines that the candidate does not meet all requirements in this
- 276 rule, the candidate may appeal as provided Subsection (12).
- 277 (5) The content knowledge requirements for a professional educator license,
- 278 license area, and endorsement shall include:
- 279 (a) all content knowledge requirements for an associate educator license under
- 280 Subsection R277-301-4(5);
- 281 (b) demonstration of all content knowledge competencies as established by the
- 282 Superintendent; and
- 283 (c) passage of a content knowledge test provided by the Superintendent, where
- 284 required by the Superintendent.

(6) An applicant for a secondary or CTE content area endorsement that holds a bachelor's degree or higher with a major in the content area from an accredited university need not complete the requirement described in Subsection (5)(c).

(7) The pedagogical requirements for a professional educator license shall include demonstration of all pedagogical competencies as established by the Superintendent.

(8) An individual holding a Utah level 1, level 2, or level 3 educator license on January 1, 2020 meets the pedagogical requirements described in Subsection (7).

(9) An individual holding a Utah professional educator license and license area in early childhood education, elementary, secondary, CTE, special education, or deaf education is considered to have met the clinical competencies and general teacher pedagogical competencies requirement of Subsection (7) if applying to add any of the license areas in the subsection.

(10) An individual holding a professional license and a license area of concentration in elementary education, secondary education, CTE, special education, or deaf education, may earn an additional professional content area endorsement through:

(a) passage of a content knowledge test or competency exam approved by the Superintendent;

(b) demonstration of any content endorsement specific safety competencies, if applicable, which may include lab safety or CPR; and

(c) demonstration of pedagogical content knowledge in the new content area as verified by the educator's LEA supervisor or designee.

(11) An individual with an associate license with a speech-language technician license area who completes a speech-language technician preparation program approved by the Superintendent as described in Section R277-306-5 meets the requirements for a professional license.

(12) A license applicant who has received or completed license preparation activities inconsistent with this rule may present compelling information and

documentation for review and approval or denial by the Superintendent to satisfy the professional educator license requirements.

(13) The Superintendent shall designate a panel of at least three individuals, including the director of an LEA-based educator preparation program and a Board licensed educator not employed by the Board, to review an appeal and make a recommendation to the Superintendent for the Superintendent's review and decision described in Subsection (11).

R277-301-6. Educator Licenses Issued by Licensing Jurisdictions Outside of Utah.

(1) The Superintendent shall review applications for a Utah educator license for individuals holding educator licenses issued by licensing jurisdictions outside of Utah to determine if the applicant has met the requirements for a Utah license under this rule.

(2) The Superintendent shall accept scores from an applicant that meet the Utah standard for passing on assessments from licensing jurisdictions outside of Utah that utilize the same assessment as Utah as meeting the requirements of this rule.

(3) The Superintendent shall accept scores from an applicant on reasonably equivalent content knowledge assessments utilized by licensing jurisdictions outside of Utah that meet the passing standard of that jurisdiction as meeting the requirements of this rule.

(4) The Superintendent shall accept demonstrations of content knowledge and pedagogical competencies from an applicant utilized by licensing jurisdictions outside of Utah that are reasonably equivalent to Utah competencies.

(5) An individual with a NASDTEC Stage 2 educator license need not complete the content knowledge and pedagogical assessment requirements in the areas and subjects taught.

~~[(6) An individual holding a standard license from another jurisdiction that was enrolled in a preparation program before January 1, 2020 and received the standard~~

~~license before August 1, 2021 need not complete the requirements of Subsection R277-301-5(7)(b).]~~

R277-301-7. LEA-specific Educator License Requirements.

(1) The Superintendent may issue an LEA-specific educator license to a candidate if:

(a) the LEA requesting the LEA-specific educator license has an adopted policy, posted on the LEA's website, which includes:

(i) educator preparation and support:

(A) as established by the LEA; and

(B) aligned with the Utah Effective Teaching Standards described in Rule R277-330;

(ii) criteria for employing educators with an LEA-specific license; and

(iii) compliance with all requirements of this rule;

(b) an LEA governing board applies on behalf of the candidate;

(c) the candidate meets all the requirements in this Section R277-301-7; and

(d) the candidate successfully completes professional learning modules created or approved by the Superintendent in:

(i) educator ethics;

(ii) classroom management and instruction;

(iii) basic special education law and instruction; and

(iv) the Utah Effective Educator Standards described in Rule R277-330.

(2) An LEA-specific license, license area, or endorsement is valid only within the requesting LEA for the educator's current assignment.

(3) An LEA-specific license, license area, or endorsement is valid until June 30 of the third school year after the after the Superintendent issues the license.

(4) An LEA may not request an LEA-specific license area of concentration to an educator for the following license areas:

(a) special education;

(b) pre-school special education;

(c) deaf education;

(d) school psychologist;

(e) school social worker;

~~[(f) audiologist;]~~

~~[(g)f] speech-language technician; or~~

~~[(h) speech-language pathologist; or]~~

~~[(i)g] school counselor.~~

(5) An LEA may not request an LEA-specific endorsement in drivers education.

(6) An LEA-specific license expires immediately if the educator's employment with the LEA that requested the license ends.

(7) An LEA may request renewal of an LEA-specific license if an educator meets professional learning requirements established by the Superintendent.

(8) The general requirements for an LEA-specific educator license shall include:

(a) completion of a criminal background check, including:

(i) review of any criminal offenses and clearance in accordance with Rule R277-214; and

(ii) continued monitoring in accordance with Subsection 53G-11-403(1);

(b) completion of the educator ethics review within one calendar year before the application; and

(c) approval of the request by the LEA governing board in a public meeting no more than 60 days before the application, which includes the LEA's rationale for the request.

(9) The content knowledge and pedagogical requirements for an LEA-specific educator license shall be established by the LEA governing board.

(10) An LEA school that requests an LEA-specific license, license area, or endorsement shall prominently post the following information on each school's website:

(a) disclosure of the fact that the school employs individuals holding LEA-specific educator licenses~~[-license areas, or endorsements];~~

(b) an explanation of the types of licenses issued by the board;

(c) the percentage of the types of licenses~~[, license areas, and endorsements]~~
held by educators employed in the school-based on the employees' FTE as reported to
the Superintendent; and

(d) a link to the Utah Educator Look-up tool provided by the Superintendent in
accordance with Subsection R277-312-7(6).

R277-301-9. Superintendent Annual Report to the Board.

(1) The Superintendent shall annually report to the Board on licensing, including:

(a) educator licensing;

(b) educator preparation; and

(c) equitable distribution of teachers.

(2) The Superintendent shall use a process approved by the Board to:

(a) establish the content knowledge competency requirements required for
associate and professional endorsements; and

(b) review, adopt, and establish passing standards for all assessments required
for educator licensing.

(3) The Superintendent shall create an ethics review for all licensed educators
based upon Rule R277-217, Educator Standards and Local Education Agency (LEA)
Reporting.

(4) The Superintendent may correct identified errors in licensing information with
notice to the license holder.

R277-301-10. Licensee Enrollment in FBI Rapback.

(1) An individual with an assignment in CACTUS or USIMS shall have a cleared
background check and current enrollment in FBI Rapback in accordance with Section
53G-11-403.

(2) Notwithstanding Subsection (1), if an individual cannot enroll in FBI Rapback due to physiological limitations, the educator shall submit fingerprints and complete a new background check every two years.

(3)(a) An LEA may not receive funding for an educator who is not in compliance with this section.

(b) An LEA may be subject to corrective action under Rule R277-114 for continued non-compliance with Subsection (1).

(4) An individual who is a school resource officer and certified law enforcement officer in accordance with Section 53-6-203 meets the background check requirements of Section 53G-11-403 by virtue of completing law enforcement background check requirements.

KEY: professional competency, educator licensing

Date of Last Change: November 7, 2025

Notice of Continuation: November 5, 2021

Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53E-6-102; 53E-3-401

Utah State Board of Education

Reporting Burden and Fiscal Impact Estimate

R277-301 – Educator Licensing (Amendment and Continuation)

1. Reporting Burden for LEAs

This rule change does not add any reports for LEAs.

2. Estimated Fiscal Impact on USBE

This rule change is not estimated to have fiscal impacts on USBE.

3. Estimated Fiscal Impact on LEAs

This rule change is not estimated to have fiscal impacts on LEAs.

Author: Sam Urie

UTAH STATE BOARD OF EDUCATION

Subject:

ACTION: R277-304, Teacher Preparation Programs (Amendment)

Agenda item type:

Action Item

Recommended Action:

MOTION FOR THE BOARD: That the Board approve R277-304, Teacher Preparation Programs, Draft 1, on second and final reading.

Purpose of Memo:

Result of legislative action

Background:

Staff recommend updating the rule to update requirements for secondary education prep programs, to update terminology, and update requirements for CTE prep programs.

Staff will present R277-304, Teacher Preparation Programs, Draft 1, for consideration and approval.

Authorizing, and Implemented or Interpreted Law: [Art X Sec 3](#); [53E-3-401](#); [53E-6-201](#)

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Attachments:

1. R277-304 - Draft 1 - June 2026 Committee
2. R277-304 Reporting Burden and Fiscal Impact Estimate Form

R277. Education, Administration.

R277-304. Teacher Preparation Programs.

R277-304-1. Authority^[,] and Purpose^[,] ~~and Oversight Category.~~

(1) This rule is authorized by:

(a) Utah Constitution Article X, Section 3, which vests general control and supervision over public education in the Board;

(b) Subsection 53E-3-401(4), which allows the Board to make rules to execute the Board's duties and responsibilities under the Utah Constitution and state law; and

(c) Subsection 53E-6-201(3)(a), which directs the Board to make rules to establish the criteria for obtaining an educator license.

(2)(a) The purpose of this rule is to specify the standards which the Board expects of a teacher preparation institution before program approval in specified areas.

(b) The standards in this rule apply to the specific educational area and grade level for which the preparation program is designed.

~~[(3) This Rule R277-304 is categorized as Category 4 as described in Rule R277-111.]~~

R277-304-2. Definitions.

(1)(a) "Career and technical education" or "CTE" means organized educational programs or competencies which directly or indirectly prepare students for employment, or for additional preparation leading to employment, in occupations where entry requirements do not generally require a baccalaureate or advanced degree.

(b) CTE programs provide all students a continuous education system, driven by a student's college and career readiness plan, through competency-based instruction, culminating in essential life skills, certified occupational skills, and meaningful employment.

(2) "Clinical experience" means a structured opportunity in which a program candidate is mentored by a licensed educator and evaluated by a teacher leader, school administrator, or university preparation program faculty member, in order to develop and

demonstrate competency in the skills and knowledge necessary to be an effective teacher, in a physical classroom, which may include experiences in a virtual classroom.

(3) "Competency" means evidence through demonstration in a higher education or prek-12 classroom setting of successful application of knowledge and skills.

(4) "Essential Elements" means the alternate academic achievement standards for students with significant cognitive disabilities, established by the Board in the Special Education Rules Manual, dated June 2023, incorporated by reference in Section R277-750-2.

(5) "Diverse student populations" means unique student groups as identified by:

(a) disability;

(b) academic learning needs; or

(c) linguistic needs.

(6)(a) "Multi-tiered system of supports" or "MTSS" means a framework for integrating assessment and intervention to maximize student achievement, reduce behavior problems, and increase long-term success.

(b) The combination of systematic implementation of increasingly intensive intervention, referred to as tiers, and carefully monitoring students' progress, distinguishes MTSS from typical prevention measures.

(c) Emphasis, in MTSS, is placed on ensuring interventions are implemented effectively.

(7) "Personalize" means to engage all students with high expectations for their learning goals and to empower each learner to take ownership of individual strengths, needs, and interests, while tailoring flexible supports to maximize student growth and competence.

(8) "Utah Core Standards" means the core standards established by the Board in Rule R277-700 for grades K-12 and the Core Standards for Early Learning, adopted June 2023.

R277-304-3. Incorporation by Reference of Educator Preparation Program

Competencies.

- (1) This rule incorporates by reference:
 - (a) the General Teacher Preparation Competencies dated June 2024;
 - (b) the Educator Preparation Program Competencies for Elementary Literacy dated May 2022;
 - (c) the Standards for Special Education Educator Preparation Program Approval dated August 2024; and
 - (d) the Special Education Preparation Foundational Competencies dated March 2025.
- (2) A copy of these documents is located at:
 - (a) <https://schools.utah.gov/administrativerules/documentsincorporated>; and
 - (b) the offices of the Utah State Board of Education.

R277-304-4. General Teacher Preparation.

Before approval by the Board, a teacher preparation program shall provide evidence that the program:

- (1) prepares candidates to meet the Utah Effective Teaching Standards in Rule R277-330;
- (2) prepares candidates to teach:
 - (a) the Utah Core Standards; and
 - (b) the Essential Elements, as appropriate to a candidate's prospective area of licensure as established by the Board;
- (3) includes school-based clinical experiences for a candidate to observe, practice skills, and reflect on teaching that:
 - (a) are significant in number, depth, breadth, and duration;
 - (b) are progressively more complex; and
 - (c) include working with all types of students;

- (4) for candidates who enroll in a preparation program before September 1, 2026, requires competency in:
- (a) content and content specific pedagogy appropriate for the area of licensure;
 - (b) knowledge of the Educator Standards contained in Rule R277-217;
 - (c) designing, administering, and reviewing formative and summative assessments in a meaningful and ethical manner;
 - (d) improving student outcomes by:
 - (i) using student assessment data, both formative and summative;
 - (ii) analyzing instructional practices; and
 - (iii) making necessary adjustments to personalize learning;
 - (e) using strategies to promote active student engagement;
 - (f) systematically designing instruction toward a specific learning goal by:
 - (i) providing tier one and tier two instruction and intervention on the Utah core standards including the use of competency-based learning;
 - (ii) using a variety of evidence-based instructional strategies, including explicit instruction and scaffolded supports;
 - (iii) integrating technology to support and meaningfully supplement the learning of students;
 - (iv) designing developmentally appropriate and authentic learning experiences;
 - (v) developing higher order thinking and metacognitive skills; and
 - (vi) integrating cross-disciplinary skills, such as literacy and numeracy, into instruction;
 - (g) providing positive and constructive feedback to guide students' learning and behavior;
 - (h) establishing a consistent, organized, and respectful learning environment, including:
 - (i) positive behavior interventions and supports within a multi-tiered system of support;
 - (ii) classroom procedures and routines;

- 115 (iii) trauma-informed practices; and
- 116 (iv) accountability practices;
- 117 (i) knowledge and skills to assist in the identification of and instruction for
- 118 students with disabilities in the general classroom, including:
- 119 (i) knowledge of the IDEA and Section 504 of the Rehabilitation Act;
- 120 (ii) knowledge of the role of non-special education teachers in the education of
- 121 students with disabilities;
- 122 (iii) knowledge and skills in implementing least restrictive behavior interventions;
- 123 (iv) skills in implementing and assessing the results of interventions; and
- 124 (v) skills in the implementation of an educational program with accommodations,
- 125 modifications, services, and supports established by an IEP or a 504 plan for students
- 126 with disabilities in the general education classroom;
- 127 (j) knowledge and skills designed to meet the needs of diverse student
- 128 populations in the general education classroom, including:
- 129 (i) allowing students alternative ways to demonstrate learning that are sensitive
- 130 to student diversity;
- 131 (ii) creating an environment that is sensitive to multiple experiences and
- 132 diversity;
- 133 (iii) designing, adapting, and delivering instruction to address each student's
- 134 diverse learning strengths and needs; and
- 135 (iv) incorporating language development into planning, instruction, and
- 136 intervention for students learning English, using their first language as an asset while
- 137 supporting development of English proficiency; and
- 138 (k) effectively communicating and collaborating with parents, colleagues, and
- 139 administration;
- 140 (5) for candidates who enroll in a preparation program on or after September 1,
- 141 2026, requires competence in the General Teacher Preparation Competencies;
- 142 (6) for a program candidate accepted on or after January 1, 2020, provides
- 143 multiple opportunities for a program candidate to successfully demonstrate application

of knowledge and skills gained through the program in one or more clinical experiences in collaboration with a licensed teacher over an extended period in each of the following competencies:

(a) implementing the planning and design, delivery, facilitation, assessment, evaluation, and reflection of a unit of instruction;

(b) revising instructional plans for future implementation or reteaching concepts as appropriate;

(c) implementing the accommodations, modifications, services, and supports as outlined in a student's IEP or 504 plan;

(d) evaluating student artifacts and assessments;

(e) establishing and maintaining classroom procedures and routines that include positive behavior interventions and supports;

(f) establishing and maintaining a positive learning climate;

(g) reflecting on the teaching process and justifying instructional decisions;

(h) participating in at least one IEP meeting or parental consultation regarding a student that the program candidate has instructed; and

(i) consulting and collaborating with qualified personnel, such as a school counselor or school social worker, regarding the emotional well-being of students;

(7) include consideration of a candidate's dispositions and suitability for teaching; and

(8) include plans for candidate remediation and exit counseling, if appropriate.

R277-304-5. Early Childhood and Elementary Preparation Programs.

(1) Before approval by the Board, a preparation program for early childhood education or elementary education shall demonstrate how the program requires candidate competency in:

(a) the areas outlined in Section R277-304-3;

(b) early childhood development and learning;

(c) the Educator Preparation Program Competencies for Elementary Literacy;

(d) the appropriate content knowledge needed to teach:

(i) the science of literacy instruction including:

(A) phonemic awareness;

(B) phonics;

(C) fluency;

(D) vocabulary;

(E) comprehension; and

(ii) the science of mathematics instruction, including:

(A) quantitative reasoning;

(B) problem solving;

(C) representation;

(D) numeracy; and

(E) a balance of procedural and conceptual understanding;

(iii) physical and life science;

(iv) health and physical education;

(v) social studies; and

(vi) fine arts; or

(2) For a program candidate accepted after January 1, 2020, a preparation program for early childhood or elementary education shall provide multiple opportunities for a program candidate to successfully demonstrate application of knowledge and skills gained through the program in a school-based setting in each of the following:

(a) all requirements outlined in Subsections R277-304-4(4) through (7);

(b) demonstrating content-specific pedagogy in each of the areas outlined in Subsection R277-304-5(1);

(c) diagnosing students struggling with reading and planning and implementing remediation for those students; and

(d) diagnosing students struggling with mathematics and planning and implementing remediation for those students.

(3) An educator preparation program shall apply the standards in this Section R277-304-4 to the specific age group or grade level for which the preparation program is designed.

(a) An early childhood education program shall focus primarily on early childhood development and learning in preschool through grade 3.

(b) An elementary program shall include both early childhood development and learning and elementary content and pedagogy in kindergarten through grade 6.

R277-304-6. Secondary Preparation Programs.

(1) Before approval by the Board, a secondary preparation program shall demonstrate that it requires competency in:

(a) all content competencies established by the Superintendent for a professional educator license in at least one endorsement;

(b) all areas outlined in Subsections R277-304-4(4) through (7);

(c) including literacy and quantitative learning objectives in content-specific classes in alignment with the Utah Core Standards; and

(d) planning instruction and assessment in content-specific teams and in cross-curricular teams.

(2) For a program candidate accepted after January 1, 2020, but before September 1, 2026, a secondary preparation program shall provide multiple opportunities for a program candidate to successfully demonstrate application of knowledge and skills gained through the program in a school-based setting in each of the following:

(a) all requirements outlined in Subsections R277-304-4(4) through (7); and

(b) ensuring student safety and learning in educational labs or shops and extra-curricular settings.

(3) For candidates who enroll in a secondary preparation program on or after September 1, 2026, a program shall require competence in:

(a) the General Teacher Preparation Competencies; and

(b) all content competencies established by the Superintendent for at least one endorsement.

R277-304-7. Special Education and Preschool Special Education Programs.

(1) Before approval by the Board, a special education or preschool special education preparation program shall demonstrate that:

(a) the program is operated by or partnered with a Utah institution of higher education or the Board;

(b) it requires competency in Board approved special education teacher preparation competencies in one or more of the following special education areas:

(i) ~~Mild~~ Minimal/Moderate Support Needs;

(ii) Complex Support Needs;

(iii) Deaf and Hard of Hearing;

(iv) Blind and Visually Impaired;

(v) Deafblind; or

(vi) Preschool Special Education (Birth-Age 5);

(c) the program requires the passage of a Braille assessment approved by the Superintendent for a program in the Blind and Visually Impaired area;

(d) For a candidate enrolled in a special education preparation program before September 1, 2027 or enrolled in a preschool special education preparation program, the program requires competency in:

(i) all areas detailed in Subsections R277-304-4(4) through (7);

(ii) legal and ethical issues surrounding special education, including:

(A) the IDEA;

(B) the Special Education Rules Manual incorporated by reference in Section R277-750-2; and

(C) all other applicable statutes and Board rules;

(iii) working with other school personnel to implement and evaluate academic, behavioral, and developmental supports and interventions for students with disabilities within a multi-tiered system of supports as appropriate for the area of licensure;

(iv) training in and supervising the services and supports provided to students with disabilities by general education teachers, related service providers, and paraprofessionals; and

(v) providing specially designed instruction, including content-specific pedagogy, as per IEPs, to students with disabilities, including:

(A) the Utah Core Standards; and

(B) the Essential Elements as appropriate to a candidate's prospective area of licensure as established by the Board;

(C) skills in assessing and addressing the educational, developmental, and functional needs and progress of students with disabilities;

(D) skills in implementing and assessing the results of research and evidence-based interventions for students with disabilities; and

(E) skills in implementing an educational program with accommodations, modifications, services, and supports established by an IEP for students with disabilities.

(2) For a program candidate accepted after January 1, 2020, a special education or preschool special education preparation program shall require multiple opportunities for a program candidate to successfully demonstrate application of knowledge and skills gained through the program in a school-based setting in each of the following:

(a) all requirements outlined in Subsections R277-304-4(4) through (7);

(b) creating learning goals and objectives for a student with disabilities that are specific, measurable, time-bound, and aligned to identified student needs and the Utah Core Standards;

(c) designing or adapting learning environments for diverse student populations that encourage active participation in individual and group activities;

(d) monitoring school compliance with multiple student IEP and Section 504 plans;

(e) conducting a student IEP meeting under the supervision of a licensed special education teacher;

(f) using knowledge of measurement principles and practices to interpret assessment information in making instructional, eligibility, program, and placement decisions for students with disabilities, including those from culturally or linguistically diverse backgrounds;

(g) communicating with parents of students with disabilities to ensure they are informed regarding the progress of their student and their right to due process; and

(h) if the program is designed to prepare an individual for a special education license area, developing and implementing a secondary transition plan as it relates to post-secondary education and training, competitive employment, and independent living.

(3) For a program candidate accepted on or after September 1, 2027, a special education preparation program shall require demonstration of:

(a) the Special Education Preparation Foundational Competencies; and

(b) the competencies for at least one special education endorsement.

R277-304-8. Deaf Education Preparation Programs.

(1) Before approval by the Board, a deaf education preparation program shall:

(a) be operated by or partnered with a Utah institution of higher education or the Board;

(b) be aligned with the National Association of State Directors of Special Education, Inc., Optimizing Outcomes for Students who are Deaf or Hard of Hearing, Educational Service Guidelines, Third Edition;

(c) be focused on one or more of the following areas:

(i) teaching students who are deaf or hard of hearing from birth to age five using both listening and spoken language strategies and American Sign Language;

(ii) teaching students who are deaf or hard of hearing with listening and spoken language strategies; or

(iii) teaching students who are deaf or hard of hearing with strategies that promote the development of American Sign Language and English literacy across the curriculum;

(d) require competency in:

(i) the areas detailed in Subsections R277-304-4(4) through (7).

(ii) legal and ethical issues surrounding special education, including:

(A) the IDEA;

(B) the Special Education Rules Manual incorporated by reference in Section R277-750-2; and

(C) all other applicable statutes and Board rules;

(iii) addressing specific linguistic and cultural needs of deaf and hard of hearing students throughout the curriculum;

(iv) skills for incorporating language into all aspects of the curriculum;

(v) pedagogical skills unique to teaching reading, writing, mathematics, and other content areas to deaf and hard of hearing students;

(vi) basic fluency in the use of American Sign Language;

(vii) knowledge of the audiological and physiological components of audition;

(viii) skills for teaching speech to deaf and hard of hearing students;

(ix) the socio-cultural and psychological implications of hearing loss; and

(x) assessing and addressing the educational needs and educational progress of deaf and hard of hearing students.

(2) For a program candidate accepted after January 1, 2020, a deaf or hard of hearing education preparation program shall require multiple opportunities for a program candidate to successfully demonstrate application of knowledge and skills gained through the program in a school-based setting in each of the following:

(a) all requirements outlined in Subsections R277-304-4(4) through (7);

(b) for a program focused on Subsection R277-304-8(1)(c)(i):

- 344 (i) assessing early childhood language development and assessment in
- 345 American Sign Language and spoken English;
- 346 (ii) working with families with students who are deaf or hard of hearing while
- 347 respecting a variety of communication modalities;
- 348 (iii) integrating language, speech, and listening into everyday activities;
- 349 (iv) sharing knowledge with families with students who are deaf or hard of
- 350 hearing about the complexities of deaf culture, including norms and behaviors of the
- 351 deaf community;
- 352 (v) developing auditory perception in children and educating parents about
- 353 developmental milestones for listening skills; and
- 354 (vi) proficiency in American Sign Language as demonstrate by passing an
- 355 assessment approved by the Superintendent;
- 356 (c) for a program focused on Subsection R277-304-8(1)(c)(ii):
- 357 (i) developing auditory perception in children and strategies for developing
- 358 listening and spoken language in deaf and hard of hearing students;
- 359 (ii) demonstrating understanding and expertise regarding early childhood spoken
- 360 language development;
- 361 (iii) involving family members with students who are deaf or hard of hearing in
- 362 learning and therapeutic activities;
- 363 (iv) integrating speech, listening, and spoken language in preschool and early
- 364 elementary content areas; and
- 365 (v) integrating current listening technology, including troubleshooting such
- 366 technology; and
- 367 (d) for a program focused on Subsection R277-304-8(1)(c)(iii):
- 368 (i) integrating American Sign Language into instruction of core academic content
- 369 for all school-age students;
- 370 (ii) enhancing bilingual literacy of students who are deaf or hard of hearing in
- 371 both American Sign Language and English;
- 372 (iii) integrating respect and understanding of deaf culture into instruction;

(iv) demonstrating understanding and expertise regarding American Sign Language, language development; and

(v) proficiency in American Sign Language as demonstrated by passing an assessment approved by the Superintendent.

R277-304-9. Career and Technical Education Preparation Programs.

(1) Before approval by the Board, a CTE teacher preparation program designed for individuals that do not hold a bachelor's degree or higher shall:

(a) focus on one or more of the following areas:

(i) family and consumer sciences;

(ii) health sciences;

(iii) information technology;

(iv) skilled and technical sciences; or

(v) work-based learning;

~~[(b) require that candidates have six years of documented, related occupational experiences within the 10 years before the program application in an approved CTE license area;]~~

~~[(e)b] require competency in all areas detailed in Section R277-304-4; and~~

~~[(d) for a program candidate accepted after January 1, 2020, a CTE preparation program shall require multiple opportunities for a program candidate to successfully demonstrate application of knowledge and skills gained through the program in a school-based setting in all requirements outlined in Section R277-304-4; and]~~

~~[(e)c] require candidates to: [hold the applicable license or certificate issued by the Utah State Department of Commerce, Division of Professional Licensing in any area where such licensure or certification exists.]~~

(i) have three years of documented, related occupational experience in an approved CTE career cluster; or

(ii) meet content competencies defined by the Superintendent.

~~[(2) A program may count an associate's degree in a related area for up to two years of occupational experience to satisfy the requirement in Subsection R277-304-9(1)(b).]~~

[(3)2](a) An approved program may request a waiver from the Superintendent of the occupational experience required for a candidate if the candidate has passed an approved competency examination in the respective field at or above the passing score established by the Superintendent.

(b) The Superintendent may grant a waiver under Subsection (3)(a) for up to five years from the date the candidate passed the examination.

KEY: teacher preparation, programs, educators

Date of Last Change: March 10, 2026

Notice of Continuation: March 15, 2024

Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53E-3-401; 53E-6-201

Utah State Board of Education

Reporting Burden and Fiscal Impact Estimate

R277-304 – Teacher Preparation (Amendment)

1. Reporting Burden for LEAs

This rule change does not add any reports for LEAs.

2. Estimated Fiscal Impact on USBE

This rule change is not estimated to have fiscal impacts on USBE.

3. Estimated Fiscal Impact on LEAs

This rule change is not estimated to have fiscal impacts on LEAs.

Author: Sam Urie

UTAH STATE BOARD OF EDUCATION

Subject:

ACTION: R277-306, Educator Preparation Programs for School Psychologists, Audiologists, Speech-Language Pathologists, Speech-Language Technicians, Counselors, and School Social Workers (Amendment)

Agenda item type:

Action Item

Recommended Action:

MOTION FOR THE BOARD: That the Board approve R277-306, Educator Preparation Programs for School Psychologists, Audiologists, Speech-Language Pathologists, Speech-Language Technicians, Counselors, and School Social Workers, Draft 2, on second and final reading.

Purpose of Memo:

Result of legislative action

Background:

HB 374 transferred authority to license audiologists and speech-language pathologists from USBE to DOPL. The proposed amendments to the rule recognize that prep programs for these license areas are no longer necessary and the language governing these license area should be removed.

Staff will present R277-306, Educator Preparation Programs for School Psychologists, Audiologists, Speech-Language Pathologists, Speech-Language Technicians, Counselors, and School Social Workers, Draft 2, for consideration and approval.

Authorizing, and Implemented or Interpreted Law: [Art X Sec 3](#); [53E-3-401\(4\)](#); [53E-6-201](#)

Contact:

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Attachments:

1. R277-306 - Draft 2 - August 2026 Board
2. R277-306 - Draft 1 - June 2026 Committee
3. R277-306 Reporting Burden and Fiscal Impact Estimate Form

R277. Education, Administration.

**R277-306. Educator Preparation Programs for School Psychologists,
~~[Audiologists, Speech-Language Pathologists,]~~ Speech-Language Technicians,
Counselors, and School Social Workers.**

R277-306-1. Authority~~[,]~~ and Purpose~~[, and Oversight Category.]~~

(1) This rule is authorized by:

(a) Utah Constitution Article X, Section 3, which vests general control and supervision over public education in the Board;

(b) Subsection 53E-3-401(4), which allows the Board to make rules to execute the Board's duties and responsibilities under the Utah Constitution and state law; and

(c) Subsection 53E-6-201(3)(a), which allows the Board to establish criteria for obtaining educator licenses.

(2) The purpose of this rule is to establish standards for educator preparation programs for:

(a) School Psychologists;

~~[(b) Audiologists;~~

~~— (c) Speech-Language Pathologists;]~~

~~[(d)]~~ (b) Speech-Language Technicians;

~~[(e)]~~ (c) School Counselors; and

~~[(f)]~~ (d) School Social Workers.

~~[(3) This rule is categorized as Category 3 as described in Rule R277-111.]~~

R277-306-2. School Psychologist Preparation Programs.

(1) A Utah institution of higher education may seek approval by the Board for a school psychologist preparation program if the program:

(a) results in a masters degree or higher in school psychology;

(b) meets the 2020 Standards for Graduate Preparation of School Psychologists created by the National Association of School Psychologists (NASP);

(c) prepares candidates to provide comprehensive and integrated services across the ten general domains of school psychology as defined in the 2020 Model for Comprehensive and Integrated School Psychological Services;

(d) prepares candidates to follow the 2020 National Association of School Psychologists Professional Standards and apply those standards and competencies in compliance with Utah law; and

(e) includes school-based clinical experiences for a candidate to observe, practice skills, and reflect on practices that:

(i) are significant in number, depth, breadth, and duration; and

(ii) are progressively more complex.

(2) For a program applicant accepted after January 1, 2020, a school psychologist preparation program shall require multiple opportunities for a program applicant to successfully demonstrate the application of knowledge and skills gained through the program in a school-based setting in each of the following:

(a) administering varied models and methods of assessment and data collection for:

(i) identifying strengths and needs of students;

(ii) developing effective services and programs for students; and

(iii) measuring progress and outcomes for students;

(b) implementing varied models and strategies of consultation, collaboration, and communication with individuals, families, groups, and systems;

(c) implementing varied strategies that promote social-emotional functioning and mental health in students; and collecting and analyzing data for evaluation and support of effective practices at the individual, group, and systems levels.

(3) An individual that holds the Nationally Certified School Psychologist (NCSP) credential issued by NASP meets the out of state licensing requirement for a professional school psychologist license area of concentration detailed in Subsection R277-301-6(6).

~~[R277-306-3. School Audiologist Preparation Program.~~

~~———— (1) A Utah institution of higher education may seek approval by the Board for a school audiologist preparation program if the program:~~

~~———— (a) is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology; and~~

~~———— (b) prepares candidates to provide comprehensive and integrated services in a school setting as detailed in the 2018 Scope of Practice in Audiology created by the American Speech-Language-Hearing Association;~~

~~———— (2) An individual that completes a program accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology outside of Utah qualifies for an associate license with an associate school audiologist license area of concentration detailed in Subsections R277-301-4(5) and (6).~~

~~———— (3) An individual that holds a current Certificate of Clinical Competence in Audiology (CCC-A) issued by the American Speech-Language-Hearing Association meets the out of state licensing requirement for a professional audiologist license area of concentration detailed in Subsection R277-301-6(6).~~

~~R277-306-4. Speech-Language Pathologist (SLP) Preparation Program.~~

~~———— (1) A Utah institution of higher education may seek approval by the Board for a speech-language pathologist (SLP) preparation program if the program:~~

~~———— (a) is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology; and~~

~~———— (b) prepares candidates to provide comprehensive and integrated services in a school setting as detailed in the 2016 Scope of Practice in Speech-Language Pathology created by the American Speech-Language-Hearing Association.~~

~~———— (2) An individual that completes a program accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology outside of Utah qualifies for an associate license with a speech-language pathologist license area of concentration detailed in Subsections R277-301-4(5) and (6).~~

~~_____ (3) An individual that holds a current Certificate of Clinical Competence in
Speech-Language Pathology (CCC-SLP) issued by the American Speech-Language-
Hearing Association meets the out of state licensing requirements for a professional
speech-language pathologist license area of concentration detailed in Subsection R277-
301-6(6).]~~

R277-306-[5]3. Speech-Language Technician (SLT) Preparation Program.

(1) The Superintendent shall create and administer an SLT preparation program
that:

(a) requires applicants to hold a bachelor's degree in communication disorders or
the equivalent;

~~[(b) requires significant clinical experiences under the supervision of an individual
holding a professional speech-language pathologist license area of concentration; and]~~

(b) requires significant experiences under the supervision of an individual
holding:

(i) a professional speech-language pathologist license area of concentration; or

(ii) a speech-language pathologist license issued by the Division of Occupational
and Professional Licensing; and

(c) prepares candidate to provide services in a school setting as detailed in the
Utah State Board of Education Handbook for Speech-Language Technicians Working in
Utah Public Schools.

(2) The Superintendent shall periodically review and revise the handbook for
SLTs referenced in Subsection (1)(c).

R277-306-[6]4. School Counselor Preparation Programs.

(1) A Utah institution of higher education may seek approval by the Board for a
school counselor preparation program if the program:

(a) prepares candidates to meet the 2019 American School Counselor
Association Professional Standards and Competencies, incorporated by reference in

Rule R277-330 and apply those standards and competencies in compliance with Utah law;

(b)(i) results in a master's degree in school counseling; or

(ii) requires a master's degree or higher from a regionally accredited institution in a related field for entrance into the program; and

(c) requires candidates to demonstrate all competencies required for the College and Career Readiness Certificate.

(2) For a program applicant accepted after January 1, 2020, a school counselor preparation program shall require multiple opportunities for a program applicant to successfully demonstrate application of knowledge and skills gained through the program in a school-based setting in each of the following:

(a) collaborating with learners, families, colleagues, and community members to build or implement a shared vision and supportive professional culture focused on student growth and success;

(b) delivering a sequential school counseling curriculum aligned with the Utah Model for College and Career Readiness School Counseling Program;

(c) leading individuals and groups of students and their parents or guardians through the development of educational and career plans;

(d) counseling individuals and small groups of students with identified needs and concerns;

(e) developing or maintaining a crisis prevention/youth protection response plan; and

(f) collecting and analyzing data for the purpose of accountability and program evaluation.

R277-306-[7]5. School Social Worker Preparation Programs.

(1) A Utah institution of higher education may seek approval by the Board for a school social worker preparation program if the program:

(a) results in a masters of social work degree;

- 145 (b) is accredited by the Council of Social Work Education;
- 146 (c) includes school-based clinical experiences for a candidate to observe,
- 147 practice skills, and reflect on practice that:
- 148 (i) are significant in number, depth, breadth, and duration; and
- 149 (ii) are progressively more complex;
- 150 (d) requires demonstration of competency in:
- 151 (i) knowledge of the role of a school social worker in furthering the educational
- 152 mission of an LEA;
- 153 (ii) applying theoretical social work concepts and practical skills to the k-12
- 154 educational setting, including:
- 155 (A) social, emotional, family, and community assessment;
- 156 (B) individual, group, and family counseling;
- 157 (C) casework; and
- 158 (D) crisis intervention;
- 159 (iii) knowledge and application of rules regarding data and record keeping that
- 160 apply to data available in a school, including:
- 161 (A) the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g;
- 162 and
- 163 (B) Title 53E, Chapter 9, Student Privacy and Data Protection;
- 164 (iv) knowledge of laws regarding disabilities and their application to school social
- 165 worker practices and the school setting, including:
- 166 (A) the IDEA; and
- 167 (B) the Americans with Disabilities Act of 1990, 42 U.S.C. 12101;
- 168 (v) utilizing information from assessments in an educational setting to develop
- 169 student-focused programs and interventions;
- 170 (vi) implementation of evidence-based curriculum in response to current social
- 171 and emotional aspects of education; and
- 172 (vii) providing and advocating for services that support the social and emotional
- 173 aspects of education;

(e) requires multiple opportunities for a program applicant admitted after January 1, 2020 to successfully demonstrate application of knowledge and skills gained through the program in a school-based setting in each of the following areas:

(i) utilizing information from assessments in the development of student-focused and system-focused programs and interventions in a school setting;

(ii) counseling individuals and small groups of students with identified needs and concerns;

(iii) implementing varied models and strategies of consultation, collaboration, and communication with teachers, individuals, and families; and

(iv) developing or updating a crisis prevention/youth protection response plan.

(2) An individual holding a licensed certified social worker "CSW" license or licensed clinical social worker "LCSW" license through the Division of Professional Licensing in accordance with Rule R156-60a qualifies for an associate educator license with an associate school social worker license area of concentration detailed in Section R277-301-4 if the individual, no more than one calendar year prior to the application:

(a) completes a criminal background check, including review of any criminal offenses and clearance in accordance with Rule R277-214; and

(b) completes the educator ethics review described in Rule R277-302.

(3)(a) The Superintendent shall work with Utah universities and LEAs to create and administer a non-degree professional license preparation program for individuals described in Subsection (2) that meets all the requirements of Subsections (1)(c) through (1)(e).

KEY: preparation, psychologists, ~~[audiologists, speech-language pathologists,]~~ speech-language technicians, counselors, school social workers

Date of Last Change: February 7, 2025

Notice of Continuation: December 16, 2024

Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53E-3-401(4); 53E-6-201

Draft 2 – New Text – Blue | [~~Deleted Text~~] - Red

Draft 2
July 14, 2026

203

204

R277. Education, Administration.

**R277-306. Educator Preparation Programs for School Psychologists,
~~[Audiologists, Speech-Language Pathologists,]~~ Speech-Language Technicians,
Counselors, and School Social Workers.**

R277-306-1. Authority~~[,]~~ and Purpose~~[, and Oversight Category.]~~

(1) This rule is authorized by:

(a) Utah Constitution Article X, Section 3, which vests general control and supervision over public education in the Board;

(b) Subsection 53E-3-401(4), which allows the Board to make rules to execute the Board's duties and responsibilities under the Utah Constitution and state law; and

(c) Subsection 53E-6-201(3)(a), which allows the Board to establish criteria for obtaining educator licenses.

(2) The purpose of this rule is to establish standards for educator preparation programs for:

(a) School Psychologists;

~~[(b) Audiologists;~~

~~—(c) Speech-Language Pathologists;]~~

~~[(d)]~~ (b) Speech-Language Technicians;

~~[(e)]~~ (c) School Counselors; and

~~[(f)]~~ (d) School Social Workers.

~~[(3) This rule is categorized as Category 3 as described in Rule R277-111.]~~

R277-306-2. School Psychologist Preparation Programs.

(1) A Utah institution of higher education may seek approval by the Board for a school psychologist preparation program if the program:

(a) results in a masters degree or higher in school psychology;

(b) meets the 2020 Standards for Graduate Preparation of School Psychologists created by the National Association of School Psychologists (NASP);

(c) prepares candidates to provide comprehensive and integrated services across the ten general domains of school psychology as defined in the 2020 Model for Comprehensive and Integrated School Psychological Services;

(d) prepares candidates to follow the 2020 National Association of School Psychologists Professional Standards and apply those standards and competencies in compliance with Utah law; and

(e) includes school-based clinical experiences for a candidate to observe, practice skills, and reflect on practices that:

(i) are significant in number, depth, breadth, and duration; and

(ii) are progressively more complex.

(2) For a program applicant accepted after January 1, 2020, a school psychologist preparation program shall require multiple opportunities for a program applicant to successfully demonstrate the application of knowledge and skills gained through the program in a school-based setting in each of the following:

(a) administering varied models and methods of assessment and data collection for:

(i) identifying strengths and needs of students;

(ii) developing effective services and programs for students; and

(iii) measuring progress and outcomes for students;

(b) implementing varied models and strategies of consultation, collaboration, and communication with individuals, families, groups, and systems;

(c) implementing varied strategies that promote social-emotional functioning and mental health in students; and collecting and analyzing data for evaluation and support of effective practices at the individual, group, and systems levels.

(3) An individual that holds the Nationally Certified School Psychologist (NCSP) credential issued by NASP meets the out of state licensing requirement for a professional school psychologist license area of concentration detailed in Subsection R277-301-6(6).

~~[R277-306-3. School Audiologist Preparation Program.~~

~~——— (1) A Utah institution of higher education may seek approval by the Board for a school audiologist preparation program if the program:~~

~~——— (a) is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology; and~~

~~——— (b) prepares candidates to provide comprehensive and integrated services in a school setting as detailed in the 2018 Scope of Practice in Audiology created by the American Speech-Language-Hearing Association;~~

~~——— (2) An individual that completes a program accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology outside of Utah qualifies for an associate license with an associate school audiologist license area of concentration detailed in Subsections R277-301-4(5) and (6).~~

~~——— (3) An individual that holds a current Certificate of Clinical Competence in Audiology (CCC-A) issued by the American Speech-Language-Hearing Association meets the out of state licensing requirement for a professional audiologist license area of concentration detailed in Subsection R277-301-6(6).~~

~~R277-306-4. Speech-Language Pathologist (SLP) Preparation Program.~~

~~——— (1) A Utah institution of higher education may seek approval by the Board for a speech-language pathologist (SLP) preparation program if the program:~~

~~——— (a) is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology; and~~

~~——— (b) prepares candidates to provide comprehensive and integrated services in a school setting as detailed in the 2016 Scope of Practice in Speech-Language Pathology created by the American Speech-Language-Hearing Association.~~

~~——— (2) An individual that completes a program accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology outside of Utah qualifies for an associate license with a speech-language pathologist license area of concentration detailed in Subsections R277-301-4(5) and (6).~~

~~_____ (3) An individual that holds a current Certificate of Clinical Competence in
Speech-Language Pathology (CCC-SLP) issued by the American Speech-Language-
Hearing Association meets the out of state licensing requirements for a professional
speech-language pathologist license area of concentration detailed in Subsection R277-
301-6(6).]~~

R277-306-[5]3. Speech-Language Technician (SLT) Preparation Program.

(1) The Superintendent shall create and administer an SLT preparation program that:

(a) requires applicants to hold a bachelor's degree in communication disorders or the equivalent;

(b) requires significant clinical experiences under the supervision of an individual holding a [professional] speech-language pathologist license [area of concentration] through DOPL; and

(c) prepares candidate to provide services in a school setting as detailed in the Utah State Board of Education Handbook for Speech-Language Technicians Working in Utah Public Schools.

(2) The Superintendent shall periodically review and revise the handbook for SLTs referenced in Subsection (1)(c).

R277-306-[6]4. School Counselor Preparation Programs.

(1) A Utah institution of higher education may seek approval by the Board for a school counselor preparation program if the program:

(a) prepares candidates to meet the 2019 American School Counselor Association Professional Standards and Competencies, incorporated by reference in Rule R277-330 and apply those standards and competencies in compliance with Utah law;

(b)(i) results in a master's degree in school counseling; or

(ii) requires a master's degree or higher from a regionally accredited institution in a related field for entrance into the program; and

(c) requires candidates to demonstrate all competencies required for the College and Career Readiness Certificate.

(2) For a program applicant accepted after January 1, 2020, a school counselor preparation program shall require multiple opportunities for a program applicant to successfully demonstrate application of knowledge and skills gained through the program in a school-based setting in each of the following:

(a) collaborating with learners, families, colleagues, and community members to build or implement a shared vision and supportive professional culture focused on student growth and success;

(b) delivering a sequential school counseling curriculum aligned with the Utah Model for College and Career Readiness School Counseling Program;

(c) leading individuals and groups of students and their parents or guardians through the development of educational and career plans;

(d) counseling individuals and small groups of students with identified needs and concerns;

(e) developing or maintaining a crisis prevention/youth protection response plan; and

(f) collecting and analyzing data for the purpose of accountability and program evaluation.

R277-306-[7]5. School Social Worker Preparation Programs.

(1) A Utah institution of higher education may seek approval by the Board for a school social worker preparation program if the program:

(a) results in a masters of social work degree;

(b) is accredited by the Council of Social Work Education;

(c) includes school-based clinical experiences for a candidate to observe, practice skills, and reflect on practice that:

- 144 (i) are significant in number, depth, breadth, and duration; and
- 145 (ii) are progressively more complex;
- 146 (d) requires demonstration of competency in:
- 147 (i) knowledge of the role of a school social worker in furthering the educational
- 148 mission of an LEA;
- 149 (ii) applying theoretical social work concepts and practical skills to the k-12
- 150 educational setting, including:
- 151 (A) social, emotional, family, and community assessment;
- 152 (B) individual, group, and family counseling;
- 153 (C) casework; and
- 154 (D) crisis intervention;
- 155 (iii) knowledge and application of rules regarding data and record keeping that
- 156 apply to data available in a school, including:
- 157 (A) the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g;
- 158 and
- 159 (B) Title 53E, Chapter 9, Student Privacy and Data Protection;
- 160 (iv) knowledge of laws regarding disabilities and their application to school social
- 161 worker practices and the school setting, including:
- 162 (A) the IDEA; and
- 163 (B) the Americans with Disabilities Act of 1990, 42 U.S.C. 12101;
- 164 (v) utilizing information from assessments in an educational setting to develop
- 165 student-focused programs and interventions;
- 166 (vi) implementation of evidence-based curriculum in response to current social
- 167 and emotional aspects of education; and
- 168 (vii) providing and advocating for services that support the social and emotional
- 169 aspects of education;
- 170 (e) requires multiple opportunities for a program applicant admitted after January
- 171 1, 2020 to successfully demonstrate application of knowledge and skills gained through
- 172 the program in a school-based setting in each of the following areas:

(i) utilizing information from assessments in the development of student-focused and system-focused programs and interventions in a school setting;

(ii) counseling individuals and small groups of students with identified needs and concerns;

(iii) implementing varied models and strategies of consultation, collaboration, and communication with teachers, individuals, and families; and

(iv) developing or updating a crisis prevention/youth protection response plan.

(2) An individual holding a licensed certified social worker "CSW" license or licensed clinical social worker "LCSW" license through the Division of Professional Licensing in accordance with Rule R156-60a qualifies for an associate educator license with an associate school social worker license area of concentration detailed in Section R277-301-4 if the individual, no more than one calendar year prior to the application:

(a) completes a criminal background check, including review of any criminal offenses and clearance in accordance with Rule R277-214; and

(b) completes the educator ethics review described in Rule R277-302.

(3)(a) The Superintendent shall work with Utah universities and LEAs to create and administer a non-degree professional license preparation program for individuals described in Subsection (2) that meets all the requirements of Subsections (1)(c) through (1)(e).

KEY: preparation, psychologists, ~~[audiologists, speech-language pathologists,]~~ speech-language technicians, counselors, school social workers

Date of Last Change: February 7, 2025

Notice of Continuation: December 16, 2024

Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53E-3-401(4); 53E-6-201

Utah State Board of Education

Reporting Burden and Fiscal Impact Estimate

R277-306 – Educator Preparation Programs for School Psychologists, Audiologists, Speech-Language Pathologists, Speech-Language Technicians, Counselors, and School Social Workers (Amendment)

1. Reporting Burden for LEAs

This rule change does not add any reports for LEAs.

2. Estimated Fiscal Impact on USBE

This rule change is not estimated to have fiscal impacts on USBE.

3. Estimated Fiscal Impact on LEAs

This rule change is not estimated to have fiscal impacts on LEAs.

Author: Sam Urie

UTAH STATE BOARD OF EDUCATION

Subject:

ACTION: R277-101, Public Participation in Utah State Board of Education Meetings (Continuation)

Agenda item type:

Action Item

Recommended Action:

MOTION FOR THE BOARD: That the Board continue R277-101, Public Participation in Utah State Board of Education Meetings.

Purpose of Memo:

5-year review

Background:

R277-101 is soon approaching its five-year review. Staff recommends continuation of the rule.

Staff will present R277-101, Public Participation in Utah State Board of Education Meetings, Continuation, for consideration and approval.

Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 52-4-1; 53E-3-401(4); 52-4-207

Contact:

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Attachments:

1. R277-101 - Continuation - June 2026 Committee
2. R277-101 Reporting Burden and Fiscal Impact Estimate Form

R277. Education, Administration.

R277-101. Public Participation in Utah State Board of Education Meetings.

R277-101-1. Authority and Purpose.

(1) This rule is authorized by:

(a) Utah Constitution, Article X, Section 3, which vests general control and supervision over public education in the Board;

(b) Title 52, Chapter 4, Open and Public Meetings Act, which directs that the deliberations and actions of the Board be conducted openly;

(c) Section 52-4-207, which allows the Board to adopt a rule governing the use of electronic meetings; and

(d) Subsection 53E-3-401(4), which allows the Board to make rules to execute the Board's duties and responsibilities under the Utah Constitution and state law.

(2) The purpose of this rule is to describe procedures to be followed by the Board in its conduct of the public's business in order to:

(a) hear from those who desire to be heard on public education matters in the state;

(b) effectively and efficiently utilize the time of the Board;

(c) balance desire for public information with other demands on the Board's time; and

(d) allow the Board to conduct electronic meetings as needed.

R277-101-2. Definitions.

(1)(a) "Anchor location" means the physical location from which an electronic meeting originates.

(b) The anchor location for an electronic meeting of the Board, unless otherwise designated in the meeting notice, shall be the offices of the Utah State Board of Education, 250 East 500 South, Salt Lake City, Utah 84114.

(2) "Chair" means:

(a) the duly elected Chairperson of the Board;

(b) a Vice-chair when conducting a meeting of the Board; or

(c) the Chair of a Board standing committee.

(3) "Electronic meeting" has the same meaning as defined in Section 52-4-103.

R277-101-3. Public Participation.

(1) The general public may attend meetings of the Board, unless a meeting is closed in accordance with Section 52-4-204.

(2) The general public may speak to the Board regarding any issue when acknowledged and recognized by the Board Chair during scheduled public comment.

(a) The chair may give priority to an individual or group who submits a written request to address the Board prior to the meeting, including a brief description of the issue to be addressed.

(b) The Board may not take action during the public comment portion of a meeting.

(c) A Board member may request that an item raised during public comment be placed on a future agenda for possible action in accordance with Board bylaws.

(d)(i) The Chair may limit the time available for individual comments.

(ii) The Chair may request groups to designate a spokesperson.

(iii) The Board shall include in its meeting agenda the amount of time set aside for public comment and the restrictions on individual speakers or group spokespersons.

(3)(a) A member of the general public may speak to items on the agenda:

(i) during the time designated for public comment; or

(ii) at the discretion of and as invited by the Chair, when the item is properly before the Board or a committee.

(b) The Chair may request that public comment be provided in writing.

(4) All presentations to the Board or one of its committees shall exemplify courteous behavior and appropriate language.

(5) The Chair may invite additional comment to the Board or a committee in the Chair's discretion.

(6) In accordance with Subsection 52-4-202(6)(b), at the discretion of the Chair, the Board may discuss a topic raised by the public in an open meeting even if the item was not included in the public meeting notice.

(7) At the discretion of the Chair, a member of the public may request to comment in the committee meeting by raise of hand.

R277-101-4. Electronic Meetings.

(1) The Board may conduct electronic meetings in accordance with the requirements set forth in Subsection 52-4-207(3).

(2)(a) The Board may allow a member of the Board or member of the public to participate in a Board meeting electronically consistent with available equipment capability.

(b) The chair shall announce the participation of an individual participating in an electronic meeting and the Board secretary shall note the individual's participation in the meeting minutes.

(3) If the Board conducts an electronic meeting a quorum of the Board shall be present at a single anchor location for the meeting.

(4) Notwithstanding Subsection (3), the Board chair may waive the requirement that a quorum be present at a single anchor location in the event of a pandemic or other public emergency so long as a quorum is present, either physically at the anchor location, or electronically, for the meeting.

(5) If the Board conducts an electronic meeting, any member may participate and vote electronically, so long as the Board meets quorum requirements.

KEY: school boards, open government, electronic meetings

Date of Last Change: July 9, 2020

Notice of Continuation: August 19, 2021

Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 52-4-1; 53E-3-401(4); 52-4-207

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Utah State Board of Education

Reporting Burden and Fiscal Impact Estimate

R277-101 – Public Participation in State Board of Education Meetings (Continuation)

1. Reporting Burden for LEAs

This rule change does not add any reports for LEAs.

2. Estimated Fiscal Impact on USBE

This rule change is not estimated to have fiscal impacts on USBE.

3. Estimated Fiscal Impact on LEAs

This rule change is not estimated to have fiscal impacts on LEAs.

Author: Sam Urie

UTAH STATE BOARD OF EDUCATION

Subject:

ACTION: R277-409, Public School Membership in Associations (Continuation)

Agenda item type:

Action Item

Recommended Action:

MOTION FOR THE BOARD: That the Board continue R277-409, Public School Membership in Associations.

Purpose of Memo:

5-year review

Background:

R277-409 is soon approaching its five-year review. Staff recommends continuation of the rule.

Staff will present R277-409, Public School Membership in Associations, Continuation, for consideration and approval.

Authorizing, and Implemented or Interpreted Law: [Art X Sec 3](#); [53E-3-401\(4\)](#)

Contact:

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Attachments:

1. R277-409 - Continuation - June 2026 Committee
2. R277-409 Reporting Burden and Fiscal Impact Estimate Form

R277. Education, Administration.

R277-409. Public School Membership in Associations.

R277-409-1. Authority and Purpose.

(1) This rule is authorized by:

(a) Utah Constitution Article X, Section 3, which vests general control and supervision over public education in the Board; and

(b) Subsection 53E-3-401(4), which allows the Board to make rules to execute the Board's duties and responsibilities under the Utah Constitution and state law.

(2) The purpose of this rule is to place limitations on public school membership in certain associations with rules or policies that conflict with Board policies.

R277-409-2. Definitions.

(1) "Association" means an organization that governs or regulates a student's participation in an interscholastic activity.

(2) "Interscholastic activity" means an activity within the state in which the students that participate represent a school in the activity.

(3) "Recruiting" means a solicitation or conversation:

(a) initiated by:

(i) an employee of a school or school district;

(ii) a coach or advisor of an interscholastic activity; or

(iii) a member of a booster, alumni, or other organization that performs a substantially similar role as a booster organization, affiliated with a school or school district; and

(b) to influence a student, or the student's relative or legal guardian, to transfer to a school for the purpose of participating in an interscholastic activity at the school.

(4) "Sex offender" has the same meaning as described in Section 77-27-21.7.

R277-409-3. Membership Restrictions.

(1) Beginning with the 2017-2018 school year, a public school may not be a member of, or pay dues to an association that adopts rules or policies that are inconsistent with this R277-409-3.

(2) An association shall permit the Board to audit the association's:

(a) financial statements; and

(b) compliance with Utah Code, Board rule, and the association's bylaws, policies, rules, and best practices.

(3) An association may not treat similarly situated schools differently in the association's designation of division classifications, or in applying other association policies, based solely on the school's status as a charter school or district public school.

(4) An association may sanction a school, coach, or individual who oversees or works with students as part of an interscholastic activity of a public school if the association finds that the coach or individual:

(a) engaged in recruiting activities; or

(b) violated any other rule or policy of the association.

(5) An association shall establish a policy or rule to govern the association's use of student data that complies with the student data privacy requirements of:

(a) FERPA;

(b) Title 53E, Chapter 9, Part 3, Student Data Protection Act;

(c) Title 53E, Chapter 9, Part 2, Utah Family Educational Rights and Privacy Act;

and

(d) R277-484.

(6) An association shall establish policies or rules that require:

(a) coaches and individuals who oversee interscholastic activities or work with students as part of an interscholastic activity to meet a set of professional standards that are consistent with the Utah Educator Professional Standards described in Rule R277-217; and

(b) the association or public school to annually train each coach or other individual who oversees or works with students as part of an interscholastic activity of a public school on the following:

(i) child sexual abuse prevention as described in Section 53G-9-207;

(ii) the prevention of bullying, cyber-bullying, hazing, harassment, and retaliation as described in:

(A) Title 53G, Chapter 9, Part 6, Bullying and Hazing; and

(B) R277-613; and

(iii) the professional standards described in Subsection (6)(a).

(7) An association shall establish procedures and mechanisms to:

(a) monitor LEA compliance with the association's training requirements described in Subsection (6);

(b) sanction individuals who violate the association's professional standards described in Subsection (6)(a);

(c) track individuals who violate the association's standards described in Subsection (6)(a); and

(d) prohibit individuals who have violated the association's standards described in Subsection (6)(a), including sex offenders, from coaching, managing, overseeing, training, or working with students as part of an interscholastic activity.

(8) An association shall establish a policy or rule that requires the association to follow requirements similar to the requirements of:

(a) Title 52, Chapter 4, Open and Public Meetings Act; and

(b) Title 63G, Chapter 2, Government Records Access and Management Act.

KEY: schools, memberships, associations

Date of Last Change: August 12, 2020

Notice of Continuation: August 19, 2021

Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53E-3-401(4)

Utah State Board of Education

Reporting Burden and Fiscal Impact Estimate

R277-409 – Public School Membership in Associations (Continuation)

1. Reporting Burden for LEAs

This rule change does not add any reports for LEAs.

2. Estimated Fiscal Impact on USBE

This rule change is not estimated to have fiscal impacts on USBE.

3. Estimated Fiscal Impact on LEAs

This rule change is not estimated to have fiscal impacts on LEAs.

Author: Sam Urie

UTAH STATE BOARD OF EDUCATION

Subject:

ACTION: R277-121, Board Waiver of Administrative Rules (Amendment). *No action was taken.*

Agenda item type:

Action Item

Recommended Action:

Committee Action: No action.

MOTION FOR THE BOARD: None.

Purpose of Memo:

Staff recommendation

Background:

Amendment to bring R277-121 to include charter authorizer.

Staff will present R277-121, Board Waiver of Administrative Rules, Draft 1, for consideration and approval.

Authorizing, and Implemented or Interpreted Law: [Art X Sec 3](#); [53E-3-401\(4\)](#)

Contact:

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Attachments:

1. R277-121 - Draft 1 - June 2026 Committee
2. R277-121 Reporting Burden and Fiscal Impact Estimate Form

R277. Education, Administration.

R277-121. Board Waiver of Administrative Rules.

R277-121-1. Authority and Purpose.

(1) This rule is authorized by:

(a) Utah Constitution Article X, Section 3, which vests general control and supervision over public education in the Board;

(b) Subsection 53E-3-401(4), which allows the Board to make rules to execute the Board's duties and responsibilities under the Utah Constitution and state law; and

(c) Section 53G-7-202, which allows the Board to grant an LEA's request for a waiver from a Board rule.

(2) The purpose of this rule is to establish procedures for an LEA to request a waiver from a Board rule.

R277-121-2. Procedures for Waiver Requests.

(1) An LEA board may request a waiver from a Board rule by filing a written request with the Superintendent.

(2) An LEA board may not request a waiver from a Board rule that is required by or adopts criteria from a federal statute, federal regulation, or state law.

(3) An LEA's written waiver request shall include how the waiver will support the learning environment and lead to educational excellence, and;

(4) Any other additional information that the LEA believes the Board would find helpful to make an informed decision regarding the waiver.

(5) Except for a request for a waiver due to snow, inclement weather, or other emergency school closure described in Section R277-121-5, a written request under Subsection (1)(a) shall include:

(a) verification that the LEA board voted to request the waiver in an open meeting, with the results of the waiver request.

(b) data, if applicable, that support the requested waiver, which shall include:

(i) student achievement data;

- (ii) community, staff, and student survey data;
 - (iii) student enrollment data;
 - (iv) data demonstrating the cost effectiveness of the waiver request;
 - (c) a proposed agreement with the Board that includes:
 - (i) a proposed effective date;
 - (ii) provisions for public review and accountability;
 - (iii) data gathering and reporting timelines; and
 - (iv) a sunset date; and
 - (d) in the case of a charter school, a recommendation from the board of the school's authorizer.
- (6) If an LEA seeks a waiver as outlined in Section R277-121-2 for a 4-day school week, the LEA shall:
- (a) hold at least two open and public meetings, held separately from regular board meetings, to engage with stakeholders regarding the waiver request.
 - (i) At least one of the meetings shall be held before a vote is taken to apply for the waiver, during which the LEA or public school shall:
 - (A) explain the rationale for seeking the waiver; and
 - (B) listen to stakeholder concerns; and
 - (ii) At least one of the meetings shall be held after the decision to apply for the waiver but before the submission of the application, during which the LEA or public school shall:
 - (A) explain the waiver process; and
 - (B) describe plans to address stakeholder concerns.
 - (iii) Meetings described in this section may be held electronically.
 - (b) Certify that the LEA or public school notified affected school community councils and principals about the potential waiver before holding a vote to apply for the waiver.

(6) An LEA or public school applying for a waiver shall submit the waiver or waiver renewal, as described in Subsection R277-121-4(1), for the 4-day school week to the Board by April 10 of the school year prior to the proposed change.

R277-121-3. Board Review of Waiver Requests.

(1) The Superintendent shall:

- (a) review an LEA's waiver request; and
- (b) may provide a recommendation to the Board.

(2) The Board Executive Committee may assign a waiver request made under this Rule R277-121 to a Board standing committee.

(3) The standing committee assigned in accordance with Subsection (2):

- (a) may solicit additional information or testimony;
- (b) shall review the request in an open meeting; and
- (c) shall make a recommendation for consideration by the full Board.

(4) The Board Executive Committee may consolidate consideration of duplicate or similar requests.

(5) The Board shall consider available data in evaluating an LEA waiver request and shall make data driven decisions.

(6) If a charter school requests a waiver under this rule, a member of the board of the school's authorizer shall attend the standing committee meeting and the full Board meeting to present the authorizer's recommendation and support the waiver request.

R277-121-4. Annual Review of Approved Waivers.

(1) The Board may request an LEA that receives a waiver from Board rule in accordance with this Rule R277-121 for more than one year to report the following to a Board committee:

- (a) data that supports continuation of the requested waiver; and
- (b) data related to the data the LEA presented as apart of the LEA's request for waiver.

(2) During a review described in Subsection (1), the Board may, with notice to the LEA, move to rescind or modify the waiver, unless the waiver agreement explicitly states otherwise.

R277-121-5. Snow, Inclement Weather, or Other Emergency School Closure Days.

(1) An LEA may seek a waiver directly from the Superintendent from the 180 day requirement described in Subsection R277-419-4(1) if:

(a) the LEA closes a school due to excessive snow, inclement weather, or an other emergency; and

(b) the school closure will result in the LEA not meeting the 180 day requirement described in Section R277-419-4.

(2) The Superintendent may grant a waiver due to excessive snow, inclement weather, or other emergency without Board approval if the LEA has provided contingency school days and hours into the LEA's calendar as required in Subsection R277-419-4(5), or has another plan in place to minimize the negative impact on the educational process caused by the waiver.

(3)(a) An LEA may request the Superintendent to waive the school day and hour requirement in the event of a public health emergency.

(b) A waiver described in this Subsection (3) may be for a designated time period, for a specific area, or for a specific LEA in the state, as determined by the health department directive.

(c) A waiver may allow an LEA to continue to receive state funds for pupil services and reimbursements.

(d) A waiver granted by the Superintendent as described in this Subsection (3) shall direct an LEA to provide as much notice to students and parents of the suspension of school services, as is reasonably possible.

(e) A waiver granted as described in this Subsection (3) shall direct an LEA to comply with health department directives, but to continue to provide any services to students that are not inconsistent with the directive.

(f) The Superintendent may encourage an LEA to provide electronic or distance learning services to affected students for the period of the pandemic or other public health emergency to the extent of personnel and funds available.

(g) Any waiver request granted pursuant to Subsection (3) shall be subject to Board approval no later than 45 days after it is granted.

(4) An LEA request for a waiver due to snow, inclement weather, or other emergency school closure described in this section is not required to include the information described in Subsections R277-121-2(1)(b)(ii) through (iv) unless requested by the Superintendent.

(5) If the Superintendent denies an LEA's request described in this section, the LEA may appeal the Superintendent's decision by making the request of the full Board.

KEY: Utah State Board of Education, waivers, administrative rules

Date of Last Change: June 9, 2025

Notice of Continuation: August 14, 2022

Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53E-3-401(4)

Utah State Board of Education

Reporting Burden and Fiscal Impact Estimate

R277-121 – Board Waiver of Administrative Rules (Amendment)

1. Reporting Burden for LEAs

This rule change does not add any reports for LEAs.

2. Estimated Fiscal Impact on USBE

This rule change is not estimated to have fiscal impacts on USBE.

3. Estimated Fiscal Impact on LEAs

This rule change is not estimated to have fiscal impacts on LEAs.

Author: Sam Urie

UTAH STATE BOARD OF EDUCATION

Subject:

ACTION: R277-211, Utah Professional Practices Advisory Commission (UPPAC), Rules of Procedure: Notification to Educators, Complaints and Final Disciplinary Actions (Amendment)

Agenda item type:

Action Item

Recommended Action:

MOTION FOR THE BOARD: That the Board approve R277-211, Utah Professional Practices Advisory Commission (UPPAC), Rules of Procedure: Notification to Educators, Complaints and Final Disciplinary Actions, Draft 1, on second and final reading.

Purpose of Memo:

Requested by 3 or more members of the board

Background:

SB 312 created new procedures for the Board to follow when suspending an educator's license. These procedures require findings in some cases as to whether an educator should be able to work in the schools in some capacity, notwithstanding the suspension of the educator's license. Draft 1 contains recommendations from staff to incorporate the new requirements.

Additionally, three boardmembers (Kerry, Hall, and Brinton) requested that the Board review additional changes to the UPPAC process in light of the committee's recent process. Draft 2 includes staff recommendations for SB312 and a number of recommendations proposed by these boardmembers for updates to this rule.

Authorizing, and Implemented or Interpreted Law: [Art X Sec 3](#); [53E-6-506](#); [53E-3-401](#)(4)

Contact:

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Attachments:

1. R277-211 - Draft 1 - June 2026 Committee
2. R277-211 - Draft 2 - Kerry - June 2026 Committee
3. R277-211 - Draft 3 - Kerry - June 2026 Committee
4. R277-211 Reporting Burden and Fiscal Impact Estimate Form

R277. Education, Administration.

R277-211. Utah Professional Practices Advisory Commission (UPPAC), Rules of Procedure: Notification to Educators, Complaints and Final Disciplinary Actions.

R277-211-1. Authority[,], and Purpose[, and Oversight Category].

(1) This rule is authorized by:

(a) Utah Constitution Article X, Section 3, which vests general control and supervision over public education in the Board;

(b) Section 53E-6-506, which directs the Board to adopt rules regarding UPPAC duties and procedures; and

(c) Subsection 53E-3-401(4), which allows the Board to make rules to execute the Board's duties and responsibilities under the Utah Constitution and state law.

(2) The purpose of this rule is to provide procedures regarding:

(a) notifications of alleged educator misconduct;

(b) review of notifications by UPPAC; and

(c) complaints, consents to discipline, and defaults.

(3) Title 63G, Chapter 4, Administrative Procedures Act, does not apply to this rule under the exemption of Subsection 63G-4-102(2)(d).

~~[(4) This rule is categorized as exempt as described in Rule R277-111.]~~

R277-211-2. Initiating Proceedings Against Educators.

(1)(a) The Executive Secretary shall refer a case to UPPAC to make a determination if an investigation should be opened regarding an educator upon receiving a notification of alleged educator misconduct implicating a violation of Rule R277-217, Educator Standards, or Utah law.

(b) The Executive Secretary may refer a case to UPPAC upon the Executive Secretary's own initiative.

(2) If an informant seeks to report information to UPPAC concerning alleged educator misconduct, the informant shall submit an allegation of misconduct to the Executive Secretary in writing, including the following:

(a) the informant's:

(i) name;

(ii) position, such as administrator, teacher, parent, or student;

(iii) telephone number;

(iv) address; and

(v) contact information;

(b) information about the educator against whom the allegation is made:

(i) name;

(ii) position, such as administrator, teacher, candidate; and

(iii) school or LEA; and

(c) the facts on which the allegation is based and supporting information.

(3) If an informant submits a written allegation of misconduct as provided in this rule, the Executive Secretary shall notify the informant of a final action taken by the Board regarding the allegation.

(4)(a) Proceedings initiated upon the Executive Secretary's own initiative may be based on information received through a telephone call, letter, newspaper article, media information, notice from another state, or by other means.

(b) The Executive Secretary may also recommend an investigation based on an anonymous allegation, notwithstanding the provisions of this rule, if the allegation bears sufficient indicia of reliability.

(5)(a) The USBE Internal Audit Department shall refer to UPPAC and the LEA any complaint against an educator that would violate Rule R277-217, Educator Standards, or Utah law.

(b) The Executive Secretary shall consult with the educator's LEA and request any relevant evidence from an educator's LEA concerning a complaint referred under Subsection (5)(a).

(6) If an investigation is opened or an expedited hearing is conducted under this rule, the Executive Secretary shall permanently maintain all written allegations,

subsequent dismissals, actions, or disciplinary letters related to a case against an educator in the UPPAC case file.

R277-211-3. Review of Notification of Alleged Educator Misconduct.

(1)(a) Upon receipt of a notification of alleged educator misconduct, the Executive Secretary shall review the notification with UPPAC and UPPAC may:

(i) dismiss the matter if the alleged misconduct does not involve an issue that UPPAC should address;

(ii) recommend an expedited hearing as described in Sections R277-211-5; or

(iii) open an investigation if the alleged misconduct involves an issue that warrants investigation by UPPAC.

(b) In considering whether to open a case regarding an allegation of educator misconduct, UPPAC shall consider the known facts and circumstances surrounding the allegation to determine whether opening a case is warranted.

(c) UPPAC shall open a case most readily when the evidence shows that:

(i) the alleged misconduct involves the physical or emotional safety and well-being of a student;

(ii) the alleged misconduct had a highly visible impact on the educator's school community;

(iii) the alleged misconduct has the potential to damage the integrity of the education profession;

(iv) the educator's LEA recommends the Board investigate the matter; or

(v) the educator has received prior UPPAC discipline.

(2)(a) Before a UPPAC investigator's initiation of an investigation, the Executive Secretary shall send an investigative letter to the following:

(i) the educator to be investigated;

(ii) the LEA that employs the educator; and

(iii) the LEA where the alleged activity occurred.

(b) The Executive Secretary shall place a flag on the educator's CACTUS file after:

- (i) sending the educator an investigative letter; and
- (ii) directing UPPAC staff to begin gathering evidence relating to the allegations.

(c) The Executive Secretary may not place a flag on an educator's CACTUS file if the educator agrees to an expedited hearing under Section R277-211-5 unless the expedited hearing panel recommends a full investigation.

(3)(a) The investigator shall review relevant documentation and interview individuals who may have knowledge of the allegations.

(b) The investigator shall prepare an objective and independent investigative report supported by the evidence and Rule R277-215 including:

- (i) the findings of the investigation;
- (ii) the educator standards that the educator may have violated; and
- (iii) the applicable disciplinary presumptions.

(c) If the investigator discovers additional evidence of unprofessional conduct beyond the original allegations, the investigator may include the additional evidence of misconduct in the investigative report provided that the educator has had the opportunity to respond to the additional evidence.

(d) The investigator shall submit the investigative report to the Executive Secretary.

(e) The Executive Secretary shall add the investigative report described in Subsection (3)(d) to a UPPAC meeting agenda.

(f) The investigative report described in Subsection (3)(d) shall become part of the UPPAC case file.

(4) The investigator may prioritize an investigation over other longer pending cases if:

- (a) the educator poses an ongoing risk to students;
- (b) the case needs to be expedited to accommodate a crucial witness;

(c) the ongoing investigation creates unusual uncertainty for the educator's LEA or community;

(d) the educator is unemployed as a result of the allegations; or

(e) the educator requests expedited consideration for good cause.

(5) UPPAC shall review the investigative report and take one of the following actions:

(a) Recommend that the Board clear the CACTUS flag and take no action; or

(b)(i) make an initial recommendation for resolution consistent with the evidence and Rule R277-215[-]; and

(ii) for cases where the initial recommendation is for suspension or revocation, make an initial recommendation as to what restrictions should be placed on the educator's involvement in public schools in accordance with Sections 53E-6-603 and 53E-6-604.5.

(6) After receiving an initial recommendation from UPPAC for action, the Executive Secretary shall:

(a) prepare and serve a complaint; or

(b) negotiate and prepare a proposed consent to discipline.

(7) Upon request of an educator, UPPAC will provide a copy of the UPPAC case file and UPPAC evidence file to the educator.

R277-211-4. Expedited Hearings on Criminal Charges in lieu of Initial UPPAC Review.

(1) In a case involving the report of an arrest, citation, or charge of an educator, which requires self-reporting by the educator under Section R277-217-4, the Executive Secretary, with the consent of the educator, may schedule the matter for an expedited hearing in lieu of initially referring the matter to UPPAC.

(2)(a) The Executive Secretary shall hold an expedited hearing within 60 days of the criminal court disposition, unless otherwise agreed upon by both parties.

(b) An expedited hearing panel shall conduct an expedited hearing on a criminal charge and include the following additional invited individuals where possible:

- (i) the educator;
- (ii) the educator's attorney or representative;
- (iii) a UPPAC attorney; and
- (iv) a representative of the educator's LEA.

(3) The panel may consider the following matters at an expedited hearing on a criminal charge:

- (a) an educator's oral or written explanation of the events;
- (b) a police report;
- (c) a court docket or transcript;
- (d) an LEA's investigative report or employment file; and
- (e) additional information offered by a participant in the expedited hearing if the

Executive Secretary deems it probative of the issues at the expedited hearing.

(4) After reviewing the evidence described in Subsection (3), the expedited hearing panel shall make written findings and a recommendation to UPPAC consistent with the evidence and Rule R277-215 to do one of the following:

- (a) close the case;
- (b) close the case upon completion of court requirements;
- (c) recommend that the Board issue a letter of education or letter of warning;
- (d) open a full investigation; or
- (e) recommend action by the Board, subject to an educator's due process rights

under Rule 277-210 through Rule R277-217.

(5) An expedited hearing on a criminal charge may be recorded, but the testimony from the expedited hearing is inadmissible during a future UPPAC action related to the allegation unless the educator stipulates to admitting the recording.

(6) If the Board fails to adopt UPPAC's recommendation, UPPAC may open a full investigation or issue a complaint.

(7) An expedited hearing panel may proceed under this section with only two voting panel members with the stipulation of the educator.

R277-211-5. Expedited Hearings on Minor Violations of the Educator Standards.

(1) Upon review of an allegation of educator misconduct, UPPAC may recommend conducting an expedited hearing if:

(a) the material evidence provided by the informant does not appear to be disputed;

(b) the allegations, if true, implicate the presumption for a letter of warning under Subsection R277-215-2(8); and

(c) the educator consents to participate.

(2) If an educator elects not to participate in an expedited hearing after UPPAC opens a case, the Executive Secretary shall initiate an investigation into the allegations of misconduct with no prejudice to the educator for not participating in the expedited hearing.

(3) At an expedited hearing under this section, an expedited hearing panel shall conduct the hearing and include the following invited individuals where possible:

(a) the educator;

(b) the educator's attorney or representative;

(c) a UPPAC attorney; and

(d) an administrator from the educator's school or LEA.

(4) At an expedited hearing under this section, the panel may consider:

(a) an educator's oral or written explanation of the events;

(b) an LEA's investigative report or employment file, including witness statements; and

(c) additional information proffered by a participant in the expedited hearing if the Executive Secretary deems it probative of the issues at the expedited hearing.

(5) After reviewing the evidence described in Subsection (4), the expedited hearing panel shall make written findings and a recommendation consistent with the evidence and Rule R277-215 to do one of the following:

- (a) close the case;
- (b) close the case upon completion of recommended training or other educator requirements;
- (c) issue a letter of education or letter of warning; or
- (d) open a full investigation.

(6) If an expedited hearing panel recommends a full investigation be opened, the Executive Secretary shall follow the requirements set forth in Subsection R277-211-3(2).

(7) An expedited hearing under this section may be recorded.

(8) Testimony offered at an expedited hearing may be considered in a subsequent report to UPPAC or hearing.

(9) An expedited hearing panel may proceed under this section with only two voting panel members with the stipulation of the educator.

R277-211-6. Complaints.

(1) If UPPAC determines that an allegation is sufficiently supported by evidence discovered in the investigation, the Executive Secretary may direct the UPPAC attorney to serve a complaint upon the educator being investigated.

(2) At a minimum, a complaint shall include:

- (a) a statement of legal authority and jurisdiction under which the action is being taken;
- (b) a statement of the facts and allegations upon which the complaint is based;
- (c) other information necessary to enable the respondent to understand and address the allegations;
- (d) a statement of the potential consequences if an allegation is found to be true or substantially true;

226 (e) a statement that the respondent shall answer the complaint and request a
227 hearing, if desired, within 30 days of the date the complaint is mailed to the respondent;

228 (f) a statement that the respondent shall file a written answer described in
229 Subsection (2)(e) with the Executive Secretary;

230 (g) a statement advising the respondent that if the respondent fails to respond
231 within 30 days, the Executive Secretary may issue a default order in accordance with
232 Section R277-211-8;

233 (h) a statement that, if a hearing is requested, the hearing will be scheduled no
234 less than 45 days, nor more than 180 days, after receipt of the respondent's answer,
235 unless a different date is agreed to by both parties in writing;

236 (i) a copy of the applicable hearing rules as required by Section 53E-6-607; and

237 (j) if the respondent is not represented by counsel, a written guide to help the
238 respondent understand the UPPAC investigation and hearing process.

239 (3) On the Executive Secretary's own motion, the Executive Secretary, or the
240 Executive Secretary's designee, with notice to the parties, may reschedule a hearing
241 date.

242 (4)(a) A respondent may file an answer to a complaint by filing a written
243 response signed by the respondent or the respondent's attorney with the Executive
244 Secretary within 30 days after the complaint is mailed.

245 (b) The answer shall include:

246 (i) a request for a hearing;

247 (ii) the file number of the complaint;

248 (iii) the names of the parties; and

249 (iv) the relief that the respondent seeks at a hearing.

250 (c) As an alternative to filing an answer, the respondent may file a voluntary
251 surrender pursuant to Rule R277-216.

252 (5)(a) The Executive Secretary shall schedule a hearing, if requested by the
253 respondent, in accordance with Subsection (2)(h) and Rule R277-212.

(b) If the parties can reach an agreement before the hearing consistent with the terms of UPPAC's initial recommendation, the UPPAC attorney may negotiate a proposed consent to discipline with the respondent.

(c) A proposed consent to discipline described in Subsection (5)(b) shall be submitted to the Board for the Board's consideration in accordance with Section R277-211-7.

(6)(a) If a respondent does not respond to the complaint within 30 days, the Executive Secretary may initiate default proceedings in accordance with the procedures set forth in Section R277-211-8.

(b) If the Executive Secretary enters an order of default, the Executive Secretary shall make a recommendation to the Board for discipline consistent with the evidence and Rule R277-215.

R277-211-7. Proposed Consent to Discipline.

(1) At any time after UPPAC has made an initial recommendation, a respondent may accept UPPAC's initial recommendation, rather than request a hearing, by entering into a proposed consent to discipline.

(2) By entering into a proposed consent to discipline, a respondent waives the respondent's right to a hearing to contest the recommended disposition, contingent on final approval by the Board.

(3) At a minimum, a proposed consent to discipline shall include:

(a) a summary of the facts, the allegations, the presumption described in Rule R277-215, mitigating or aggravating factors described in Rule R277-215, and the evidence relied upon by UPPAC in its recommendation;

(b) a statement that the respondent admits or does not contest the facts recited in the proposed consent to discipline for purposes of the Board administrative action;

(c) a statement that the respondent:

(i) waives the respondent's right to a hearing to contest the allegations that gave rise to the investigation; and

(ii) agrees to the proposed action rather than contest the allegations;

(d) a statement that the respondent agrees to the terms of the proposed consent to discipline and other provisions applicable to the case, such as remediation, assessment and recommended counseling, restitution, rehabilitation, and other conditions, if any, under which the respondent may request a reinstatement hearing or a removal of the reprimand;

(e) a statement that the action and the proposed consent to discipline shall be reported to other states through the NASDTEC Educator Information Clearinghouse;

(f) a statement that respondent waives the respondent's right to contest the facts stated in the proposed consent to discipline at a subsequent reinstatement hearing, if any;

(g) a statement that all records related to the proposed consent to discipline shall remain permanently in the UPPAC case file;

(h) a statement reflecting the classification of the proposed consent to discipline under Title 63G, Chapter 2, Government Records Access and Management Act;

(i) a statement that information regarding the proposed reprimand, suspension, or revocation may be included in an online licensing database that is available for public access in accordance with Rule R277-312.

(j) a statement that a violation of the terms of an approved consent to discipline may result in additional disciplinary action and may affect the reinstatement process; and

(k) a statement that the educator understands that the Board is not bound by UPPAC's recommendation or the negotiated proposed consent to discipline unless the Board approves the proposed consent to discipline;

(l) if for a suspension of the educator's license:

(i) specific conditions that an educator must satisfy before requesting a reinstatement hearing; and

(ii) a minimum time period that must elapse before the educator may request a reinstatement hearing;

(m) if for suspension or revocation of a license, a statement ~~[that the respondent may not work or volunteer in a public school in accordance with Subsection 53E-6-603(3)]~~ setting forth any restrictions on working or volunteering in a public school in accordance with Sections 53E-6-603 and 53E-6-604.5; and

(n) if for suspension or revocation of a license, a statement that any attempt to represent to any other state a valid Utah license shall result in further licensing action in Utah.

(4)(a) The Executive Secretary shall forward a proposed consent to discipline to the Board for approval.

(b) If the Board does not approve a proposed consent to discipline, the Board may:

(i)(A) remand the case to UPPAC and shall include issues or questions that need to be addressed;

(B) offer respondent the opportunity for a hearing; or

(C) provide alternative terms and disposition to the Executive Secretary, consistent with the available evidence and presumptions described in Rule R277-215, that would be satisfactory to the Board to be submitted to the educator for consideration;

(ii) direct the Executive Secretary to issue a letter of education, letter of warning, or dismiss the matter; or

(iii) take other appropriate action consistent with due process and Rule R277-215.

(5) If the respondent accepts a consent to discipline with alternative terms and disposition proposed by the Board, the consent to discipline, as modified, is a final Board administrative action without further Board consideration.

(6) If the terms approved by the Board are rejected by the respondent, the proceedings shall continue from the point under these procedures at which the agreement was negotiated, as if the consent to discipline had not been submitted.

(7) If the Board remands to UPPAC to provide respondent the opportunity for a hearing under Subsection (4)(b)(i)(B), the Executive Secretary shall:

- (a) notify the parties of the decision;
- (b) direct a UPPAC attorney to issue a complaint; and
- (c) direct the proceedings as if the proposed consent to discipline had not been submitted.

(8) If the Board approves a proposed consent to discipline, the approval is a final Board administrative action and the Executive Secretary shall:

- (a) notify the parties of the decision;
- (b) update CACTUS to reflect the action;
- (c) report the action to the NASDTEC Educator Information Clearinghouse if the agreement results in:

- (i) a revocation;
- (ii) a suspension; or
- (iii) a reprimand;
- (d) direct the appropriate penalties to begin; and
- (e) notify the LEAs throughout the state.

R277-211-8. Default Procedures.

(1) If a respondent does not respond to a complaint within 30 days from the date the complaint is served, the Executive Secretary may issue an order of default against the respondent consistent with the following:

(a) the Executive Secretary shall prepare and serve on the respondent an order of default including:

- (i) a statement of the grounds for default; and
- (ii) a recommended disposition if the respondent fails to file a response to a complaint;

(b) ten days following service of the order of default, a UPPAC attorney shall attempt to contact respondent or respondent's attorney by telephone or electronically unless the respondent is incarcerated and unrepresented;

(c) UPPAC shall maintain documentation of attempts toward written, telephonic, or electronic contact;

(d) the respondent has 20 days following service of the order of default to respond to UPPAC; and

(e) if UPPAC receives a response from respondent to a default order before the end of the 20 day default period, UPPAC shall allow respondent a final ten day period to respond to a complaint.

(2) The Executive Secretary shall make a recommendation to the Board for discipline consistent with the evidence and Rule R277-215.

(3) If an educator's default results in a suspension, the order of default shall include conditions the educator must meet before requesting a reinstatement hearing.

R277-211-9. Disciplinary Letters and Dismissal.

(1) If UPPAC recommends issuance of a letter of warning, letter of education, or dismissal, the Executive Secretary shall forward the case to the Board for review on a consent calendar.

(2) If the Board does not approve a recommendation for a letter of warning, letter of education, or dismissal described in Subsection (1), the Board may:

(a) remand the case to the Executive Secretary with:

(i) direction as to the issues UPPAC should address;

(ii) alternative terms and disposition that would be satisfactory to the Board to be submitted to the educator for consideration; and

(iii) the opportunity for the educator to participate in a hearing;

(b) dismiss the matter; or

(c) take other appropriate action consistent with due process and Rule R277-215.

- (3) If the Board approves a letter of warning or letter of education, the Executive Secretary shall:
- (a) prepare the letter of warning or letter of education and mail it to the educator;
 - (b) place a copy of the letter of warning or letter of education in the UPPAC case file; and
 - (c) update CACTUS to reflect that the case is closed.

KEY: teacher licensing, conduct, hearings

Date of Last Change: November 21, 2025

Notice of Continuation: October 1, 2025

Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53E-6-506; 53E-3-401(4)

R277. Education, Administration.

R277-211. Utah Professional Practices Advisory Commission (UPPAC), Rules of Procedure: Notification to Educators, Complaints and Final Disciplinary Actions.

R277-211-1. Authority[,] and Purpose[, and Oversight Category].

(1) This rule is authorized by:

(a) Utah Constitution Article X, Section 3, which vests general control and supervision over public education in the Board;

(b) Section 53E-6-506, which directs the Board to adopt rules regarding UPPAC duties and procedures; and

(c) Subsection 53E-3-401(4), which allows the Board to make rules to execute the Board's duties and responsibilities under the Utah Constitution and state law.

(2) The purpose of this rule is to provide procedures regarding:

(a) notifications of alleged educator misconduct;

(b) review of notifications by UPPAC; and

(c) complaints, consents to discipline, and defaults.

(3) Title 63G, Chapter 4, Administrative Procedures Act, does not apply to this rule under the exemption of Subsection 63G-4-102(2)(d).

~~[(4) This rule is categorized as exempt as described in Rule R277-111.]~~

R277-211-2. Initiating Proceedings Against Educators.

(1)(a) The Executive Secretary shall refer ~~[a case]~~ all referrals reported concerning a licensed educator's alleged misconduct to UPPAC to make a determination if an investigation should be opened ~~[regarding an educator]~~ upon receiving a notification of alleged educator misconduct ~~[implicating a violation of Rule R277-217, Educator Standards, or Utah law]~~.

(b) The Executive Secretary may refer a case to UPPAC upon the Executive Secretary's own initiative.

(2) If an informant seeks to report information to UPPAC concerning alleged educator misconduct, the informant shall submit an allegation of misconduct to the Executive Secretary in writing, including the following, if available:

(a) the informant's:

(i) name;

(ii) position, such as administrator, teacher, parent, or student;

(iii) telephone number;

(iv) address; and

(v) contact information;

(b) information about the educator against whom the allegation is made:

(i) name;

(ii) position, such as administrator, teacher, candidate; and

(iii) school or LEA; ~~[and]~~

(c) name and contact information for any witnesses or groups with relevant evidence; and

([e]d) the facts on which the allegation is based and supporting information.

(3) If an informant submits a written allegation of misconduct as provided in this rule, the Executive Secretary shall notify the informant:

(a) if a case is opened or declined by UPPAC; and

(b) of a final action taken by the Board regarding the allegation.

(4) ~~[(a) Proceedings initiated upon the Executive Secretary's own initiative may be]~~ The Executive Secretary may refer a matter to UPPAC based on information received through a telephone call, letter, newspaper article, media information, notice from another state, or by other means.

~~[(b) The Executive Secretary may also recommend an investigation based on an anonymous allegation, notwithstanding the provisions of this rule, if the allegation bears sufficient indicia of reliability.]~~

(5)(a) The USBE Internal Audit Department shall refer to UPPAC and the LEA any complaint against an educator that would violate Rule R277-217, Educator Standards~~[, or Utah law]~~.

(b) The Executive Secretary ~~[shall]~~ may consult with the educator's LEA and request any relevant evidence from an educator's LEA concerning a complaint referred under Subsection (5)(a).

(6) If an investigation is opened or an expedited hearing is conducted under this rule, the Executive Secretary shall permanently maintain all written allegations, subsequent dismissals, actions, or disciplinary letters related to a case against an educator in the UPPAC case file.

R277-211-3. Online Database of Referrals.

(1) The Executive Secretary shall establish an online searchable database of any matter referred to UPPAC.

(2) The database should include:

(a) the name of the complainant;

(b) the name of the educator;

(b) the LEA, if any, mentioned in the complaint;

(c) the school, if any, mentioned in the complaint;

(d) the status of the complaint;

(e) any restrictions on the educator's license; and

(f) the nature of the allegations.

(3) If UPPAC receives a referral, which the Executive Secretary does not refer to the commission, the Executive Secretary shall record the matter in the database, along with the basis for not referring the matter to UPPAC.

R277-211-[3]4. Review of Notification of Alleged Educator Misconduct.

(1)(a) Upon receipt of a notification of alleged educator misconduct, the Executive Secretary shall review the notification with UPPAC and UPPAC may:

(i) dismiss the matter if the alleged misconduct does not involve an ~~[issue that UPPAC should address]~~ an alleged violation of R277-217;

(ii) recommend an expedited hearing as described in Sections R277-211-5; or

(iii) open an investigation if the alleged misconduct involves ~~[an issue that warrants investigation by UPPAC]~~ a violation of R277-217.

(b) In considering whether to open a case regarding an allegation of educator misconduct, ~~[UPPAC]~~ the Commission shall consider the known facts and circumstances surrounding the allegation to determine whether opening a case is warranted.

~~[(c) UPPAC shall open a case most readily when the evidence shows that:~~

~~——(i) the alleged misconduct involves the physical or emotional safety and well-being of a student;~~

~~——(ii) the alleged misconduct had a highly visible impact on the educator's school community;~~

~~——(iii) the alleged misconduct has the potential to damage the integrity of the education profession;~~

~~——(iv) the educator's LEA recommends the Board investigate the matter; or~~

~~——(v) the educator has received prior UPPAC discipline.]~~

(2)(a) ~~[Before a UPPAC investigator's initiation of an investigation,]~~ Within ten business days of UPPAC opening an investigation, the Executive Secretary shall send an investigative letter to the following:

(i) the educator to be investigated;

(ii) the LEA that employs the educator; and

(iii) the LEA where the alleged activity occurred.

(b) The notification shall include:

(i) the general nature of the complaint;

- 110 (ii) an overview of the process;
- 111 (iii) an explanation of the educator's rights, including the right to consult an
- 112 attorney;
- 113 (iv) the name of the investigator assigned to handle the investigation;
- 114 (v) the possible licensing consequences;
- 115 (vi) whether the educator's CACTUS/USIMS account has been flagged.
- 116 (b) The Executive Secretary shall place a flag on the educator's CACTUS file
- 117 after:
- 118 (i) sending the educator an investigative letter; and
- 119 (ii) directing UPPAC staff to begin gathering evidence relating to the allegations.
- 120 (c) The Executive Secretary may not place a flag on an educator's CACTUS file
- 121 if the educator agrees to an expedited hearing under Section R277-211-5 unless the
- 122 expedited hearing panel recommends a full investigation.
- 123 (3) If UPPAC votes not to open a case, the Executive Secretary shall close the
- 124 file and notify the complainant and the educator's LEA.
- 125 ([3]4)(a) The investigator shall review relevant documentation and interview
- 126 individuals who may have knowledge of the allegations.
- 127 (b)(i) The investigator shall attempt to contact any witness with relevant
- 128 information identified by an educator.
- 129 (ii) An investigator shall document the reasons why any witness specified in
- 130 accordance with Subsection (b)(i) is not contacted.
- 131 ([b]c) The investigator shall prepare an objective and independent investigative
- 132 report supported by the evidence and Rule R277-215 including:
- 133 (i) the findings of the investigation, including any exculpatory information;
- 134 (ii) the specific educator standards that the educator may have violated; and
- 135 (iii) the applicable disciplinary presumptions.
- 136 ([e]d) If the investigator discovers additional evidence of unprofessional conduct
- 137 beyond the original allegations, the investigator may include the additional evidence of

misconduct in the investigative report provided that the educator has had the opportunity to respond to the additional evidence.

(e) For an interview with an educator investigation, the investigator shall:
(i) advise the educator that the educator has a right to have an attorney of their choosing present;
(ii) advise the educator that what they say may be used as evidence against them at a future time;
(iii) record the interview, unless the educator declines to have the interview recorded.

~~([e]f)~~ The investigator shall submit the investigative report to the Executive Secretary.

~~([e]g)~~ The Executive Secretary shall add the investigative report described in Subsection (3)(d) to a UPPAC meeting agenda.

~~([f]h)~~ The investigative report described in Subsection (3)(d) shall become part of the UPPAC case file.

~~([4]5)~~ The investigator may prioritize an investigation over other longer pending cases if:

- (a) the educator poses an ongoing risk to students;
- (b) the case needs to be expedited to accommodate a crucial witness;
- (c) the ongoing investigation creates unusual uncertainty or the alleged misconduct has a highly visible impact for the educator's LEA or community;
- (d) the educator is unemployed as a result of the allegations; ~~[or]~~
- (e) the educator requests expedited consideration for good cause~~[-]~~;
- (f) the alleged misconduct has the potential to damage the integrity of the education profession;
- (g) the educator's LEA recommends the Board prioritize the investigation; or
- (h) the educator has received prior license discipline.

165 ([5]6) UPPAC shall review the investigative report and take one of the following
166 actions:

167 (a) Recommend that the Board clear the CACTUS flag and take no action; or

168 (b)(i) make an initial recommendation for resolution consistent with the evidence
169 and Rule R277-215[-]; and

170 (ii) for cases where the initial recommendation is for suspension or revocation,
171 make an initial recommendation as to what restrictions should be placed on the
172 educator's involvement in public schools in accordance with Sections 53E-6-603 and
173 53E-6-604.5.

174 (c) The Executive Secretary shall document the motions made on UPPAC
175 investigations, findings, and votes in the commission's minutes.

176 ([6]7) After receiving an initial recommendation from UPPAC for action, the
177 Executive Secretary shall:

178 (a) prepare and serve a complaint; or

179 (b) negotiate and prepare a proposed consent to discipline.

180 (7)(a) Upon request of an educator, [UPPAC] the investigator will provide a copy
181 of the UPPAC case file and UPPAC evidence file to the educator.

182 (b) The investigator shall supplement a response under Subsection (7)(a) within
183 ten business days if additional evidence is received prior to resolution of the case.

184
185 **R277-211-[4]5. Expedited Hearings on Criminal Charges in lieu of Initial UPPAC**
186 **Review.**

187 (1) In a case involving the report of an arrest, citation, or charge of an educator,
188 which requires self-reporting by the educator under Section R277-217-4, the Executive
189 Secretary, with the consent of the educator, may schedule the matter for an expedited
190 hearing in lieu of initially referring the matter to UPPAC.

191 (2)(a) The Executive Secretary shall hold an expedited hearing within 60 days of
192 the criminal court disposition, unless otherwise agreed upon by both parties.

(b) An expedited hearing panel shall conduct an expedited hearing on a criminal charge and include the following additional invited individuals where possible:

- (i) the educator;
- (ii) the educator's attorney or representative;
- (iii) a UPPAC attorney; and
- (iv) a representative of the educator's LEA.

(3) The panel may consider the following matters at an expedited hearing on a criminal charge:

- (a) an educator's oral or written explanation of the events;
- (b) a police report;
- (c) a court docket or transcript;
- (d) an LEA's investigative report or employment file; and
- (e) additional information offered by a participant in the expedited hearing if the Executive Secretary deems it probative of the issues at the expedited hearing.

(4) All witnesses providing evidence shall be sworn by the Executive Secretary.

([4]5) After reviewing the evidence described in Subsection (3), the expedited hearing panel shall make written findings and a recommendation based upon a preponderance of the evidence to UPPAC consistent with the evidence and Rule R277-215 to do one of the following:

- (a) close the case;
- (b) close the case upon completion of court requirements;
- (c) recommend that the Board issue a letter of education or letter of warning;
- (d) open a full investigation; or
- (e) recommend action by the Board, subject to an educator's due process rights under Rule 277-210 through Rule R277-217.

([5]6) An expedited hearing on a criminal charge may be recorded, but the testimony from the expedited hearing is inadmissible during a future UPPAC action related to the allegation unless the educator stipulates to admitting the recording.

([6]7) If the Board fails to adopt UPPAC's recommendation, UPPAC ~~may~~ shall open a full investigation or issue a complaint.

([7]8) An expedited hearing panel may proceed under this section with only two voting panel members with the stipulation of the educator.

R277-211-[5]6. Expedited Hearings on Minor Violations of the Educator Standards.

(1) Upon review of an allegation of educator misconduct, UPPAC may recommend conducting an expedited hearing if:

(a) the material evidence provided by the informant does not appear to be disputed;

(b) the allegations, if true, implicate the presumption for a letter of warning under Subsection R277-215-2(8); and

(c) the educator consents to participate.

(2) If an educator elects not to participate in an expedited hearing after UPPAC opens a case, the Executive Secretary shall initiate an investigation into the allegations of misconduct with no prejudice to the educator for not participating in the expedited hearing.

(3) At an expedited hearing under this section, an expedited hearing panel shall conduct the hearing and include the following invited individuals where possible:

(a) the educator;

(b) the educator's attorney or representative;

(c) a UPPAC attorney; and

(d) an administrator from the educator's school or LEA.

(4) At an expedited hearing under this section, the panel may consider:

(a) an educator's oral or written explanation of the events;

(b) an LEA's investigative report or employment file, including witness statements; and

(c) additional information proffered by a participant in the expedited hearing if the Executive Secretary deems it probative of the issues at the expedited hearing.

(5) After reviewing the evidence described in Subsection (4), the expedited hearing panel shall make written findings and a recommendation consistent with the evidence and Rule R277-215 to do one of the following:

(a) close the case;

(b) close the case upon completion of recommended training or other educator requirements;

(c) issue a letter of education or letter of warning; or

(d) open a full investigation.

(6) If an expedited hearing panel recommends a full investigation be opened, the Executive Secretary shall follow the requirements set forth in Subsection R277-211-3(2).

(7) An expedited hearing under this section may be recorded.

(8) Testimony offered at an expedited hearing may be considered in a subsequent report to UPPAC or hearing.

(9) An expedited hearing panel may proceed under this section with only two voting panel members with the stipulation of the educator.

R277-211-[6]7. Complaints.

(1) If UPPAC determines that an allegation is sufficiently supported by evidence discovered in the investigation, the Executive Secretary ~~may~~ shall direct the UPPAC attorney to serve a complaint upon the educator being investigated.

(2) At a minimum, a complaint shall include:

(a) a statement of legal authority and jurisdiction under which the action is being taken;

(b) a statement of the facts and allegations, including specific provisions of the Rule R277-217, upon which the complaint is based;

(c) other information necessary to enable the respondent to understand and address the allegations;

(d) a statement of the potential consequences if an allegation is found to be true or substantially true;

(e) a statement that the respondent shall answer the complaint and request a hearing, if desired, within 30 days of the date the complaint is mailed to the respondent;

(f) a statement that the respondent shall file a written answer described in Subsection (2)(e) with the Executive Secretary;

(g) a statement advising the respondent that if the respondent fails to respond within 30 days, the Executive Secretary may issue a default order in accordance with Section R277-211-8;

(h) a statement that, if a hearing is requested, the hearing will be scheduled no less than 45 days, nor more than 180 days, after receipt of the respondent's answer, unless a different date is agreed to by both parties in writing;

(i) a copy of the applicable hearing rules as required by Section 53E-6-607; and

(j) if the respondent is not represented by counsel, a written guide to help the respondent understand the UPPAC investigation and hearing process, which shall include[-]:

(i) the right to retain legal counsel;

(ii) how a respondent can request a UPPAC file;

(iii) the right to be treated professionally; and

(iv) the right to have a hearing in not less than 45, nor more than 180 days.

(3) On the Executive Secretary's own motion, the Executive Secretary, or the Executive Secretary's designee, with notice to the parties, may reschedule a hearing date.

(4)(a) A respondent may file an answer to a complaint by filing a written response signed by the respondent or the respondent's attorney with the Executive Secretary within 30 days after the complaint is mailed.

(b) The answer shall include:

(i) a request for a hearing;

(ii) the file number of the complaint;

(iii) the names of the parties; and

(iv) the relief that the respondent seeks at a hearing.

(c) As an alternative to filing an answer, the respondent may file a voluntary surrender pursuant to Rule R277-216.

(5)(a) The Executive Secretary shall schedule a hearing, if requested by the respondent, in accordance with Subsection (2)(h) and Rule R277-212.

(b) If the parties can reach an agreement before the hearing ~~[consistent with the terms of UPPAC's initial recommendation]~~, the UPPAC attorney may negotiate a proposed consent to discipline with the respondent.

(c) A proposed consent to discipline described in Subsection (5)(b) shall be submitted to the Board for the Board's consideration in accordance with Section R277-211-~~[7]~~8.

(6)(a) If a respondent does not respond to the complaint within 30 days, the Executive Secretary may initiate default proceedings in accordance with the procedures set forth in Section R277-211-~~[8]~~9.

(b) If the Executive Secretary enters an order of default, the Executive Secretary shall make a recommendation to the Board for discipline consistent with the evidence and Rule R277-215.

R277-211-~~[7]~~8. Proposed Consent to Discipline.

(1) At any time after UPPAC has made an initial recommendation, a respondent may accept UPPAC's initial recommendation, rather than request a hearing, by entering into a proposed consent to discipline.

(2) By entering into a proposed consent to discipline, a respondent waives the respondent's right to a hearing to contest the recommended disposition, contingent on final approval by the Board.

(3) At a minimum, a proposed consent to discipline shall include:

(a) a summary of the facts, the allegations, the presumption described in Rule R277-215, mitigating or aggravating factors described in Rule R277-215, and the evidence relied upon by UPPAC in its recommendation;

(b) a statement that the respondent admits or does not contest the facts recited in the proposed consent to discipline for purposes of the Board administrative action;

(c) a statement that the respondent:

(i) waives the respondent's right to a hearing to contest the allegations that gave rise to the investigation; and

(ii) agrees to the proposed action rather than contest the allegations;

(d) a statement that the respondent agrees to the terms of the proposed consent to discipline and other provisions applicable to the case, such as remediation, assessment and recommended counseling, restitution, rehabilitation, and other conditions, if any, under which the respondent may request a reinstatement hearing or a removal of the reprimand;

(e) a statement that the action and the proposed consent to discipline shall be reported to other states through the NASDTEC Educator Information Clearinghouse;

(f) a statement that respondent waives the respondent's right to contest the facts stated in the proposed consent to discipline at a subsequent reinstatement hearing, if any;

(g) a statement that all records related to the proposed consent to discipline shall remain permanently in the UPPAC case file;

(h) a statement reflecting the classification of the proposed consent to discipline under Title 63G, Chapter 2, Government Records Access and Management Act;

(i) a statement that information regarding the proposed reprimand, suspension, or revocation may be included in an online licensing database that is available for public access in accordance with Rule R277-312.

(j) a statement that a violation of the terms of an approved consent to discipline may result in additional disciplinary action and may affect the reinstatement process; and

(k) a statement that the educator understands that the Board is not bound by UPPAC's recommendation or the negotiated proposed consent to discipline unless the Board approves the proposed consent to discipline;

(l) if for a suspension of the educator's license:

(i) specific conditions that an educator must satisfy before requesting a reinstatement hearing; and

(ii) a minimum time period that must elapse before the educator may request a reinstatement hearing;

(m) if for suspension or revocation of a license, a statement ~~[that the respondent may not work or volunteer in a public school in accordance with Subsection 53E-6-603(3)]~~ setting forth any restrictions on working or volunteering in a public school in accordance with Sections 53E-6-603 and 53E-6-604.5; and

(n) if for suspension or revocation of a license, a statement that any attempt to represent to any other state a valid Utah license shall result in further licensing action in Utah.

(4)(a) The Executive Secretary shall forward a proposed consent to discipline to the Board for approval.

(b) If the Board does not approve a proposed consent to discipline, the Board may:

(i)(A) remand the case to UPPAC and shall include issues or questions that need to be addressed;

(B) offer respondent the opportunity for a hearing; ~~[or]~~

(C) allow the respondent to file a written response to the UPPAC report; or

~~([C]D)~~ provide alternative terms and disposition to the Executive Secretary, consistent with the available evidence and presumptions described in Rule R277-215, that would be satisfactory to the Board to be submitted to the educator for consideration;

(ii) direct the Executive Secretary to issue a letter of education, letter of warning, or dismiss the matter; or

(iii) take other appropriate action consistent with due process and Rule R277-215.

(5) If the respondent accepts a consent to discipline with alternative terms and disposition proposed by the Board, the consent to discipline, as modified, is a final Board administrative action without further Board consideration.

(6) If the terms approved by the Board are rejected by the respondent, the proceedings shall continue from the point under these procedures at which the agreement was negotiated, as if the consent to discipline had not been submitted.

(7) If the Board remands to UPPAC to provide respondent the opportunity for a hearing under Subsection (4)(b)(i)(B), the Executive Secretary shall:

- (a) notify the parties of the decision;
- (b) direct a UPPAC attorney to issue a complaint; and
- (c) direct the proceedings as if the proposed consent to discipline had not been submitted.

(8) If the Board approves a proposed consent to discipline, the approval is a final Board administrative action and the Executive Secretary shall:

- (a) notify the parties of the decision within ten business days;
- (b) update CACTUS to reflect the action;
- (c) report the action to the NASDTEC Educator Information Clearinghouse if the agreement results in:
 - (i) a revocation;

- (ii) a suspension; or
- (iii) a reprimand;
- (d) direct the appropriate penalties to begin; and
- (e) notify the LEAs throughout the state.

R277-211-[8]9. Default Procedures.

(1) If a respondent does not respond to a complaint within 30 days from the date the complaint is served, the Executive Secretary may issue an order of default against the respondent consistent with the following:

(a) the Executive Secretary shall prepare and serve on the respondent at the respondent's last known address, an order of default including:

- (i) a statement of the grounds for default; and
- (ii) a recommended disposition if the respondent fails to file a response to a complaint;

(b) ten days following service of the order of default, a UPPAC attorney shall attempt to contact respondent or respondent's attorney by telephone or electronically unless the respondent is incarcerated and unrepresented;

(c) UPPAC shall maintain documentation of attempts toward written, telephonic, or electronic contact;

(d) the respondent has 20 days following service of the order of default to respond to UPPAC; and

(e) if UPPAC receives a response from respondent to a default order before the end of the 20 day default period, UPPAC shall allow respondent a final ten day period to respond to a complaint.

(2) The Executive Secretary shall make a recommendation to the Board for discipline consistent with the evidence and Rule R277-215.

(3) If an educator's default results in a suspension, the order of default shall include conditions the educator must meet before requesting a reinstatement hearing.

R277-211-[9]10. Disciplinary Letters and Dismissal.

(1) If UPPAC recommends issuance of a letter of warning, letter of education, or dismissal, the Executive Secretary shall forward the case to the Board for review on a consent calendar.

(2) If the Board does not approve a recommendation for a letter of warning, letter of education, or dismissal described in Subsection (1), the Board may:

(a) remand the case to the Executive Secretary with:

(i) direction as to the issues UPPAC should address;

(ii) alternative terms and disposition that would be satisfactory to the Board to be submitted to the educator for consideration; and

(iii) the opportunity for the educator to participate in a hearing in accordance with Rule R277-212;

(b) dismiss the matter; or

(c) take other appropriate action consistent with due process and Rule R277-215.

(3) If the Board approves a letter of warning or letter of education, the Executive Secretary shall:

(a) prepare the letter of warning or letter of education and mail it to the educator;

(b) place a copy of the letter of warning or letter of education in the UPPAC case file; and

(c) update CACTUS to reflect that the case is closed.

KEY: teacher licensing, conduct, hearings

Date of Last Change: November 21, 2025

Notice of Continuation: October 1, 2025

Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53E-6-506; 53E-3-401(4)

Blue Text – Additions
~~Red Text~~ – Deletions

Draft 2
Board Member Kerry
May 26, 2026

470

471

R277. Education, Administration.

R277-211. Utah Professional Practices Advisory Commission (UPPAC), Rules of Procedure: Notification to Educators, Complaints and Final Disciplinary Actions.

R277-211-1. Authority[,] and Purpose[, and Oversight Category].

(1) This rule is authorized by:

(a) Utah Constitution Article X, Section 3, which vests general control and supervision over public education in the Board;

(b) Section 53E-6-506, which directs the Board to adopt rules regarding UPPAC duties and procedures; and

(c) Subsection 53E-3-401(4), which allows the Board to make rules to execute the Board's duties and responsibilities under the Utah Constitution and state law.

(2) The purpose of this rule is to provide procedures regarding:

(a) notifications of alleged educator misconduct;

(b) review of notifications by UPPAC; and

(c) complaints, consents to discipline, and defaults.

(3) Title 63G, Chapter 4, Administrative Procedures Act, does not apply to this rule under the exemption of Subsection 63G-4-102(2)(d).

~~[(4) This rule is categorized as exempt as described in Rule R277-111.]~~

R277-211-2. Initiating Proceedings Against Educators.

(1)(a) The Executive Secretary shall refer ~~[a case]~~ [all referrals] any matter,
including anonymous complaints, reported concerning a licensed educator's alleged
misconduct to UPPAC within 60 days to make a determination if an investigation should
be opened ~~[regarding an educator upon receiving a notification of alleged educator~~
~~misconduct implicating a violation of Rule R277-217, Educator Standards, or Utah law].~~

(b) The Executive Secretary may refer a case to UPPAC upon the Executive Secretary's own initiative.

_____ (i) For each referral made under Subsection (1)(b), the Executive Secretary shall
prepare a written referral memorandum setting forth:

_____ (A) the known facts supporting the referral;

_____ (B) the source of the information;

_____ (C) the date of the referral;

_____ (D) the educator standards that may be implicated.

_____ (ii) The Executive Secretary shall record a referral under Subsection (1)(b) in the
UPPAC case management system and maintained as part of the permanent case file.

_____ (c) The Executive Secretary may not decline, dismiss, or otherwise resolve a
matter before presenting the matter to UPPAC.

(2) If an informant seeks to report information to UPPAC concerning alleged
educator misconduct, the informant shall submit an allegation of misconduct to the
Executive Secretary in writing, including the following, if available:

(a) the informant's:

(i) name;

(ii) position, such as administrator, teacher, parent, or student;

(iii) telephone number;

(iv) address; and

(v) contact information;

(b) information about the educator against whom the allegation is made:

(i) name;

(ii) position, such as administrator, teacher, candidate; and

(iii) school or LEA; ~~and~~

(c) name and contact information for any witnesses or groups with relevant
evidence; and

([e]d) the facts on which the allegation is based and supporting information.

(3) If an informant submits a written allegation of misconduct as provided in this
rule, the Executive Secretary shall notify the informant;

56 (a) if a case is opened or declined by UPPAC; and

57 (b) of a final action taken by the Board regarding the allegation.

58 ~~[(4)(a) Proceedings initiated upon the Executive Secretary's own initiative may~~
59 ~~be The Executive Secretary may refer a matter to UPPAC based on information~~
60 ~~received through a telephone call, letter, newspaper article, media information, notice~~
61 ~~from another state, or by other means.]~~

62 ~~[(b) The Executive Secretary may also recommend an investigation based on an~~
63 ~~anonymous allegation, notwithstanding the provisions of this rule, if the allegation bears~~
64 ~~sufficient indicia of reliability.]~~

65 (5)(a) The USBE Internal Audit Department shall refer to UPPAC and the LEA
66 any complaint against an educator that would violate Rule R277-217, Educator
67 Standards~~[, or Utah law].~~

68 (b) The Executive Secretary ~~[shall]~~ may consult with the educator's LEA and
69 request any relevant evidence from an educator's LEA concerning a complaint referred
70 under Subsection (5)(a).

71 (6) If an investigation is opened or an expedited hearing is conducted under this
72 rule, the Executive Secretary shall permanently maintain all written allegations,
73 subsequent dismissals, actions, or disciplinary letters related to a case against an
74 educator in the UPPAC case file.

75
76 ~~[R277-211-3. Online Database of Referrals.]~~

77 ~~_____ (1) The Executive Secretary shall establish an online searchable database of any~~
78 ~~matter referred to UPPAC.~~

79 ~~_____ (2) The database should include:~~

80 ~~_____ (a) the name of the complainant;~~

81 ~~_____ (b) the name of the educator;~~

82 ~~_____ (b) the LEA, if any, mentioned in the complaint;~~

83 ~~_____ (c) the school, if any, mentioned in the complaint;~~

~~_____ (d) the status of the complaint;~~

~~_____ (e) any restrictions on the educator's license; and~~

~~_____ (f) the nature of the allegations.~~

~~_____ (3) If UPPAC receives a referral, which the Executive Secretary does not refer to the commission, the Executive Secretary shall record the matter in the database, along with the basis for not referring the matter to UPPAC.]~~

R277-211-3. Review of Notification of Alleged Educator Misconduct.

(1)(a) Upon receipt of a notification of alleged educator misconduct, the Executive Secretary shall review the notification with UPPAC within 60 days of receipt and UPPAC may:

(i) dismiss the matter if the alleged misconduct does not involve an ~~[issue that UPPAC should address]~~ an alleged violation of R277-217;

(ii) recommend an expedited hearing as described in Sections R277-211-5; or

(iii) open an investigation if the alleged misconduct involves ~~[an issue that warrants investigation by UPPAC]~~ a violation of R277-217.

(b) In considering whether to open a case regarding an allegation of educator misconduct, ~~[UPPAC]~~ the Commission shall consider the known facts and circumstances surrounding the allegation to determine whether opening a case is warranted.

~~[(c) UPPAC shall open a case most readily when the evidence shows that:~~

~~_____ (i) the alleged misconduct involves the physical or emotional safety and well-being of a student;~~

~~_____ (ii) the alleged misconduct had a highly visible impact on the educator's school community;~~

~~_____ (iii) the alleged misconduct has the potential to damage the integrity of the education profession;~~

~~_____ (iv) the educator's LEA recommends the Board investigate the matter; or~~

112 ~~— (v) the educator has received prior UPPAC discipline.]~~
113 (2)(a) ~~[Before a UPPAC investigator's initiation of an investigation,]~~ Within ten
114 business days of UPPAC opening an investigation, the Executive Secretary shall send
115 an investigative letter to the following:
116 (i) the educator to be investigated;
117 (ii) the LEA that employs the educator; and
118 (iii) the LEA where the alleged activity occurred.
119 (b) The notification shall include:
120 (i) the general nature of the complaint;
121 (ii) an overview of the process;
122 (iii) an explanation of the educator's rights, including the right to consult an
123 attorney and the right to inspect or receive a copy of the contents of the UPPAC case
124 file and UPPAC evidence file at no cost;
125 (iv) the name of the investigator assigned to handle the investigation;
126 (v) the possible licensing consequences;
127 (vi) whether the educator's CACTUS/USIMS account has been flagged.
128 (b) The Executive Secretary shall place a flag on the educator's CACTUS file
129 after:
130 (i) sending the educator an investigative letter; and
131 (ii) directing UPPAC staff to begin gathering evidence relating to the allegations.
132 (c) The Executive Secretary may not place a flag on an educator's CACTUS file
133 if the educator agrees to an expedited hearing under Section R277-211-5 unless the
134 expedited hearing panel recommends a full investigation.
135 (3) If UPPAC votes not to open a case, the Executive Secretary shall close the
136 file and notify the complainant and the educator's LEA.
137 ([3]4)(a) The investigator shall review relevant documentation and interview
138 individuals who may have knowledge of the allegations.

139 (b)(i) The investigator shall attempt to contact any witness with relevant
140 information identified by an educator.

141 (ii) An investigator shall document the reasons why any witness specified in
142 accordance with Subsection (b)(i) is not contacted.

143 (iii) The investigator shall maintain a record in the UPPAC attorney file of all
144 materials efforts to identify, contact, interview, and obtain evidence from witnesses
145 during an investigation

146 ([b]c) The investigator shall prepare an objective and independent investigative
147 report supported by the evidence and Rule R277-215 including:

148 (i) the findings of the investigation, including any exculpatory information;

149 (ii) the specific educator standards that the educator may have violated; and

150 (iii) the applicable disciplinary presumptions.

151 ([e]d) If the investigator discovers additional evidence of unprofessional conduct
152 beyond the original allegations, the investigator may include the additional evidence of
153 misconduct in the investigative report provided that the educator has had the
154 opportunity to respond to the additional evidence.

155 (e) For an interview with an educator investigation, the investigator shall:

156 (i) advise the educator that the educator has a right to have an attorney of their
157 choosing present;

158 (ii) advise the educator that what they say may be used as evidence against
159 them at a future time;

160 (iii) record the interview, unless the educator declines to have the interview
161 recorded.

162 ([e]f) The investigator shall submit the investigative report to the Executive
163 Secretary within six months of the date UPPAC opened the matter.

164 ([e]g) The Executive Secretary shall add the investigative report described in
165 Subsection (3)([e]f) to [a] the next UPPAC meeting agenda.

(f) The investigative report described in Subsection (3)(d) shall become part of the UPPAC case file.

(4) The investigator may prioritize an investigation over other longer pending cases if:

(a) the educator poses an ongoing risk to students;

(b) the case needs to be expedited to accommodate a crucial witness;

(c) the ongoing investigation creates unusual uncertainty or the alleged misconduct has a highly visible impact for the educator's LEA or community;

(d) the educator is unemployed as a result of the allegations; ~~or~~

(e) the educator requests expedited consideration for good cause~~[-]~~;

(f) the alleged misconduct has the potential to damage the integrity of the education profession;

(g) the educator's LEA recommends the Board prioritize the investigation; or

(h) the educator has received prior license discipline.

(6) An investigator may not maintain an open investigation without submitting an investigative report beyond six months unless:

(a) required by law;

(b) related criminal proceedings remain unresolved;

(c) obtaining necessary evidence delays the investigator's ability to prepare a report; or

(d) there's a stipulation from the educator.

(7) If a UPPAC investigator does not submit an investigative report to the Executive Secretary within the timeline established in this section, the investigator shall document the reasons for the delay in the UPPAC attorney file and send written notice to the educator.

(5) UPPAC shall review the investigative report and take one of the following actions:

(a) Recommend that the Board clear the CACTUS flag and take no action; or

(b)(i) make an initial recommendation for resolution consistent with the evidence and Rule R277-215[-]; and

(ii) for cases where the initial recommendation is for suspension or revocation, make an initial recommendation as to what restrictions should be placed on the educator's involvement in public schools in accordance with Sections 53E-6-603 and 53E-6-604.5.

~~[(c) The Executive Secretary shall document the motions made on UPPAC investigations, findings, and votes in the commission's minutes.]~~

(c) The Executive Secretary shall maintain a written record of all materials actions and decisions taken under this section in the UPPAC case file, including:

(i) decisions to open, decline, prioritize, or close an investigation;

(ii) investigative reports;

(iii) recommendations to the Board;

(iv) findings of fact;

(v) motions and votes of the commission; and

(vi) the basis for any commission recommendation or action.

~~[(6)9]~~ After receiving an initial recommendation from UPPAC for action, the Executive Secretary shall:

(a) prepare and serve a complaint; or

(b) negotiate and prepare a proposed consent to discipline.

~~[(7)8](a)~~ Upon request of an educator, ~~[UPPAC]~~ the investigator shall ~~[will]~~ provide a copy of the UPPAC case file and UPPAC evidence file to the educator.

(b) The investigator may only redact the file to the extent permitted by law.

(c) The investigator shall supplement a response under Subsection (7)(a) within ten business days if additional evidence is received prior to resolution of the case.

(10) The UPPAC evidence file shall include all evidence provided by the Complaint.

R277-211-4. Expedited Hearings on Criminal Charges in lieu of Initial UPPAC Review.

(1) In a case involving the report of an arrest, citation, or charge of an educator, which requires self-reporting by the educator under Section R277-217-4, the Executive Secretary, with the consent of the educator, may schedule the matter for an expedited hearing in lieu of initially referring the matter to UPPAC.

(2)(a) The Executive Secretary shall hold an expedited hearing within 60 days of the criminal court disposition, unless otherwise agreed upon by both parties.

(b) An expedited hearing panel shall conduct an expedited hearing on a criminal charge and include the following additional invited individuals where possible:

- (i) the educator;
- (ii) the educator's attorney or representative;
- (iii) a UPPAC attorney; and
- (iv) a representative of the educator's LEA.

(3) The panel may consider the following matters at an expedited hearing on a criminal charge:

- (a) an educator's oral or written explanation of the events;
- (b) a police report;
- (c) a court docket or transcript;
- (d) an LEA's investigative report or employment file; and
- (e) additional information offered by a participant in the expedited hearing if the Executive Secretary deems it probative of the issues at the expedited hearing.

(4) All witnesses providing evidence shall be sworn by the Executive Secretary.

([4]5) After reviewing the evidence described in Subsection (3), the expedited hearing panel shall make written findings and a recommendation based upon a preponderance of the evidence to UPPAC consistent with the evidence and Rule R277-215 to do one of the following:

- (a) close the case;

(b) close the case upon completion of court requirements;
(c) recommend that the Board issue a letter of education or letter of warning;
(d) open a full investigation; or
(e) recommend action by the Board, subject to an educator's due process rights under Rule 277-210 through Rule R277-217.

(~~[5]~~6) An expedited hearing on a criminal charge may be recorded, but the testimony from the expedited hearing is inadmissible during a future UPPAC action related to the allegation unless the educator stipulates to admitting the recording.

(~~[6]~~7) If the Board fails to adopt UPPAC's recommendation, UPPAC ~~[may]~~ shall open a full investigation or issue a complaint.

(~~[7]~~8) An expedited hearing panel may proceed under this section with only two voting panel members with the stipulation of the educator.

R277-211-5. Expedited Hearings on Minor Violations of the Educator Standards.

(1) Upon review of an allegation of educator misconduct, UPPAC may recommend conducting an expedited hearing if:

(a) the material evidence provided by the informant does not appear to be disputed;

(b) the allegations, if true, implicate the presumption for a letter of warning under Subsection R277-215-2(8); and

(c) the educator consents to participate.

(2) If an educator elects not to participate in an expedited hearing after UPPAC opens a case, the Executive Secretary shall initiate an investigation into the allegations of misconduct with no prejudice to the educator for not participating in the expedited hearing.

(3) At an expedited hearing under this section, an expedited hearing panel shall conduct the hearing and include the following invited individuals where possible:

(a) the educator;

- 278 (b) the educator's attorney or representative;
- 279 (c) a UPPAC attorney; and
- 280 (d) an administrator from the educator's school or LEA.
- 281 (4) At an expedited hearing under this section, the panel may consider:
- 282 (a) an educator's oral or written explanation of the events;
- 283 (b) an LEA's investigative report or employment file, including witness
- 284 statements; and
- 285 (c) additional information proffered by a participant in the expedited hearing if the
- 286 Executive Secretary deems it probative of the issues at the expedited hearing.
- 287 (5) After reviewing the evidence described in Subsection (4), the expedited
- 288 hearing panel shall make written findings and a recommendation consistent with the
- 289 evidence and Rule R277-215 to do one of the following:
- 290 (a) close the case;
- 291 (b) close the case upon completion of recommended training or other educator
- 292 requirements;
- 293 (c) issue a letter of education or letter of warning; or
- 294 (d) open a full investigation.
- 295 (6) If an expedited hearing panel recommends a full investigation be opened, the
- 296 Executive Secretary shall follow the requirements set forth in Subsection R277-211-
- 297 3(2).
- 298 (7) An expedited hearing under this section may be recorded.
- 299 (8) Testimony offered at an expedited hearing may be considered in a
- 300 subsequent report to UPPAC or hearing.
- 301 (9) An expedited hearing panel may proceed under this section with only two
- 302 voting panel members with the stipulation of the educator.

303

304 **R277-211-6. Complaints.**

(1) If UPPAC determines that an allegation is sufficiently supported by evidence discovered in the investigation, the Executive Secretary ~~may~~ shall direct the UPPAC attorney to serve a complaint upon the educator being investigated.

(2) At a minimum, a complaint shall include:

(a) a statement of legal authority and jurisdiction under which the action is being taken;

(b) a statement of the facts and allegations, including specific provisions of the Rule R277-217, upon which the complaint is based;

(c) other information necessary to enable the respondent to understand and address the allegations;

(d) a statement of the potential consequences if an allegation is found to be true or substantially true;

(e) a statement that the respondent shall answer the complaint and request a hearing, if desired, within 30 days of the date the complaint is mailed to the respondent;

(f) a statement that the respondent shall file a written answer described in Subsection (2)(e) with the Executive Secretary;

(g) a statement advising the respondent that if the respondent fails to respond within 30 days, the Executive Secretary may issue a default order in accordance with Section R277-211-8;

(h) a statement that, if a hearing is requested, the hearing will be scheduled no less than 45 days, nor more than 180 days, after receipt of the respondent's answer, unless a different date is agreed to by both parties in writing;

(i) a copy of the applicable hearing rules as required by Section 53E-6-607; and

(j) if the respondent is not represented by counsel, a written guide to help the respondent understand the UPPAC investigation and hearing process, which shall include[-]:

(i) the right to retain legal counsel;

(ii) how a respondent can request a UPPAC file;

333 (iii) the right to be treated professionally; and

334 (iv) the right to have a hearing in not less than 45, nor more than 180 days.

335 (3) On the Executive Secretary's own motion, the Executive Secretary, or the
336 Executive Secretary's designee, with notice to the parties, may reschedule a hearing
337 date.

338 (4)(a) A respondent may file an answer to a complaint by filing a written
339 response signed by the respondent or the respondent's attorney with the Executive
340 Secretary within 30 days after the complaint is mailed.

341 (b) The answer shall include:

342 (i) a request for a hearing;

343 (ii) the file number of the complaint;

344 (iii) the names of the parties; and

345 (iv) the relief that the respondent seeks at a hearing.

346 (c) As an alternative to filing an answer, the respondent may file a voluntary
347 surrender pursuant to Rule R277-216.

348 (5)(a) The Executive Secretary shall schedule a hearing, if requested by the
349 respondent, in accordance with Subsection (2)(h) and Rule R277-212.

350 (b) If the parties can reach an agreement before the hearing ~~[consistent with the~~
351 ~~terms of UPPAC's initial recommendation]~~, the UPPAC attorney may negotiate a
352 proposed consent to discipline with the respondent.

353 (c) A proposed consent to discipline described in Subsection (5)(b) shall be
354 submitted to the Board for the Board's consideration in accordance with Section R277-
355 211-[7]8.

356 (6)(a) If a respondent does not respond to the complaint within 30 days, the
357 Executive Secretary may initiate default proceedings in accordance with the procedures
358 set forth in Section R277-211-[8]9.

(b) If the Executive Secretary enters an order of default, the Executive Secretary shall make a recommendation to the Board for discipline consistent with the evidence and Rule R277-215.

R277-211-7. Proposed Consent to Discipline.

(1) At any time after UPPAC has made an initial recommendation, a respondent may accept UPPAC's initial recommendation, rather than request a hearing, by entering into a proposed consent to discipline.

(2) By entering into a proposed consent to discipline, a respondent waives the respondent's right to a hearing to contest the recommended disposition, contingent on final approval by the Board.

(3) At a minimum, a proposed consent to discipline shall include:

(a) a summary of the facts, the allegations, the presumption described in Rule R277-215, mitigating or aggravating factors described in Rule R277-215, and the evidence relied upon by UPPAC in its recommendation;

(b) a statement that the respondent admits or does not contest the facts recited in the proposed consent to discipline for purposes of the Board administrative action;

(c) a statement that the respondent:

(i) waives the respondent's right to a hearing to contest the allegations that gave rise to the investigation; and

(ii) agrees to the proposed action rather than contest the allegations;

(d) a statement that the respondent agrees to the terms of the proposed consent to discipline and other provisions applicable to the case, such as remediation, assessment and recommended counseling, restitution, rehabilitation, and other conditions, if any, under which the respondent may request a reinstatement hearing or a removal of the reprimand;

(e) a statement that the action and the proposed consent to discipline shall be reported to other states through the NASDTEC Educator Information Clearinghouse;

(f) a statement that respondent waives the respondent's right to contest the facts stated in the proposed consent to discipline at a subsequent reinstatement hearing, if any;

(g) a statement that all records related to the proposed consent to discipline shall remain permanently in the UPPAC case file;

(h) a statement reflecting the classification of the proposed consent to discipline under Title 63G, Chapter 2, Government Records Access and Management Act;

(i) a statement that information regarding the proposed reprimand, suspension, or revocation may be included in an online licensing database that is available for public access in accordance with Rule R277-312.

(j) a statement that a violation of the terms of an approved consent to discipline may result in additional disciplinary action and may affect the reinstatement process; and

(k) a statement that the educator understands that the Board is not bound by UPPAC's recommendation or the negotiated proposed consent to discipline unless the Board approves the proposed consent to discipline;

(l) if for a suspension of the educator's license:

(i) specific conditions that an educator must satisfy before requesting a reinstatement hearing; and

(ii) a minimum time period that must elapse before the educator may request a reinstatement hearing;

(m) if for suspension or revocation of a license, a statement ~~[that the respondent may not work or volunteer in a public school in accordance with Subsection 53E-6-603(3)]~~ setting forth any restrictions on working or volunteering in a public school in accordance with Sections 53E-6-603 and 53E-6-604.5; and

(n) if for suspension or revocation of a license, a statement that any attempt to represent to any other state a valid Utah license shall result in further licensing action in Utah.

415 (4)(a) The Executive Secretary shall forward a proposed consent to discipline to
416 the Board for approval.

417 (b) If the Board does not approve a proposed consent to discipline, the Board
418 may:

419 (i)(A) remand the case to UPPAC and shall include issues or questions that
420 need to be addressed;

421 (B) offer respondent the opportunity for a hearing; ~~[or]~~
422 (C) allow the respondent to file a written response to the UPPAC report; or

423 ~~[(C)D]~~ provide alternative terms and disposition to the Executive Secretary,
424 consistent with the available evidence and presumptions described in Rule R277-215,
425 that would be satisfactory to the Board to be submitted to the educator for
426 consideration;

427 (ii) direct the Executive Secretary to issue a letter of education, letter of warning,
428 or dismiss the matter; or

429 (iii) take other appropriate action consistent with due process and Rule R277-
430 215.

431 (5) If the respondent accepts a consent to discipline with alternative terms and
432 disposition proposed by the Board, the consent to discipline, as modified, is a final
433 Board administrative action without further Board consideration.

434 (6) If the terms approved by the Board are rejected by the respondent, the
435 proceedings shall continue from the point under these procedures at which the
436 agreement was negotiated, as if the consent to discipline had not been submitted.

437 (7) If the Board remands to UPPAC to provide respondent the opportunity for a
438 hearing under Subsection (4)(b)(i)(B), the Executive Secretary shall:

439 (a) notify the parties of the decision;

440 (b) direct a UPPAC attorney to issue a complaint; and

441 (c) direct the proceedings as if the proposed consent to discipline had not been
442 submitted.

(8) If the Board approves a proposed consent to discipline, the approval is a final Board administrative action and the Executive Secretary shall:

- (a) notify the parties of the decision within ten business days;
- (b) update CACTUS to reflect the action;
- (c) report the action to the NASDTEC Educator Information Clearinghouse if the agreement results in:
 - (i) a revocation;
 - (ii) a suspension; or
 - (iii) a reprimand;
- (d) direct the appropriate penalties to begin; and
- (e) notify the LEAs throughout the state.

R277-211-8. Default Procedures.

(1) If a respondent does not respond to a complaint within 30 days from the date the complaint is served, the Executive Secretary may issue an order of default against the respondent consistent with the following:

- (a) the Executive Secretary shall prepare and serve on the respondent at the respondent's last known address, an order of default including:
 - (i) a statement of the grounds for default; and
 - (ii) a recommended disposition if the respondent fails to file a response to a complaint;
- (b) ten days following service of the order of default, a UPPAC attorney shall attempt to contact respondent or respondent's attorney by telephone or electronically unless the respondent is incarcerated and unrepresented;
- (c) UPPAC shall maintain documentation of attempts toward written, telephonic, or electronic contact;
- (d) the respondent has 20 days following service of the order of default to respond to UPPAC; and

(e) if UPPAC receives a response from respondent to a default order before the end of the 20 day default period, UPPAC shall allow respondent a final ten day period to respond to a complaint.

(2) The Executive Secretary shall make a recommendation to the Board for discipline consistent with the evidence and Rule R277-215.

(3) If an educator's default results in a suspension, the order of default shall include conditions the educator must meet before requesting a reinstatement hearing.

R277-211-[9]10. Disciplinary Letters and Dismissal.

(1) If UPPAC recommends issuance of a letter of warning, letter of education, or dismissal, the Executive Secretary shall forward the case to the Board for review on a consent calendar.

(2) If the Board does not approve a recommendation for a letter of warning, letter of education, or dismissal described in Subsection (1), the Board may:

(a) remand the case to the Executive Secretary with:

(i) direction as to the issues UPPAC should address;

(ii) alternative terms and disposition that would be satisfactory to the Board to be submitted to the educator for consideration; and

(iii) the opportunity for the educator to participate in a hearing in accordance with Rule R277-212;

(b) dismiss the matter; or

(c) take other appropriate action consistent with due process and Rule R277-215.

(3) If the Board approves a letter of warning or letter of education, the Executive Secretary shall:

(a) prepare the letter of warning or letter of education and mail it to the educator;

(b) place a copy of the letter of warning or letter of education in the UPPAC case file; and

(c) update CACTUS to reflect that the case is closed.

277-211-10. Public Access to Final Disciplinary Action.

(1)(a) The Superintendent shall maintain a searchable online database of final Board disciplinary actions and license reinstatements.

(b) The Superintendent shall include an educator in the database not later than 30 days after Board disciplinary action becomes final and the searchable online database is operational and available to the public.

(c) The database required under Subsection (1)(a) shall be searchable by:

(i) educator name;

(ii) LEA; and

(iii) school.

(d) The database required under Subsection (1)(a) shall include:

(i) an educator's name;

(ii) UPPAC case number;

(iii) the LEA where the conduct giving rise to the disciplinary action occurred;

(iv) the school where the educator was employed at the time of the misconduct, if applicable;

(v) a concise description of the conduct that resulted in discipline;

(vi) the applicable provisions of Board rule determined to have been violated;

(vii) the licensing action imposed by the Board;

(viii) the effective date of the Board action; and

(ix) a statement that an individual may request records pertaining to the matter in accordance with Title 63G, Chapter 2, Government Records Access and Management Act.

(2) The Superintendent shall provide access to the database through the Board's website.

(3) Unless a different period is prescribed by law, the Superintendent shall remove information regarding an action from the database after ten years unless the educator still has license restrictions.

(4) The requirements of this section do not alter the Executive Secretary's obligation to maintain UPPAC files under other provisions of this rule.

(5) Nothing in this section requires disclosure of records that are restricted under Title 63G, Chapter 2, Government Records Access and Management Act.

(6) The database established under Subsection (1)(a) shall provide public notice of final Board disciplinary actions and shall not include allegations, pending investigations, dismissed matters, letters of education, letters of warning, or other non-final matters.

277-211-11. UPPAC Records Management and Documentation

(1) The Executive Secretary shall establish and maintain a records management system sufficient to document, track, and preserve UPPAC proceedings and actions taken under this rule.

(2) The records management system shall include records necessary to document the history, status, disposition, and administrative handling of matters referred to UPPAC.

(3) The Executive Secretary shall ensure that material actions and decisions are documented in a manner that permits meaningful review by UPPAC, the Board, auditors, and other persons authorized by law.

(4) Records maintained under Subsection (2) shall include:

(a) referrals and complaints received;

(b) the date a matter was received, reviewed, referred, opened, closed, dismissed, or otherwise resolved;

(c) notes documenting follow up by the Executive Secretary and UPPAC staff;

(d) investigative reports and supporting materials;

554 (e) material communications relating to the administration of a case;
555 (f) motions, findings, recommendations, recusals, conflict disclosures, and votes
556 of UPPAC;
557 (g) votes taken by the Board on UPPAC matters;
558 (h) final Board actions; and
559 (i) other records necessary to document the disposition of a matter.
560 (5) The Executive Secretary shall maintain records sufficient to identify:
561 (a) the source of a referral;
562 (b) whether a referral originated from:
563 (i) an external complainant;
564 (ii) an LEA;
565 (iii) the Internal Audit Department;
566 (iv) another governmental entity; or
567 (v) the Executive Secretary.
568 (6) A UPPAC investigator shall maintain records sufficient to document materials
569 investigative activities, including efforts to identify, contact, interview, and obtain
570 evidence from witnesses.
571 (7) The Executive Secretary shall maintain records required under this section as
572 part of the UPPAC administrative record and retained in accordance with applicable
573 state records retention requirements.
574 (8) Nothing in this section requires disclosure of records except as authorized by
575 state or federal law.
576
577 **R277-211-12. Administrator Responsibility for Supervision of Non-Licensed**
578 **Employees.**
579 (1) A superintendent or principal shall exercise reasonably supervision over non-
580 licensed employees, volunteers, contractors, and other adults working under the
581 administrator's direct authority or within the administrator's area of responsibility.

(2) An superintendent or principal:
(a) may not knowingly permit, direct, encourage, conceal, minimize, or fail to take
reasonable corrective action regarding misconduct, boundary violations, abuse, neglect,
or other conduct by a non-licensed employee, volunteer, contractor, or other adult
working under the administrator’s authority that threatens student safety;
(b) shall make all reports required by state law or Board rule regarding
misconduct by a non-licensed employee, volunteer, contractor, or other adult;
(c) may not be grossly negligent in supervision that creates a foreseeable risk of
harm to students; and
(d) may not knowingly disregard credible information indicating that a non-
licensed employee, volunteer, contractor, or other adult presents a threat to student
safety, well-being, or educational interests.
(3) The Board may not discipline an administrator solely because an individual
engaged in misconduct absent evidence that the administrator violated a duty described
in this section.
(4) Nothing in this section limits the Board’s authority to investigate and discipline
a licensed educator for conduct related to supervision, reporting, student safety, or
compliance with state law, or Board rule.

KEY: teacher licensing, conduct, hearings

Date of Last Change: November 21, 2025

Notice of Continuation: October 1, 2025

Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53E-6-506; 53E-3-401(4)

Utah State Board of Education

Reporting Burden and Fiscal Impact Estimate

R277-211 – Utah Professional Practices Advisory Commission (UPPAC), Rules of Procedure: Notification to Educators, Complaints and Final Disciplinary Actions (Amendment)

1. Reporting Burden for LEAs

This rule change does not add any reports for LEAs.

2. Estimated Fiscal Impact on USBE

This rule change is not estimated to have fiscal impacts on USBE.

3. Estimated Fiscal Impact on LEAs

This rule change is not estimated to have fiscal impacts on LEAs.

Author: Sam Urie

UTAH STATE BOARD OF EDUCATION

Subject:

ACTION: Board Policy 6001: Utah Professional Practices Advisory Commission (UPPAC) Code of Conduct (New). *No action was taken.*

Agenda item type:

Action Item

Recommended Action:

Committee Action: No further action.

MOTION FOR THE BOARD: None.

Purpose of Memo:**Background:**

Staff recommends consideration of Board Policy 6001 based on feedback in recent committee meetings. Concerns have been raised over the lack of a written conflict of interest and privacy policy for UPPAC. The proposed code of conduct in Board Policy 6001 has been reviewed by the commission and other key staff and seeks to proactively address these concerns.

Contact:

Name: Ben Rasmussen
Title: Director of Law and Professional Practices
Phone: (801) 538-7835
Email: ben.rasmussen@schools.utah.gov

Attachments:

1. Board Policy 6001 - Draft 1

UTAH STATE BOARD OF EDUCATION POLICY
Policy Number: 6001
Policy Name: Utah Professional Practices Advisory Commission - Member Code of Conduct
Date Approved:

1. The Utah State Board of Education, “the Board,” hereby establishes this Code of Conduct for individuals appointed by the Superintendent to serve on the Utah Professional Practices Advisory Commission, “UPPAC” or “the Commission.”
2. UPPAC members must sign an annual acknowledgment that they have read this Policy 6001 and agree to follow the code of conduct outlined herein.
3. As used herein, “Conflict of Interest,” means a business, employment, monetary, or relationship concern that may cause a UPPAC member to be unduly influenced, or that creates the appearance of undue influence to a UPPAC member.
4. Upon application for membership on UPPAC an individual shall disclose any known or expected conflicts of interest for any current or anticipated UPPAC matters.
5. A UPPAC member shall be fair and impartial and balance the rights of educators coming before the commission with the needs of the students and public school system in the State of Utah.
6. A UPPAC member shall strive to apply the Board’s disciplinary presumptions consistently as outlined in Rule R277-215.
7. A UPPAC member may not act in a manner that causes legal harm or create a substantial legal risk to the Board or the Commission.
8. A UPPAC member shall disclose a conflict of interest prior to the commission’s consideration of the matter.
9. Any UPPAC member or Commission staff may bring up a conflict of interest of a member who fails to disclose a conflict of interest under paragraph (8).
10. If a UPPAC member has a conflict of interest, the Executive Secretary shall excuse the member from the meeting until the commission completes its discussion of the matter posing a conflict of interest.

11. The Executive Secretary may not assign a UPPAC member to participate in a hearing panel or other matter for which the member has a conflict of interest.
12. A UPPAC member shall respect the privacy of educators going through the UPPAC process by maintaining the confidentiality of information disclosed in UPPAC reports and hearings.
13. A UPPAC member may not download, duplicate, or share UPPAC documents. A UPPAC member shall review UPPAC files through the Board file platform they're shared through.
14. A UPPAC member may not disclose or use student information obtained through service on the commission.
15. A UPPAC member with an educator license shall abide by the standards set forth in Rule R277-217, Educator Standards and Local Education Agency (LEA) Reporting.

UTAH STATE BOARD OF EDUCATION

Subject:

ACTION: Board Policy 6002: Utah Professional Practices Advisory Commission (UPPAC) Staff Requirements (New). *No action was taken.*

Agenda item type:

Action Item

Recommended Action:

Committee Action: No further action.

MOTION FOR THE BOARD: None.

Purpose of Memo:

-1

Background:

Three boardmembers submitted a request for an agenda item to update requirements for UPPAC staff. Board Policy 6002 includes directives for staff for data tracking and records management.

Contact:

Name: Ben Rasmussen
Title: Director of Law and Professional Practices
Phone: (801) 538-7835
Email: ben.rasmussen@schools.utah.gov

Attachments:

1. Board Policy 6002 - Draft 1

UTAH STATE BOARD OF EDUCATION POLICY
Policy Number: 6002
Policy Name: Utah Professional Practices Advisory Commission – Staff Requirements
Date Approved:

1. The Utah State Board of Education, “the Board,” hereby establishes this policy for Utah Professional Practices Advisory Commission, “UPPAC,” staff.
2. The Internal Audit Department shall monitor to ensure that UPPAC staff track each opened case.
3. UPPAC staff shall track the following data for each case:
 - a. the school where the educator was employed;
 - b. the LEA where the educator was employed;
 - c. the educator’s assignment and license area;
 - d. each violation established by the investigation, by reference to Rule R277-217;
 - e. the commission recommendation;
 - f. the referral source; and
 - g. the educator’s legal representative, if applicable.
4. UPPAC shall establish target timelines for major stages of the investigative process, including:
 - a. investigation completion;
 - b. discovery disclosures;
 - c. hearing scheduling; and
 - d. final Board consideration.
5. UPPAC shall document significant deviations from target timelines.
6. UPPAC staff shall maintain a complete administrative record of proceedings in a format and system that allows for accessibility. The record shall include:
 - a. recordings;
 - b. submissions;
 - c. investigative materials;

- d. recommendations; and
- e. final Board actions.

UTAH STATE BOARD OF EDUCATION

Subject:

ACTION: Sensitive Materials Timeline Update

Agenda item type:

Action Item

Recommended Action:

MOTION FOR THE BOARD: That the Board adopt the 2026 Timeline Policy, Draft 1, on second and final reading and appropriate \$60,000 from Board discretionary funds for implementation.

Purpose of Memo:

Recommended by leadership

Background:

During the May 18, 2026, Committee Meeting, Member Green made the following motion:

Member Green moved that the Standards and Assessment Committee direct staff to bring back a timeline for conducting a comprehensive review and audit of public school library material selection and acquisition practices in Utah, including funding sources, procurement procedures, vendor and publisher relationships, librarian qualifications and training, collection development standards, distributor influence, and the role of professional organizations in shaping library policies and purchasing decisions. The motion passed unanimously. See the timeline in the backup documentation.

During the June 5, 2026, Committee Meeting, Member Green made the following motion:

Member Green moved that the Standards and Assessment Committee direct staff to bring back a timeline for conducting a comprehensive review and audit of public school library material selection and acquisition practices in Utah, including funding sources, procurement procedures, vendor and publisher relationships, librarian qualifications and training, collection development standards, distributor influence, and the role of professional organizations in shaping library policies and purchasing decisions. The motion passed unanimously.

Contact:

Name: Davina Sauthoff
Title: Library Media Education Specialist
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Meghan Everette
Director of Teaching & Learning
801-538-7739
meghan.everette@schools.utah.gov

Attachments:

1. School Library Monitoring Timeline - June 5 2026
2. Updated Model Library Materials Policy Draft
3. Model Library Materials Policy - Member Earl - Draft 1
4. Updated Model Library Materials Policy Draft 3
5. Memorandum to the USBE Library Review Addendum Document - Member Green Draft 1
6. USBE Library Review Addendum Revised - Member Green Draft 1

Comprehensive School Library Monitoring Timeline

This 26-week timeline concludes in early December 2026.

Phase 1: Fiscal Analysis (8 Weeks)

- **Objective:** Collect and review financial transactions for school library transactions
- **Scope:** Sample of 12 districts and 3 charters.
- **Key Focus Areas:**
 - **Funding Streams:** Reviewing all school library funding streams including state funding (WPU), federal grants (Title I, Title IV) etc.
 - **Receipts:** Reviewing ledgers, purchase orders and itemized book titles.
 - **Book Fair Review:** Reviewing how cash generated on-campus from Scholastic Book Fairs is tracked, deposited, and spent.
 - **Internal Controls:** Reviewing financial structures to identify who holds final signature authority to authorize a book purchase package at the district level.
- **Primary Contacts:** District Business Administrators and accounting teams.
- **Staff Hours Required:**
 - **USBE Staff Hours:** 180 Hours
 - **LEA District Staff Hours:** 180 Hours Total
(~12 hours total across each of the 15 sampled LEAs)

Phase 2: Supply Chain & Procurement (7 Weeks)

- **Objective:** Conduct a comprehensive, technical review of procurement contracts, supply chain distribution logistics, and digital asset management systems (library databases/online collections).
- **Scope:** Sample of 12 districts and 3 charters to focus on the major national vendors and distribution channels utilized in Utah.
- **Key Focus Areas:**
 - **Contractual Terms & Financial Commitments:** Auditing Master Service Agreements and technical service contracts with major national distributors.
 - **Vendor Agreements:** Reviewing contracts with major distributors to check for automatic renewals or multi-year financial commitments.
 - **Distribution Center Technical Processing:** Investigating vendor-provided shelf-ready services—specifically, whether distributors perform pre-shipment processing (including automated cataloging, spine labeling, and electronic barcoding) that bypasses manual, on-site inspection protocols at the LEA level.
 - **Inventory Control & Safeguards:** Auditing the technical infrastructure of digital library reading apps and physical inventory software to evaluate content-filtering capabilities, digital curation oversight, and the operational viability of parental restriction and opt-out logs.

- **Legal Liability Clauses:** Reviewing vendor contract language for vendor accountability and legal liability for LEAs.
- **Primary Contacts:** LEA Procurement Directors, Purchasing Agents, and Legal Counsel
- **Staff Hours Required:**
 - **USBE Staff Hours:** 220 Hours
 - **LEA District Staff Hours:** 75 Hours Total
(~5 hours total across each of the 15 sampled LEAs)

Phase 3: Regulatory Compliance & Training (7 Weeks)

- **Objective:** Assess local board policies and conduct a statewide system review of library staff qualifications, purchasing standards, and professional development pathway and training.
- **Scope:** All 41 Districts and charters. Policy text is publicly available and a single digital survey can be scaled statewide.
- **Key Focus Areas:**
 - **Policy Alignment:** Cross-mapping all LEA policies against Board Rule R277-628 and §53G-10-103.
 - **The Challenge Process:** Reviewing the steps and timelines districts take when a book is formally challenged by a parent.
 - **Librarian Qualifications & Credentials:** Verifying school-level library staff data to determine the qualifications of school libraries staffed by certified Library Media Specialists, licensed educators, or classified media clerks.
 - **Systemic Training Pathways:** Reviewing the required onboarding and annual training provided by the district to frontline library staff regarding sensitive materials and collection maintenance.
 - **Collection Development Standards:** Identifying the specific criteria, professional review journals (e.g., *School Library Journal*, *Kirkus*), or rubrics used to evaluate a book's educational value before it is purchased.
 - **Professional Organization Influence:** Reviewing three years of training logs, state conference agendas, and policy templates to determine the role outside professional organizations play in shaping local district guidelines.
 - **Distributor Guidance:** Evaluating district collection development processes and reliance on selection lists, automated text-alignment data, or marketing materials provided directly by major book distributors when updating their catalogs.
 - **Parental Complaint Logs:** Collecting data from all supervisors on the exact number of formal book challenges filed over the last 3 years.
- **Primary Contacts:** The 41 District-level Library Media Supervisors and all charter school directors.
- **Staff Hours Required:**
 - **USBE Staff Hours:** 160 Hours
 - **LEA District Staff Hours:** 534 Hours Total
(~3 hours across the entire statewide network of traditional district supervisors)

and charter administrators.)

Phase 4: Synthesis, Evaluation, & Reporting (4 Weeks)

- **Objective:** Consolidate and analyze data from all preceding phases to produce a conclusive final report.
- **Scope:** Data analysis phase only. No new information is requested from districts.
- **Key Focus Areas:**
 - Analysis of Data
 - Final Report Drafting & Presentation
- **USB E Staff Hours:** 120 Hours

Summary Table

Phase	~ Calendar Window	USB E Hours	District Office Hours
Phase 1: Fiscal Analysis	June 8 – August 3, 2026 (8 Weeks)	180 Hours	180 Hours (12 hours each)
Phase 2: Supply Chain & Procurement	August 3 – September 21, 2026 (7 Weeks)	220 Hours	75 Hours (5 hours each)
Phase 3: Regulatory Compliance & Training	September 21 – November 9, 2026 (7 Weeks)	160 Hours	534 Hours (3 hours each)
Phase 4: Synthesis, Evaluation, & Reporting	November 9 – December 7, 2026 (4 Weeks)	120 Hours	0 Hours
TOTALS	June to December 2026	680 Hours	789 Total LEA Hours



Model Library Materials Policy Guidance

Instructions for Local Education Agencies (LEAs) to consider when creating a library materials policy

- Local Administrators should ensure that educators comply with the LEA-created policy written after consideration of this model policy.
- LEAs should develop a systematic process and timeframe for reviewing all school library materials (physical and digital) using a Materials Review Rubric to ensure compliance with Utah Law.
- An LEA's governing board should annually review the LEA's Library Policy for alignment with state and federal law and [Board Rule R277-628](#).

[LEA NAME] LIBRARY POLICY

I. Library Policy

- A. [LEA Name] school libraries support and enhance student learning. [LEA Name] values libraries, media centers, and library staff who select, maintain, and preserve rich repositories of balanced, relevant, age appropriate, and varied educational sources for students.
- B. This policy specifies the process for identifying materials to be included or disqualified from use in libraries and schools based on Section [53G-10-103](#), *Sensitive Instructional Materials*, state and federal law, Board Rule [R277-217](#), *Educator Standards and LEA Reporting*, or based on

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This draft is for consideration during the May 8, 2028 - Standards & Assessment Committee Meeting

age-appropriate content.

- C. This policy prioritizes protecting children from the harmful effects of illicit pornography over other considerations in evaluating instructional material.
- D. All employees of [LEA Name] must adhere to this policy and are subject to the [LEA Name] employees conduct policies for any personal violation.
- E. Nothing in this policy shall prevent the [LEA Name] governing board from:
 - 1. Revisiting a previous decision;
 - 2. Reviewing a recommendation of LEA personnel or a parent-related committee regarding a challenged instructional material; or
 - 3. Reconsidering a challenged instructional material if the [LEA Name] governing board receives additional information regarding the material.

II. Selection of Materials for Library Collection

- A. The library professional or designated [LEA Name] specialist will initially select all library materials under the direction of the local board, including gifts and donations, consistent with this policy using the following criteria:
 - 1. seek recommendations and work collaboratively with parents, patrons, others in the school community during the selection process;

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2. create a collection that reflects diversity of ideas; and
 3. create a collection that adheres to the law.
- B. Electronic databases and other web-based searches and content will be filtered through the [LEA Name] state-required internet filter.
- C. Gifts and donations will be reviewed following selection criteria and will be accepted or rejected using the same criteria; and
- D. The responsibility for final material selection rests with trained library personnel under direction of the governing board of [LEA Name] using the following criteria:
1. overall purpose and educational significance;
 2. legality;
 3. age and developmental appropriateness;
 4. timeliness and/or permanence;
 5. readability and accessibility for intended audience;
 6. artistic quality and literary style;
 7. reputation and significance of author, producer, and/or publisher;
 8. variety of formats with efforts to incorporate emerging technologies; and
 9. quality and value commensurate with cost and/or need.
- E. A record of reviewed materials will be maintained by each school within [LEA Name] and include:
1. the name of the school;
 2. the title and author of the material;

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3. all available formats of the material (digital/hard copy/etc.);
 4. the intended use of the material;
 5. the date the material was reviewed; and
 6. the employee's name and title that reviewed the material.
- F. [LEA Name] shall provide an online platform for library materials through which a parent is able to view the title, author, and a description of any material the parent's child borrows from the school library, including a history of borrowed materials.

III. Library Collection Maintenance

- A. Library materials will be maintained consistent with the criteria listed in II.D, state and federal laws, including Utah Code Ann. Section [53G-10-103](#), and represent varying viewpoints.
- B. The school librarian or designated specialist will inventory the school library collection and equipment (how often).
1. The inventory may be used to determine losses and remove damaged or worn materials to be considered for replacement.
 2. The inventory may also be used to deselect and remove materials that are inconsistent with the law, or that are no longer relevant to the curriculum or of interest to students.
 3. The inventory may be used to deselect and remove materials based on other criteria found harmful to minors, such as violence, pervasive vulgarity, or self-harm.
 4. The inventory may be used to identify gaps or deficits in the library's collection.

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IV. Library Materials Review Process

A. General Review Information

1. [LEA Name] will ensure that each school within [LEA Name] approves a least-restrictive, transparent process for a library materials review request to be made in physical or electronic formats.
2. A library materials review request of a material may only be made by:
 - a. a parent of a student that attends the school;
 - b. a student who attends the school;
 - c. an employee of the school; or
 - d. a governing board member of [LEA Name]
3. After an individual makes three unsuccessful challenges during a given academic year, the individual may not trigger a sensitive material review under this policy during the remainder of the given academic year.
 - a. An "unsuccessful challenge" means an allegation that a given instructional material constitutes sensitive material that the [LEA Name] concludes to be erroneous, either on direct review or on appeal to the [LEA Name] governing board, resulting in the retention of the given instructional material.

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4. A library materials review may be based upon the concern that the material is a sensitive material
 - a. Concerns of "Sensitive Material": Challenges alleging the material contains Sensitive Material according to Section [53G-10-103](#) will follow the Initial Review and the Objective/Subjective Sensitive Material Review Processes outlined in Parts B and C of this policy.
 - b. Concerns of "Age-Appropriateness": Challenges based solely on age-appropriateness (which do not claim statutory sensitive material violations) will bypass the sensitive material processes and follow the separate Age-Appropriateness Review Process outlined in Part D to evaluate the material's educational suitability.
5. The identity of the requestor will be protected and kept confidential from all individuals outside of the review process outlined in this policy, to the extent possible.
6. [LEA or School Name] will ensure each school provides access to a Library Materials Review Request Form (See Appendix A).
7. The requestor must provide all information requested on the form including the requestor's complaint or objection to the library material.
8. Initial Review: Upon receipt of a request for review, the school/LEA administrator or designee will acknowledge the receipt of the request, create a case number for the review,

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and designate at least two LEA employees to conduct an initial review.

9. The designated LEA employees will make an initial determination related to whether there is a plausible claim that the material constitutes sensitive materials. They may use excerpts and other evidence submitted by the requestor to support the allegation.
10. If a plausible claim is substantiated during the initial review, the instructional material shall be immediately removed from student access in all school settings until the full review process is completed.
11. Following the initial review, the challenge will proceed to either the Objective Sensitive Material Review Process (Part B) or the Subjective Sensitive Material Review Process (Part C), or the Age-Appropriateness Review Process (Part D) depending on the nature of the claim and the findings of the initial review.

B. Objective Sensitive Material Review Process

1. If the Initial Review by two LEA employees substantiates a plausible claim that the material constitutes objective sensitive material, the school/LEA administrator or designee will convene an Objective Sensitive Material Review Committee.
2. The Objective Review Committee shall consist of three or more members, including at least one parent.
 - a. A Review Committee will include a reasonable and an odd number of individuals.

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- b. Members of the committee may include:
 - i. a facilitator chosen by administration;
 - ii. at least one administrator or designee;
 - iii. a licensed teacher relevant to the challenged material;
 - iv. a licensed teacher-librarian or school librarian; and
 - v. parents of current students in the LEA, that number at least one more than the LEA employees on the Committee including parents reflective of the school community as required in Subsection [53G-10-103\(4\)\(c\)\(i\)](#).
- 3. The LEA designees from the Initial Review may serve on this committee.
 - a. Individuals responsible for the procurement of the challenged material, or the individual who brought the challenge, may not serve on the committee.
 - b. The Objective Review Committee will evaluate the material strictly using the objective sensitive material standards found in Utah Code [76-5c-101](#), [76-5c-207](#), and [76-5c-208](#). The committee shall determine if the material contains:
 - c. human genitals in a state of sexual stimulation or arousal;
 - d. acts of human masturbation, sexual intercourse, or sodomy; or
 - e. fondling or other erotic touching of human genitals or pubic region.

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4. Members of the Review Committee will receive materials to complete the review process, including the following:
 - a. access to the complete work that includes the material being challenged;
 - b. a copy of the Materials Review Request form;
 - c. a copy of this policy; and
 - d. relevant information about the title compiled and shared by the library staff, including reason for initial approval of the material.
5. If the committee determines the instructional material constitutes objective sensitive material, the review process is completed, and the instructional material shall be immediately removed from student access in all school settings.
6. Materials removed from student access shall be legally disposed of or returned to the vendor and may not be sold or distributed to a minor.
7. If the objective sensitive material standard is not upheld by the committee, the LEA shall initiate a Subjective Sensitive Material Review.
8. The final determination of the Review Committee will be communicated to the requestor and appropriate employees within 5 school days of the decision being made.
9. The LEA designee shall report the outcomes to the submitter and the public, and promptly report the determination and

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rationale to the State Superintendent within 30 school days or after the completion of the appeal see Section V.

10. The notes from each meeting will be retained by the [LEA or School Name] and the school conducting the review along with all relevant documentation and the final determination.

C. Subjective Sensitive Material Review Process

1. The Subjective Sensitive Material Review Process is initiated when a material does not meet the objective sensitive material standards (as outlined in Part B).
2. Upon initiating this process, the school/LEA administrator or designee will convene a Subjective Sensitive Material Review Committee within a reasonable time.
3. A Review Committee will include a reasonable and odd number of individuals.
 - a. Members of the committee may include
 - i. a facilitator chosen by administration;
 - ii. at least one administrator or designee;
 - iii. a licensed teacher relevant to the challenged material;
 - iv. a licensed teacher-librarian or school librarian; and
 - v. parents of current students in the LEA, that number at least one more than the LEA employees on the Committee including parents

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reflective of the school community as required in Subsection [53G-10-103\(4\)\(c\)\(i\)](#).

- b. Individuals responsible for the procurement of the challenged material, or the individual who brought the challenge, may not serve on the committee.
 - c. If an LEA requires an employee to participate outside of contract hours, the LEA shall compensate the employee for their time.
- 4. The Review Committee will determine the amount of time needed for an adequate review to make a thorough and thoughtful decision, informing the requestor of the timeline with a preference for 30 school days where possible, and no longer than 60 school days.
- 5. Members of the Review Committee will receive materials to complete the review process, including the following:
 - a. access to the complete work that includes the material being challenged;
 - b. a copy of the Materials Review Request form;
 - c. a copy of this policy; and
 - d. relevant information about the title compiled and shared by the library staff, including reason for initial approval of the material.
- 6. The Review Committee will schedule meetings as determined by the Review Committee and maintain minutes of each meeting, which will be retained with all relevant

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Documentation.

7. The Review Committee will evaluate the material using the subjective factor-balancing standards found in Utah Code [76-5c-101](#) and [76-5c-208](#). In deciding whether the material constitutes subjective sensitive material, the committee must consider whether the material, taken as a whole:
 - a. Appeals to the prurient interest in sex of minors;
 - b. Is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable material for minors; and
 - c. Does not have serious literary, artistic, political, or scientific value for minors.
8. The Review Committee will make a final determination by majority vote. The committee may make a determination that the material is subjective sensitive and the material will be removed, or is not subjective.
9. The final determination of the Review Committee will be communicated to the requestor and appropriate employees within 5 school days of the decision being made.
10. The LEA designee shall report the outcomes to the public and report the final determination and rationale to the State Superintendent within 30 school days.

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D. Age-Appropriate Review Process

1. The Age-Appropriateness Review Process is initiated when a challenge is based solely on concerns of age appropriateness, rather than statutory sensitive material violations.
2. Upon initiating this process, the school/LEA administrator or designee will convene an Age-Appropriateness Review Committee within a reasonable time.
3. The committee will include a reasonable and odd number of individuals, including a facilitator, an administrator, a licensed teacher, a librarian, and school community parents. *(Note: Parents must outnumber the LEA employees on the committee.)*
4. The Review Committee will evaluate the material's educational suitability and age-appropriateness. The committee must consider the material taken as a whole and determine if it has serious literary, artistic, political, or scientific value for minors. The committee may use criteria like violence, pervasive vulgarity, or self-harm to evaluate the material.
5. The Review Committee will make a final determination by majority vote as follows:
 - a. Retained: The determination to maintain access in a school setting for all students.
 - b. Restricted / Relocated: The determination to restrict access in a school setting to certain students by moving the material to a more age-appropriate setting (e.g.,

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relocating the material from an elementary school to a middle school, or from a middle school to a high school).

- c. Removed: The determination to prohibit access in a school setting to the challenged material for all students because it lacks overall educational suitability and age-appropriateness.

- 6. The final determination will be communicated to the requestor and appropriate employees within 5 school days of the decision.

V. Appeals Process for Sensitive Materials

- A. The original requestor or another individual who was not on the Review Committee may appeal the determination of the Review Committee in writing to the LEA within 30 school days of receipt of the Review Committee's final determination using an Appeal Request Form (See Appendix B).
- B. If there is not an appeal of the Review Committee's recommendation, the Review Committee's recommendation is the final determination for the challenged material.
- C. If an appeal is filed, the local governing authority will act as the Appeals Committee. The governing board reviews the appeal and votes in a public board meeting to decide the outcome, clearly identifying their rationale and determinations on each component of the statutory standards
- D. The Appeals Committee will determine the amount of time needed

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for an adequate review, not longer than 60 school days and a preference for 30 school days of a material required to make a thorough and thoughtful decision and inform the requester of the determined timeline.

- E. Members of the Appeals Committee will receive materials to complete the review process, including the following:
 - 1. a copy of the material;
 - 2. a copy of the Materials Review Request form;
 - 3. all meeting minutes;
 - 4. the Review Committee's final recommendation and rationale for the decision;
 - 5. any other documents considered part of the administrative record related to the Review Committee's proceedings.
- F. The Appeals Committee will evaluate the appeal based on the nature of the original claim and may make a final determination by majority vote as follows:
 - 1. For Objective Sensitive Material Claims: The Appeals Committee must evaluate the material strictly against the objective standards in Utah Code [76-5c-101](#), [76-5c-207](#), and [76-5c-208](#). If the material meets the objective standard, the only legal determination is removed from all school settings.
 - 2. For Subjective Sensitive Material Claims: The Appeals Committee will evaluate whether the material taken as a whole constitutes pornographic or indecent material under the statutory factor-balancing standards. The committee may make a determination that the material is subjective sensitive

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and the material will be removed or is not subjective. The final determination of the Appeals Committee will be communicated to the requestor and appropriate employees within 10 days of the determination.

- G. [LEA Name] will maintain a list of the determinations by Appeals Committee and make the list available to all schools within [LEA Name] and the public.

VI. State-Wide Removal & Reporting

- A. [LEA Name] will maintain a list of the determinations by Committees and make the list available to all schools within the LEA and the public.
- B. The LEA appointed designee shall report all Sensitive Material challenges, final determinations, and rationale to the State Superintendent within 30 school days, or at the conclusion of an appeal.
- C. If the State Superintendent notifies the LEA that an objective sensitive material has met the statewide removal threshold (removed by at least three school districts, or at least two school districts and five charter schools), the material must be removed from all school settings.

VII. Communication

- A. An easily accessible webpage on the public website for [LEA Name] will be updated and available prior to the beginning of each school

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year to inform teachers, staff, students, and parents of the following:

1. A Materials Review Request Form (See Appendix A);
2. An Appeal Request Form (See Appendix B);
3. Application to serve on a Review Committee;
4. This Library Policy;
5. A list of all materials that are restricted while under Review or have received a Review Committee or Appeals Committee determination.

- B. If made aware of material that may be considered sensitive material as defined in Section [53G-10-103](#), [LEA Name] will inform relevant parties regarding appropriate actions to take pursuant to this policy.

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Appendix A: Materials Review Form

Title:

Author:

School:

Review Request initiated by: Telephone:

Address:

City:

Zip:

Email:

1. Does your child attend this LEA (District or Charter)? Yes No
2. Was this material recommended, assigned, or made available through the students' school? If so, where?
3. Are you requesting review for objective, subjective, or age appropriateness?
4. What concerns you about this material? Please provide examples, page numbers, links, or any other information to help in locating or identifying content of concern. Please attach any images or other corroborating evidence.
5. What action are you requesting the committee to consider?

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Signature:

Date

*****Below is for Internal Use Only*****

LEA Appointed Committee Convener/Facilitator (Determined by [LEA Name]
Administration

Suggested Review Timeline:

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Appendix B: Appeal Request Form

Instructions:

1. A requester will submit the District Appeal Form along with a copy of the School Library Materials Reconsideration decision within 30 schooldays of receiving the decision of the School Library Material Reconsideration Committee.

Requestor Information:

1. Date _____
2. Legal Name of Guardian
3. Address
4. E-mail
5. Phone Number
6. School
7. School Challenge Decision Date

The submission of a District Appeal Form will receive receipt of notice of submission within ten (10) school calendar days. The receipt of submission will include an

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estimated time-line for a determination of the District Appeal to be completed within a reasonable time period not to exceed ____ school days.

Challenged Material Information:

1. Title _____
2. Author _____
3. Publisher and date of publication _____
4. School where title can be accessed _____

Please provide a written statement setting forth your rationale to appeal the School Committee's decision regarding the title (attach additional pages as needed).

Requestor's Signature: _____

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Model Library Materials Policy Guidance

Instructions for Local Education Agencies (LEAs) to consider when creating a library materials policy

- Local Administrators ~~should~~ ensure that educators comply with the LEA-created policy written after consideration of this model policy.
- LEAs ~~should~~ develop a systematic process and timeframe for reviewing all school library materials (physical and digital) using a Materials Review Rubric to ensure compliance with Utah Law.
- An LEA's governing board ~~should~~ **shall** annually review the LEA's Library Policy for alignment with state and federal law and [Board Rule R277-628](#).

[LEA NAME] **LIBRARY POLICY**

I. Library Policy

- A. [LEA Name] school libraries support and enhance student learning. [LEA Name] values libraries, media centers, and library staff who select, maintain, and preserve rich repositories of balanced, relevant, age appropriate, and varied educational sources for students
- B. [LEA Name] schools operate within limited instructional time, staffing, and budget resources, educators and library personnel have a responsibility to curate materials that directly support curriculum,

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literacy, and student wellbeing and that can be delivered appropriately in a school setting; school libraries are curated learning environments for minors that include transparent processes with parents and supportive the learning environment within the school for educators.

- C. This policy specifies the process for identifying materials to be included or disqualified from use in libraries and schools based on Section [53G-10-103](#), *Sensitive Instructional Materials*, state and federal law, Board Rule [R277-217](#), *Educator Standards and LEA Reporting*, ~~or based on age-appropriate content.~~
- D. This policy prioritizes protecting children from [sensitive materials deemed harmful to minors especially](#) the harmful effects of ~~illicit pornography over other considerations in evaluating instructional material.~~
- E. All employees of [LEA Name] must adhere to this policy and are subject to the [LEA Name] employees conduct policies for any personal violation.
- F. Nothing in this policy shall prevent the [LEA Name] governing board from:
 - 1. Revisiting a previous decision;
 - 2. Reviewing a recommendation of LEA personnel or a parent-related committee regarding a challenged instructional material; or

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3. Reconsidering a challenged instructional material if the [LEA Name] governing board receives additional information regarding the material.

II. Selection of Materials for Library Collection

- A. The library professional or designated [LEA Name] specialist **trained on this policy** will initially **review and recommend** ~~select~~ all library materials under the direction of the local board, including gifts and donations, consistent with this policy using the following criteria:
 1. **Create a collection that adheres to Utah law.**
 2. Seek recommendations and work collaboratively with parents, patrons, others in the school community during the selection process **and making new acquisitions open for public review and input for 30 days prior to making purchases;**
 3. Create a collection that reflects diversity of ideas; and
 4. ~~create a collection that adheres to the law.~~
- B. Electronic databases and other web-based searches and content will be filtered through the [LEA Name] state-required internet filter **and to report content that violates Utah law to the school designee.**
- C. Gifts and donations will be reviewed following selection criteria and will be accepted or rejected using the same criteria; and
- D. ~~The responsibility for final material selection rests with trained library personnel under direction of the governing board of [LEA Name] using the following criteria:~~ **The LEA governing board is responsible**

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for the final material selection and may direct the LEA librarian or other appropriate personnel to select materials using the following criteria.

1. ~~overall purpose~~ materials that support the Utah core standards and have educational significance;
2. legality;
3. age and developmental appropriateness;
4. timeliness and/or permanence;
5. readability and accessibility for intended audience;
6. artistic quality and literary style;
7. uplifting and captivating;
8. ~~reputation and significance of author, producer, and/or publisher;~~
9. variety of formats with efforts to incorporate emerging technologies; and
10. quality and value commensurate with cost and/or need.

E. A record of reviewed materials will be maintained by each school within [LEA Name] and include:

1. the name of the school;
2. the title and author of the material;
3. all available formats of the material (digital/hard copy/etc.);
4. the intended use of the material;
5. the date the material was reviewed; and
6. the employee's name and title that reviewed the material.

F. [LEA Name] shall provide an online platform for library materials through which a parent is able to view the title, author, and a

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description of any material the parent's child borrows from the school library, including a history of borrowed materials [and provide a complete book inventory list in a spreadsheet when requested and possible.](#)

III. Library Collection Maintenance

- A. Library materials will be maintained consistent with the criteria listed in II.D, state and federal laws, including Utah Code Ann. Section [53G-10-103](#), and represent varying viewpoints.
- B. The school librarian or designated specialist will inventory the school library collection and equipment (how often).
 - 1. The inventory may be used to determine losses and remove damaged or worn materials to be considered for replacement.
 - 2. The inventory may also be used to deselect and remove materials that are inconsistent with the law, or that are no longer relevant to the curriculum or of interest to students.
 - 3. The inventory may be used to deselect and remove materials based on other criteria found harmful to minors, such as violence, pervasive vulgarity, [animal abuse](#) or self-harm.
 - 4. The inventory may be used to identify gaps or deficits in the library's collection.

IV. Library Materials Review Process

A. General Review Information

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1. [LEA Name] will ensure that each school within [LEA Name] approves a least-restrictive, transparent process for a library materials review request to be made in physical or electronic formats.
2. A library materials review request of a material may only be made by:
 - a. a parent of a student within the relevant LEA ~~that attends the school;~~
 - b. a student who attends the relevant LEA ~~school;~~
 - c. an employee of the relevant LEA ~~school;~~ or
 - d. a governing board member of [LEA Name]
3. ~~After an individual makes three unsuccessful challenges during a given academic year, the individual may not trigger a sensitive material review under this policy during the remainder of the given academic year.~~
 - a. ~~An "unsuccessful challenge" means an allegation that a given instructional material constitutes sensitive material that the [LEA Name] concludes to be erroneous, either on direct review or on appeal to the [LEA Name] governing board, resulting in the retention of the given instructional material.~~
4. A library materials review may be based upon the concern that the material is a sensitive material
 - a. Concerns of "Sensitive Material": Challenges alleging the material contains Sensitive Material according to Section [53G-10-103](#) or other sensitive content like violence, pervasive vulgarity, animal abuse, self-harm, etc. which

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constitutes material not educationally suitable to the age of the students accessing the materials and will follow the Initial Review Processes outlined in Parts B and C of this policy.

- b. ~~Concerns of "Age-Appropriateness": Challenges based solely on age-appropriateness (which do not claim statutory sensitive material violations) will bypass the sensitive material processes and follow the separate Age-Appropriateness Review Process outlined in Part D to evaluate the material's educational suitability.~~
5. The identity of the requestor will be protected and kept confidential from all individuals outside of the review process outlined in this policy, to the extent possible.
6. [LEA or School Name] will ensure each school provides access to a Library Materials Review Request Form (See Appendix A).
7. The requestor must provide all information requested on the form including the requestor's complaint or objection to the library material.
8. Initial Review: Upon receipt of a request for review, the school/LEA administrator or designee will acknowledge the receipt of the request, create a case number for the review, and designate at least two LEA employees to conduct an initial review.

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9. The designated LEA employees will make an initial determination related to whether there is a plausible claim that the material constitutes sensitive materials. They may use excerpts and other evidence submitted by the requestor to support the allegation.
10. If a plausible claim is substantiated during the initial review, the instructional material shall be immediately removed from student access in all school settings until the full review process is completed.
11. Following the initial review, the challenge will proceed to either the Objective Sensitive Material Review Process (Part B) or the Subjective Sensitive Material Review Process (Part C), ~~or the Age-Appropriateness Review Process (Part D)~~ depending on the nature of the claim and the findings of the initial review.
12. ~~After~~ if an individual makes three unsuccessful challenges during a given academic year, the individual may not trigger a sensitive material review under this policy during the remainder of the given academic year.
 - b. An "unsuccessful challenge" means an allegation that a given instructional material constitutes sensitive material that the [LEA Name] concludes to be erroneous, either on direct review or on appeal to the [LEA Name] governing board, resulting in the retention of the given instructional material.

B. Objective Sensitive Material Review Process

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This draft is for consideration during the May 8, 2028 - Standards & Assessment Committee Meeting

1. If the Initial Review by two LEA employees substantiates a plausible claim that the material constitutes objective sensitive material, the school/LEA administrator or designee will convene an Objective Sensitive Material Review Committee.
2. The Objective Review Committee shall consist of three or more members, including at least one parent.
 - a. A Review Committee will include a reasonable and an odd number of individuals.
 - b. Members of the committee may include:
 - i. a facilitator chosen by administration;
 - ii. at least one administrator or designee;
 - iii. a licensed teacher relevant to the challenged material;
 - iv. a licensed teacher-librarian or school librarian; and
 - v. parents of current students in the LEA, that number at least one more than the LEA employees on the Committee ~~including parents reflective of the school community as required in Subsection 53G-10-103(4)(c)(i).~~
3. The LEA designees from the Initial Review may serve on this committee.

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- a. Individuals responsible for the procurement of the challenged material, or the individual who brought the challenge, may not serve on the committee.
 - b. The Objective Review Committee will evaluate the material strictly using the objective sensitive material standards found in Utah Code [76-5c-101](#), [76-5c-207](#), and [76-5c-208](#). The committee shall determine if the material contains:
 - c. human genitals in a state of sexual stimulation or arousal;
 - d. acts of human masturbation, sexual intercourse, or sodomy; or
 - e. fondling or other erotic touching of human genitals or pubic region.
 - f. [Obscene animal abuse material](#)
4. Members of the Review Committee will receive materials to complete the review process, including the following:
 - a. [May provide](#) access to the complete work that includes the material being challenged;
 - b. a copy of the Materials Review Request form [including any excerpts or other evidence](#);
 - c. a copy of this policy; and
 - d. relevant information about the title compiled and shared by the library staff, including reason for initial approval of the material.

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5. If the committee determines the instructional material constitutes objective sensitive material, the review process is completed, and the instructional material shall be immediately removed from student access in all school settings.
6. Materials removed from student access shall be legally disposed of or returned to the vendor and may not be sold or distributed to a minor.
7. If the objective sensitive material standard is not upheld by the committee, the LEA shall initiate a Subjective Sensitive Material Review.
8. The final determination of the Review Committee will be communicated to the requestor and appropriate employees within 5 school days of the decision being made.
9. The LEA designee shall report the outcomes to the submitter and the public, and promptly report the determination and rationale to the State Superintendent within 30 school days or after the completion of the appeal see Section V.
10. The notes from each meeting will be retained by the [LEA or School Name] and the school conducting the review along with all relevant documentation and the final determination.

C. Subjective Sensitive Material Review Process

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1. The Subjective Sensitive Material Review Process is initiated when a material does not meet the objective sensitive material standards (as outlined in Part B).
2. Upon initiating this process, the school/LEA administrator or designee will convene a Subjective Sensitive Material Review Committee within a reasonable time.
3. A Review Committee will include a reasonable and odd number of individuals.
 - a. Members of the committee may include
 - i. a facilitator chosen by administration;
 - ii. at least one administrator or designee;
 - iii. a licensed teacher relevant to the challenged material;
 - iv. a licensed teacher-librarian or school librarian; and
 - v. parents of current students in the LEA, that number at least one more than the LEA employees on the Committee ~~including parents reflective of the school community as required in Subsection 53G-10-103(4)(c)(i).~~
 - b. Individuals responsible for the procurement of the challenged material, or the individual who brought the challenge, may not serve on the committee.

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- c. If an LEA requires an employee to participate outside of contract hours, the LEA shall compensate the employee for their time.
 - d. All committee members shall be trained on the provisions of the law and LEA Policies related to the instructional materials process.
- 4. The Review Committee will determine the amount of time needed for an adequate review to make a thorough and thoughtful decision, informing the requestor of the timeline with a preference for 30 school days where possible, and no longer than 60 school days.
- 5. Members of the Review Committee will receive materials to complete the review process, including the following:
 - a. access to the complete work that includes the material being challenged;
 - b. a copy of the Materials Review Request form including any excerpts or additional evidence;
 - c. a copy of this policy; and
 - d. relevant information about the title compiled and shared by the library staff, including reason for initial approval of the material.
- 6. The Review Committee will schedule meetings as determined by the Review Committee and maintain minutes of each

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meeting, which will be retained with all relevant Documentation.

7. The Review Committee will evaluate the material using the subjective factor-balancing standards found in Utah Code [76-5c-101](#) and [76-5c-208](#). In deciding whether the material constitutes subjective sensitive material, the committee must consider whether the material, taken as a whole:
 - a. Appeals to the prurient interest in sex of minors;
 - b. Is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable material for minors; and
 - c. Does not have serious literary, artistic, political, or scientific value for minors;
 - d. [May consider other criteria found to be harmful to minors, such as violence, pervasive vulgarity, animal abuse or self-harm.](#)
8. The Review Committee will make a final determination by majority vote. The committee may make a determination that the ~~material is~~ [challenged subjective sensitive material is](#) either: ~~the material will be removed, or is not subjective.~~
 - a. [Retained: The determination to maintain access in a school setting for all students.](#)
 - b. [Restricted / Relocated: The determination to restrict access in a school setting to certain students by moving the material to a more age-appropriate setting \(e.g., relocating the material from an elementary school to a middle school, or from a middle school to a high school\).](#)

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- c. ~~Removed: The determination to prohibit access in a school setting to the challenged material for all students because it lacks overall educational suitability and age-appropriateness.~~

9. The final determination of the Review Committee will be communicated to the requestor and appropriate employees within 5 school days of the decision being made.

10. The LEA designee shall report the outcomes to the public and report the final determination and rationale to the State Superintendent within 30 school days.

~~D. Age-Appropriate Review Process~~

- 1. ~~The Age-Appropriateness Review Process is initiated when a challenge is based solely on concerns of age appropriateness, rather than statutory sensitive material violations.~~
- 2. ~~Upon initiating this process, the school/LEA administrator or designee will convene an Age-Appropriateness Review Committee within a reasonable time.~~

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- ~~3. The committee will include a reasonable and odd number of individuals, including a facilitator, an administrator, a licensed teacher, a librarian, and school community parents. (Note: Parents must outnumber the LEA employees on the committee.)~~
- ~~4. The Review Committee will evaluate the material's educational suitability and age-appropriateness. The committee must consider the material taken as a whole and determine if it has serious literary, artistic, political, or scientific value for minors. The committee may use criteria like violence, pervasive vulgarity, or self-harm to evaluate the material.~~
- ~~5. The Review Committee will make a final determination by majority vote as follows:
 - ~~a. Retained: The determination to maintain access in a school setting for all students.~~
 - ~~b. Restricted / Relocated: The determination to restrict access in a school setting to certain students by moving the material to a more age-appropriate setting (e.g., relocating the material from an elementary school to a middle school, or from a middle school to a high school).~~
 - ~~c. Removed: The determination to prohibit access in a school setting to the challenged material for all students because it lacks overall educational suitability and age-appropriateness.~~~~

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~~6. The final determination will be communicated to the requestor and appropriate employees within 5 school days of the decision.~~

V. Appeals Process for Sensitive Materials

- A. The original requestor or another individual who was not on the Review Committee may appeal the determination of the Review Committee in writing to the LEA within 30 school days of receipt of the Review Committee's final determination using an Appeal Request Form (See Appendix B).
- B. If there is not an appeal of the Review Committee's recommendation, the Review Committee's recommendation is the final determination for the challenged material.
- C. If an appeal is filed, the local governing authority will act as the Appeals Committee. The governing board reviews the appeal and votes in a public board meeting to decide the outcome, clearly identifying their rationale and determinations on each component of the statutory standards
- D. The Appeals Committee will determine the amount of time needed for an adequate review, not longer than 60 school days and a preference for 30 school days of a material required to make a thorough and thoughtful decision and inform the requester of the determined timeline.

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- E. Members of the Appeals Committee will receive materials to complete the review process, including the following:
1. a copy of the material;
 2. a copy of the Materials Review Request [form including any excerpts and other evidence](#);
 3. all meeting minutes;
 4. the Review Committee's final recommendation and rationale for the decision;
 5. any other documents considered part of the administrative record related to the Review Committee's proceedings.
- F. The Appeals Committee will evaluate the appeal based on the nature of the original claim and may make a final determination by majority vote as follows:
1. For Objective Sensitive Material Claims: The Appeals Committee must evaluate the material strictly against the objective standards in Utah Code [76-5c-101](#), [76-5c-207](#), and [76-5c-208](#). If the material meets the objective standard, the only legal determination is removed from all school settings.
 2. For Subjective Sensitive Material Claims: The Appeals Committee will evaluate whether the material taken as a whole constitutes pornographic or indecent material under the statutory factor-balancing standards. The committee may make a determination that the material is subjective sensitive
- and the material will be removed or is not subjective. The final determination of the Appeals Committee will be

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communicated to the requestor and appropriate employees within 10 days of the determination.

- G. [LEA Name] will maintain a list of the determinations by Appeals Committee and make the list available to all schools within [LEA Name] and the public.

VI. State-Wide Removal & Reporting

- A. [LEA Name] will maintain a list of the determinations by Committees and make the list available to all schools within the LEA and the public.
- B. The LEA appointed designee shall report all Sensitive Material challenges, final determinations, and rationale to the State Superintendent within 30 school days, or at the conclusion of an appeal.
- C. If the State Superintendent notifies the LEA that an objective sensitive material has met the statewide removal threshold (removed by at least three school districts, or at least two school districts and five charter schools), the material must be removed from all school settings.

VII. Communication

Contact Person and Email: Davina Sauthoff, davina.sauthoff@schools.utah.gov

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- A. An easily accessible webpage on the public website for [LEA Name] will be updated and available prior to the beginning of each school year to inform teachers, staff, students, and parents of the following:
1. A Materials Review Request Form (See Appendix A);
 2. An Appeal Request Form (See Appendix B);
 3. Application to serve on a Review Committee;
 4. This Library Policy;
 5. A list of all materials that are restricted while under Review or have received a Review Committee or Appeals Committee determination.
- B. If made aware of material that may be considered sensitive material as defined in Section [53G-10-103](#), [LEA Name] will inform relevant parties regarding appropriate actions to take pursuant to this policy.

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Appendix A: Materials Review Form

Title:

Author:

School:

Review Request initiated by: Telephone:

Address:

City:

Zip:

Email:

1. Does your child attend this LEA (District or Charter)? Yes No
2. Was this material recommended, assigned, or made available through the students' school? If so, where?
3. Are you requesting review for Objective [Sensitive Review](#) or Subjective [Sensitive Review](#), ~~or age appropriateness?~~
4. What concerns you about this material? Please provide examples, page numbers, links, or any other information to help in locating or identifying content of concern. Please attach any images or other corroborating evidence.

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5. What action are you requesting the committee to consider?

Signature:

Date

*****Below is for Internal Use

Only*****

LEA Appointed Committee Convener/Facilitator (Determined by [LEA Name]
Administration

Suggested Review Timeline:

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Appendix B: Appeal Request Form

Instructions:

1. A requester will submit the District Appeal Form along with a copy of the School Library Materials Reconsideration decision within 30 schooldays of receiving the decision of the School Library Material Reconsideration Committee.

Requestor Information:

1. Date
2. Legal Name of Guardian
3. Address
4. E-mail
5. Phone Number
6. School
7. School Challenge Decision Date

The submission of a District Appeal Form will receive receipt of notice of submission within ten (10) school calendar days. The receipt of submission will include an

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estimated time-line for a determination of the District Appeal to be completed within a reasonable time period not to exceed ____ school days.

Challenged Material Information:

1. Title _____
2. Author _____
3. Publisher and date of publication _____
4. School where title can be accessed _____

Please provide a written statement setting forth your rationale to appeal the School Committee's decision regarding the title (attach additional pages as needed).

Requestor's Signature: _____

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Model Library Materials Policy Guidance

Instructions for Local Education Agencies (LEAs) to consider when creating a library materials policy

- Local Administrators ~~should~~ ensure that educators comply with the LEA-created policy written after consideration of this model policy.
- LEAs ~~should~~ develop a systematic process and timeframe for reviewing all school library materials (physical and digital) using a Materials Review Rubric to ensure compliance with Utah Law.
- An LEA's governing board ~~should~~ ~~shall~~ ~~annually~~ review the LEA's Library Policy for alignment with state and federal law and [Board Rule R277-628](#).

[LEA NAME] LIBRARY POLICY

Section 1. Library Acquisition and Curation Protocols and Section

I. Library Policy

- A. [LEA Name] school libraries support and enhance student learning. [LEA Name] values libraries, media centers, and library staff who select, maintain, and preserve rich repositories of balanced, relevant, age appropriate, and varied educational sources for students
- B. [LEA Name] schools operate within limited instructional time, staffing, and budget resources, educators and library personnel have a responsibility to curate materials that directly support curriculum, literacy, and student

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wellbeing, learning and interests that can be delivered appropriately in a school setting; school libraries are curated with a transparent process. and that can be delivered appropriately in a school setting; school libraries are curated learning environments for minors that include transparent processes with parents and supportive the learning environment within the school for educators.

- C. This policy specifies the process for identifying materials to be included or disqualified from use in libraries and schools based on Section [53G-10-103](#), *Sensitive Instructional Materials*, state and federal law, Board Rule [R277-217](#), *Educator Standards and LEA Reporting*, ~~or based on age-appropriate content.~~
- D. This policy prioritizes protecting children from sensitive materials deemed harmful to minors. ~~especially the harmful effects of illicit pornography over other considerations in evaluating instructional material.~~
- E. All employees of [LEA Name] must adhere to this policy and are subject to the [LEA Name] employees conduct policies for any personal violation.
- F. Nothing in this policy shall prevent the [LEA Name] governing board from:
 - a. Revisiting a previous decision;
 - b. Reviewing a recommendation of LEA personnel or a parent-related committee regarding a challenged instructional material; or

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- c. Reconsidering a challenged instructional material if the [LEA Name] governing board receives additional information regarding the material.

II. Selection of Materials for Library Collection

- A. The library professional or designated [LEA Name] specialist ~~trained on this policy~~ will initially ~~review and recommend~~ and ~~select~~ ~~select~~ all library materials under the direction of the local board, including gifts and donations, consistent with this policy using the following criteria:
 1. ~~Create a collection that adheres to Utah law.~~
 2. Seek recommendations and work collaboratively with parents, patrons, others in the school community during the selection process ~~and making new acquisitions open for public review and input for 30 days prior to making purchases; and~~
 3. Create a collection that reflects diversity of ideas. ~~; and~~
 4. ~~create a collection that adheres to the law.~~
- B. Electronic databases and other web-based searches and content will be filtered through the [LEA Name] state-required internet filter ~~and to report content that violates Utah law to the school designee.~~
- C. Gifts and donations will be reviewed following selection criteria and will be accepted or rejected using the same criteria; and
- D. ~~The responsibility for final material selection rests with trained library personnel under direction of the governing board of [LEA Name] using the following criteria:~~ The LEA governing board is responsible for the final material selection and may direct the LEA librarian or

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other appropriate personnel to select materials using the following criteria.

1. ~~overall purpose~~ materials that support the Utah core standards and have educational significance;
2. legality;
3. age and developmental appropriateness;
4. timeliness and/or permanence;
5. readability and accessibility for intended audience;
6. artistic quality and literary style;
7. uplifting and captivating;
8. ~~reputation and significance of author, producer, and/or publisher;~~
9. variety of formats with efforts to incorporate emerging technologies; and
10. quality and value commensurate with cost and/or need.

E. A record of reviewed materials will be maintained by each school within [LEA Name] and include:

1. the name of the school;
2. the title and author of the material;
3. all available formats of the material (digital/hard copy/etc.);
4. the intended use of the material;
5. the date the material was reviewed; and
6. the employee's name and title that reviewed the material.

F. [LEA Name] shall provide an online platform for library materials through which a parent is able to view the title, author, and a description of any material the parent's child borrows from the school library, including a history of borrowed materials and provide

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request access to the book inventory. ~~list in a spreadsheet when requested and possible.~~

III. Library Collection Maintenance

- A. Library materials will be maintained consistent with the criteria listed in II.D, state and federal laws, including Utah Code Ann. Section [53G-10-103](#), and represent varying viewpoints.
- B. The school librarian or designated specialist will inventory the school library collection and equipment (how often).
 - 1. The inventory may be used to determine losses and remove damaged or worn materials to be considered for replacement.
 - 2. The inventory may also be used to deselect and remove materials that are inconsistent with the law, or that are no longer relevant to the curriculum or of interest to students.
 - a. The inventory may be used to deselect and remove materials based on other criteria found harmful to minors, such as violence, pervasive vulgarity, [animal abuse](#) as referenced in Section 76-5c-101 or self-harm.
 - 3. The inventory may be used to identify gaps or deficits in the library's collection.

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Section 2. Reconsideration of Challenged Materials

IV. Library Materials Review Process

A. General Review Information

1. [LEA Name] will ensure that each school within [LEA Name] approves a least-restrictive, transparent process for a library materials review request to be made in physical or electronic formats.
2. A library materials review request of a material may only be made by:
 - a. a parent of a student within the relevant LEA that attends the school;
 - b. a student who attends the relevant LEA school;
 - c. an employee of the relevant LEA-school; or
 - d. a governing board member of [LEA Name]
3. ~~After an individual makes three unsuccessful challenges during a given academic year, the individual may not trigger a sensitive material review under this policy during the remainder of the given academic year.~~
 - a. ~~An "unsuccessful challenge" means an allegation that a given instructional material constitutes sensitive material that the [LEA Name] concludes to be erroneous, either on direct review or on appeal to the [LEA Name] governing board, resulting in the retention of the given instructional material.~~

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4. A library materials review may be based upon the concern that the material is a sensitive material
 - a. Concerns of "Sensitive Material": Challenges alleging the material contains Sensitive Material according to Section [53G-10-103](#) or other sensitive content like violence, pervasive vulgarity, animal abuse as referenced in Section 76-5c-10, self-harm, etc. which constitutes material not educationally suitable to the age of the students accessing the materials and will follow the Initial Review Processes outlined in Parts B and C of this policy.
 - b. ~~Concerns of "Age-Appropriateness": Challenges based solely on age-appropriateness (which do not claim statutory sensitive material violations) will bypass the sensitive material processes and follow the separate Age-Appropriateness Review Process outlined in Part D to evaluate the material's educational suitability.~~
5. The identity of the requestor will be protected and ~~kept confidential from all individuals outside of the review process outlined in this policy, to the extent possible.~~ shall be handled in accordance with the Government Records Access and Management Act (GRAMA), noting that formal challenge documentation may be subject to public records requests.
6. [LEA or School Name] will ensure each school provides access to a Library Materials Review Request Form (See Appendix A).

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7. The requestor must provide all information requested on the form including the requestor's complaint or objection to the library material.
8. Initial Review: Upon receipt of a request for review, the school/LEA administrator or designee will acknowledge the receipt of the request, create a case number for the review, and designate at least two LEA employees to conduct an initial review.
9. The designated LEA employees will make an initial determination related to whether there is a plausible claim that the material constitutes sensitive materials. They may use excerpts and other evidence submitted by the requestor to support the allegation.
10. If a plausible claim is substantiated during the initial review, the instructional material shall be immediately removed from student access in all school settings until the full review process is completed.
11. Following the initial review, the challenge will proceed to either the Objective Sensitive Material Review Process (Part B) or the Subjective Sensitive Material Review Process (Part C), ~~or the Age-Appropriateness Review Process (Part D)~~ depending on the nature of the claim and the findings of the initial review.
12. ~~After~~ if an individual makes three unsuccessful challenges during a given academic year, the individual may not trigger a sensitive material review under this policy during the remainder of the given academic year.

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- b. An "unsuccessful challenge" means an allegation that a given instructional material constitutes sensitive material that the [LEA Name] concludes to be erroneous, either on direct review or on appeal to the [LEA Name] governing board, resulting in the retention of the given instructional material.

B. Objective Sensitive Material Review Process

1. If the Initial Review by two LEA employees substantiates a plausible claim that the material constitutes objective sensitive material, the school/LEA administrator or designee will convene an Objective Sensitive Material Review Committee.
2. The Objective Review Committee shall consist of three or more members, including at least one parent.
 - a. A Review Committee will include a reasonable and an odd number of individuals.
 - b. Members of the committee may include:
 - i. a facilitator chosen by administration;
 - ii. at least one administrator or designee;
 - iii. a licensed teacher relevant to the challenged material;
 - iv. a licensed teacher-librarian or school librarian;and

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- v. parents of current students in the LEA, that number at least one more than the LEA employees on the Committee ~~including parents reflective of the school community as required in Subsection 53G-10-103(4)(c)(i).~~
- 4. The LEA designees from the Initial Review may serve on this committee.
 - a. Individuals responsible for the procurement of the challenged material, or the individual who brought the challenge, may not serve on the committee.
 - b. The Objective Review Committee will evaluate the material strictly using the objective sensitive material standards found in Utah Code [76-5c-101](#), [76-5c-207](#), and [76-5c-208](#). The committee shall determine if the material contains:
 - c. human genitals in a state of sexual stimulation or arousal;
 - d. acts of human masturbation, sexual intercourse, or sodomy; or
 - e. fondling or other erotic touching of human genitals or pubic region.
 - f. [Obscene animal abuse material](#) as referenced in Section 76-5c-101.
- 5. Members of the Review Committee will receive materials to complete the review process, including the following:
 - a. [May provide](#) access to the complete work that includes the material being challenged;

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- b. a copy of the Materials Review Request form [including any excerpts or other evidence](#);
 - c. a copy of this policy; and
 - d. relevant information about the title compiled and shared by the library staff, including reason for initial approval of the material.
6. If the committee determines the instructional material constitutes objective sensitive material, the review process is completed, and the instructional material shall be immediately removed from student access in all school settings.
7. Materials removed from student access shall be legally disposed of or returned to the vendor and may not be sold or distributed to a minor.
8. If the objective sensitive material standard is not upheld by the committee, the LEA shall initiate a Subjective Sensitive Material Review.
9. The final determination of the Review Committee will be communicated to the requestor and appropriate employees within 5 school days of the decision being made.
10. The LEA designee shall report the outcomes to the submitter and the public, and promptly report the determination and rationale to the State Superintendent within 30 school days or after the completion of the appeal see Section V.

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11. The notes from each meeting will be retained by the [LEA or School Name] and the school conducting the review along with all relevant documentation and the final determination.

C. Subjective Sensitive Material Review Process

1. The Subjective Sensitive Material Review Process is initiated when a material does not meet the objective sensitive material standards (as outlined in Part B).
2. Upon initiating this process, the school/LEA administrator or designee will convene a Subjective Sensitive Material Review Committee within a reasonable time.
3. A Review Committee will include a reasonable and odd number of individuals.
 - a. Members of the committee may include
 - i. a facilitator chosen by administration;
 - ii. at least one administrator or designee;
 - iii. a licensed teacher relevant to the challenged material;
 - iv. a licensed teacher-librarian or school librarian; and
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- b. Individuals responsible for the procurement of the challenged material, or the individual who brought the challenge, may not serve on the committee.
 - c. If an LEA requires an employee to participate outside of contract hours, the LEA shall compensate the employee for their time.
 - d. All committee members shall be trained on the provisions of the law and LEA Policies related to the instructional materials process.
- 4. The Review Committee will determine the amount of time needed for an adequate review to make a thorough and thoughtful decision, informing the requestor of the timeline with a preference for 30 school days where possible, and no longer than 60 school days.
- 5. Members of the Review Committee will receive materials to complete the review process, including the following:
 - a. access to the complete work that includes the material being challenged;
 - b. a copy of the Materials Review Request form including any excerpts or additional evidence;
 - c. a copy of this policy; and
 - d. relevant information about the title compiled and shared by the library staff, including reason for initial approval of the material.

Contact Person and Email: Davina Sauthoff, davina.sauthoff@schools.utah.gov

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6. The Review Committee will schedule meetings as determined by the Review Committee and maintain minutes of each meeting, which will be retained with all relevant Documentation.
7. The Review Committee will evaluate the material using the subjective factor-balancing standards found in Utah Code [76-5c-101](#) and [76-5c-208](#). In deciding whether the material constitutes subjective sensitive material, the committee must consider whether the material, taken as a whole:
 - a. Appeals to the prurient interest in sex of minors;
 - b. Is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable material for minors; and
 - c. Does not have serious literary, artistic, political, or scientific value for minors:
 - a. [May consider other criteria found to be harmful to minors, such as violence, pervasive vulgarity, animal abuse as referenced in Section 76-5c-101 or self-harm.](#)
8. The Review Committee will make a final determination by majority vote. The committee may make a determination that the ~~material is~~ [challenged subjective](#) sensitive [material is](#) ~~either: the material will be removed, or is not subjective.~~
 - a. [Retained: The determination to maintain access in a school setting for all students.](#)
 - b. [Restricted / Relocated: The determination to restrict access in a school setting to certain students by moving the material to a more age-appropriate setting \(e.g.,](#)

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relocating the material from an elementary school to a middle school, or from a middle school to a high school).

- c. ~~Removed: The determination to prohibit access in a school setting to the challenged material for all students because it lacks overall educational suitability and age-appropriateness.~~

9. The final determination of the Review Committee will be communicated to the requestor and appropriate employees within 5 school days of the decision being made.

10. The LEA designee shall report the outcomes to the public and report the final determination and rationale to the State Superintendent within 30 school days.

~~D. Age-Appropriate Review Process~~

- 1. ~~The Age-Appropriateness Review Process is initiated when a challenge is based solely on concerns of age appropriateness, rather than statutory sensitive material violations.~~
- 2. ~~Upon initiating this process, the school/LEA administrator or designee will convene an Age-Appropriateness Review Committee within a reasonable time.~~

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3. ~~The committee will include a reasonable and odd number of individuals, including a facilitator, an administrator, a licensed teacher, a librarian, and school community parents. (Note: Parents must outnumber the LEA employees on the committee.)~~
4. ~~The Review Committee will evaluate the material's educational suitability and age-appropriateness. The committee must consider the material taken as a whole and determine if it has serious literary, artistic, political, or scientific value for minors. The committee may use criteria like violence, pervasive vulgarity, or self-harm to evaluate the material.~~
5. ~~The Review Committee will make a final determination by majority vote as follows:~~
 - a. ~~Retained: The determination to maintain access in a school setting for all students.~~
 - b. ~~Restricted / Relocated: The determination to restrict access in a school setting to certain students by moving the material to a more age-appropriate setting (e.g., relocating the material from an elementary school to a middle school, or from a middle school to a high school).~~
 - c. ~~Removed: The determination to prohibit access in a school setting to the challenged material for all students because it lacks overall educational suitability and age-appropriateness.~~

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~~6. The final determination will be communicated to the requestor and appropriate employees within 5 school days of the decision.~~

V. Appeals Process for Sensitive Materials

- A. The original requestor or another individual who was not on the Review Committee may appeal the determination of the Review Committee in writing to the LEA within 30 school days of receipt of the Review Committee's final determination using an Appeal Request Form (See Appendix B).
- B. If there is not an appeal of the Review Committee's recommendation, the Review Committee's recommendation is the final determination for the challenged material.
- C. If an appeal is filed, the local governing authority will act as the Appeals Committee. The governing board reviews the appeal and votes in a public board meeting to decide the outcome, clearly identifying their rationale and determinations on each component of the statutory standards
- D. The Appeals Committee will determine the amount of time needed for an adequate review, not longer than 60 school days and a preference for 30 school days of a material required to make a thorough and thoughtful decision and inform the requester of the determined timeline.

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- E. Members of the Appeals Committee will receive materials to complete the review process, including the following:
 - 1. a copy of the material;
 - 2. a copy of the Materials Review Request [form including any excerpts and other evidence](#);
 - 3. all meeting minutes;
 - 4. the Review Committee's final recommendation and rationale for the decision;
 - 5. any other documents considered part of the administrative record related to the Review Committee's proceedings.

- F. The Appeals Committee will evaluate the appeal based on the nature of the original claim and may make a final determination by majority vote as follows:
 - 1. For Objective Sensitive Material Claims: The Appeals Committee must evaluate the material strictly against the objective standards in Utah Code [76-5c-101](#), [76-5c-207](#), and [76-5c-208](#). If the material meets the objective standard, the only legal determination is removed from all school settings.

 - 2. For Subjective Sensitive Material Claims: The Appeals Committee will evaluate whether the material taken as a whole constitutes pornographic or indecent material under the statutory factor-balancing standards. The committee may make a determination that the material is subjective sensitive

and the material will be removed or is not subjective. The final determination of the Appeals Committee will be

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communicated to the requestor and appropriate employees within 10 days of the determination.

- G. [LEA Name] will maintain a list of the determinations by Appeals Committee and make the list available to all schools within [LEA Name] and the public.

VI. State-Wide Removal & Reporting

- A. [LEA Name] will maintain a list of the determinations by Committees and make the list available to all schools within the LEA and the public.
- B. The LEA appointed designee shall report all Sensitive Material challenges, final determinations, and rationale to the State Superintendent within 30 school days, or at the conclusion of an appeal.
- C. If the State Superintendent notifies the LEA that an objective sensitive material has met the statewide removal threshold (removed by at least three school districts, or at least two school districts and five charter schools), the material must be removed from all school settings.

VII. Communication

Contact Person and Email: Davina Sauthoff, davina.sauthoff@schools.utah.gov

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Date: June 5, 2026

- A. An easily accessible webpage on the public website for [LEA Name] will be updated and available prior to the beginning of each school year to inform teachers, staff, students, and parents of the following:
 - 1. A Materials Review Request Form (See Appendix A);
 - 2. An Appeal Request Form (See Appendix B);
 - 3. Application to serve on a Review Committee;
 - 4. This Library Policy;
 - 5. A list of all materials that are restricted while under Review or have received a Review Committee or Appeals Committee determination.

- B. If made aware of material that may be considered sensitive material as defined in Section [53G-10-103](#), [LEA Name] will inform relevant parties regarding appropriate actions to take pursuant to this policy.

Contact Person and Email: Davina Sauthoff, davina.sauthoff@schools.utah.gov

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Appendix A: Materials Review Form

Title:

Author:

School:

Review Request initiated by: Telephone:

Address:

City:

Zip:

Email:

1. Does your child attend this LEA (District or Charter)? Yes No
2. Was this material recommended, assigned, or made available through the students' school? If so, where?
3. Are you requesting review for Objective [Sensitive Review](#) or Subjective [Sensitive Review](#), ~~or age appropriateness?~~
4. What concerns you about this material? Please provide examples, page numbers, links, or any other information to help in locating or identifying content of concern. Please attach any images or other corroborating evidence.

Contact Person and Email: Davina Sauthoff, davina.sauthoff@schools.utah.gov

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5. What action are you requesting the committee to consider?

Signature:

Date

*****Below is for Internal Use
Only*****

LEA Appointed Committee Convener/Facilitator (Determined by [LEA Name]
Administration

Suggested Review Timeline:

Contact Person and Email: Davina Sauthoff, davina.sauthoff@schools.utah.gov

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Appendix B: Appeal Request Form

Instructions:

1. A requester will submit the District Appeal Form along with a copy of the School Library Materials Reconsideration decision within 30 schooldays of receiving the decision of the School Library Material Reconsideration Committee.

Requestor Information:

1. Date
2. Legal Name of Guardian
3. Address
4. E-mail
5. Phone Number
6. School
7. School Challenge Decision Date

The submission of a District Appeal Form will receive receipt of notice of submission within ten (10) school calendar days. The receipt of submission will include an

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estimated time-line for a determination of the District Appeal to be completed within a reasonable time period not to exceed ____ school days.

Challenged Material Information:

1. Title _____
2. Author _____
3. Publisher and date of publication _____
4. School where title can be accessed _____

Please provide a written statement setting forth your rationale to appeal the School Committee's decision regarding the title (attach additional pages as needed).

Requestor's Signature: _____

Contact Person and Email: Davina Sauthoff, davina.sauthoff@schools.utah.gov

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School Library Materials Acquisition and Procurement Review

Draft 1: Board Member Green – Draft 1

Date: August 4, 2026

Memorandum to the USBE Library Review Addendum Document

In June, the Board approved a 26-week review of how library materials enter Utah's public schools, allocated \$60,000, and adopted a four-phase timeline running through early December 2026, with data collection from a sample of 12 school districts and 3 charter LEAs. The attached instrument is offered to strengthen that data collection. It is drafted for staff refinement and committee discussion, not as a final form.

The instrument does three things the current outline does not yet do fully. First, it translates the review's objectives into the industry's own working terms: approval plans, standing orders, opening-day collections, shelf-ready processing, cooperative contracts, curated selection lists, etc, so that questions match how acquisitions actually occur and cannot be answered around. Second, it follows the money in both directions: what LEAs spend and from which funds, and what flows between LEAs, vendors, and professional organizations in the form of dues, conference travel, incentives, grants, and donated materials. Third, it pairs nearly every question with a verifiable record — purchase orders, contracts, vendor manifests, training logs — so that findings rest on documents rather than recollection.

This approach extends the Office of the Legislative Auditor General's 2025 work. The June 2025 performance audit of sensitive materials in schools (Report 2025-11) and the October 2025 follow-up book review both concluded that challenge processes generally function once a title is contested, but that front-end selection is where standards are thin, that classroom libraries frequently lack policies, and that content filtering — including on Utah's Online School Library — is inconsistently applied. This review examines precisely that front end: the pipeline from funding through procurement to the shelf.

The questions are deliberately neutral, factual, and grounded in Utah's content standards. They ask what is bought, from whom, under what terms, with whose money, using which lists, and checked by which steps — and they ask it identically of every organization, vendor, and supplier category. That drafting discipline protects respondents, produces comparable data across LEAs, and keeps the review anchored in compliance with Utah Code § 53G-10-103 and Board Rule R277-628.

School Library Materials Acquisition and Procurement Review

Draft 1: Board Member Green – Draft 1

Date: August 4, 2026



Utah State Board of Education

School Library Materials Acquisition and Procurement Review

Draft Survey Instrument and Supporting Materials

DRAFT — For Board discussion and staff refinement. Not an adopted USBE document.

Contact Person and Email: Member Emily Green, emily.green@schools.utah.gov

This draft is for consideration during the August 6, 2026, Board Meeting

School Library Materials Acquisition and Procurement Review

Draft 1: Board Member Green – Draft 1

Date: August 4, 2026



Utah State Board of Education

1. Purpose and Background

Utah has adopted, implemented, and twice revised a statutory framework governing sensitive instructional materials in public schools (Utah Code § 53G-10-103, implemented through Board Rule R277-628, with a statewide-removal mechanism added by H.B. 29 in 2024). The Board maintains and updates the statewide list of titles removed under that framework. To date, however, most of the state's attention has been directed at what happens after a book is already on a shelf — challenges, reviews, appeals, and removals. This review examines the other end of the pipeline: how materials are funded, marketed, recommended, procured, processed, and selected before they ever reach a student.

The Legislative Auditor General reached a compatible conclusion in 2025. The June audit found that LEA challenge processes generally work as designed when a book is contested, but that the system relies on individuals discovering and challenging titles; the October book review reiterated that proactive, front-end selection standards would reduce recurring cycles of challenges, and recommended the Legislature consider whether LEAs should be required to adopt selection policies. The auditors also identified gaps in classroom-library policies and inconsistencies in digital filtering, including on Utah's Online School Library. This Board review supplies the acquisition-side evidence base those recommendations call for.

Scope. The instrument collects three fiscal years of data (FY2023-24 through FY2025-26) from the sampled 12 school districts and 3 charter LEAs, across four respondent roles, in alignment with the four phases of the approved timeline. An optional companion questionnaire (Section E) gathers the vendor-side view from major distributors and platforms, allowing LEA answers to be cross-checked against supplier data. The review is a study of systems, funds, contracts, and processes; it does not evaluate individual titles, staff members, or viewpoints.

Outcomes. If current systems are working well, the data will demonstrate that and reinforce confidence in local practice. If there are structural gaps — purchases that bypass review, funds that are not tracked, selection driven by pre-assembled lists no one locally examined, or one-sided market access — the Board will have the specific, documented evidence needed to recommend improvements. Either outcome fulfills the Board's oversight responsibility.

Contact Person and Email: Member Emily Green, emily.green@schools.utah.gov

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2. Design Principles

Ask about systems and records, not opinions. Every question concerns funds, contracts, processes, lists, training, and documents. No question asks any respondent about beliefs, affiliations of conscience, or the viewpoints of any book, author, or organization.

Ask it of everyone alike. Questions about memberships, funding, marketing, curated lists, and market access are posed identically for every organization and supplier category — national associations and their affiliates, mainstream wholesalers, and specialty or classical-education-oriented suppliers. Symmetry is what makes the resulting data credible.

Pair every claim with a record. Respondents are asked to attach the underlying artifact — the purchase-order register, the contract, the opening-day manifest, the training log, the compliance verification — so that the final report can cite documents rather than self-description. Where an estimate is unavoidable, the respondent states its basis.

Respect the budgeted burden. Sections are routed to the role that already holds the records, and are sized to fit the LEA staff-hour budgets in the approved timeline (approximately 12 hours per LEA in Phase 1, 5 in Phase 2, and 3 in Phase 3). Attachments of existing documents, rather than narrative writing, carry most of the load.

Stay on Utah's legal ground. The instrument is anchored in the content standards of Utah Code § 53G-10-103 and Rule R277-628 and in ordinary procurement, fiscal, and records law. It deliberately avoids inquiry into ideas or viewpoints, consistent with Board of Education v. Pico's limits on viewpoint-based action — a discipline that is especially prudent while a federal challenge to H.B. 29 is pending. A review built on neutral, verifiable questions produces findings that survive scrutiny.

Treat responses as public records. Survey responses and attachments are government records subject to GRAMA. Respondents are informed of this in the instructions, and no question requests privileged legal content or student-level data.

3. How the Instrument Maps to the Approved Timeline

Survey section	Timeline phase	Primary respondent	Est. burden
A. Funding and Fiscal Controls	Phase 1 (Fiscal Analysis)	Business Administrator / accounting	6–8 hrs

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Survey section	Timeline phase	Primary respondent	Est. burden
B. Procurement, Contracts, and Supply Chain	Phase 2 (Supply Chain & Procurement)	Procurement Director, with Legal Counsel	4–5 hrs
C. Selection, Collection Development, and Staffing	Phase 3 (Regulatory Compliance & Training)	District Library Media Supervisor / charter director	3–4 hrs
D. External Relationships and Certification	Phase 3	Superintendent / Executive Director or designee	About 1 hr
E. Vendor and Platform Questionnaire (optional)	Phases 2–3	USB E staff, to vendors	n/a (USB E)
F–H. Document request, research items, administration	All phases	USB E staff	n/a (USB E)

Phase 4 (Synthesis, Evaluation, and Reporting; November 9 – December 7, 2026) consumes the outputs of Sections A–E; no new LEA data is requested in that phase.

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4. Instructions to Responding LEAs

- Reporting period: the three most recent completed fiscal years — FY2023-24, FY2024-25, and FY2025-26 — unless a question states otherwise.
- Routing: the superintendent or executive director designates a coordinator; Sections A–D are completed by the roles indicated and returned together.
- Attachments: where a question says "attach," provide the existing document; do not create new narrative documents. Label attachments with the question number.
- Completeness: "None" and "Not tracked" are acceptable answers and are themselves findings; if information is not tracked, say so rather than estimating. Where an estimate is expressly permitted, state its basis (system report, sample, or professional judgment).
- Public records: responses and attachments are government records subject to the Government Records Access and Management Act. Do not include privileged legal content or personally identifiable student data.
- Due date: [DATE — four weeks from distribution]. Questions: [USB E STAFF CONTACT, EMAIL, PHONE].

Contact Person and Email: Member Emily Green, emily.green@schools.utah.gov

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5. Definitions Used in This Instrument

LEA — A local education agency: a school district or a charter school/network.

Library materials — Books and other materials made available through a school library in any format — print, e-book, audiobook, or database.

Approval plan — An arrangement in which a vendor automatically recommends or ships new titles matching a profile (grade level, subjects, categories, awards) configured for the customer.

Standing order — An order to automatically receive future titles in a series, award list, or category without a separate per-title decision (for example, monthly selection-club shipments).

Opening-day (starter) collection — A large, vendor-assembled collection — often thousands of titles — purchased to stock a new or renovated library.

Shelf-ready / technical processing — Vendor services (catalog records, barcodes, spine labels, covering) that deliver items ready to place on shelves.

Curated / selection list — Any pre-assembled list of recommended titles — vendor, publisher, association, award, or state list — used in choosing purchases.

Collection development policy — The LEA's written policy governing selection, gifts, weeding, and reconsideration of library materials.

Weeding / deselection — Removal of items from a collection for condition, currency, use, or policy reasons.

Cooperative contract / consortium — A contract established by the state, a purchasing cooperative, or a group of entities from which member LEAs may buy.

Master service agreement (MSA) — An umbrella contract governing terms across multiple purchases from one vendor.

Digital content platform — A licensed service delivering e-books, audiobooks, or databases, whether district-licensed or statewide (for example, Utah's Online School Library).

Content metadata / descriptors — Data attached to a title — age or grade level, subjects, content notes, ratings — usable for filtering or blocking.

Professional organization — A membership association serving library or education professionals, including its divisions, affiliates, round tables, and state chapters.

Book fair — An on-campus retail book-sales event operated with a vendor, typically generating cash proceeds or vendor credit for the school.

Contact Person and Email: Member Emily Green, emily.green@schools.utah.gov

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Statewide removal list — The list of titles USBE directs all Utah public schools to remove from student access under Utah Code § 53G-10-103.

Section A — Funding and Fiscal Controls

Respondent: District/Charter Business Administrator and accounting staff. Supports Phase 1 (Fiscal Analysis).

A-1. Complete Table A-1: total expenditures on library materials in each fiscal year, by funding source. If your accounting system cannot isolate library materials, identify the account codes used and provide your best estimate with its basis.

Funding source	FY2023-24	FY2024-25	FY2025-26
State and local general funds (incl. WPU-derived)			
School LAND Trust funds			
Federal — ESSA Title I			
Federal — ESSA Title IV-A			
Federal — other (identify)			
Utah State Library / LSTA-funded grants (e.g., book-enhancement grants)			
Other state grants (identify)			
Private grants and foundations (identify)			
PTA / booster / donations			
Book fair proceeds or vendor credit			
Other (identify)			
TOTAL			

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Utah State Board of Education

- A-2.** Which object/function codes in your chart of accounts capture library material purchases, and do those codes distinguish library materials from classroom or curriculum materials? Attach the relevant chart-of-accounts extract.
- A-3.** Describe the purchase workflow for library materials from requisition to payment, including any dollar thresholds that change the approval path.
- A-4.** Who holds final signature authority to approve (a) a routine library book order, (b) a bulk or opening-day collection purchase, and (c) a digital content license? Identify by title or role.
- A-5.** Are purchasing cards, Amazon Business or similar marketplace accounts, or blanket purchase orders used for library materials? If so, what controls apply and who reconciles them?

Book fairs and on-campus sales

- A-6.** List every book fair or on-campus book-sales program operated in the reporting period (vendor, participating schools, frequency).
- A-7.** For each fair, report gross sales, the share retained by the school, and whether proceeds were taken as cash or as vendor credit ("dollars").
- A-8.** Into which fund or account are book fair proceeds deposited, who authorizes their expenditure, and are items acquired with vendor credit subject to the same selection review as purchased library materials?
- A-9.** Describe cash-handling and deposit controls for book fair revenue (counting, dual custody, deposit timing), and attach the most recent school-level book fair financial report.

Gifts, dues, travel, incentives, and grants

- A-10.** Does the LEA have a written policy for accepting donated or gifted books? Attach it, and describe how donated items are reviewed before being made available to students.
- A-11.** Complete Table A-2: professional-organization memberships paid or reimbursed with public funds during the reporting period.

Organization	Individual or institutional	No. of staff covered	Annual cost	Funding source

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Organization	Individual or institutional	No. of staff covered	Annual cost	Funding source

A-12. Complete Table A-3: conferences and professional events related to library services attended at LEA expense during the reporting period.

Event and sponsoring organization	Year	Attendees	Total cost (incl. travel)	Funding source

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A-13. Did any staff receive third-party support to attend such events — scholarships, stipends, sponsored travel, honoraria, or reimbursements from vendors, publishers, or associations? List each instance and its value.

A-14. List discounts, rebates, rewards or points programs, free processing, donated collections, or other incentives received from library-material vendors in the reporting period, with estimated value and where each is recorded.

A-15. List all grants related to library materials applied for or received in the reporting period (grantor, program, amount, terms). Attach award letters, including for any Utah State Library / LSTA-funded awards.

A-16. Attachments for Section A: general-ledger extract for library-material accounts (3 years); purchase-order register for library materials (3 years); chart-of-accounts extract; most recent book fair financial report; gift/donation policy; grant award letters; dues and travel records.

Contact Person and Email: Member Emily Green, emily.green@schools.utah.gov

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Section B — Procurement, Contracts, and Supply Chain

Respondent: Procurement Director / Purchasing Agent, with Legal Counsel as needed. Supports Phase 2 (Supply Chain & Procurement).

B-1. Complete Table B-1 for every vendor from which library materials (print or digital) were acquired in the reporting period.

Vendor	Material types	Contract vehicle (bid/RFP; state cooperative + no.; other co-op; sole source; small purchase; marketplace)	Auto-renew (Y/N)	FY24 spend	FY25 spend	FY26 spend

B-2. Attach the current contract or master service agreement for each of your library-material vendors.

B-3. For each attached contract, identify: term and renewal provisions; termination rights; return rights for unsuitable items; indemnification or liability provisions relating to content; and any provision referencing Utah's sensitive-materials standards (Utah Code § 53G-10-103) or the USBE statewide removal list.

B-4. Does any contract, purchase-order term, or vendor-onboarding step require the vendor to acknowledge Utah's sensitive-materials standards or to exclude titles on the statewide removal list? If yes, attach the language; if no, state whether such a term has been considered.

Contact Person and Email: Member Emily Green, emily.green@schools.utah.gov

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- B-5.** Describe how library-material vendors are approved. Is there an approved-vendor list, and what vetting applies? May schools purchase from any responsible vendor meeting standard terms, or are purchases restricted to designated vendors? Identify any vendor exclusions and the basis for each.
- B-6.** What barriers, if any, limit purchasing from smaller or specialty publishers and suppliers (for example, processing compatibility, MARC record availability, minimum orders, cooperative-contract scope, or pricing)?
- B-7.** If the LEA purchased from Baker & Taylor before its closure (operations ceased by January 2026), describe the transition: replacement vendors, disposition of any contract, and any service disruption or emergency purchases.

Automatic and pre-assembled purchasing

- B-8.** Does the LEA participate in any approval plan, standing order, subscription box, or automatic-shipment program for library materials? For each: vendor; profile criteria; who set the profile and who may modify it; shipment frequency; and return or opt-out rights.
- B-9.** For automatic or profile-based shipments, what share of received items is individually reviewed by LEA staff before being made available to students? Describe the review step.
- B-10.** List every opening-day or starter collection purchased in the last five years (school; vendor; approximate title count; cost). For the most recent: who assembled the list; what selection criteria, filters, or category targets the vendor applied; the extent of local line-item review before ordering; and attach the vendor manifest, including any subject or category breakdown.
- B-11.** Which shelf-ready or technical-processing services do vendors provide (catalog records, MARC, barcodes, labels, covering)? Does any pathway allow an item to reach student access without review by LEA staff? Describe receiving and inspection steps.
- B-12.** Which ordering platforms are used (for example, vendor storefronts or Titlewave-style systems)? Which vendor-generated recommendation, award, theme, or "hand-picked" lists are available within them, and which are used?
- B-13.** Can your ordering platforms filter or block titles by: the USBE statewide removal list; age or grade metadata; content descriptors or ratings; or Utah-specific profiles? State which filters are enabled today.

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- B-14.** Estimate the percentage of last fiscal year's library-material orders (by title count) that originated from vendor-supplied lists or recommendations versus staff-initiated selections. State the basis for the estimate (system report, sample, or professional judgment).

Digital platforms and statewide-list implementation

- B-15.** List all digital content platforms available to students (district-licensed and statewide, including participation in Utah's Online School Library). For each: who curates the collection; what content-filtering or keyword controls are configured; and who administers them.
- B-16.** Describe parental visibility and control for digital platforms: can parents view holdings and checkout activity; are restriction or opt-out mechanisms available; and are opt-out logs maintained and operational?
- B-17.** Describe the process for implementing the USBE statewide removal list across print and digital collections, including e-book and audiobook platforms. Attach your most recent compliance verification for both.
- B-18.** Do catalog or platform views differ by role (student, parent, staff, public)? If so, describe the differences and their rationale.
- B-19.** List the vendor marketing channels received or attended in the reporting period: sales-representative visits; sample boxes or advance copies; sponsored meals, events, or professional development; exhibit halls attended; and vendor or organization mailing lists received at LEA-managed addresses.
- B-20.** Following any removal of purchased materials under Utah law, has the LEA sought or received any remedy from a vendor (credit, return, indemnity)? Describe outcomes.
- B-21.** Attachments for Section B: vendor spend report; top-five contracts or MSAs; cooperative-contract citations; approval-plan profiles; opening-day manifest(s); statewide-list compliance verifications (print and digital); platform filter-configuration summary.

Section C — Selection, Collection Development, and Staffing

Respondent: District Library Media Supervisor or charter school director. Supports Phase 3 (Regulatory Compliance & Training).

Contact Person and Email: Member Emily Green, emily.green@schools.utah.gov

This draft is for consideration during the August 6, 2026, Board Meeting

School Library Materials Acquisition and Procurement Review

Draft 1: Board Member Green – Draft 1

Date: August 4, 2026



Policy and selection sources

C-1. Attach the LEA's current library selection / collection-development policy and reconsideration policy. State adoption and last-revision dates and the approving body.

C-2. List verbatim every external document, standard, model policy, or organization statement cited or incorporated by reference in those policies (for example, association statements, model templates, review journals, or rubrics). If a policy was adapted from a template, identify the source.

C-3. Complete Table C-1: for each review or selection source, mark one column.

Review / selection source	Used regularly	Used occasionally	Not used
School Library Journal			
Booklist (an American Library Association publication)			
Kirkus Reviews			
The Horn Book			
Publishers Weekly			
Common Sense Media			
Content-rating rubrics or sites (identify, e.g., RatedBooks.org)			
Vendor or publisher descriptions and catalogs			
National award lists (identify which)			
State lists (e.g., Beehive Book Awards)			
Battle of the Books / reading-program lists (identify supplier)			
Peer librarian recommendations			
Student or parent requests			
Social media (identify)			
Other (identify)			

Contact Person and Email: Member Emily Green, emily.green@schools.utah.gov

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Utah State Board of Education

- C-4.** Which of the sources marked above are treated as authoritative for age and content suitability, and why?
- C-5.** Before purchase, what documented check (if any) is performed against Utah Code § 53G-10-103 standards and the USBE statewide removal list? Identify who performs it and where it is recorded.
- C-6.** Is any written attestation required — from staff or from vendors — that ordered titles do not contain sensitive material as defined in Utah Code? If yes, attach the form. If no, state whether one has been considered and the rationale for exclusion.
- C-7.** For the 20 most recent library-material orders (or the most recent 90 days, whichever is larger), attach the selection documentation that existed before purchase (lists used, reviews consulted, approvals).
- C-8.** Who holds final selection authority at each building, and what district-level review, if any, applies before orders are placed?
- C-9.** Does the LEA use a library advisory or selection committee? Describe its composition, how members are chosen, and its role in acquisitions (as distinct from reconsiderations).
- C-10.** How are parents and community members able to provide input into selection policy and practice, apart from filing challenges?

13

Staffing, training, and professional engagement

C-11. Complete Table C-2: library staffing by school level.

School level	Educators with library-media endorsement	Licensed educators without endorsement	Classified aides / clerks	Current vacancies
Elementary				
Middle / Jr. High				
High School				
Charter (all levels)				

Contact Person and Email: Member Emily Green, emily.green@schools.utah.gov

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C-12. Complete Table C-3: every library-related training or professional-development activity completed by library staff in the reporting period. Attach agendas or logs, and identify which organizations supplied training content.

Provider	Topic	Hours	Cost	Funding source

C-13. What onboarding and annual training addresses Utah Code § 53G-10-103, Rule R277-628, and the LEA's selection policy? Attach materials.

C-14. List professional-organization memberships held institutionally or reimbursed for library staff (organization; level; cost; fund source), and any staff serving as officers, board, or committee members of library-related organizations, noting whether that service occurs on paid time.

C-15. List the organization newsletters, listservs, and mailing lists received by the district library office or by school libraries at LEA-managed addresses.

14

Market familiarity and collection breadth

C-16. Complete Table C-4: for each supplier or program, mark one column. The list spans mainstream wholesalers, digital platforms, and specialty or classical-education-oriented suppliers; it is illustrative, not an endorsement of any entry.

Supplier / program	Purchased from (3 yrs)	Evaluated, not purchased	Not familiar
Follett Content Solutions (Titlewave)			
Mackin			
Ingram			
Brodart			
Perma-Bound			

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Supplier / program	Purchased from (3 yrs)	Evaluated, not purchased	Not familiar
Bound to Stay Bound			
Baker & Taylor (pre-closure)			
Junior Library Guild (standing orders)			
Scholastic (book fairs / clubs)			
Amazon or other marketplaces			
OverDrive / Sora (digital)			
MackinVIA (digital)			
Epic (digital)			
Utah's Online School Library			
Brave Books			
SkyTree Book Fairs			
The Good and the Beautiful			
Memoria Press			
Canon Press			
Classical Academic Press			
Other specialty or classical-education suppliers (identify)			

- C-17.** For any supplier marked "Not familiar" or "Evaluated, not purchased," briefly note the reason where known (never marketed to us; processing or MARC limitations; pricing; content fit; policy restriction; other).
- C-18.** Does the selection policy set expectations for subject coverage (for example, U.S. founding documents and civics, state and U.S. history, biographies, classics, STEM)? Attach any collection-mapping or curriculum-alignment standards used.
- C-19.** If your catalog can produce holdings counts by subject classification, attach counts for one representative secondary school in these areas: U.S. history; government and civics; biography; literary classics (state how defined); and total holdings. If not feasible, state why.

Contact Person and Email: Member Emily Green, emily.green@schools.utah.gov

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Date: August 4, 2026



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Weeding, challenges, classroom libraries, and records

- C-20.** Attach your weeding/deselection policy. Report items weeded per year in the reporting period and the primary criteria, and describe the disposition of (a) weeded items and (b) items removed under Utah Code § 53G-10-103, including handling of statewide-removed titles.
- C-21.** Report the number of formal reconsideration requests received in each of the last three years; outcomes (retained; restricted; relocated; removed — objective; removed — subjective); and the median days from filing to final decision.
- C-22.** Describe student access to a challenged title while review is pending, citing the policy provision that governs interim access.
- C-23.** Identify the LEA's designated individual who reports sensitive-material determinations to USBE, and attach the log of reports submitted during the reporting period.
- C-24.** Does the LEA have a written policy governing classroom libraries? If yes, attach it. If no, describe current practice for how classroom collections are acquired, reviewed, inventoried, and held to selection standards, including teacher-purchased and donated items.
- C-25.** Are selection-related communications required to occur on LEA systems consistent with records-retention policy? Cite the policy and describe the training staff receive on public-records obligations.

16

Section D — External Relationships and Certification

Respondent: Superintendent / Executive Director or designee. Supports Phase 3.

- D-1.** List every memorandum of understanding, partnership, sponsorship, or agreement between the LEA (or its schools) and any library-related organization, association, foundation, or vendor beyond routine purchase orders. Attach each.
- D-2.** List everything of value received from library-related organizations or vendors in the reporting period other than purchased goods — grants, donated books or collections, stipends, travel support, awards, or services — with estimated values.
- D-3.** Report total payments to library-related organizations in the reporting period, by category: memberships and dues; event registrations; sponsorships; licensing; other.
- D-4.** Identify any LEA policies relating to library materials that were adapted from model documents supplied by an outside organization, and identify the organization.

Contact Person and Email: Member Emily Green, emily.green@schools.utah.gov

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- D-5.** In the reporting period, has the LEA received legal claims, demand letters, or litigation relating to library materials? Provide subject matter and status only; do not include privileged content.
- D-6.** Does the LEA maintain a log of external communications urging retention or removal of specific titles? If yes, report counts by year (the content of communications is not requested).
- D-7.** Certification: name, title, and signature of the official certifying the completeness and accuracy of the LEA's responses, and the date.

Section E — Vendor and Platform Questionnaire (Optional; administered by USBE)

If approved by the committee, USBE staff would send these questions to the major distributors, publishers' school channels, and digital platforms identified in Section B responses. Vendor answers allow LEA self-reports to be cross-checked against supplier-side data.

- V-1.** Describe how your recommended or curated lists for K-12 customers are generated — editorial staff, algorithms, external organizations, or a combination — and identify any external sources used.
- V-2.** What review sources and criteria inform the age or grade designations on your lists and product records?
- V-3.** What content metadata do you supply (age/grade level, subjects, content notes, ratings), and in which systems (storefront, MARC records)?
- V-4.** Can Utah customers filter or block titles by the USBE statewide removal list, by Utah's statutory content standards, by age or grade, or by content descriptors? Which of these are available today, and which could be configured?
- V-5.** Do you track titles removed under state sensitive-materials statutes in Utah or other states? Is that data available to customers?
- V-6.** Can you support Utah-specific purchasing profiles reflecting Utah Code § 53G-10-103? Describe how.
- V-7.** For your Utah K-12 accounts in the last fiscal year, what share of ordered titles originated from your curated lists or automated recommendations versus customer-initiated selections? If exact data is unavailable, provide your best estimate and its basis.

Contact Person and Email: Member Emily Green, emily.green@schools.utah.gov

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- V-8.** Describe your return or credit policy when a delivered title is later determined to violate a customer's statutory standards.
- V-9.** What standard contract terms address content-related liability or indemnification for K-12 customers?
- V-10.** What marketing channels do you operate toward Utah school customers — mailing lists, sales representatives, sample programs, sponsored events, conference exhibits?
- V-11.** Do you sponsor, exhibit with, advertise with, or contribute to professional organizations or conferences serving school librarians? Identify categories and approximate annual amounts.
- V-12.** What onboarding or configuration assistance do you offer new Utah customers to align default settings with Utah law?

Contact Person and Email: Member Emily Green, emily.green@schools.utah.gov

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Section F — Consolidated Document Request

The following records are requested as attachments to the survey. Existing documents only; no new documents need be created.

Item	Section	Phase
General-ledger extract, library-material accounts (3 years)	A	1
Purchase-order register for library materials (3 years)	A	1
Chart-of-accounts extract	A	1
Most recent book fair financial report	A	1
Gift / donation acceptance policy	A	1
Grant award letters (incl. Utah State Library / LSTA)	A	1
Dues and conference-travel records	A	1
Vendor spend report and top-five contracts / MSAs	B	2
Cooperative-contract citations	B	2
Approval-plan / standing-order profiles	B	2
Opening-day collection manifest(s) with category breakdown	B	2
Statewide-list compliance verifications (print and digital)	B	2
Platform filter-configuration summary	B	2
Selection / collection-development and reconsideration policies	C	3
List of external documents cited in policies	C	3
Pre-purchase selection documentation (20 most recent orders)	C	3
Training logs and agendas (3 years)	C	3
Challenge / reconsideration log and USBE reporting log	C	3
Weeding policy and annual weeding counts	C	3
Classroom-library policy (if any)	C	3
MOUs and agreements with external organizations	D	3

Contact Person and Email: Member Emily Green, emily.green@schools.utah.gov

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Section G — Board-Level Research Items (USBE staff; not part of the LEA survey)

Several of the review's questions are better answered from primary public documents than by surveying LEAs. Staff are asked to compile the following alongside the survey:

- G-1.** Obtain the public IRS Form 990 filings and annual reports of the national and state library organizations identified through the review, and tabulate each organization's revenue by source — membership dues, conference and exhibitor fees, publishing, and contributions and grants (noting any government-grant lines) — as well as grants the organization makes to others.
- G-2.** Request from the Utah State Library Division: the current LSTA Five-Year Plan; a list of subgrants made to school libraries (including any children's and teen book-enhancement grants); and the current status of federal IMLS funding.
- G-3.** Document the governance of Utah's Online School Library: contracting entity, platform vendor, statewide curation rules, filter configuration, and the controls available to individual LEAs.
- G-4.** Compile a verified reference list of organizations relevant to Utah school-library acquisitions — national associations and their divisions and state affiliates; independent advocacy entities; state organizations; review publications; and specialty or classical-education-oriented organizations and suppliers — each with a neutral description, corporate form, and relationships (parent, division, affiliate, or independent).
- G-5.** Obtain exhibitor and sponsorship prospectuses for the major conferences Utah school-library staff attend, to document the financial relationships between vendors and professional organizations.
- G-6.** Cross-check LEA survey answers against Section E vendor responses and, where warranted, targeted records requests.
- G-7.** Review USBE's own guidance and model documents for any external materials incorporated by reference, applying question C-2 to the agency itself.
- G-8.** Before publication, confirm the current status of market entities named in the report (closures, acquisitions, and program name changes occurred as recently as January 2026).

Contact Person and Email: Member Emily Green, emily.green@schools.utah.gov

This draft is for consideration during the August 6, 2026, Board Meeting

Appendix — Orientation: Legal, Funding, and Market Context

Legal framework

Utah Code § 53G-10-103 (most recently amended effective May 7, 2025) prohibits sensitive instructional materials in the school setting and defines objective sensitive material by reference to the non-discretionary standards in Title 76. Board Rule R277-628 implements the statute, and H.B. 29 (2024) added the statewide-removal mechanism: when three school districts, or two districts and five charter schools, determine a title contains objective sensitive material, USBE directs its removal from all Utah public schools. USBE maintains the statewide removal list (updated July 6, 2026; approximately three dozen titles). In January 2026 the ACLU of Utah filed a federal complaint challenging H.B. 29 on First Amendment grounds; the litigation is pending. The pendency of that case is a further reason this review's questions are confined to funds, contracts, processes, and content standards rather than ideas or viewpoints.

21

Legislative Auditor General findings (2025)

The June 2025 performance audit (Report 2025-11) reviewed 15 districts and 2 charters and found LEA challenge processes generally compliant once a title is contested, while identifying weak front-end selection standards, missing classroom-library policies, and inconsistent keyword filtering, including on Utah's Online School Library. The October 2025 follow-up reviewed 22 books drawn from school collections and reiterated the recommendation for stronger front-end selection processes, including whether LEAs should be required to adopt selection policies. This review operationalizes those recommendations on the acquisition side.

Funding pathways

School library materials are purchased with a mix of state and local general funds, School LAND Trust allocations, federal ESSA funds (Title I and Title IV-A), grants, donations, and book-fair proceeds or vendor credit. A separate federal stream flows from the Institute of Museum and Library Services through the Library Services and Technology Act to the Utah State Library Division (approximately \$2.3 million in current federal LSTA funding), which re-grants funds — including book-enhancement grants that can reach school libraries. IMLS itself was the subject of a 2025 dismantling order, subsequent litigation, and an April 2026 settlement restoring its grants; its

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Utah State Board of Education

funding beyond FY2026 remains unresolved in Congress. Section A of the survey captures the LEA side of these flows; item G-2 captures the state-level side.

Market structure

Most school-library purchasing runs through a small number of national wholesalers and platforms offering curated lists, approval plans, standing orders, opening-day collections, and shelf-ready processing — services that shape which titles are seen and how much local review occurs. The market shifted materially during this review's window: Baker & Taylor, long the largest library wholesaler with roughly 4,000 school, college, and library accounts, ceased operations by January 2026, pushing customers toward remaining channels such as Follett, Mackin, Ingram, and Brodart. Digital access runs through district-licensed platforms and Utah's Online School Library. Sections B and C document which channels each LEA uses, what curation and filtering they apply, and what share of purchasing originates from pre-assembled lists.

Professional organizations

National and state professional organizations publish reviews and award lists, operate conferences with vendor exhibitors and sponsors, provide training and model policies, and maintain divisions and state affiliates. The American Library Association, a Chicago-based 501(c)(3) with divisions including the American Association of School Librarians, discloses its finances in public IRS Form 990 filings and annual reports; its revenue mix includes membership dues, conferences and exhibits, publishing (including the review journal Booklist), and contributions and grants. Separate legal entities also operate in this space, including independent 501(c)(4) advocacy organizations. Utah-level organizations include the Utah Library Association, the Utah Educational Library Media Association, and the Children's Literature Association of Utah (Beehive Book Awards). Rather than asking LEAs to characterize any organization, the survey documents the concrete relationships — dues, travel, training, lists, model policies, mailing lists — and item G-1 assigns the funding question to primary public documents.

— End of draft —

Contact Person and Email: Member Emily Green, emily.green@schools.utah.gov

This draft is for consideration during the August 6, 2026, Board Meeting

UTAH STATE BOARD OF EDUCATION

Subject:

DISCUSSION: Policy Request Items

Agenda item type:

Discussion Item

Recommended Action:**Purpose of Memo:**

Staff recommendation

Background:

A standing placeholder agenda item to allow the committee to discuss any policy requests that may arise.

Contact:

Name: Elisse Newey
Title: Deputy Superintendent of Policy
Phone:
Email: elisse.newey@schools.utah.gov

Attachments:

None

UTAH STATE BOARD OF EDUCATION

Subject:

Acknowledgement of Student Art Work

Agenda item type:

Information Item

Recommended Action:

N/A

Purpose of Memo:

Staff recommendation

Background:

This month, we get to shine a spotlight on the incredible creativity and artistic talents thriving right here within our own community. The USBE Staff and Board Art Show showcases a unique collection of original works created by our very own colleagues and leadership. We invite everyone to take a moment to explore the exhibition and share in these wonderful talents.

Contact:

Name:	Liz Bunker	Shanda Stenger
Title:	Fine Arts Specialist	Arts and Wellness Coordinator
Phone:	801-538-7670	801-538-7842
Email:	liz.bunker@schools.utah.gov	shanda.stenger@schools.utah.gov

Attachments:

None

UTAH STATE BOARD OF EDUCATION

Subject:

INFORMATION: Superintendent Report

Agenda item type:

Information Item

Recommended Action:**Purpose of Memo:**

Recommended by leadership

Background:

Superintendent Hart will share her monthly superintendent report.

Contact:**Molly Hart, Ed.D.**

State Superintendent of Public Instruction

Utah State Board of Education

250 E. 500 S.

P.O. Box 144200

Salt Lake City, UT 84114-4200

(801) 538-7510 office

Attachments:

None

UTAH STATE BOARD OF EDUCATION

Subject:

INFORMATION: Monthly Budget Report

Agenda item type:

Action Item

Recommended Action:

N/A

Purpose of Memo:

Staff recommendation

Background:

In accordance with the Money Management Act and the Budgetary Procedures Act, the Utah State Board of Education is provided a report on the status of funds for their internal budgets.

[Board Report Period](#) 13

Contact:

Scott Jones
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Scott.Jones@schools.utah.gov

Deborah Jacobson
Assistant Superintendent of Operations
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Deborah.Jacobson@schools.utah.gov

Attachments:

None

UTAH STATE BOARD OF EDUCATION

Subject:

INFORMATION: Discretionary Funds Report

Agenda item type:

Information Item

Recommended Action:

N/A

Purpose of Memo:

Staff recommendation

Background:

The Utah State Board of Education maintains a Discretionary Funds account. In accordance with the Money Management Act and the Budgetary Procedures Act the Utah State Board of Education is provided as the status of the funds. This is a perpetual action item in order to facilitate motions by board members to utilize available funds in a consistent and allowable manner.

Contact:

Deborah Jacobson
Assistant Superintendent of Operations
801-538-7627
Deborah.Jacobson@schools.utah.gov

Scott Jones
Deputy Superintendent of Operations
801-538-7514
Scott.Jones@schools.utah.gov

Attachments:

None

UTAH STATE BOARD OF EDUCATION

Subject:

ACTION: Reporting Requirements Study

Agenda item type:

Action Item

Recommended Action:

That the Board receive the report and send the report to the legislature.

Purpose of Memo:

Other

Background:

Utah Code § [53E-3-526](#) required that the Utah State Board of Education examine reporting requirements in education and compile a study. In order to examine reporting requirements, every USBE section compiled a catalog of reporting requirements and their associated administrative burden. LEAs input on their administrative burden was also gathered. The Data Systems and Reporting Advisory Committee, a time-limited taskforce of education stakeholders advised on the study. The study includes recommendations for the Legislature and UBSE. It is due to the Education Interim Committee on September 15, 2026.

Reporting Requirement Catalog link can be found [HERE](#).

Contact:

Trish Joshua
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Utah State Board of Education
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Salt Lake City, UT 84114-4200
trish.joshua@schools.utah.gov

Attachments:

1. Reporting Requirements Study



Reporting Requirements Study

Utah State Board of Education

Report to the Utah State Legislature Education Interim Committee

July 2026

Trish Joshua

Senior Research Analyst

Trish.Joshua@schools.utah.gov

Elisse Newey

Deputy Superintendent of Policy

Elisse.Newey@schools.utah.gov

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Reporting Requirements Study

Executive Summary

Utah Code [§ 53E-3-526](#) required that the Utah State Board of Education (USBE) examine reporting requirements in education and compile a report. Through the process of this study, a catalog of all Local Education Agency (LEA) and USBE reports was created.

Key Findings

- In Utah, all districts must complete 63 reporting requirements and all charter schools must complete 56 reporting requirements.
- In addition to mandatory reporting, there are many programs or grants that can potentially add an additional 110 reporting requirements.
- Although grants and some programs are elective, LEAs often participate to receive essential funding needed to drive educational outcomes, rendering elective reporting requirements effectively mandatory.
- USBE must complete 276 reporting requirements. This takes an estimated 99,029.5 hours to complete which is the equivalent of 47.5 full time employees.

Recommendations

The findings from this study have informed the following recommendations.

Recommendations for the Legislature

#1 That the Legislature explicitly incorporate LEA administrative burden into each bill's fiscal note.

#2 That the Legislature allocate \$200,000 of on-going funding for USBE to procure a dynamic software solution, transitioning the reporting requirement catalog from a static spreadsheet into an accessible, interactive platform

Recommendations for both the Legislature and USBE

#3 That the Legislature and USBE adopt a standardized evaluation matrix to assess reporting requirements during legislative drafting, rule making, periodic reviews, and report elimination decisions.

Recommendations for the USBE

#4 That the USBE adopt policies and procedures to standardize the reporting requirement collection process.

#5 That the USBE establish an 18-month standard implementation timeline for new data collections

Introduction

Utah Code [§ 53E-3-526](#) requires that the Utah State Board of Education (USBE) examine reporting in education and present a study. To assess existing reporting requirements, a complete catalog of reporting requirements for Local Education Agencies (LEAs) and USBE has been created. Additionally, the study examined recommendations for evaluating, tracking and reviewing reporting requirements.

The Data System and Reporting Advisory Committee

In accordance with Utah Code [§ 53E-3-526](#) and under the guidance of USBE Board leadership, the Data Systems and Reporting Advisory Committee was formed with a variety of required stakeholders. Members were selected based on their relevant experience and to ensure varied representation. The committee was finalized at the end of May 2025 and will meet regularly until September 2026.

This committee advised on the study, methodology and recommendations. They provided critical insight into LEA experiences. See [Appendix A](#) for more information.

Definition of Terms

Reporting Requirement

As used throughout this study, the term “reporting requirement” will refer to any data or information that an LEA is required to submit to USBE, the state legislature, or the federal government. This will also refer to any data or information that USBE is required to submit to the state legislature or the federal government. This includes reports, grant applications, goals, assurances, forms, or surveys. This also includes Student Information System (SIS) submissions through the Utah Schools Information Management System (USIMS) or Utah eTranscript and Record Exchange (UTREx).

What is a reporting requirement?



Administrative Burden

The term “administrative burden” is used throughout the report to refer to the effort expended on reporting requirements. Administrative burden was approximated by using two self-reported factors: time spent completing or facilitating the reporting requirement and frustration level experienced during the reporting requirement.

Methodology

Reporting Requirement Catalog

The reporting requirement catalog was created through a four-stage process.

Stage 1: Internal USBE Staff Interviews

Interviews were conducted with 21 USBE staff across various sections, including School Safety, Purchasing, and Educator Licensing. After receiving a brief study overview and catalog outline, participants provided feedback on what data would make the catalog most useful for themselves and their stakeholders.

Stage 2: Advisory & Committee Feedback

Feedback was gathered from the Data Systems and Reporting Advisory Committee and the Administration and Transparency Taskforce. These groups represent a

broad range of education stakeholders, including USBE board members, legislators, superintendents, principals, district and charter administrators, and USBE staff. After reviewing a sample catalog, members provided input on the features and information necessary to maximize utility for LEAs and external stakeholders.

Stage 3: Pilot Test

USBE coordinators from one USBE section—who work closely with specific reporting requirements—conducted a walk-through of the catalog. They provided feedback on the user experience of inputting data.

Stage 4: Data Entry & Catalog Finalization

Meetings were held with each USBE section to input all reporting requirements into the catalog. Each requirement was then reviewed and coded for analysis.

Administrative Burden

This study's measure of administrative burden was adapted from Jilke et al. (2024), which established that brief surveys tracking time spent and frustration levels yield results as accurate as longer, more complex measurement tools.

Submitting Burden

Staff at LEAs and USBE who submit reporting requirements estimated their time spent collecting, compiling, and submitting data. They also rated their frustration level on a scale from *"Not Frustrated at All"* to *"Extremely Frustrated."*

Facilitation Burden

USBE staff who manage reporting requirements estimated the time spent facilitating them—including requirement preparation, LEA support, data validation, and result analysis—along with their frustration levels on a scale from *"Not Frustrated at All"* to *"Extremely Frustrated."*

Data Collection Process for Administrative Burden

As a part of completing the reporting requirement catalog, over 104 USBE staff completed time and frustration evaluation for each reporting requirement they added to the catalog.

LEA-level administrative burden feedback was gathered through referrals from members of the Data Systems and Reporting Advisory Committee, State Board members, and members of the Administration and Transparency Taskforce at USBE. Twelve LEAs (five charter schools and seven school districts of varying sizes) provided administrative burden feedback. Whenever feasible, feedback for a given requirement was gathered from a charter school, a small, or medium district, and a large district, with their responses averaged. While not all reporting requirements were evaluated, this effort delivers unprecedented visibility into state reporting obligations.

**Administrative burden
estimates from
Over 104 USBE staff
5 Charter Schools
7 School Districts**

Administrative Burden Limitations

Although staff do not formally track hours by reporting requirement, these self-reported estimates from staff directly responsible represent the most accurate data available. Respondents noted that time estimates were particularly difficult to pinpoint because of complex, collaborative, or annually fluctuating reporting requirements. One example of this type of reporting requirement is the Notification of Alleged Educator Misconduct which must be submitted by an LEA if an educator

has violated or is alleged to have violated the educator standards. This must also be submitted if there are parent allegations or an educator has been charged with a crime. This number could fluctuate significantly for LEAs depending on the circumstances of a given year.

Additionally, reporting requirements demand more time during staff onboarding or following policy revisions—such as a USBE staff member redesigning a collection form following new legislation or an LEA training a new Child Nutrition Director. While these factors can create temporary outliers, they represent common operational realities experienced across USBE and all LEAs.

LEAs submitted feedback for most reporting requirements from all USBE sections, except Financial Operations, Career and Technical Education, Special Education or School LAND trust.

Reporting Requirement Catalog

USBE subject matter experts provided the information to compile a catalog of all LEA and USBE reporting requirements. It is currently housed in a spreadsheet. While partial catalogs documenting specific categories of LEA requirements have been created in the past, no catalog this thorough has ever been compiled or maintained.

What is Included in the Reporting Requirement Catalog?

USBE staff were asked to include the following information for each reporting requirement:

- **Submitting Entity:** The organization submitting the report (*e.g., USBE, LEA*)
- **Submitting Role:** The specific role responsible for submission (*e.g., superintendent, administrative staff, LEA school safety and security specialists, teachers*)

- **Receiving Entity:** The recipient of the report (*e.g., USBE, state legislature, federal government*)
- **USBE Point of Contact:** The email address for the primary contact person at USBE
- **USBE Section:** The USBE section primarily responsible for the reporting requirement
- **Legislative Basis:** The associated USBE administrative rule, state code, or federal code
- **Sunset Provision:** Information on whether a sunset provision applies and its expiration date
- **Summary:** A brief description of the reporting requirement
- **Report Type:** The format category (*e.g., website posting, plan, application, assurance, data submission, survey, report, policy, agreement, document, goal*)
- **Data Elements:** A description of the data required
- **Funding Impact:** An indication of whether funding is tied to the reporting requirement
- **Submission Method:** The system or method used to submit (*e.g., Utah Grants, USIMS/UTREx, Assurances, Websites, Google Form, Qualtrics, Email*)
- **Submission Link:** The link used to submit the report, if applicable
- **Additional Resources Link:** A link to supplementary online information, if available
- **Submission Frequency:** How often the reporting requirement must be submitted
- **Submission Deadline:** The date the reporting requirement is due
- **Grant Association:** An indication of whether the reporting requirement is tied to a grant
- **Applicable LEAs:** The target group required to complete the report (*e.g., all LEAs, program participants, elementary schools, charter schools*)

Although staff were asked to provide complete details for each reporting requirement, some entries remain incomplete. For instance, an analysis of 58 reporting requirements might show 31 tied to funding and 25 not, leaving two unaccounted for. These gaps occur either because staff omitted the information or left explanatory comments detailing nuances that prevented simple categorization.

Current Reporting Requirement Catalog

The creation of the reporting requirement catalog fulfills a key 2019 recommendation from the Office of the Legislative Auditor General (OLAG) to create a centralized list for data collection. While currently maintained as a spreadsheet, the catalog provides immediate value, but also highlights clear operational constraints.

Strategic Benefits of the Catalog

Internal USBE Transparency & Collaboration

Historically, USBE departments managed reporting requirements in silos—leading to occasional duplicate requests and overlapping deadlines (Office of the Legislative Auditor General, State of Utah, 2019) .

USBE staff can now identify some similar data element requests across departments. USBE staff can also cross-reference catalog deadlines to prevent new due dates from clashing with existing deadlines.

Cross-Agency Transparency

LEAs, policymakers, state agencies, and other education stakeholders can see all reporting requirements and their related information.

As an example this catalog allows school administrators to find direct USBE contacts, superintendents to track submission deadlines, state legislators to review legislatively mandated reports, and the public to see reporting obligations tied to grant programs.

Streamlined Source of Truth

A centralized catalog replaces fragmented communication channels.

USBE staff currently communicate with LEAs through various channels including emails and USBE website changes with support or information for LEAs. A public-facing catalog will provide one clear place where LEA staff can look for information and where USBE can go to update information, saving time for both.

This also improves knowledge transfers for USBE and LEA turnover. For example a new Human Resource Director can filter for all position-specific reporting requirements and learn up-to-date information about them.

Constraints of the Current Spreadsheet Format

While the catalog exists, its current spreadsheet format imposes significant limitations that hinder full adoption and maximum benefits.

Stakeholder Navigation Challenges

As a spreadsheet, the catalog may be difficult to navigate for stakeholders, diminishing utility. In its current form, basic filtering is possible, but cumbersome. Stakeholders would need a level of spreadsheet proficiency which some, but not all have. Other possibilities like personalized calendar views, interactive dashboards, example reports, or paragraphs of text are not practical within the spreadsheet format.

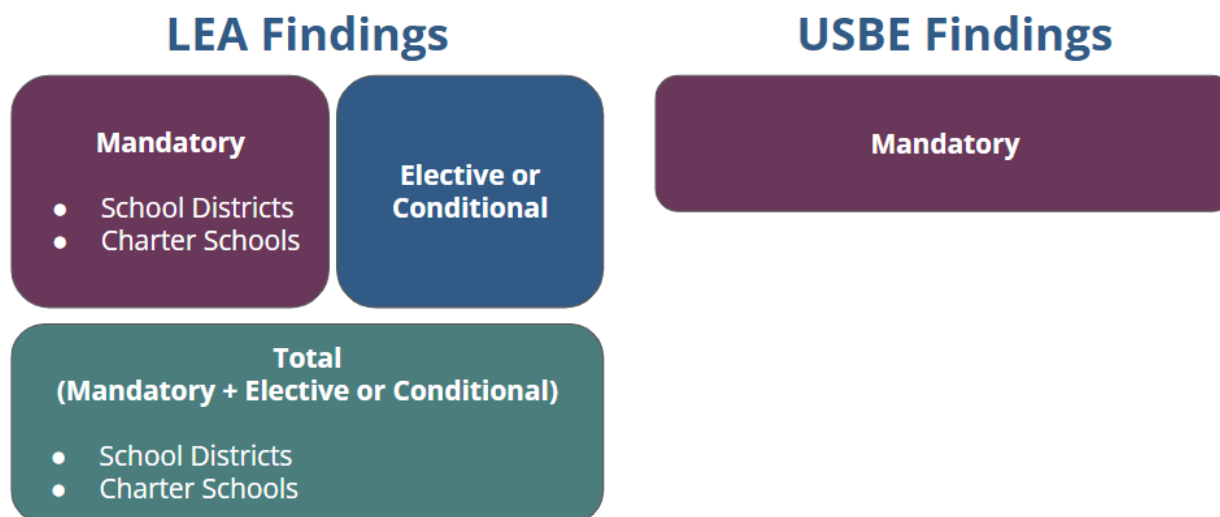
USBE Workflow Challenges

If the catalog remains a static spreadsheet, it risks being disconnected from standard USBE workflows, which could quickly render its data obsolete. Maintaining accurate information requires ongoing updates to reflect legislative mandates, internal decisions, and funding shifts. The history of this project highlights this challenge: a reporting catalog created three years ago at the request of the Administration and Transparency Taskforce (then the Reporting Requirements Taskforce) quickly became outdated because there was no regular maintenance. Without an intuitive, accessible platform, lack of staff buy-in or difficulty could cause this current effort to similarly become obsolete.

Study Findings

Using the information gathered from the reporting requirements catalog, the following findings have been compiled.

The study findings begin with LEA findings, starting with mandatory reporting requirements for school districts and charter schools, followed by elective or conditional requirements. Next, it presents the combined totals for both mandatory and elective/conditional findings, broken down first by school district and then by charter school. Finally, the study details the USBE findings for mandatory reporting requirements.



Mandatory Reporting Requirement Findings

These lists include only what USBE staff indicated that districts and charter schools must complete.

Mandatory District Reporting Requirements

The following information includes only what USBE staff indicated that all districts must complete.

Note: Counts may not sum to the total due to missing data or nuanced responses that could not be categorized.

Number of Reporting Requirements

63

11 of these mandatory reporting requirements are only required for districts and not charter schools.

63 mandatory district reporting requirements

USBE Sections

The USBE sections primarily responsible for these reporting requirements are Financial Operations (12), Special Education (10), and Student Services (9).

Legislative Basis

Reporting requirements are established through federal code, state code and USBE administrative rule—frequently through a combination¹.

Mandatory district reporting requirements that are governed by each combination of federal code, state code and/or USBE administrative rule:

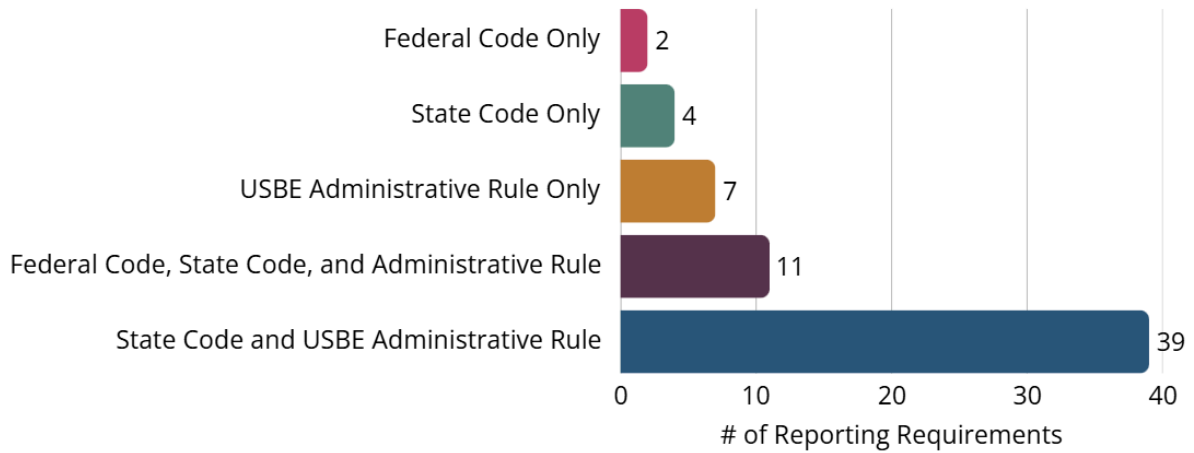
- **Federal Code Only:** 2
- **State Code Only:** 4
- **USBE Administrative Rule Only:** 7
- **Federal Code, State Code, and Administrative Rule:** 11
- **State Code and USBE Administrative Rule:** 39

Altogether there are 13 mandatory district reporting requirements in federal code, 54 in state code and 57 in USBE administrative rule.

¹ For example, when the state legislature passes a law that requires LEAs to submit information like the Emergency Safety Intervention (ESI) data, USBE adds the requirement into USBE administrative rule often with additional specificity for LEAs.

Legislative Basis

District Mandatory Reporting Requirements

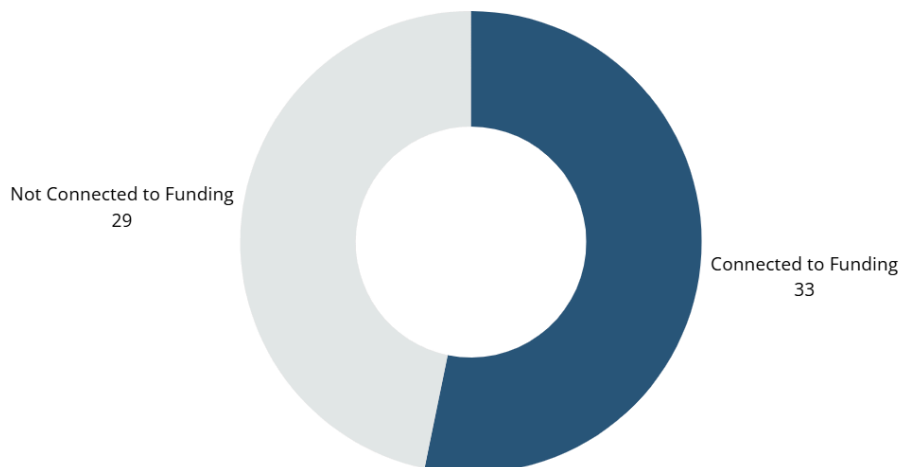


Funding Impact

USBE staff were asked whether there was funding attached to each reporting requirement. This funding could include funds provided based on the data in a reporting requirement or funds withheld if a reporting requirement is not submitted. 33 mandatory district reporting requirements are connected to funds, 29 are not.

Funding Impact

Mandatory District Reporting Requirements



Submission Frequency

Daily²: 1

Monthly: 2

Annually: 43

Every 2 years: 2

Every 3 years: 1

Other: 5

As Needed³: 9

Submission Method

There are 11 methods that districts use to submit mandatory district reporting requirements.

Qualtrics Form: 20

Email: 13

Utah Schools Information Management System (USIMS) / Utah eTranscript and Record Exchange (UTREx) : 7

Websites⁴: 6

Utah Program Improvement Planning System for Special Education (UPIPS) System: 6

Other submission methods include: Google Forms, Utah Grants, the Utah Post School Outcomes Survey (UPSOS), FastField, Progress, MOVEit, and Transition from Early Intervention Data Information (TEDI)

² The daily submission is the submission of data from LEA student information systems (SIS) to USBE through UTREx.

³ An example of a reporting requirement that is submitted "As Needed" is Sensitive Materials Challenges where an LEA submits information to the USBE about the final determination regarding a sensitive material allegation and the challenged instructional material.

⁴ This includes the Utah Cyber Center's website, USBE's School Land Trust website and the Department of Education's website for the Civil Rights Data Collection (CRDC).

LEA Administrative Burden

LEA staff⁵ provided administrative burden feedback on a sample of mandatory district reporting requirements, submitting responses for 30 of the 62 reporting requirements. Where multiple LEAs provided feedback on the same requirement, their responses were averaged.

Time Spent

LEA staff estimated their time spent on each reporting requirement in gathering information and submitting.

LEA staff dedicate approximately **4,211** hours per LEA on the 30 reporting requirements for which LEA staff responded. This is the equivalent of just over 2 full-time employees to complete about half of the total reporting requirements.

**4,211 hours per LEA
for half of the mandatory
district reporting
requirements**

⁵ The term LEA is used here because this section combines data from district and charter school responses.

Frustration Level

LEA staff were also asked to describe how frustrated they felt while completing the reporting requirement.

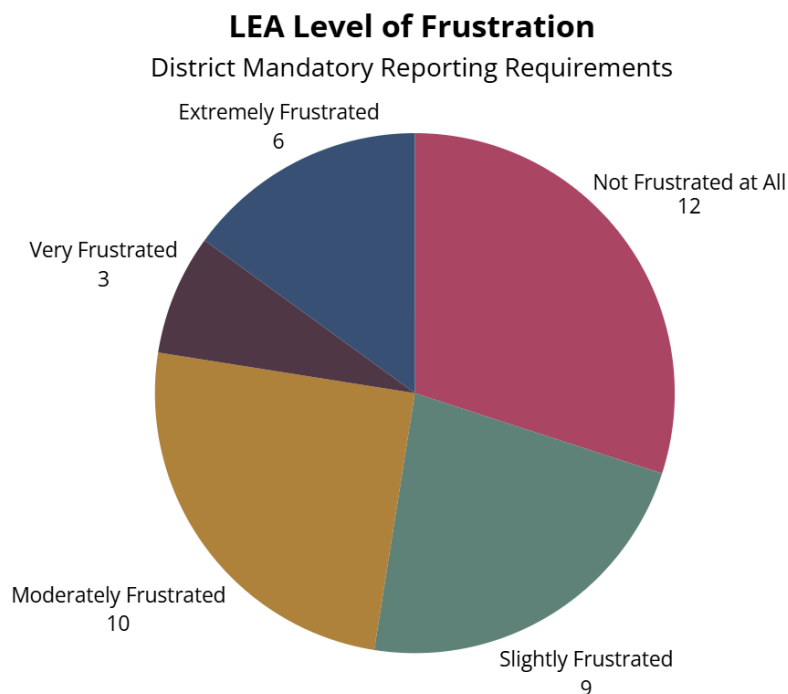
Not Frustrated at All: 12

Slightly Frustrated: 9

Moderately Frustrated: 10

Very Frustrated: 3

Extremely Frustrated⁶: 6



USBE Administrative Burden

Time Spent

USBE staff estimated their time spent on each mandatory district reporting requirement across four activities: preparation, LEA support and communication, data validation, and results analysis.

Combined together, staff dedicate approximately 41,049.5 hours on these reporting requirements, which is the equivalent of almost 20 full-time employees.

**41,049.5 hours of USBE time
for 88 mandatory district
reporting requirements**

⁶ One extremely frustrated LEA staff member mentioned that they no longer receive funding for the reporting requirement, but are still required to submit. Although they collect the required information internally, USBE requires them to submit it in a different way, adding to their frustration.

Frustration Level

USBE staff were also asked to describe how frustrated they felt during the facilitation of the reporting requirement.

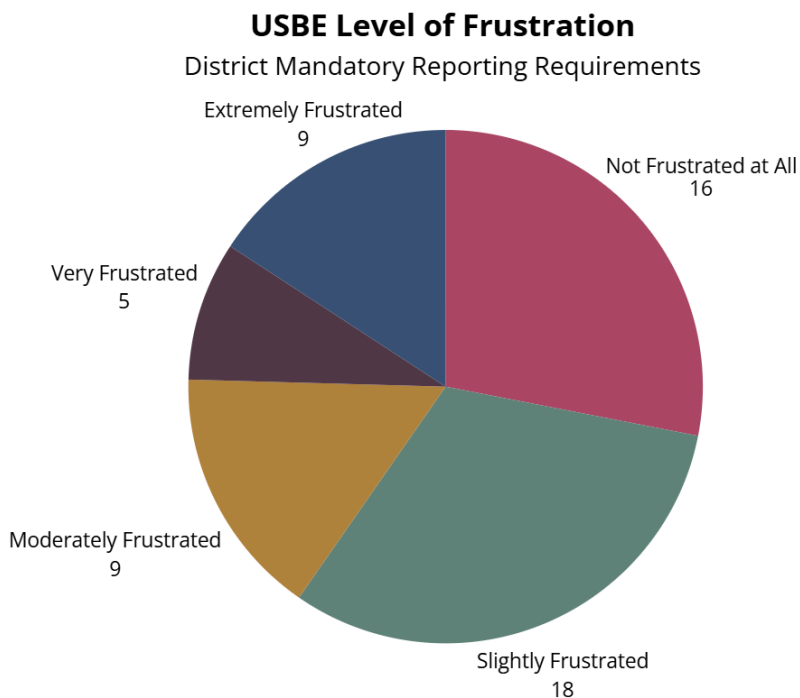
Not Frustrated at All: 16

Slightly Frustrated: 17

Moderately Frustrated: 9

Very Frustrated: 5

Extremely Frustrated⁷: 9



USBE Staff Recommendations

When compiling information for this reporting requirements catalog, USBE staff were asked if they had any recommendations for changes to the reporting requirements. USBE staff replied with many responses that have been sorted into the following categories. More details and examples related to these recommendations can be found in [Appendix B](#).

Specific Change: 9

These are recommendations that staff provided that include specific changes to the reporting requirement.

Elimination, Consolidation, or Reduction: 9

These USBE staff recommendations focused on eliminating, consolidating, or streamlining specific reporting requirements.

⁷ One extremely frustrated USBE staff member shared that a strict state code timeline forced USBE to implement a temporary Qualtrics workaround for a new reporting requirement while simultaneously building the permanent UTREx/USIMS solution. This overlapping workflow has doubled the workload for both USBE and LEA staff, who must now learn and provide feedback on two systems at once.

More USBE Action Based on Reporting Requirement Results: 4

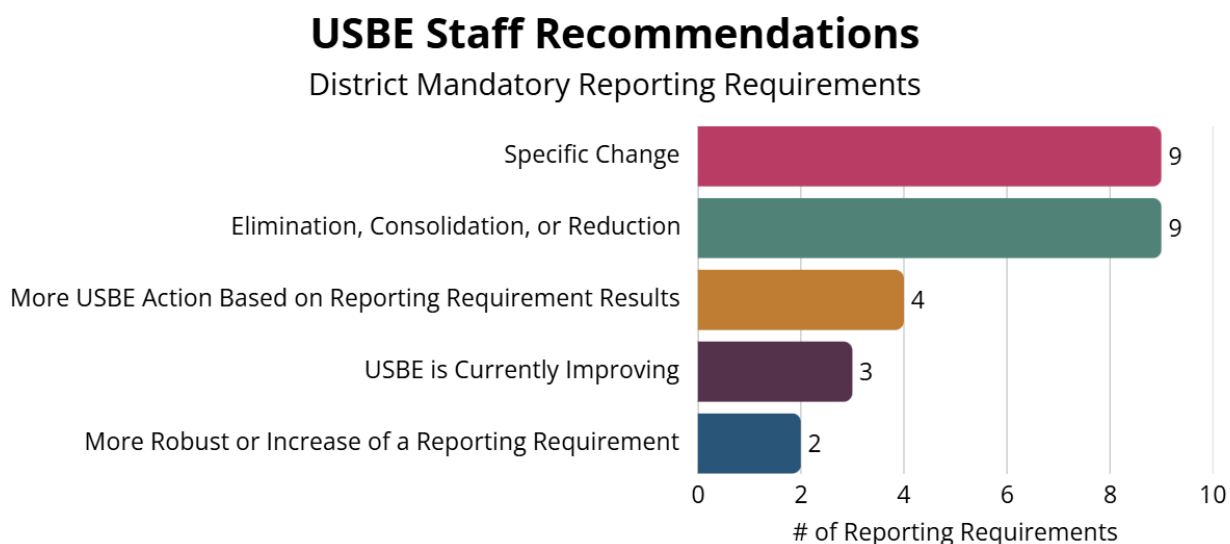
These are recommendations that USBE staff take more action either in compliance monitoring, consequences, or in support based on insights from data gathered.

USBE is Currently Improving: 3

These are comments where staff mentioned that they are currently working on improving the reporting requirement.

More Robust or Increase of a Reporting Requirement: 2

These are recommendations that data elements are added to a reporting requirement.



Mandatory Charter School Reporting Requirements

The following information includes only what USBE staff indicated that all charter schools must complete.

Note: Counts may not sum to the total due to missing data or nuanced responses that could not be categorized.

Number of Reporting Requirements

56

There are 4 mandatory reporting requirements that are only required for charter schools and not districts.

56 mandatory charter school reporting requirements

USB E Sections

The USB E sections primarily responsible for these reporting requirements are Student Services (9), Special Education (7), Financial Operations (7), and Student Data Privacy (5).

Legislative Basis

Reporting requirements are established through federal code, state code and USB E administrative rule—frequently through a combination¹.

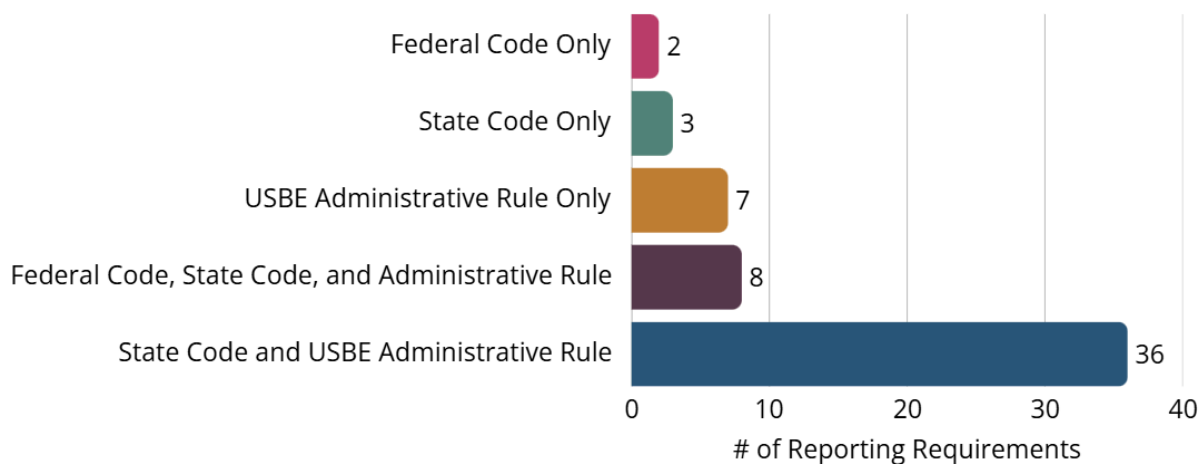
Mandatory charter school reporting requirements that are governed by each combination of federal code, state code and/or USB E administrative rule:

- **Federal Code Only:** 2
- **State Code Only:** 3
- **USB E Administrative Rule Only:** 7
- **Federal Code, State Code and Administrative Rule:** 8
- **State Code and USB E Administrative Rule:** 36

Altogether there are 11 mandatory charter school reporting requirements in federal code, 48 in state code, and 52 in USBE administrative rule.

Legislative Basis

Charter School Mandatory Reporting Requirements

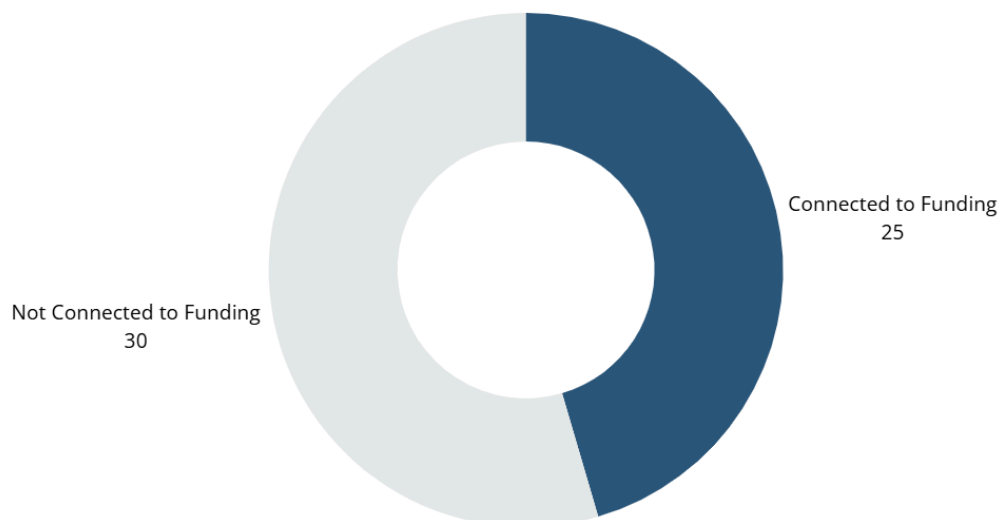


Funding Impact

USBE staff were asked whether there was funding attached to each reporting requirement. This funding could include funds given based on the data in a reporting requirement or funds withheld if a reporting requirement is not submitted. 25 mandatory charter school reporting requirements are connected to funds, 30 are not.

Funding Impact

Mandatory Charter School Reporting Requirements



Submission Frequency

Daily²: 1

Monthly: 1

Annually: 36

Every 2 years: 2

Every 3 years: 1

Every 5 years: 1

Other: 5

As Needed³: 9

The submission every 5 years is a State Charter School Board (SCSB) comprehensive review.

Submission Methods

There are 11 methods that charter schools use to submit mandatory reporting requirements.

Qualtrics Form: 20

Email: 8

Utah Schools Information Management System (USIMS) / Utah eTranscript and Record Exchange (UTREx): 7

Websites⁴: 6

Other submissions include: PrimeroEdge, Utah Program Improvement Planning System for Special Education (UPIPS), Progress MOVEit, FastField, Utah Post School Outcomes Survey (UPSOS), Utah Grants, Google Forms, and School Site Visit.

The school site visit is a portion of the SCSB Comprehensive Review.

LEA Administrative Burden

LEA staff⁵ provided administrative burden feedback on a sample of mandatory charter school reporting requirements, submitting responses for 31 of the 56

reporting requirements. Where multiple LEAs provided feedback on the same requirement, their responses were averaged.

Time Spent

LEA staff estimated their time spent on each reporting requirement in gathering information and submitting.

LEA staff dedicate approximately **4,041 hours** on these reporting requirements which is the equivalent of 2 full-time employees to complete just over half of the total reporting requirements.

**4,041 hours per LEA
for 55% of the mandatory
charter school reporting
requirements**

Frustration Level

LEA staff were also asked to describe how frustrated they felt during the reporting requirement.

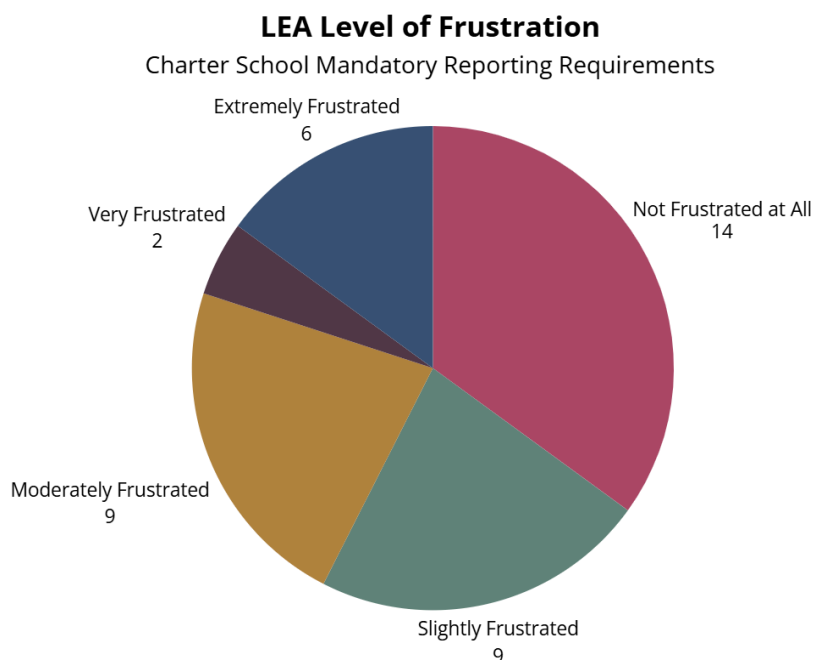
Not Frustrated at All: 14

Slightly Frustrated: 9

Moderately Frustrated: 9

Very Frustrated: 2

Extremely Frustrated⁶: 6



USBE Administrative Burden

State Charter School Board staff estimates have been included under “USBE staff”.

Time Spent

USBE staff estimated their time spent on each reporting requirement across four activities: preparation, LEA support and communication, data validation, and results analysis.

Combined together, USBE staff dedicate approximately **42,346.5 hours** on these reporting requirements which is the equivalent of more than 20 full-time employees.

**42,346.5 hours of USBE time
for 56 mandatory charter
school reporting requirements**

Frustration Level

USBE staff were also asked to describe how frustrated they felt during the facilitation of the reporting requirement.

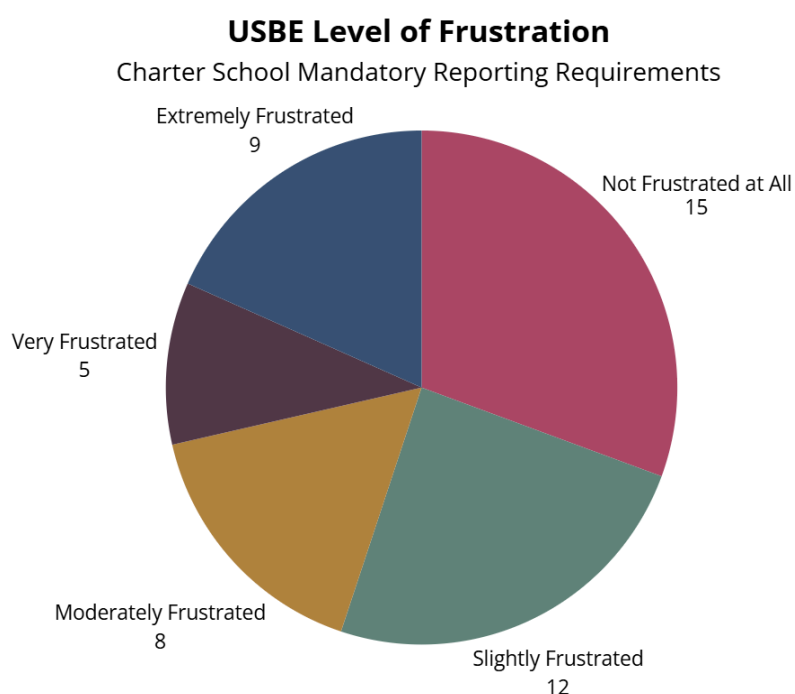
Not Frustrated at All: 15

Slightly Frustrated: 12

Moderately Frustrated: 8

Very Frustrated: 5

Extremely Frustrated⁷: 9



USB E Staff Recommendation

When compiling information for this reporting requirements catalog, USB E staff were asked if they had any recommendations for changes to the reporting requirements. USB E staff replied with many responses that have been sorted into the following categories. More details and examples related to these recommendations can be found in [Appendix B](#).

Specific Change: 7

These are recommendations that staff provided that include specific changes to the reporting requirement.

Elimination, Consolidation, or Reduction: 9

These USB E staff recommendations focus on eliminating, consolidating, or streamlining specific reporting requirements.

More USB E Action based on Reporting Requirement Results: 3

These are recommendations that USB E staff take more action either in compliance monitoring, consequences, or in support based on insights from data gathered.

USB E is Currently Improving: 3

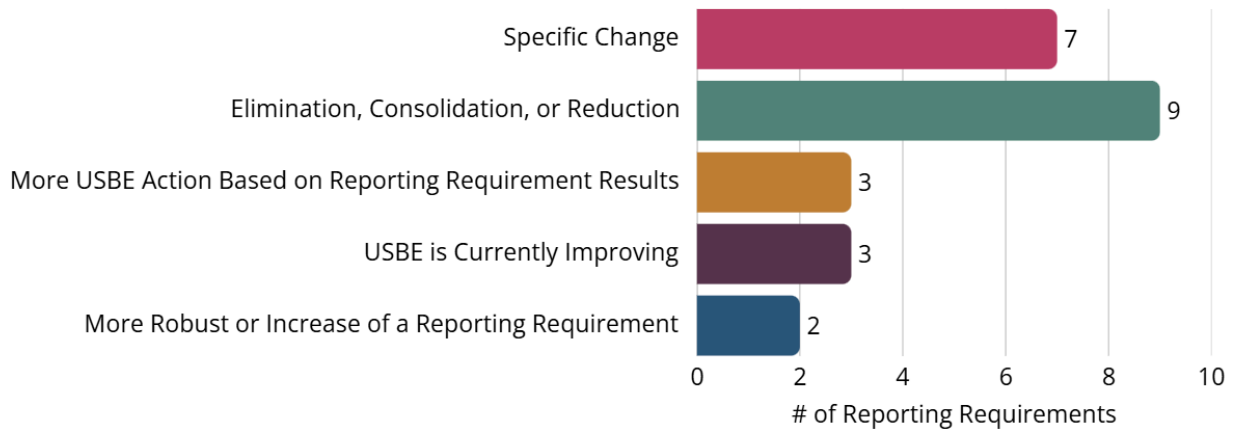
These are comments where staff mentioned that they are currently working on improving the reporting requirement.

More Robust or Increase of a Reporting Requirement: 2

These are recommendations that data elements are added to a reporting requirement.

USBE Staff Recommendations

Charter School Mandatory Reporting Requirements



Elective or Conditional Program Requirements

There are 110 reporting requirements that are only required of LEAs that elect to participate.

While not strictly required, many LEAs rely on funding or programming support offered through elective grants or programs offered by USBE, the state, or federal government. For example, 39 out of 41 school districts participated in the Beverley Taylor Sorenson grant program in 2024. This is technically optional, but most districts choose to participate despite 8 associated reporting requirements, which take an estimated 45.5 hours to complete. Similarly, the Federal Child Nutrition programs are optional; however, LEAs rely on their funding for their school lunch programs. Despite 28 reporting requirements that take an estimated 2,698 hours of staff time, all school districts participate in the National School Lunch Program (NSLP).

“While not strictly required, many LEAs rely on funding or programming support offered through elective grants or programs offered by USBE, the state, or federal government.”

Often the decision to participate in these elective reporting requirements is driven by LEA funding. 89 elective reporting requirements were identified by USBE staff as being connected to funds, either funds being disbursed or withheld and 21 are not. 78 of these elective reporting requirements are associated with grants. These 78 reporting requirements do not represent 78 separate grants. Instead, both the initial application and any subsequent data requests—such as the CPR Training Grant application and its reimbursement form—are counted as individual reporting requirements.

Conditional Reporting Requirements

Some reporting requirements, while not mandatory for all districts or all charter schools, are required of a large population of LEAs. For example, there are 12 reporting requirements that are only required of charter schools that are authorized by the State Charter School Board. However, 139 of the 151 (92%) of charter schools in Utah are authorized by the State Charter School Board, so for almost all of the charter schools in the state, this functions as a mandatory reporting requirement.

Additionally, there were 7 reporting requirements indicated by staff that an LEA would need to submit if they were identified by various criteria as needing interventive attention or support. For example, for each school designated as a Comprehensive Support and Improvement (CSI) school, an LEA would need to submit a Support and Improvement Plan (SIP).

Analysis

While mandatory reports are considered separately, most LEAs face a much larger set of reporting requirements than are captured there. Though exact numbers of reporting requirements vary by LEA, the typical reporting workload falls somewhere between the list of mandatory reports and the list of all reporting requirements.

Additionally, while some reporting requirements have been categorized as elective or conditional, one should note that many of these are effectively mandatory because an LEA is electing or directed to perform this work in order to receive essential funding necessary to drive educational outcomes.

Total Reporting Requirement Findings

The following two lists comprise the total reporting requirements of both mandatory and elective reporting requirements, separated into district and charter school totals.

Total District Reporting Requirements

This list includes all reporting requirements that a district must complete, as well as elective programs like grants and other programs.

Note: Counts may not sum to the total due to missing data or nuanced responses that could not be categorized. Further, these totals do not include conditional reporting requirements.

Number of Reporting Requirements

180

**180 total district reporting
requirements**

USB E Sections

The USB E sections primarily responsible for these reporting requirements are Child Nutrition (25), Career and Technical Education (18), ESSA programs (17), Arts and Wellness (17), and Financial Operations (14).

Legislative Basis

Reporting requirements are established through federal code, state code and USB E administrative rule—frequently through a combination¹.

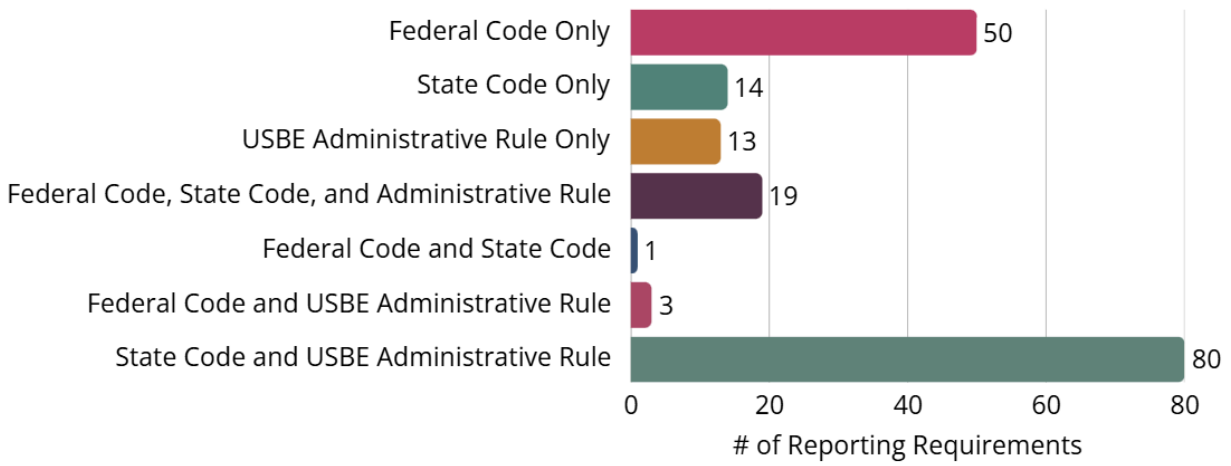
Total district reporting requirements that are governed by each combination of federal code, state code and/or USB E administrative rule:

- Federal Code Only: 50
- State Code Only: 14
- USB E Administrative Rule Only: 13
- Federal Code, State Code, and USB E Administrative Rule: 19
- Federal Code and State Code: 1
- Federal Code and USB E Administrative Rule: 3
- State Code and USB E Administrative Rule: 80

Altogether there are 74 total reporting requirements in federal code, 115 in state code, and 116 in USB E administrative rule.

Legislative Basis

Total District Reporting Requirements



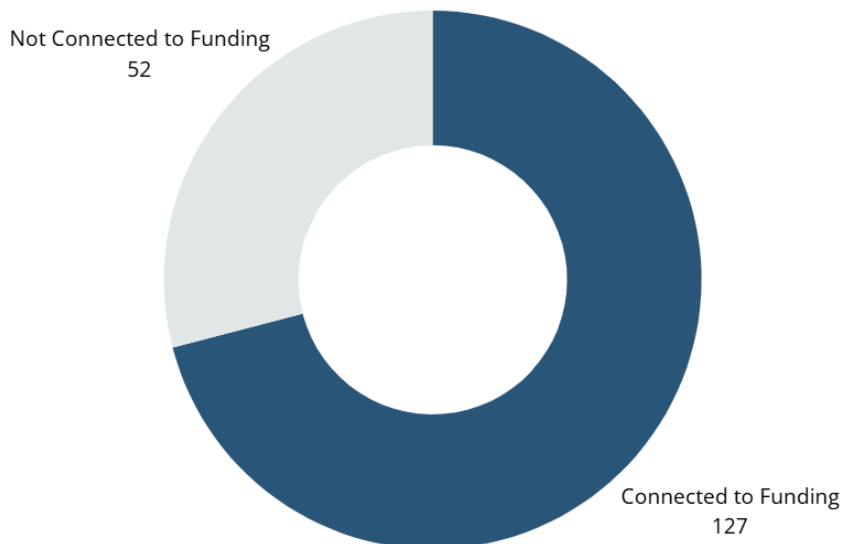
Funding Impact

USBE staff were asked whether there was funding attached to each reporting requirement. This funding could include funds given based on the data in a reporting requirement or funds withheld if a reporting requirement is not submitted.

127 total district reporting requirements are connected to funds, 52 are not.

Funding Impact

Total District Reporting Requirements



Submission Frequency

Daily²: 1

Monthly: 6

Quarterly: 2

Annually: 123

Every 2 years: 2

Every 3 years: 2

Other: 13

As Needed³: 27

Submission Methods

There are 11 methods that districts use to submit reporting requirements.

Qualtrics Form: 45

Utah Grants: 34

Email: 31

Websites⁴: 18

Google Form: 16

Utah Program Improvement Planning System for Special Education (UPIPS) System: 6

Other submissions include: PrimeroEdge, Utah Program Improvement Planning System for Special Education (UPIPS), Progress MOVEit, FastField, Transition from Early Intervention Data Information (TEDI) and Utah Post School Outcomes Survey (UPSOS), and Utah Schools Information Management System (USIMS) / Utah eTranscript and Record Exchange (UTREx)

LEA Administrative Burden

LEA staff⁵ provided administrative burden feedback on a sample of total district reporting requirements, submitting responses for 88 of the 180 reporting requirements. Where multiple LEAs provided feedback on the same requirement, their responses were averaged.

Time Spent

LEA staff estimated their time spent on each reporting requirement in gathering information and submitting.

LEA staff dedicate approximately **17,695 hours** on these reporting requirements which is the equivalent of 8.5 full-time employees to complete less than half of the total reporting requirements.

**17,695 hours per LEA
for 88 of the total district
reporting requirements**

Frustration Level

LEA staff were also asked to describe how frustrated they felt during the reporting requirement.

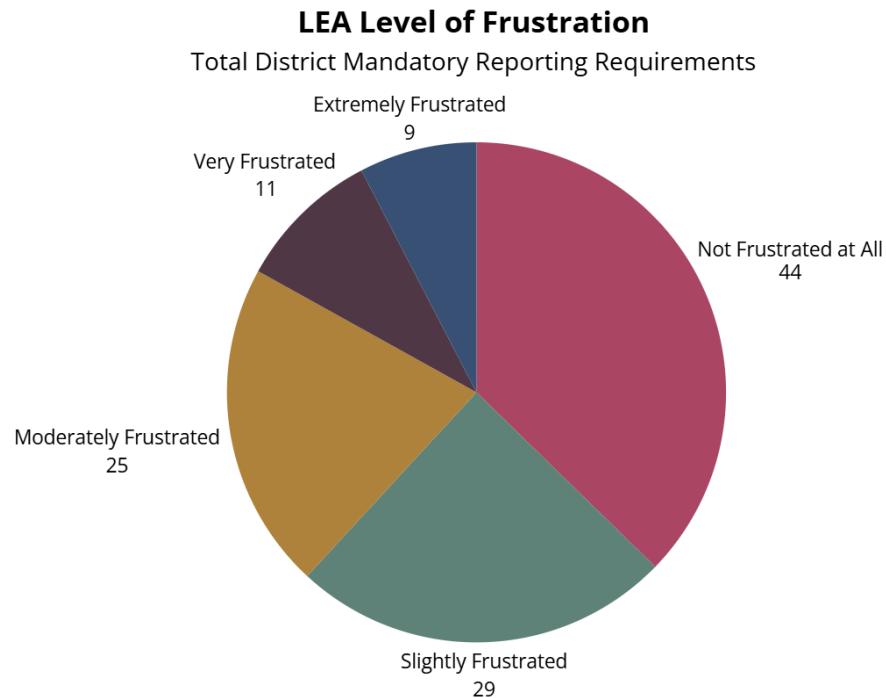
Not Frustrated at All: 44

Slightly Frustrated: 29

Moderately Frustrated: 25

Very Frustrated: 11

Extremely Frustrated⁶: 9



USBE Administrative Burden

Time Spent

USBE staff estimated their time spent on each reporting requirement across four activities: preparation, LEA support and communication, data validation, and results analysis.

Combined together, USBE staff dedicate approximately 609,256 hours on these reporting requirements which is the equivalent of more than 293 full-time employees.

**609,256 hours of USBE
for the 180 total district
reporting requirements**

Frustration Level

USBE staff were also asked to describe how frustrated they felt during the facilitation of the reporting requirement.

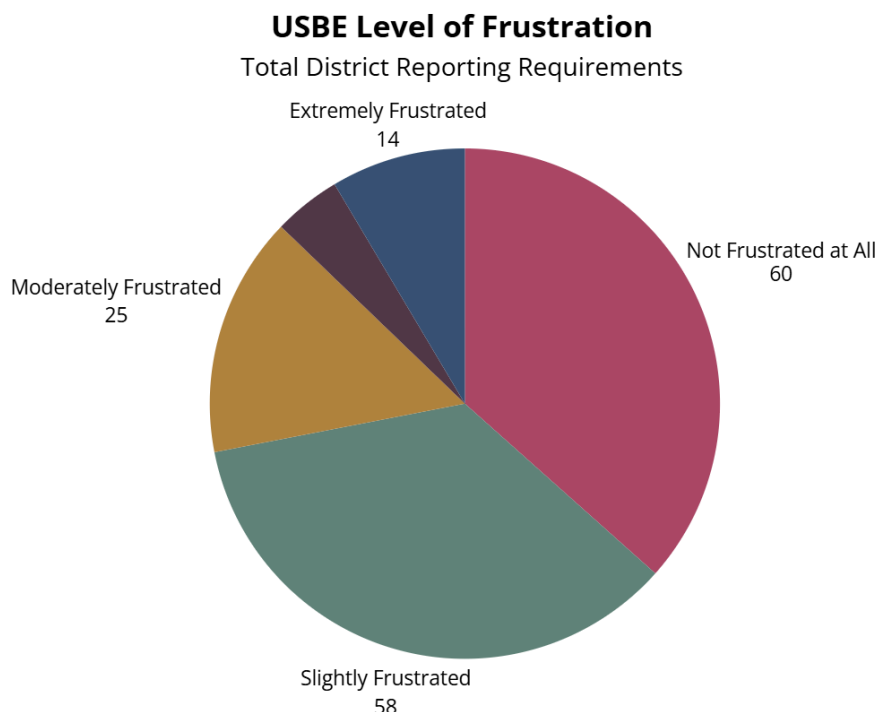
Not Frustrated at All: 60

Slightly Frustrated: 58

Moderately Frustrated: 25

Very Frustrated: 7

Extremely Frustrated⁷: 14



USBE Staff Recommendations

When compiling information for this reporting requirements catalog, USBE staff were asked if they had any recommendations for changes to the reporting requirements. USBE staff replied with many responses that have been sorted into the following categories. More details and examples related to these recommendations can be found in [Appendix B](#).

Specific Change: 13

These are recommendations that USBE staff provided that include specific changes to the reporting requirement.

Elimination, Consolidation, or Reduction: 16

These USBE staff recommendations focus on eliminating, consolidating, or streamlining specific reporting requirements.

More USBE Action based on Reporting Requirement Results: 4

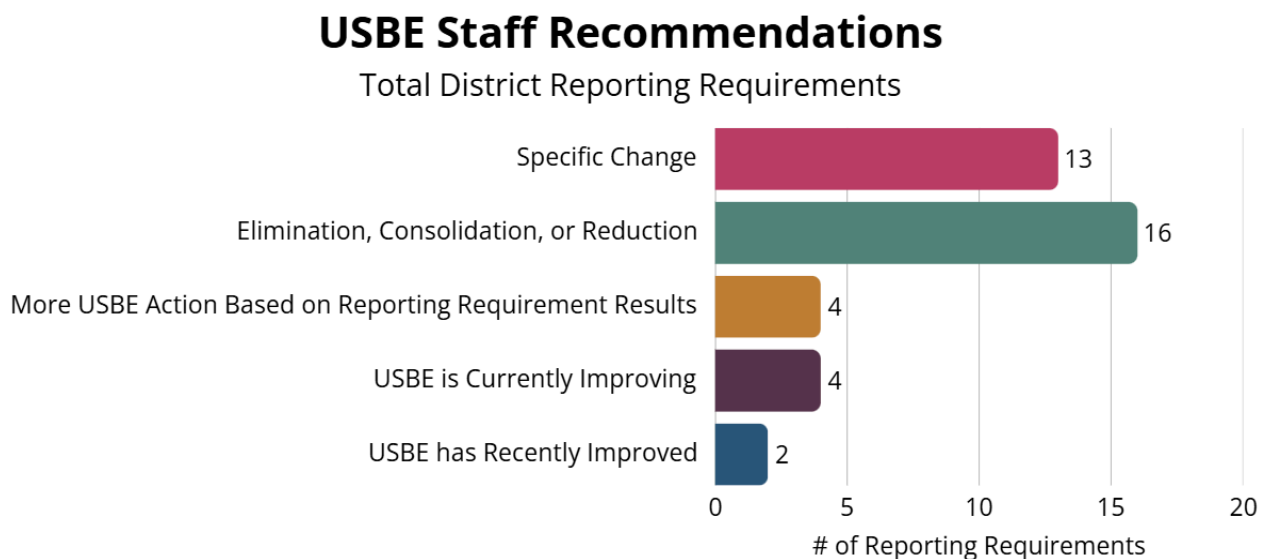
These are recommendations that USBE staff take more action either in compliance monitoring, consequences, or in support based on insights from data gathered.

USBE is Currently Improving: 4

These are comments where staff mentioned that they are currently working on improving the reporting requirement.

USBE has Recently Improved: 2

These are reporting requirements that staff indicated had recently been improved.



Total Charter School Reporting Requirements

This list includes all reporting requirements that LEAs must complete as well as elective programs like grants and other programs. This includes reports that must be submitted if a charter school is authorized by the State Charter School Board.

Note: Counts may not sum to the total due to missing data or nuanced responses that could not be categorized.

Number of Reporting Requirements

176

176 total charter school reporting requirements

USBE Sections

The USBE sections primarily responsible for these reporting requirements are Child Nutrition (25), Career and Technical Education (18), ESSA programs (17), Arts and Wellness (17), and Student Services (10).

Legislative Basis

Reporting requirements are established through federal code, state code and USBE administrative rule—frequently through a combination¹.

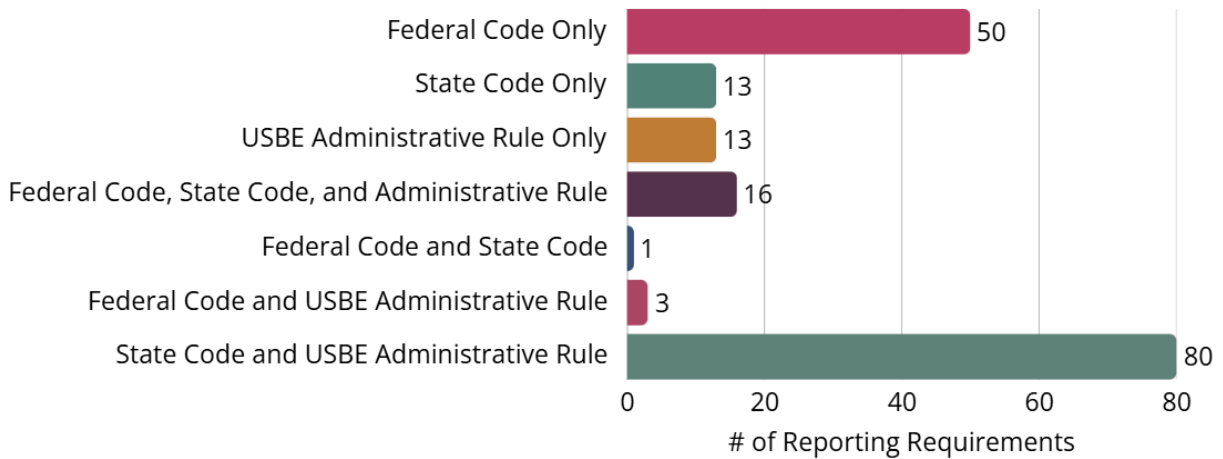
Total charter school reporting requirements that are governed by each combination of federal code, state code, and/or USBE administrative rule:

- **Federal Code Only:** 50
- **State Code Only:** 13
- **USBE Administrative Rule Only:** 13
- **Federal Code, State Code, and Administrative Rule:** 16
- **Federal Code and State Code:** 1
- **Federal Code and USBE Administrative Rule:** 3
- **State Code and USBE Administrative Rule:** 80

Altogether there are 71 total charter school reporting requirements in federal code, 111 in state code, and 113 in USBE administrative rule.

Legislative Basis

Total Charter School Reporting Requirements



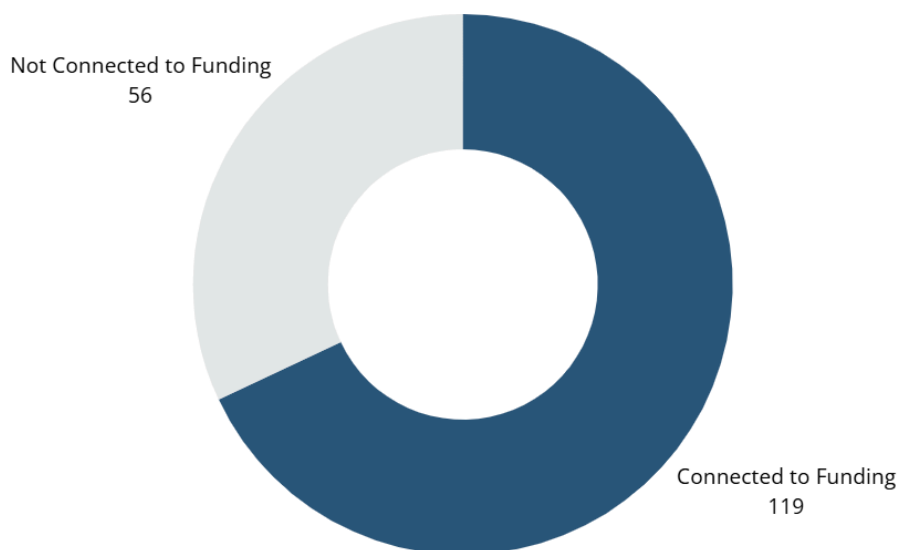
Funding Impact

USBE staff were asked whether there was funding attached to each reporting requirement. This funding could include funds given based on the data in a reporting requirement or funds withheld if a reporting requirement is not submitted.

119 reporting requirements are connected to funds, 56 are not.

Funding Impact

Total Charter School Reporting Requirements



Submission Frequency

Daily²: 2

Monthly: 5

Quarterly: 2

Annually: 119

Every 2 years: 2

Every 3 years: 2

Every 5 years: 1

Other: 13

As Needed³: 29

The daily submission is the submission of data from LEA student information systems (SIS) to USBE through UTREx.

Submission Methods

There are 21 methods that charter schools use to submit reporting requirements.

Qualtrics form: 45

Utah Grants: 34

Email: 28

Google Form: 17

Website⁴: 19

Other submissions include: PrimeroEdge, Utah Program Improvement Planning System for Special Education (UPIPS), Progress MOVEit, FastField, Utah Post School Outcomes Survey (UPSOS), School Site Visit, and Utah Schools Information Management System (USIMS) / Utah eTranscript and Record Exchange (UTREx).

The school site visit is a portion of the SCSB Comprehensive Review.

LEA Administrative Burden

LEA staff⁵ provided administrative burden feedback on a sample of total charter school reporting requirements, submitting responses for 89 of the 176 reporting requirements. Where multiple LEAs provided feedback on the same requirement, their responses were averaged.

Time Spent

LEA staff estimated their time spent on each reporting requirement in gathering information and submitting.

LEA staff dedicate approximately **17,726 hours** on these reporting requirements which is the equivalent of 8.5 full-time employees to complete half of the total reporting requirements.

17,726 hours per LEA
for half of the total charter
school reporting requirements

Frustration Level

LEA staff were also asked to describe how frustrated they felt during the reporting requirement.

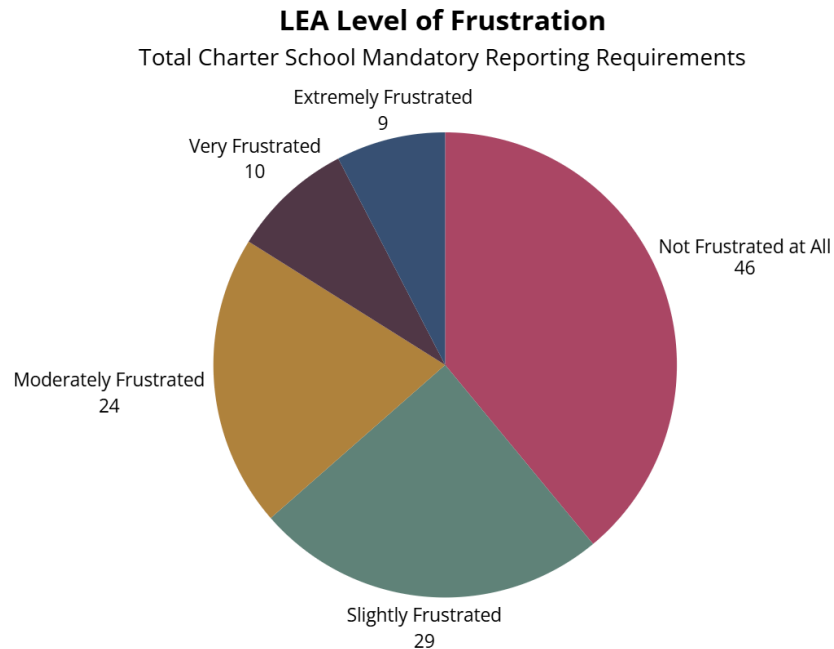
Not Frustrated at All: 46

Slightly Frustrated: 29

Moderately Frustrated: 24

Very Frustrated: 10

Extremely Frustrated⁶: 9



USBE Administrative Burden

State Charter School Board staff estimates have been included under “USBE staff”.

Time Spent

USBE staff estimated their time spent on each reporting requirement across four activities: preparation, LEA support and communication, data validation, and results analysis.

Combined together, USBE staff dedicate approximately 610,693 hours on these reporting requirements which is the equivalent of more than 293 full-time employees.

**610,693 hours of USBE time for
176 total charter school
reporting requirements**

Frustration Level

USBE staff were also asked to describe how frustrated they felt during the facilitation of the reporting requirement.

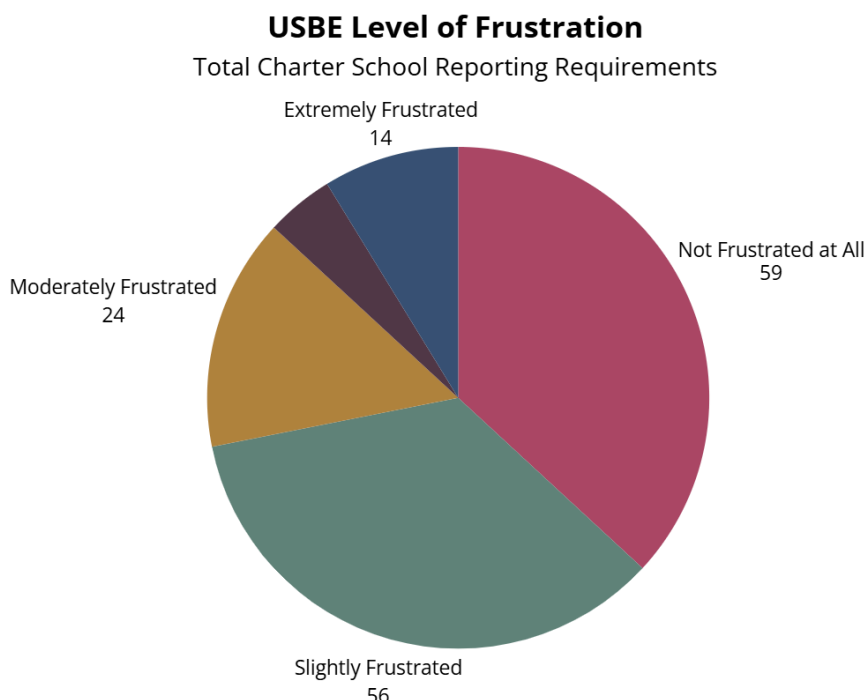
Not Frustrated at All: 59

Slightly Frustrated: 56

Moderately Frustrated: 24

Very Frustrated: 7

Extremely Frustrated⁷: 14



USBE Staff Recommendations

When compiling information for this reporting requirements catalog, USBE staff were asked if they had any recommendations for changes to the reporting requirements. USBE staff replied with many responses that have been sorted into the following categories. More details and examples related to these recommendations can be found in [Appendix B](#).

Specific Change: 12

These are recommendations that USBE staff provided that include specific changes to the reporting requirement.

Elimination, Consolidation, or Reduction: 16

These USBE staff recommendations focus on eliminating, consolidating, or streamlining specific reporting requirements.

More USBE Action based on Reporting Requirement Results: 5

These are recommendations that USBE staff take more action either in compliance monitoring, consequences, or in support based on insights from data gathered.

USBE is Currently Improving: 4

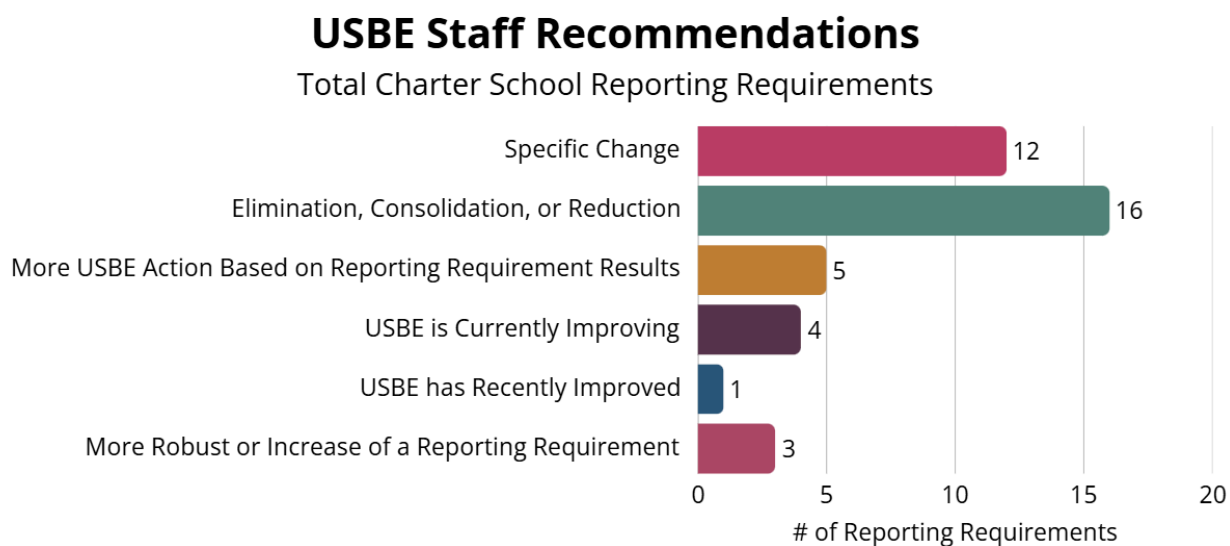
These are comments where staff mentioned that they are currently working on improving the reporting requirement.

USBE has Recently Improved: 1

These are reporting requirements that staff indicated had recently been improved.

More Robust or Increase of a Reporting Requirement: 3

These are recommendations that data elements are added to a reporting requirement.



Additional LEA Obligations

The reporting requirement catalog offers insights into reporting requirements which are required by the federal government, state legislature and USBE. The following are brief descriptions of other groups which request information, reports and data from LEAs.

Additional LEA Obligations

State Auditors
State Agencies/Entities
Local School Boards or Charter School
Governing Boards
Parents and Guardians
Members of the Community, Private
Companies and the Public at Large

State Auditors

The Office of the State Auditor (OSA) enforces standard accounting and financial reporting practices for local governments including LEAs. As part of their responsibilities, OSA requires LEAs to submit financial and operational data. LEAs must complete reports like the Fraud Risk Assessment Questionnaire annually to OSA.

The Office of the Legislative Auditor General (OLAG) is directed by the Utah Legislative Audit Subcommittee. When the Legislature makes audit requests, OLAG conducts these audits. Primarily OLAG conducts performance audits to evaluate the efficiency, effectiveness, and operations of governmental agencies or programs. As part of these audits and evaluations, OLAG periodically requests information from LEAs. LEA staff members have reported this burden increasing substantially in recent years.

State Agencies/Entities

There are many other entities that collect data from LEAs—some through USBE, others directly. For example, when there is a data breach, districts and charters report to the Utah Cyber Center. Similarly, LEAs must report to the Utah Department of Public Safety for the Utah School Safety Needs Assessment.

Local School Boards or Charter School Governing Boards

Local school boards or charter school governing boards often have their own priorities and can request data and reports from LEAs for their decision-making.

Parents/Guardians

Parents both request and receive information from LEAs. Parents can make requests of LEAs formally and informally. Under the Family Educational Rights and Privacy Act (FERPA), parents have the right to access, review and request amendments to their students' education records, thus parents can request information. When a student's records are requested, schools need to identify the correct data to respond to parents, but they also often need to verify the parent's identity and remove the data of other students.

LEA are also required to communicate with parents through report cards, opt-in/opt-out forms, a notice of the parent portal, reports on meetings with school counselors and more.

There are also many non-required data exchanges between LEAs and parents. As an example, an Assistant Principal from a medium-sized school district mentioned in an interview that they receive frequent requests of information from the members of a parent advocacy group in their area. Parents have also made other requests for their children's information including asking for student computer IDs in order to track their student's computer history. This required teachers to fill out information for each student and maintain that updated information for parents.

Members of the Community, Private Companies and the Public at Large

The public also requests information from LEAs, often in the form of a Government Records Access and Management Act (GRAMA) request. Under GRAMA, anyone can request public records and the LEA must respond in 10 business days. While LEAs are permitted to charge fees to cover the cost of searching for and compiling these requests, if fulfilling the request would take less than 15 minutes, then LEAs are responsible for completing the work for free. Even determining the amount of time a response will take, also takes LEA time.

Recently many LEA records managers have shared that private companies inside and outside of Utah have been using GRAMA requests for their commercial use, and inundating LEAs with requests that require response.

Other Types of LEA Administrative Burden

Besides reports or data submissions, LEAs are subject to many other requirements that result in administrative burden.

Required Trainings/Professional Development

Required training and professional development are not included in this report but represent a significant source of time and effort for LEAs. There are 30 required LEA trainings or professional development programs referenced in just USBE administrative rules, not including those only required in state and/or federal code.

Some of these trainings have more specific audiences, like the School Instruction and Sex Education Training, which is provided by USBE for educators with responsibility for any aspect of sex education instruction. Others are for all or most LEA staff, like the Data Privacy & Security Trainings, which are required for all volunteers, employees and contractors with access to student's personally identifiable information.

Trainings for a broad audience, like the federally-required Personal Protective Gear and Bloodborne Pathogens training, can result in thousands of hours of LEA employee time because many employees must complete them annually.

In an attempt to support LEAs with their required trainings and professional developments, USBE has been working to develop and provide them online at no additional cost to LEAs.

Compliance Monitoring

Significant LEA staff time is also spent on monitoring visits from USBE specialists, teacher and staff training, parent communication and other compliance activities.

Monitoring and compliance visits may also result in additional work for LEAs– such as requests for information, creating written plans and performing corrective activities. An example of this type of monitoring is program quality on-site reviews that must be completed every 4 years for approved Career and Technical Education (CTE) programs. As a part of these on-site reviews, LEAs must submit a 3-5 year plan, minutes and agendas for CTE program advisory committees and an active safety plan. Another example is from Adult Education, programs that are selected for on-site monitoring based on an annual risk assessment tool must gather documentation and prepare for the review.

Reporting Requirements for USBE

These are the reports that USBE must complete.

Note: Counts may not sum to the total due to missing data or nuanced responses that could not be categorized.

Number of Reporting Requirements

276

276 USBE reporting requirements

USBE Sections

Below is the number of reporting requirements submitted by each USBE section.

Data and Statistics: 84

Child Nutrition: 39

School Improvement: 37

ESSA Programs: 30

Youth in Care: 7

Career and Technical Education: 29

Financial Operations: 12

Special Education: 25

Teaching and Learning: 22

Effective Outcomes: 1

Arts and Wellness: 11

Educator Preparation: 4

English Language Arts: 2

STEM Integration and Support: 3

Policy: 8

Educator Licensing: 6

UPPAC: 1

Student Data Privacy: 1

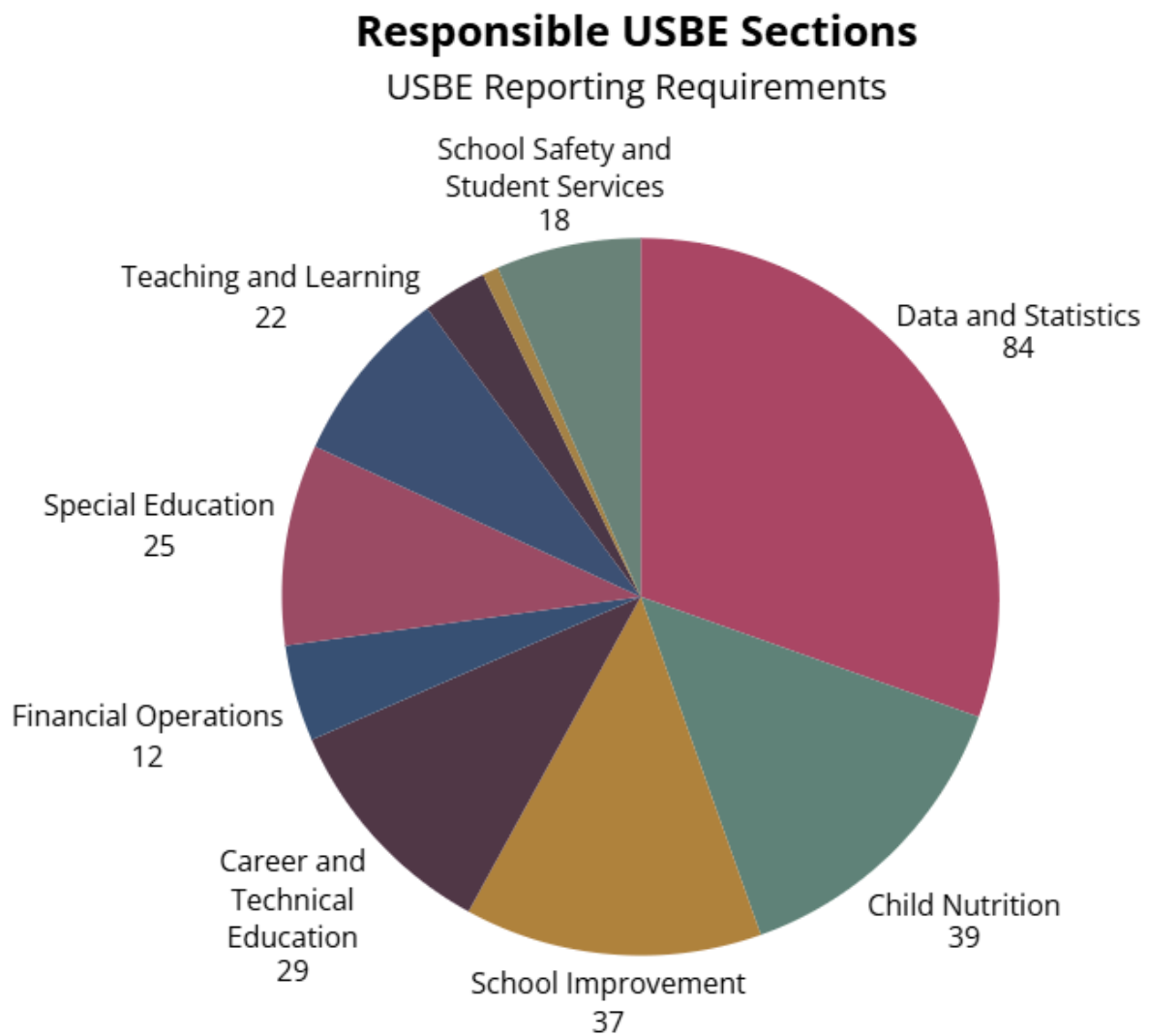
Achievement Support Services: 2

School Safety and Student Services: 18

School Safety Center: 1

Student Services: 16

Prevention: 1



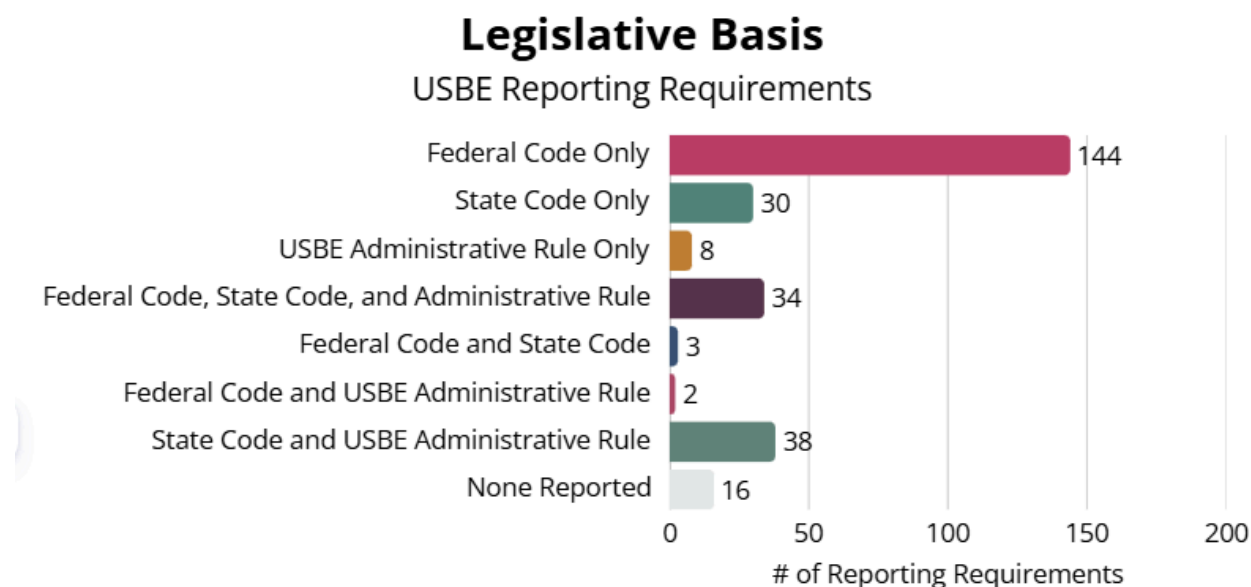
Legislative Basis

Reporting requirements are established through federal code, state code and USBE administrative rule—frequently through a combination¹.

USBE reporting requirements that are governed by each combination of federal code, state code and/or USBE administrative rule:

- **Federal Code Only:** 144
- **State Code Only:** 30
- **USBE Administrative Rule Only:** 8
- **Federal Code, State Code, and Administrative Rule:** 34
- **Federal Code and State Code:** 3
- **Federal Code and USBE Administrative Rule:** 2
- **State Code and USBE Administrative Rule:** 38
- **None Reported:** 16

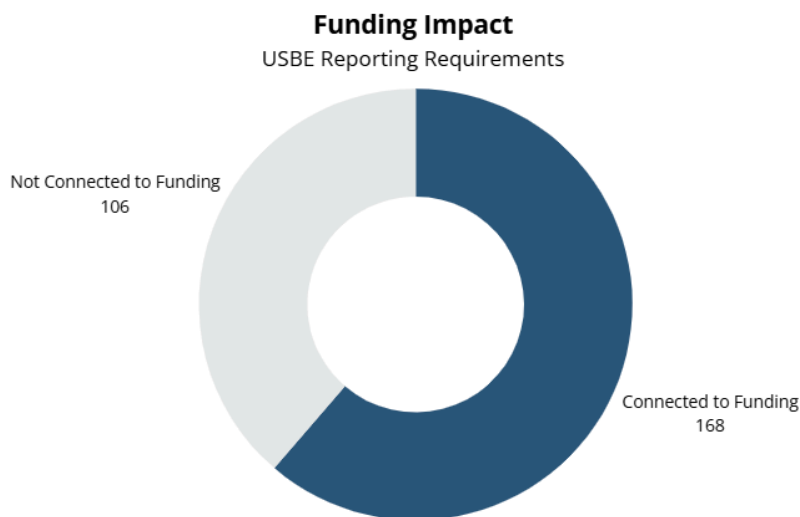
Altogether there are 183 reporting requirements for USBE in federal code, 105 in state code, and 82 in USBE administrative rule.



While some of the reporting requirements without legislative basis may be missing information, there are reporting requirements without legislative basis which USBE submits. One example is a report which is a submission to the State Board, which is not written into federal code, state code, or USBE administrative rules, but nonetheless completed annually.

Funding Impact

USBE staff were asked whether there was funding attached to each reporting requirement. This funding could include funds given based on the data in a reporting requirement or funds withheld if a reporting requirement is not submitted.



Submission Frequency

Daily: 1

Annually: 248

Every three years: 2

Every four years: 1

Other: 11

As Needed: 5

USBE has a daily submission to the federal government on migrant students. Migrant student programming is also the source of one of the reports which must

be submitted every 3 years. The other is the Administrative Review Final Result Report Summaries for Child Nutrition.

The Perkins State Plan is submitted to the federal government every four years.

Submission Methods

There are 12 methods that USBE uses to submit mandatory reporting requirements.

EdPASS: 92

EdPass is the U.S. Department of Education's data system.

Website: 72

Websites include Federal websites like the Perkins website and Title II as well as postings on USBE websites, the Utah Cyber Center website and more.

Email: 38

Vendor: 12

Other submissions include: PrimeroEdge, Progress, MOVEit, Qualtrics Survey, Shared Document, Google Form, Board Meeting Item, Vendors, and Utah's Adult Student Information System (UASIS)

USBE Administrative Burden

Time Spent

USBE staff estimated their time spent on each reporting requirement across four activities: preparation, LEA support and communication, data validation, and results analysis.

Combined together, staff dedicate approximately **99,029.5 hours** on these reporting requirements which is the equivalent of 47.5 full-time employees.

99,029.5 hours of USBE time for all USBE reporting requirements

Frustration Level

USBE staff were also asked to describe how frustrated they felt during the facilitation of the reporting requirement.

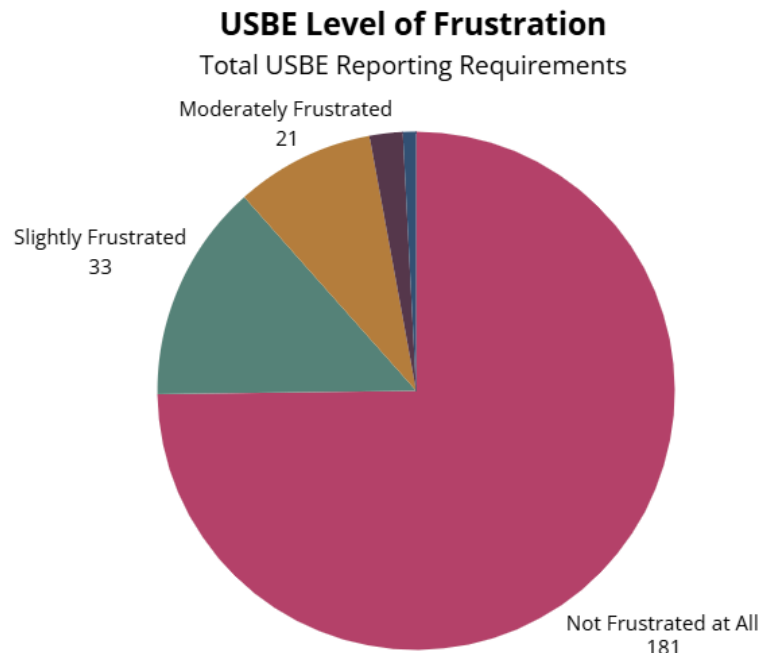
Not Frustrated at All: 181

Slightly Frustrated: 33

Moderately Frustrated: 21

Very Frustrated: 5

Extremely Frustrated⁷: 2



USBE Staff

Recommendations

When compiling information for this reporting requirements catalog, USBE staff were asked if they had any recommendations for changes to the reporting requirements. USBE staff replied with many responses that have been sorted into the following categories.

Specific Change: 19

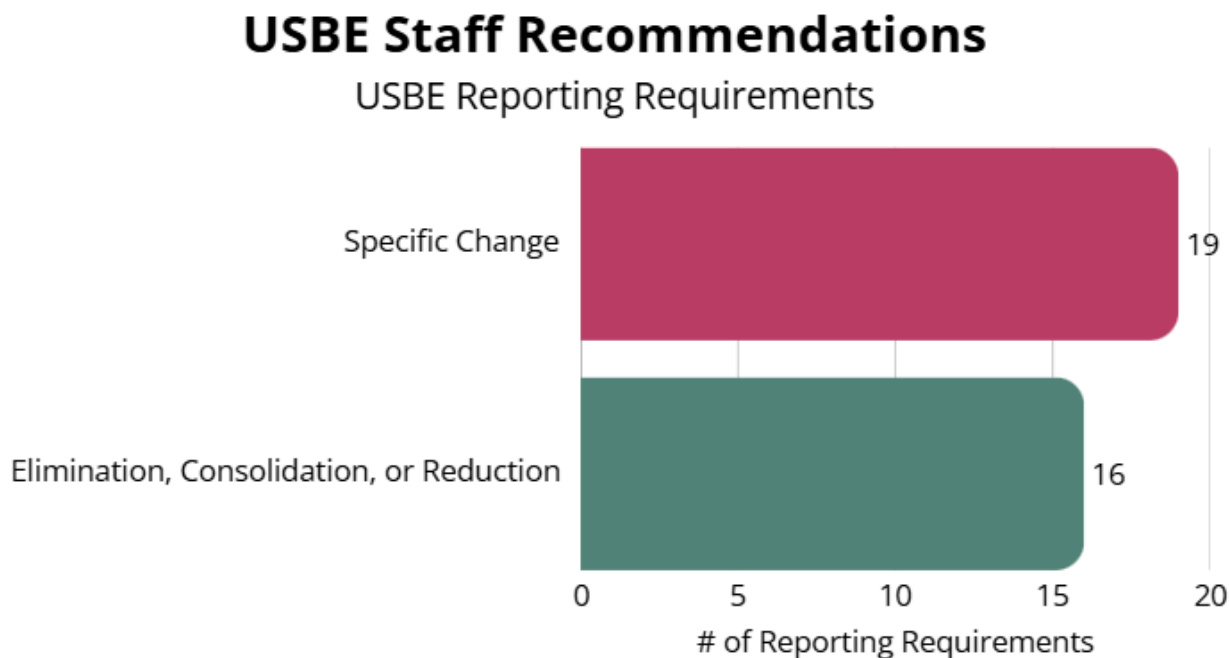
These are recommendations that USBE staff provided that include specific changes to the reporting requirement.

USBE staff recommended similar changes about aligning reports with other indicators or measures from other reports on seven reporting requirements.

Elimination, Consolidation, or Reduction: 3

These USBE staff recommendations focus on eliminating, consolidating, or streamlining specific reporting requirements.

One report was recommended for elimination by one USBE staff member because, “The reporting requirement and the program seem to have had limited success.”



Reporting Requirement Findings Analysis

Volume of Requirements & Staffing Impact

- **Districts:** Face between 63 and 180 mandatory reporting requirements.
- **Charter Schools:** Face between 56 and 176 mandatory reporting requirements.

FTE & Resource Allocation

Current data cannot precisely estimate the total FTE needed to fulfill all reporting obligations. While LEA estimates suggest approximately 2 FTEs are needed for half of the cataloged mandatory reports, this figure excludes major burden drivers such as Financial Operations, Special Education, and School LAND Trust. What is clear,

however, is that to fulfil the large number of cataloged reporting requirements and all other administrative tasks, LEA must allocate funding to administrators instead of allocating funding elsewhere.

**“The legislature or the board,
whoever's making all these
mandates... those become the
things that have to get done,
instead of the things that
make a school function
better.”**

**- Large School District Staff
Member**

Frustration Levels & Key Pain Points

Overall, the majority of LEA and USBE staff report low levels of frustration with most individual reporting requirements:

- **USBE Requirements: 88%** rated as *"not frustrated at All" or "slightly frustrated."*
- **District Requirements: 61%** rated as *"not frustrated at All" or "slightly frustrated."*
- **Charter School Requirements: 63%** rated as *"not frustrated at All" or "slightly frustrated."*

High-Frustration Outliers

Despite generally low frustration, specific outlier reports generate significant levels of frustration. The Civil Rights Data Collection (CRDC) requirement was consistently cited as the single most frustrating reporting requirement by LEAs due to its complexity, time demands, and a perceived lack of appropriate USBE support.

Grant Programs as Major Sources of Burden

While grant opportunities provide essential funding, the associated reporting requirements significantly increase administrative workload.

Layered Requirements

Grants often require an initial application report alongside multiple recurring evaluation reports to track funding compliance. Single grant programs can entail up to 8 separate reporting requirements—with Child Nutrition Programs requiring up to 28.

Diminishing Returns

The administrative burden has led some LEAs to question whether competitive grants are worth applying for. A USBE staff member noted that several LEAs opted out of a specific grant because they perceived the administrative hours required outweighed the funding awarded.

USBE Streamlining & Staff Recommendations

USBE specialists are already actively working to reduce LEA reporting burdens.

In total, USBE staff put forward 42 specific recommendations for improvement and 27 recommendations for report elimination, consolidation, or reduction.

On-going Improvements

Without prompting staff highlighted recent improvements made to 12 reporting requirements. Had the survey explicitly asked staff to indicate recent optimizations, this figure would likely be significantly higher based on staff interviews.

Agency-wide updates to the Utah Grants portal and ongoing efforts to consolidate compliance items through LEA Assurances have generated positive feedback from LEAs.

Key Reporting Requirement Challenges

Through feedback from the Data Systems and Reporting Advisory Committee, the Administration and Transparency Taskforce, LEA and USBE interviews as well as the compiling of the reporting requirement catalog, several major reporting requirement concerns have emerged.

Lack of Centralization

Prior to the creation of the reporting requirement catalog, no single source of truth had existed for reporting requirements.

Challenges for LEAs

School districts and charter schools struggled to find complete submission guidelines. Without cross-departmental visibility, LEA often were not aware of what data other departments within their own LEA were submitting.

Challenges for USBE

Internal USBE sections have operated mostly independently in their communications about reporting requirements with LEAs, making it difficult for one USBE section to see what another is requiring. Keeping LEAs informed about requirement updates has also been inefficient and ineffective for some USBE

sections, requiring some sections to communicate through multiple channels to attempt to reach LEAs.

Knowledge Loss & Turnover

The lack of a centralized catalog made onboarding and orienting new staff difficult during turnover at both USBE and LEAs.

Public & Legislative Transparency

Policymakers and the public have lacked a clear, accessible way to view reporting mandates or understand what data USBE actually collects. Some USBE staff have reported that this lack of clarity has contributed to state legislation that required redundant data collections.

Volume of New Legislatively Mandated Reporting Requirements

The passage of new education mandates during each Utah Legislative session expands the reporting workload for USBE and LEAs. The USBE policy team, taking a conservative approach to calculating new reporting requirements, estimated that in the 2025 general session, 12 new reporting requirements were established for LEAs and 15 for USBE. In the 2026 general session 8 new reporting requirements were established for LEAs and 12 for USBE. In the 2026 general session two reporting requirements were eliminated for LEAs, still resulting in a net gain of 6 new reporting requirements in 2026.

12 new LEA reports in 2025
15 new USBE reports in 2025

8 new LEA reports in 2026
12 new USBE reports in 2026

LEA and USBE staff both reported in catalog responses that the first year of a new reporting requirement takes substantially longer than the following years. Launching a new requirement demands planning, designing submission methods, consulting LEA stakeholders, and training LEA staff to ensure accurate submissions. Once data is submitted, USBE personnel must validate entries, correct errors, and analyze results.

A constant stream of new reporting mandates restricts USBE's ability to streamline existing processes, as staff time is consumed by rollout demands. Additionally, reporting mandates represent only a fraction of legislative updates. Each session, new legislation introduces administrative requirements across curriculum, testing, finance, personnel, athletics, technology, facilities and more. To manage this expanding workload alongside required reports, LEAs might direct funding toward administration rather than elsewhere.

Legislatively Mandated Quick Reporting Requirement Turn Around

Beyond the volume of new reporting requirements, legislatively imposed short deadlines strain both LEA and USBE staff, complicating effective rollout.

This strain is particularly acute for data submitted through USIMS/UTREx from LEA's SISs. These systems handle massive daily data loads and so changes are technically complex. LEAs must communicate updates to their specific software vendors, and achieving full data fidelity—through design, staff training, and software engineering. To capture a full year of reliable data—and to avoid disruptive mid-year system updates that yield incomplete results—this process can only fully launch in August of the following school year, roughly 15-18 months after the original legislative implementation date.

However, legislation frequently mandates an effective date of May or July following a legislative session, expecting active data collection for the school year beginning in August. Updating USBE's systems and ensuring accurate implementation across LEA vendor systems is simply not feasible within a one to four month window.

To comply with these unrealistic schedules, USBE must issue temporary "stopgap" surveys while permanent system updates remain in development. These workarounds double the workload for USBE staff and often force LEAs into labor-intensive, manual data collection without the built-in automation of their primary software.

Recommendations

Informed by a comprehensive analysis of education reporting requirements, the following recommendations have been developed for consideration.

Recommendations for the Legislature

#1 LEA Cost in Fiscal Notes

Recommended Action

That the Legislature explicitly incorporate LEA administrative burden into each bill's fiscal note

Key Benefits

Increased Transparency for Taxpayers & Policymakers

Fiscal notes inform legislators and the public about a bill's financial impact to ensure adequate funding. However, current fiscal notes sometimes omit direct LEA costs, leaving local property taxpayers to absorb unfunded mandates to their local districts and charter schools. Explicitly tracking this burden gives policymakers and the public crucial, realistic data on a bill's true cost.

Closing the Communication Gap

While USBE staff attempt to include known LEA costs during the session, the rapid pace of legislative proceedings makes consulting local districts in real time difficult. Formalizing LEA fiscal reporting bridges this gap.

Implementation Considerations

To account for LEA impact, the Legislature could introduce a distinct "Local Education Agencies & Schools" reporting category or expand existing "Local Government" or "Individual & Business" metrics. To gather local estimates quickly without stalling legislative timelines, the Legislature could consider options like establishing a rotating sample group of representative LEAs to provide fast-turnaround input or implement an LEA fiscal impact scale to categorize costs.

#2 The Reporting Requirements Catalog

Recommended Action

That the Legislature allocate \$200,000 of on-going funding for USBE to procure a dynamic software solution, transitioning the reporting requirement catalog from a static spreadsheet into an accessible, interactive platform

Key Benefits

Increased LEA Visibility & Personalization

Dynamic software offers customizable filtering and interactive dashboards. LEA administrators could filter out irrelevant data and generate personalized views or calendars that display only their specific reporting deadlines.

Improved USBE Usability

A solution which would include providing system access to all USBE staff eliminates maintenance bottlenecks, allowing program managers to update their specific requirements in real time. Modern platforms also support general project management, so staff can integrate catalog maintenance with other workflows—supporting sustainability.

Upgraded Catalog Content

Beyond simple text descriptions or links, an interactive platform can act as a comprehensive repository for each reporting requirement. Stakeholders could access detailed guidance, instructional videos, downloadable templates, and example submissions directly within individual report profiles.

Accelerated Report Consolidation

Centralized, high-level data visibility allows all stakeholders to more easily identify overlapping data demands, eliminate redundant requests, and consolidate similar reporting obligations across programs.

Implementation Considerations

Long-term sustainability depends on adopting a user-friendly platform that roots catalog updating directly into USBE staff workflow. Remaining on a static spreadsheet will require substantial staff hours to update manually, increase the risk of errors, and discourage LEA usage due to poor navigation.

Recommendation for both the Legislature and USBE

#3 Reporting Requirement Evaluation Matrix

Recommended Action

That the Legislature and USBE adopt a standardized evaluation matrix to assess reporting requirements during legislative drafting, rule making, periodic reviews, and report elimination decisions

Key Benefits

Transparent Impact: Provides clear visibility into who uses each report and how the collected data drives decision-making.

Transparent Effort: Quantifies the administrative workload and resource demands placed on both LEAs and USBE.

An evaluation matrix could prevent the codification of high-effort, low-impact reports while providing

Evaluation Matrix: A series of questions to assess the value of a reporting requirement by evaluating the effort exerted to collect the information as well as the impact of that information on stakeholder actions.

data-driven justifications for eliminating mandates or investing in high-impact collections.

Implementation Considerations

Effort vs. Impact Framework

The matrix acts as an evaluation tool, measuring the effort required to collect data against the impact of the resulting information.

Multi-Stakeholder Perspective

Impact and Effort can be assessed from three perspectives.

- **LEA Level:** District and Charter effort and impact
- **USBE Level:** Agency facilitation effort and impact
- **System-Wide Level:** Combined effort for LEAs and USBE and impact on LEA, USBE, policymakers, and the public

Uses Throughout the Policy Lifecycle

The matrix should be embedded across the entire policy lifecycle—from initial legislative drafting before a mandate is codified, to ongoing agency reviews and legislative oversight.

More details and a sample evaluation form can be found in [Appendix C](#).

Evaluation Matrix



Recommendations for USBE

#4 USBE Reporting Requirement Policy

Recommended Action

That the USBE adopt policies and procedures to standardize the reporting requirement collection process

Key Benefits

Consistency Across USBE

This policy will elevate agency-wide standards to match best current internal habits, eliminating inconsistent communication across sections.

Clarity for LEAs

This policy will alleviate LEA frustration by establishing clear guidelines regarding completion status, mandatory or optional reports and submission expectations.

Implementation Considerations

In drafting the new reporting requirements policy, USBE should consider including the following.

Staff will:

- Review any similar reports for possible report consolidation
- Review current data collected by USBE to ensure that there is no duplicative data collection
- Use one default submission method; if an alternative method is needed, it must go through an approval and justification process
- Follow a review and approval process outlined by USBE data governors
- Update the reporting requirements catalog to keep information current and accurate

Communication and report requests to LEAs should include:

- Consistent USBE branding
- A privacy notice
- A clear indication of whether the report is required or optional
- A clear indication of consequences associated with the report
- A citation of any relevant USBE administrative rule/statute
- If a report was submitted to USBE, a copy of the LEA's report or a detailed receipt showing successful submission should be provided to them within five business days
- If a survey is being collected, a PDF preview of all questions that will be asked should be included in the initial USBE communication for LEAs to review before beginning their submissions

#5 Recommendation to USBE: New Data Collection Legislative Request

Recommended Action

That the USBE establish an 18-month standard implementation timeline for new data collections

Key Benefits

Enhanced Legislative Transparency

Standards provide lawmakers with realistic expectations for data delivery and a clear understanding of the operational requirements for new requests, potentially encouraging more deliberate policy design surrounding data collection.

Elimination of Burden-Heavy Workarounds

An 18-month runway removes reliance on temporary, short-term solutions that often led to labor-intensive manual data entry, strain LEA and USBE resources, and delay permanent solutions.

Superior Data Quality

A realistic timeline protects data integrity by eliminating disruptive mid-year collection updates and rushed collection methods.

Implementation Considerations:

USBE may also consider developing a set of standardized evaluation metrics to assess technical complexity, system readiness, and resource requirements for any newly proposed reporting requirement. For example, some data collection, which will never go through an LEA's SIS, might be considered for shorter implementation runways after being evaluated.

Other Reporting Requirement Considerations

Utah Code § 53E-3-526 required USBE to examine recommendations for LEA input, regular reviews and sunset provisions. Based on the research conducted, these have not been recommended, but some considerations have been included here.

LEA Input

Based on interviews with USBE staff who facilitate reporting requirements, many USBE staff have close communication with LEAs who submit reporting requirements. USBE staff spent over 53,085 hours annually in training, support and communication with LEAs about their reporting requirements. It is clear from these estimates that many USBE staff find themselves in frequent communication with LEAs where feedback is also provided to staff.

Based on these findings, further opportunities for structured LEA input has not been recommended as a high priority. However, if more accurate insight into the administrative burden of reporting requirements of LEAs is desired, LEA input could be provided for each reporting requirement.

Regular Reviews of Reporting Requirements

There are many ways to ensure that reporting requirements are regularly reviewed as long as the reporting requirements catalog remains maintained.

Annual, three year, or five year review cycles could be considered.

Ultimately, it is recommended that incorporating an evaluation matrix, as seen in [Appendix C](#) into each step of the policy lifecycle would be a more powerful tool for review than a regular timed review. Additionally, if USBE staff members continually monitor the reporting requirement catalog, per recommendation #2 and #4, then regular reviews should be happening often.

Sunset Provisions

Sunset provisions are language written into a law that states that the law will be eliminated at a certain date. This requires the legislature to actively change the law if they would like the law to continue to be in effect.

Possible Benefits

Sunset provisions can allow policymakers the opportunity to eliminate programs or requirements that are not serving the interests of the public—either by their purpose or by their lack of efficiency. Policymakers then have the opportunity to reallocate resources to programs or reporting requirements that are better serving the interests of the public.

Many reporting requirements are, at least in part, required so that policymakers can make decisions about whether a program is effective or not. If the policymakers are not using the report or if staff feel that the information in the report is not adequate to be actionable, then policymakers should eliminate or modify the code.

Considerations

Sunset reviews introduce additional administrative burden to the legislature, USBE, and LEAs as they gather evidence for the review. This could be mitigated by a tool like an evaluation matrix outlined in recommendation #3, which standardizes the type of information policymakers might review when considering a sunset provision.

One possible implementation would be a five year sunset review on all laws or USBE administrative rules that require data collection from LEAs or USBE to USBE and/or the legislature, including grants, surveys, reports and SIS data collection elements.

Future Work

Grant and Elective Reporting Requirements

Future analysis should evaluate opportunities to consolidate grant applications and other elective reporting requirements. Assessing LEA participation rates, the administrative hours required for compliance, and the resulting funding allocations would provide insight into the return on investment of competitive grant funding relative to its administrative burden.

School Level Burden

Further research is recommended to evaluate the administrative burden that reporting requirements place on individual schools. Although measuring school-level impact was beyond the primary scope of this study, data gathered during the creation of the reporting requirement catalog revealed a significant operational footprint. Specifically, USBE staff identified 45 reports that originate at the school level or are directly submitted by school staff, including nine reports required from classroom teachers.

While nine teacher-submitted reports may appear minor relative to the 63 required from districts, the aggregate time investment is substantial. For

instance, a single reporting requirement completed by every teacher statewide—even if taking only five minutes per person—could consume an estimated 2,583.33 total hours of staff time.

Trainings and Professional Development

Investigating a similar reporting requirement catalog for LEA required training or professional development could help coordination and transparency. Mandatory trainings are frequently cited by LEAs as a major source of administrative frustration and a substantial use of staff time. Creating a single repository would allow LEA to better track these requirements, while allowing the USBE and State legislature more clear insight.

Fiscal Note Misalignment

USBE staff have reported a growing trend where fiscal note estimates provided to the state legislature during the legislative process are not fully funded in final appropriations. This gap between requested and appropriated funding could significantly increase the USBE's operational burden. Unfunded or underfunded reporting mandates likely stretch existing staff capacity and agency resources, directly reducing the time USBE personnel can dedicate to supporting LEAs, improving data quality, and streamlining current reporting workflows. Investigating this misalignment could yield powerful data and insights into the legislative process and USBE funding.

Appendix

Appendix A: The Data System and Reporting Advisory Committee

In accordance with Utah Code § 53E-3-526 and under the guidance of Utah State Board of Education Board leadership, the Data Systems and Reporting Advisory Committee was formed with a variety of required stakeholders; however, all individuals with relevant interest and experience were invited to apply. Information and applications were emailed to subscribers on electronic mailing lists of LEA staff in May 2025. A panel of USBE staff reviewed and ranked all applications received. Members were selected based on their relevant experience and to ensure varied representation. The committee was finalized at the end of May and held its first meeting in early June.

The committee convened 19 times between June 3, 2025 and the end of July 2026. The dedication of the committee members is particularly noteworthy, as these meetings were each about two hours long.

The committee has had a total of 24 members throughout its course. There are 15 members currently working in LEAs. Of these members, there is a mix of urban, rural and charter LEAs represented. Four of Utah’s six largest school districts—Davis, Jordan, Nebo, and Washington County—are represented on the committee. One committee member is an elected USBE board member, five are USBE staff members, and one is a representative from the Department of Administrative Services.

Role	Appointed Individual
Representative from the Department of Administrative Services	• Maren Peterson

District or charter school technology director	• David Williams, <i>Davis</i> • Melisa Richardson, <i>Logan City</i>
District or charter school designated data manager	• Jim Black, <i>Washington County</i> • Caleb Olson, <i>Jordan</i> • Emily Bejarano, <i>Academica West (representing charters)</i>
District or charter school designated information security officer	• Jason Eyre, <i>Murray</i>
District or charter school appointed records officer	• JaDean Frehner, <i>InTech Collegiate Academy Charter</i> • Stacie Gomm, <i>Cache County</i> • Scot McCombs, <i>Canyons</i>
District or charter school legal counsel	• Ben Onofrio, <i>Davis</i>
District or charter school business administrators	• Misty Biesinger, <i>Greenwood Charter</i>
Other	• Tracy Nuttall, <i>Former Legislative Attorney</i> • Steven Harwood, <i>Jordan</i> • Eric Ferrin, <i>Nebo</i> • Logan Staheli, <i>Iron County</i> • Jonathon English, <i>San Juan</i>
Utah School Superintendents Association/Utah School Boards Association Representative	• Ben Dalton, <i>Kane County</i>

Board member of the Utah State Board of Education	• Sarah Reale
USBE Deputy Superintendent of Policy	• Elisse Newey
USBE Director of Privacy	• Katy Challis
USBE Director of Data and Statistics	• Aaron Brough
USBE Information Technology Deputy Director	• Jared Felt
USBE Chief Product Owner and Program Manager for USIMS	• Katrina Brinkley

Appendix B: Examples of USBE Staff Recommendations

When compiling information for this reporting requirements catalog, USBE staff were asked if they had any recommendations for changes to the reporting requirements. USBE staff replied with many responses that have been sorted into the following categories. Examples of the staff comments have been provided below.

Specific Changes

For example, one USBE staff member recommended changing a reporting requirement's submission date by a month.

A USBE staff member recommended simplifying a required data collection element based on a common LEA submission mistake.

Elimination, Consolidation, or Reduction

These USBE staff recommendations focused on eliminating, consolidating, or streamlining specific reporting requirements.

One USBE staff member recommended eliminating one reporting requirement because it is "an unnecessary step". Another USBE staff member recommended consolidating two reports in Student Services because, "currently UTREx and Qualtrics are used to collect this data."

One USBE staff member recommended eliminating a reporting requirement because, "the data isn't being used to establish corrective action for those schools who are not meeting the requirements." Another USBE staff member mentioned that they had submitted a policy request to repeal a code with a reporting requirement during the 2026 legislative session and would likely make another request during the 2027 legislative session.

More USBE Action Based on Reporting Requirement Results

These are recommendations that USBE staff take more action either in compliance monitoring, consequences, or in support based on insights from data gathered.

A USBE staff member recommended more LEA training throughout the year to support an annual submission, rather than just LEA training when LEAs are submitting.

One USBE staff member recommended greater LEA accountability for accuracy in School LAND Trust. They shared, “In practice, assurances are sometimes submitted despite underlying reporting deficiencies, which reduces the assurance's value as a compliance control. Introducing graduated consequences or corrective requirements for inaccurate certifications would strengthen oversight and reinforce the importance of accurate attestation.”

USBE is Currently Improving

These are comments where staff mentioned that they are currently working on improving the reporting requirement.

School LAND Trust similarly shared, “We are actively redesigning this form to make it easier for councils, schools, and LEAs to maintain compliance. We expect to launch the updated version within the next two years.”

In Student Services one staff member explained, “We are currently working on an updated and easier template that is being piloted in several LEAs this year”.

More Robust or Increase of a Reporting Requirement

These are recommendations that data elements are added to a reporting requirement.

A staff member in Career and Technical Education recommended collecting an additional data element in the reporting requirement to be able to compare data and analyze the results to find actionable data.

A USBE staff member recommended that staff “redesign the report to require a more thorough review” to support increased compliance with more robust requirements.

Appendix C: Reporting Requirement Evaluation Matrix

The proposed evaluation matrix uses a structured questionnaire to measure the strategic value of a reporting requirement by weighing the effort required to collect the data against the impact of the information on stakeholder decision-making.

Matrix Architecture

Questions are divided into two primary dimensions: *Impact* and *Effort*.

To gather an evaluation for three distinct levels, LEA, USBE, and System-Wide, tailored questions are used for each level.

Responses are weighted to generate an overall score, plotting each reporting requirement into its corresponding matrix quadrant to guide policy decisions.

Sample Questions

Below are examples of questions that could be used to plot a reporting requirement on an evaluation matrix.

Impact

1. Actionable means that the report includes enough information to make informed decisions

Select each of the following which is true:

2 points weighted: The information gained from this report is actionable by LEAs

2 points weighted: The information gained from this report is actionable by USBE

0 points weighted: The information gained from this report is not actionable

2 points weighted: The information gained from this report is actionable by the Legislature

2. How often does information from this report impact or change the legislature's decisions?

0 points weighted: Unsure

- 0 points weighted: Never
- 1 point weighted: Rarely
- 2 points weighted: Sometimes
- 3 points weighted: Often
- 4 points weighted: Always

3. How often does information from this report impact or change USBE's decisions?

- 0 points weighted: Unsure
- 0 points weighted: Never
- 1 point weighted: Rarely
- 2 points weighted: Sometimes
- 3 points weighted: Often
- 4 points weighted: Always

4. How often does information from this report impact or change LEA's decisions?

- 0 points weighted: Unsure
- 0 points weighted: Never
- 1 point weighted: Rarely
- 2 points weighted: Sometimes
- 3 points weighted: Often
- 4 points weighted: Always

5. How much information gained from this report is made publicly available?

- 0 points weighted: None of the information
- 1 point weighted: A little of the information
- 2 points weighted: Some of the information
- 3 points weighted: Much of the information
- 4 points weighted: All of the information

6. How much of the information in this report is already available to the entity collecting it through other sources?

- 3 points weighted: None of it is available through other sources
- 2 points weighted: Some of it is available through other sources
- 1 point weighted: Most of it is available through other sources
- 0 points weighted: All of it is available through other sources

Effort

1. If an opt-in report: Select how many LEAs typically opt in to complete this report.

If a mandatory report: Select how many LEAs are supposed to complete this report.

1 point weighted: 0-20%

2 points weighted: 21-40%

3 points weighted: 41-60%

4 points weighted: 61-80%

5 points weighted: 80-100%

2. USBE staff spend time tracking down and contacting LEAs who do not complete the reporting requirement.

0 points weighted: Strongly disagree

1 point weighted: Disagree

2 points weighted: Neither Agree nor Disagree

3 points weighted: Agree

4 points weighted: Strongly Agree

3. USBE staff complete extensive data review and error corrections after the submission of this reporting requirement

0 points weighted: Strongly disagree

1 point weighted: Disagree

2 points weighted: Neither Agree nor Disagree

3 points weighted: Agree

4 points weighted: Strongly Agree

4. How long does it take to facilitate or complete this report in USBE time?

1 point weighted: 0-5 hours

2 points weighted: 6-20 hours

3 points weighted: 21-40 hours

4 points weighted: 41-60 hours

5 points weighted: 61+ hours

5. How long does it take to complete this report in LEA time?

1 point weighted: 0-5 hours

2 points weighted: 6-20 hours

3 points weighted: 21-40 hours
4 points weighted: 41-60 hours
5 points weighted: 61+ hours

6. For the entity which is submitting the reporting requirement (LEA or USBE): It is a difficult process to collect/create the data for this reporting requirement.

0 points weighted: Strongly disagree
1 point weighted: Disagree
2 points weighted: Neither Agree or Disagree
3 points weighted: Agree
4 points weighted: Strongly Agree

7. This report requires a new data collection element in UTREx

0 points weighted: No
3 points weighted: Yes

8. Staff at a school level (not a district staff or charter school administrator level) must work on inputting the information for this reporting requirement

0 points weighted: None of the staff
1 point weighted: A little of the staff
2 points weighted: Some of the staff
3 points weighted: Much of the staff
4 points weighted: All of the staff

9. USBE must offer extensive trainings and support for LEAs to complete this reporting requirement

0 points weighted: Strongly disagree
1 point weighted: Disagree
2 points weighted: Neither Agree or Disagree
3 points weighted: Agree
4 points weighted: Strongly Agree

10. USBE staff must receive extensive trainings and support to complete this reporting requirement

0 points weighted: Strongly disagree
1 point weighted: Disagree

2 points weighted: Neither Agree or Disagree

3 points weighted: Agree

4 points weighted: Strongly Agree

Citations

Jilke, S., Bækgaard, M., Herd, P., & Moynihan, D. (2024). Short and sweet: Measuring experiences of administrative burden. *Journal of Behavioral Public Administration*, 7. <https://doi.org/10.30636/jbpa.71.340>

Office of the Legislative Auditor General, State of Utah. (2019, December). *A performance audit of public education reporting requirements* (Report No. 2019-14). https://le.utah.gov/audit/19_14rpt.pdf

UTAH STATE BOARD OF EDUCATION

Subject:

ACTION: Requests for Statutory Changes

Agenda item type:

Action Item

Recommended Action:

That the Board directs staff to work with legislators on potential amendments to the Utah Code as proposed.

Purpose of Memo:

Recommended by leadership

Background:

Each year, the Utah State Board of Education (USBE) engages in a proactive legislative preparation process to identify, refine, and prioritize statutory amendments ahead of the upcoming General Session. This timeline ensures the Board has sufficient opportunity to collaborate with legislators and present priority proposals to the Education Interim Committee during its fall meetings (typically held in October) before bills are formally introduced. Legislative requests vary in scope, ranging from technical cleanup and statutory alignment to significant statewide policy shifts. Proposals may originate directly through Board motions or be initiated by Board staff in response to operational needs, internal audits, or legislative study mandates. During this item, Board members may make motions to direct staff to advance one or more of the attached legislative policy requests to the Legislature for sponsorship and interim review.

Contact:

Elisse Newey
Deputy Superintendent of Policy
elisse.newey@schools.utah.gov
Work: 801-538-7550

Greg Connell
Policy Analyst
greg.connell@schools.utah.gov
801.538.7957

Attachments:

1. 2027 Legislative Requests - Overview
2. DLI 2027 Session Policy Request
3. Criminal Trespass 2027 Session Policy Request
4. Early Literacy Statutory Changes and Funding Request 2027
5. Sex Offenders on School Property 2027 Session Policy Request Form
6. LEA Internal Audit 2027 Session Policy Request Form
7. Preschool Amendments 2027 Session Policy & Funding Request
8. 18-Month Timeline for New Education Data Collections 2027 Session Policy Request Form

9. APEX Grant Program Amendments 2027 Session Policy Request
10. Repeal 53F-5-217- Grants for New and Aspiring Principals 2027 Session Policy Request

Legislative Requests

Title	Summary of Request	Origin of Request	Staff Contacts
Modernize the Dual Language Immersion Program to Reflect Current Implementation	Amend Utah Code 53F-2-502 and Administrative Rule R277-488 to modernize the Dual Language Immersion program by aligning statute and rule with the program's transition from statewide expansion to long-term sustainability. The proposed changes clarify USBE's role in providing recommended curriculum resources, reinforce local curriculum authority, and update program priorities to support high-quality implementation of existing DLI programs. As Utah's Dual Language Immersion program has matured, the state's role has	Staff Generated	Name: Dr. Amy Hunt Email: amy.hunt@schools.utah.gov USBE Section: Student Achievement
Parameters for Criminal Trespass on School Property	We are requesting an amendment to statute to include specific parameters if a school official gives notice to a parent against entry to/remaining on school property (i.e., criminal trespass).	Audit Motion	Name: Debbie Davis, Chief Audit Executive Email: Debbie.davis@schools.utah.gov USBE Section: Internal Audit Department
Early Literacy Statutory Changes and Funding Request	We are requesting statutory amendments to clarify and align code passed in S.B. 241 (2026 General Session), repeal unfunded mandates in S.B. 127 (2022 General Session), establish a graduated TSSA funding alignment timeline for low-performing schools, and authorize up to 5% (\$750,000 ongoing) in administrative funds from the existing \$15,000,000 early literacy program to support state monitoring, 1 FTE specialist, and implementation oversight	Staff Generated	Name: Julie Clark Email: julie.clark@schools.utah.gov USBE Section: Teaching and Learning
Amendments to the LEA Internal Audit Act	We are requesting an amendment to statute to update language and clarify requirements of, and responsibilities for, internal audit programs and functions at local education agencies.	Audit Motion	Name: Debbie Davis, Chief Audit Executive Email: Debbie.davis@schools.utah.gov USBE Section: Internal Audit Department
Parameters for Sex Offenders Being on School Property or Attending School Sponsored Activities	We are requesting an amendment to statute to include specific language with parameters for when a sex offender can be on school property or attend a school sponsored activity.	Audit Motion	Name: Debbie Davis, Chief Audit Executive Email: Debbie.davis@schools.utah.gov USBE Section: Internal Audit
Preschool Amendments	We are requesting a statutory change to the School Readiness Initiative grant program to shift governance to USBE, establish a cost-per-child that functions similar to the Weighed Pupil Unit (WPU), and allow for greater oversight of preschools with stronger connection to the K-12 system.	Staff Generated	Name: Teresa Judd Email: teresa.judd@schools.utah.gov USBE Section: School Improvement

Reporting Requirement Standards and 18-Month Timeline for New Education Data Collections	We request statutory amendments to Utah Code establishing a standardized framework for public education data mandates. Operationalizing Recommendations #1, #3, and #5 of the State Board's Reporting Requirements Study (Utah Code § 53E-3-526), this request creates new statutory provisions to: 1. Establish a standard 18-month minimum implementation timeline before new data collections are enforced. 2. Require LEA administrative burden and software vendor costs to consistently be evaluated and included on legislative fiscal notes. 3. Adopt a statutory reporting requirement evaluation process or matrix to screen proposed data collections during the drafting process.	Staff Generated - Legislative Reporting Requirements Report	Name: Trish Joshua Email: trish.joshua@schools.utah.gov USB Section: Policy
Update Statutory Language for APEX Grant Program	53E-10-310 was updated to refer to the newly updated APEX Grant Program statute (53F-5-224) but still refers to the Catalyst Center Grant Program (53E-10-310(1)(c)(ii) and 53E-10-310(2)(b)(ii)). These references should be updated to refer to the APEX Grant Program instead. In addition, when the name was changed to APEX, 53F-5-224(4)(a)(ii) was updated incorrectly. The statute should refer to 53E-3-507 instead.	Staff Generated	Name: Stephanie Patton Email: stephanie.patton@schools.utah.gov USB Section: APEX Grant Program
Repeal 53F-5-217: Grants for New and Aspiring Principals	We are requesting the repeal of 53F-5-217 - Grants for New and Aspiring Principals. This statute was created in 2022 and has never been funded, thus prohibiting the Utah State Board of Education from administering the grant program. A new school leadership bill may be proposed in 2027 specific to the Strategic Plan.	Staff Generated	Name: Quinn Kellis Email: quinn.kellis@schools.utah.gov USB Section: School Improvement

USBE Legislative Request Form

(Policy, Funding, & Efficiency / Reductions)

2027 General Session

SECTION 1: THE BOTTOM LINE

Request Title: Modernize the Dual Language Immersion Program to Reflect Current Implementation

USBE Lead Point of Contact:

- Name: Dr. Amy Hunt
- Email: amy.hunt@schools.utah.gov
- USBE Section: Student Achievement

Director Reviewer: Assistant Supt. Hunt

Nature of Request (Select all that apply):

☒ **Policy Change:** Creating, amending, or repealing Utah State Code.

(Complete Section 4)

☐ **New/Increased Funding:** Seeking new financial resources.

(Complete Section 3)

☐ **Efficiency / Reduction:** Proposing the elimination or reduction of a program, mandate, or funding stream. *(Complete Section 3 and/or 4)*

Purpose Statement (BLUF - Bottom Line Up Front):

Amend Utah Code [53F-2-502](#) and Administrative Rule [R277-488](#) to modernize the Dual Language Immersion program by aligning statute and rule with the program's transition from statewide expansion to long-term sustainability. The proposed

changes clarify USBE's role in providing recommended curriculum resources, reinforce local curriculum authority, and update program priorities to support high-quality implementation of existing DLI programs.

As Utah's Dual Language Immersion program has matured, the state's role has evolved from establishing programs to sustaining excellence.

SECTION 2: THE BUSINESS CASE

The Problem:

The Dual Language Immersion statute and administrative rule were developed during the initial statewide implementation and expansion of the program. As the program has matured, USBE's role has evolved from supporting rapid expansion to supporting high-quality implementation, long-term sustainability, and continuous improvement of existing programs. Likewise, USBE's curriculum role has evolved from curriculum development to reviewing and maintaining recommended

curriculum resources while preserving LEA authority for curriculum selection and adoption. Updating the statute and rule will align them with current practice and Utah's Recommended Instructional Materials System (RIMS) model.

The Source:

This request originated from USBE's ongoing review of the Dual Language Immersion program and administrative responsibilities. The proposal reflects current operational practices and aligns with Utah's instructional materials framework, which provides recommended instructional resources while preserving local authority for curriculum selection and adoption.

Projected Results:

- Statute and rule accurately reflect current responsibilities of USBE and LEAs.
- Increased consistency between the Dual Language Immersion program and Utah's Recommended Instructional Materials System (RIMS).
- Greater clarity for participating LEAs regarding curriculum selection responsibilities and state support.

Consequence of Inaction:

Statute and rule will continue to describe responsibilities and funding priorities that no longer reflect the current stage of Utah's Dual Language Immersion program. The statute will continue to direct USBE to develop curriculum rather than provide recommended curriculum resources, and the rule will continue to prioritize establishing new programs, expanding existing programs, and funding LEAs without existing DLI programs rather than supporting the quality, sustainability, and continuous improvement of the statewide DLI system.

Evidence & Data:

Utah's Recommended Instructional Materials System (RIMS) provides a well-established model in which USBE reviews and maintains recommended

instructional materials while local education agencies retain authority for curriculum selection and adoption. Aligning the DLI statute with this existing framework provides consistency across USBE programs and reinforces local control. Since its inception, Utah's Dual Language Immersion initiative has grown from a statewide expansion effort into an established program serving schools across the state. As the program has matured, policy priorities should evolve from creating new programs to supporting high-quality implementation, educator capacity, and long-term sustainability of existing programs.

SECTION 4: POLICY & STATUTE

Code Sections Affected:

- Utah Code [53F-2-502](#)
- Utah Administrative Rule [R277-488](#)

Suggested Legislative Solution: [53F-2-502](#)

Amend Subsection (4)(a)(ii) by replacing

"developing curriculum related to dual language immersion"

with language similar to

"reviewing and maintaining a list of recommended dual language immersion curriculum resources as a service to participating local education agencies, which retain responsibility for curriculum selection and adoption in accordance with local policy."

R277-488

Amend the rule to remove references that prioritize establishing new Dual Language Immersion programs or expanding existing programs as a primary funding priority. Revise grant priority language to recognize the current statewide maturity of the DLI program by emphasizing high-quality implementation, program sustainability, educator capacity, student access, and continuous improvement of existing Dual Language Immersion programs.

Safeguards:

This proposal does not reduce access to Dual Language Immersion programs or limit local curriculum decisions. Instead, it reinforces local control by clarifying that LEAs retain authority for curriculum selection and adoption while USBE provides recommended resources and technical support. Existing DLI programs and participating students would experience no interruption in services.

USBE Legislative Request Form

(Policy, Funding, & Efficiency / Reductions)

2027 General Session

SECTION 1: THE BOTTOM LINE

Request Title: Parameters for Criminal Trespass on School Property

USBE Lead Point of Contact:

- Name: Debbie Davis, Chief Audit Executive
- Email: Debbie.davis@schools.utah.gov
- USBE Section: Internal Audit Department

Deputy Superintendent Reviewer: NA

Nature of Request (Select all that apply):

☒ **Policy Change:** Creating, amending, or repealing Utah State Code.

(Complete Section 4)

☐ **New/Increased Funding:** Seeking new financial resources.

(Complete Section 3)

☐ **Efficiency / Reduction:** Proposing the elimination or reduction of a program, mandate, or funding stream. *(Complete Section 3 and/or 4)*

Purpose Statement (BLUF - Bottom Line Up Front):

We are requesting an amendment to statute to include specific parameters if a school official gives notice to a parent against entry to/remaining on school property (i.e., criminal trespass).

SECTION 2: THE BUSINESS CASE

The Problem:

Concerns have been received on the Public Education Hotline regarding a school official notifying a parent/guardian that they cannot enter or remain on school property (i.e., criminal trespass as per Utah Code [53G-8-603](#)). Current Utah Code does not include specific requirements associated with the trespass notification, simply that it is a “personal communication to the person by a school official or an individual with apparent authority to act for a school official.” There are no requirements about documentation, timelines, authority, or appeals.

A criminal trespass may prevent a parent or guardian from having access to their child in circumstances when the child is sick or if there is an incident; it may also prohibit a parent or guardian from attending significant events specific to their child (e.g., awards ceremony, field trip, prom, athletic/activity event). 53E-2-201 underscores the importance of parents in the public education system, stating that:

(2) In the implementation of all policies, programs, and responsibilities adopted in accordance with this public education code, the Legislature, the state board, local school boards, and charter school governing boards shall:

- (a) respect, protect, and further the interests of parents in their children's public education; and*
- (b) promote and encourage full and active participation and involvement of parents at all public schools.*

Thus, the issue is how to balance parental rights with safety. Also considering

access to public property is different than access to private property.

Other Utah Code specific to criminal trespass is found in [76-6-206](#).

Projected Results:

It is less about the project result and more about risk if there is not action; however, the following would likely result:

- Increased parent satisfaction with a school/school personnel.
- Reduction of state and local hotline concerns or time spent per hotline concern.

Consequence of Inaction:

- Continued lack of transparency and accountability related to trespass and the inevitable implications related to parental rights and their students' public education.
- Increased risk of legal liability to the state of Utah if a trespass is deemed retaliation or if a parent cannot access their child.
- Reduced enrollment in the public education system.
- Increased number of hotline concerns, which reduces time available for state and local personnel to address other critical tasks and functions (e.g., proficiency, evaluations, oversight).

Evidence & Data:

The public education system is a statewide system and this problem requires a statewide solution for consistency and transparency. Statewide solutions generally come in the form of statute or rulemaking as directed by statute (53E-3-401(4)). Statute currently does not direct rulemaking by USBE specific to criminal trespass on school property; thus, amending Utah Code is the right approach.

SECTION 3: FUNDING, OFFSETS, & EFFICIENCIES – Not Applicable

SECTION 4: POLICY & STATUTE

Code Sections Affected:

[53G-8-603](#)

Suggested Legislative Solution:

Amend Utah Code to include parameters for the “personal communication” that is given to trespass a parent or guardian from school property to ensure parent rights are considered and to ensure the trespass is not retaliation.

Parameters could include:

- Clarification of reasons to trespass parents/guardians vs reasons to trespass others
- Official documentation of trespass as parent/guardian contact information is available, including:
 - Basis of trespass
 - Timeline of trespass
 - Appeal of trespass
- Review and approval of trespass by LEA governing board

Safeguards:

No unintended consequences for specific geographic areas or student populations.

USBE Legislative Request Form

(Policy, Funding, & Efficiency / Reductions)

2027 General Session

SECTION 1: THE BOTTOM LINE

Request Title: Early Literacy Statutory Changes and Funding Request

USBE Lead Point of Contact:

- Name: Julie Clark
- Email: julie.clark@schools.utah.gov
- USBE Section: Teaching and Learning

Director Reviewer: Meghan Everette

Nature of Request (Select all that apply):

☒ **Policy Change:** Creating, amending, or repealing Utah State Code.
(Complete Section 4)

☒ **New/Increased Funding:** Seeking new financial resources. (Complete Section 3)

☐ **Efficiency / Reduction:** Proposing the elimination or reduction of a program, mandate, or funding stream. (Complete Section 3 and/or 4)

Purpose Statement (BLUF - Bottom Line Up Front):

We are requesting statutory amendments to clarify and align code passed in S.B. 241 (2026 General Session), repeal unfunded mandates in S.B. 127 (2022 General Session), establish a graduated TSSA funding alignment timeline for low-performing schools, and authorize up to 5% (\$750,000

ongoing) in administrative funds from the existing \$15,000,000 early literacy program to support state monitoring, 1 FTE specialist, and implementation oversight.

SECTION 2: THE BUSINESS CASE

The Problem:

1. S.B. 241 (2026) Operational Gaps: S.B. 241 established critical science of reading mandates, but USBE requires technical statutory refinements to resolve LEA confusion regarding definitions, timelines, and intervention settings. Furthermore, USBE lacks dedicated administrative funding to perform mandatory statewide monitoring, curriculum reviews, and site visits.

2. Unfunded S.B. 127 (2022) Statutory Mandates: Statutory requirements from S.B. 127 remain in code (e.g., community engagement and change management programs) despite legislative funding being removed or redirected, creating structural compliance misalignment.

The Source:

This request is a direct continuation of the early literacy policy request prioritized by the Board during the 2026 Legislative Session and serves as a vital follow-up to S.B. 241 (2026), which USBE staff and the Board have been actively implementing over recent months.

Additionally, this request incorporates explicit direction from the Board's Finance Committee during its June 2026 meeting, instructing staff to draft a statutory policy change establishing a graduated, escalating timeline for LEAs to dedicate Teacher and Student Success Act (TSSA) funds toward evidence-based reading interventions in low-performing schools.

Projected Results:

Primary Target: Ensure 80% of Utah third-grade students are reading at or above grade level on benchmark assessments by July 2030.

Systemic Outcome: Align state and local resources (including TSSA funds), resolve LEA implementation confusion, and ensure rigorous, data-driven reading interventions statewide.

Consequence of Inaction:

Unfunded Mandates: USBE will remain legally obligated under S.B. 127 to provide statutory programs for which no funding exists.

Implementation Failure: LEAs will face ongoing ambiguity regarding S.B. 241 requirements, leading to inconsistent classroom practice, misapplied intervention settings, and delayed progress toward state literacy goals.

Evidence & Data:

- [Teaching Reading Is Rocket Science, 2020](#)
- [Science of Reading: Defining Guide](#)
- [Phases of Development in Learning to Read and Spell](#)
- [Why the 3 Cueing System Model Doesn't Teach Students to Read](#)
- [Is retell a valid measure of comprehension?](#)
- [Don't confuse Reading Comprehension and Learning to Read](#)

SECTION 3: FUNDING, OFFSETS, & EFFICIENCIES

*(Complete **only** if your request involves financial resources or proposing budget cuts)*

Financial Ask: up to 5% of the \$15,000,000 of current ongoing funding for administrative funds to support literacy improvement and implementation.

(If a field does not apply, enter \$0).

- **FY 2027 Ongoing Requested:** \$750,000 (Authorized as up to 5% administrative set-aside from the \$15,000,000 ongoing literacy allocation in S.B. 241)
- **FY 2027 One-Time Requested:** \$0
- **Proposed Offsets / Savings:** \$0 *(Amount saved by cutting redundancies or reallocating existing funds)*

The Offset Strategy:

If you are requesting new funds, what duplicate programs, ineffective streams, or outdated mandates could be cut or reallocated to fund this? Please name the specific programs/funds.

N/A

Future Obligations:

Does this request create multi-year scale-up costs or ongoing maintenance obligations?

X Yes

[] No

If yes, please describe: The current funding for SB 241 is ongoing and the 5% of administrative funds would also be ongoing funding.

Itemized Budget Request:

(Please detail how the funding will be utilized across the following categories).

	FY 2027 (Current)	FY 2028 (proposed)
TOTAL REQUESTED	\$ 750,000 (up to)	\$ 750,000 (up to)

Itemized Administrative Budget (\$750,000 Ongoing Cap):

- **Educational Specialist FTE (53E-6-302):** \$160,000 ongoing
 - Dedicated Science of Reading specialist to coordinate higher education teacher preparation alignment, accreditation monitoring, and LEA support.
- **Curriculum & Intervention Reviews (53G-10-806):** \$50,000 ongoing
- **Panel & Monitoring Onsite Travel (53E-3-1003 & 53G-10-805):** \$50,000 ongoing
 - **Conduct required statewide school visits and implementation fidelity audits.**
- **Resource Creation & Professional Learning (53E-3-1001):** \$175,000 (\$150k initial / \$25k ongoing)
 - **Science of reading tools for teachers, coaches, paraprofessionals, and parents.**
- **Science of Reading Panel Expenses & Recognition (53E-3-1001 / 1003):** \$30,000 ongoing

- **Community & Parent Literacy Engagement (53E-3-1004):** \$50,000 ongoing
- **Books for Kids / Home Literacy Support:** Remaining balance allocated toward home literacy materials.

New USBE FTEs Requested: 1

Can current FTEs be assigned these responsibilities? Explain.

Current staff cannot absorb these extensive statutory monitoring, accreditation, and technical assistance duties. Previous FTE funding under S.B. 127 was redirected to LEAs while agency monitoring workloads increased under S.B. 241.

Item Description	Code language	Amount	One-time/ ongoing
Educational Specialist	53E-6-302 The Utah Board of Higher Education and the state board shall each designate an employee of each board's staff to jointly: (a)work with education deans of state institutions of higher education to coordinate university teacher preparation programs that may include: (i)monitoring courses for university teacher preparation programs; and (ii)working with course instructors for university teacher preparation programs; (b)act as a liaison between: (i)the Utah Board of Higher Education; (ii)the state board; (iii)local school boards or charter school governing boards; and	\$160,000	ongoing

	(iv)representatives of university teacher preparation programs; and (c)report the employee's findings and recommendations for the improvement of teacher preparation programs to: (i)the state board; and (ii)education deans of state institutions of higher education. (5)The state board, in consultation with the Utah Board of Higher Education, shall: (a)in good faith, consider the findings and recommendations described in Subsection (4)(c); and (b)in accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, make rules, as the state board determines is necessary, to implement recommendations described in Subsection (4)(c). (7)The Utah Board of Higher Education and the state board shall jointly: (a)monitor accreditation of university programs regarding the science of reading preparation described in Subsection (3)(b); and (b)(i)develop strategies to provide support for preparation programs with low rates of passage on the required literacy preparation assessment; and (ii)provide increasing levels of support to a preparation program with low rates of passage on the required literacy preparation assessment for two consecutive years.		
Resource creation for	53E-3-1001 analyze, align, and target resources,	one-time: \$150,000	one-time and

paraprofessional, teachers, coaches, administrators, and parents	including digital software and tools, in existing state programs and the programs enacted in Laws of Utah 2022, Chapter 285, as appropriate, to support early literacy within the state	ongoing: \$25,000	ongoing
Science of reading awards and recognition events	53E-3-1001 identify opportunities to incentivize and support LEAs and elementary schools to analyze data, align plans, and target resources from existing local and LEA programs to support early literacy within the state, resulting in a comprehensive statewide alignment	\$25,000 awards night \$5,000 awards	ongoing
Science of reading panel travel expenses	53E-3-1003 may receive per diem and reimbursement for travel expenses that the panel member incurs as a panel member at the rates that the Division of Finance	\$20,000	ongoing
Panel/Staff Travel for onsite school visits	53E-3-1003 The state board may collaborate with panel members to conduct periodic reviews of: (a) student outcome data; (b) science of reading and science of reading instruction implementation fidelity in public schools and educator preparation programs through onsite visits	\$20,000	ongoing
Staff travel for monitoring visits	53G-10-805 The following shall provide the monitoring described in Subsection (1): (a) for a school district, the local governing board; (b) for a charter school, the charter school's authorizer; and (c) for all public schools, the state board.	\$10,000	ongoing
Curriculum reviews	53G-10-806 Each LEA shall adopt science of reading	\$50,000	ongoing

	curriculum and intervention programs as advised by the science of reading panel described in Section 53E-3-1003 and in accordance with this part. (2)An LEA may not include a three-cueing model in any curriculum or pedagogical practice except in relation to an individual student for whom an IEP or Section 504 accommodation plan explicitly indicates that the three-cueing approach is appropriate for the student's learning needs		
Community engagement (if not repealed)	53E-3-1004 The state board shall contract with one or more organizations that have expertise in coordinating community resources to: provide training and coaching to community, school, and parent engagement coordinators;	\$50,000	ongoing
Books for kids (if not repealed)	The state board shall: partner with a private business or nonprofit organization to annually provide personal, home-use, age-appropriate printed books or digital books with accompanying electronic reading devices to students	\$915,000 (this is how much it has been per year)	ongoing

If no FTEs are required, explain.

Performance Measures:

Increase the percentage of Utah 3rd-grade students reading at or above benchmark on Acadience Reading to 80% by July 2030.

Achieve 100% compliance among LEAs in adopting approved Science of Reading core curricula and eliminating three-cueing instruction practices.

SECTION 4: POLICY & STATUTE

(Complete only if your request involves changing or eliminating Utah State Code)

Code Sections Affected: *(List specific state code references, or write "New Code")*

[SB 127](#) (GS 2022)

- [53E-3-1004](#) Community Engagement for Early Literacy
- [53G-11-305](#) Professional Learning in Change Management
- [53E-3-1001](#) Statewide Goal, Emphasis on Early Literacy

[SB 241](#) (GS 2026)

- [53F-2-424](#) Literacy Interventions
- [53G-10-801](#) Definitions
- [53G-10-802](#) Individualized Reading Plans
- [53G-10-803](#) Scaled Reading Interventions
- [53G-10-806](#) Science of Reading Curriculum

Suggested Legislative Solution: *What specific language needs to be added, amended, or repealed?*

Code Section	Code Title	Current Language	Changes and/or Proposed language

53E-3-1004	Community Engagement for Early Literacy		Repeal whole code
53G-11-305	Professional Learning in Change Management		Repeal whole code
53E-3-1001	Statewide Goal, Emphasis on Early Literacy	(2) identify opportunities to incentivize and support LEAs and elementary schools to analyze data, align plans, and target resources from existing local and LEA programs to support early literacy within the state, resulting in a comprehensive statewide alignment of early literacy plans.	(2) identify opportunities to incentivize and support LEAs and elementary schools to analyze data, align plans, and target resources from existing local and LEA programs to support early literacy within the state. <i>*LEAs are no longer required to complete an early literacy plan.</i>
53F-2-424	Literacy Interventions	Leave as is	Add the ability to utilize 5% as Administrative Funds
53G-10-801	Definitions	(6)(b)"Reading intervention" includes: (i)dyad reading in which two individuals,	(b)"Reading intervention" includes: (i)dyad reading in which two individuals;

		typically a skilled reader and a developing reader, sit side-by-side and read the same text aloud together; (ii)decoding text in which an individual translates printed letters and words into speech through phonics; (iii)a targeted literacy skill intervention resource that is aligned with the science of reading; (iv)a word list; (v)phoneme and grapheme mapping; (vi)handwriting practice; (vii)reading protocols; (viii)retelling; (ix)vocabulary practice; (x)retention in the student's current grade level; and (xi)other strategies that are aligned with the science of	typically a skilled reader and a developing reader, sit side-by-side and read the same text aloud together; (ii)decoding text in which an individual translates printed letters and words into speech through phonics; (iii)a targeted literacy skill intervention resource that is aligned with the science of reading; (iv)a word list; (v)phoneme and grapheme mapping; (vi)handwriting practice; (vii)reading protocols; (viii)retelling; (ix)vocabulary practice; (x)retention in the student's current grade level; and (xi)other strategies that are aligned with the science of
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		reading to meet student needs in improving literacy. (4)(a)"Intervention setting" means the setting in which a student receives a reading intervention. (b)"Intervention setting" includes: (i)a teacher leading an intervention during regular classroom work; (ii)a paraprofessional leading an intervention; (iii)an after-school or extended-day program; (iv)a summer school program; (v)an at-home activity; and (vi)an online activity. (9)"Retention" means a reading intervention through which a	reading to meet student needs in improving literacy. (4)(a)"Intervention setting" means the setting in which a student receives a reading intervention. (b)"Intervention setting" includes: (i)a teacher leading an intervention during regular classroom work; (ii)a paraprofessional leading an intervention; (iii)an after-school or extended-day program; (iv)a summer school program led by a science of reading trained educator; (v)an at-home activity; and (vi)an online activity. (9)"Retention" means a reading intervention through which a
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		student who does not meet a specific reading benchmark or satisfy a good cause exemption repeats the grade in the subsequent school year to provide the student with additional time and intensive, targeted reading intervention to remediate a learning deficiency before advancing to a grade for which the student is not prepared to succeed academically.	student who does not meet a specific reading benchmark or satisfy a good cause exemption repeats the grade in the subsequent school year to provide the student with additional time and intensive, Targeted customized supports in reading intervention to remediate a learning deficiency before advancing to a grade for which the student is not prepared to succeed academically. Add: "Formal Professional Learning" means a professional learning that aligns with the Utah Professional Learning Standards, 53G-11-303, includes job-embedded coaching and is at least 40 hours in length.
53G-10-802	Individualized Reading Plans	(i)within 45 days after the day on which the LEA	(i)within 45 calendar days after the day on which the LEA

		provides the first notice described in Subsection (1)(a) during a given school year, meet and jointly establish an individualized reading plan for the student that includes: (5) An LEA shall assign a student with an individualized reading plan under this section to a teacher who has completed or is in the process of completing formal training in the science of reading	provides the first notice described in Subsection (1)(a) during a given school year, meet and jointly establish an individualized reading plan for the student that includes: (5) An LEA shall assign a student with an individualized reading plan under this section to a teacher who has completed or is in the process of completing formal training professional learning in the science of reading
53G-10-803	Scaled Reading Interventions	(2)(a)(iv) before the 2029-2030 academic year, a student in grade 3 who does not score at or above benchmark on the end-of-year benchmark reading assessment.	(2)(a)(iv) before the 2029-2030 academic year, a student in grade 3 who does not score at or above scores well below benchmark on the end-of-year benchmark reading assessment. (A) Began grade 3 below benchmark on the benchmark reading

			assessment; or (B) Has already had an individualized reading plan before the end-of-year benchmark reading assessment and does not demonstrate above typical academic progress on the benchmark reading assessment; and
53G-10-806	Science of Reading Curriculum	(2) An LEA may not include a three-cueing model in any curriculum or pedagogical practice except in relation to an individual student for whom an IEP or Section 504 accommodation plan explicitly indicates that the three-cueing approach is appropriate for the student's learning needs	(2) An LEA may not include a three-cueing model in any curriculum or pedagogical practice except in relation to an individual student for whom an IEP or Section 504 accommodation plan explicitly indicates that the three-cueing approach is appropriate for the student's learning needs

53G-7-1304(2)(e)	Teacher and Student Success Program	Graduated TSSA Reading Intervention Allocation Timeline	Insert new statutory subsection governing Teacher and Student Success Act (TSSA) fund expenditures: "() Beginning in the 2027-2028 school year, a school that falls below the designated annual student proficiency benchmarks shall dedicate 50% of its TSSA plan funds to evidence-based reading interventions, measured by the following escalating benchmark targets: (a) fewer than 60% of third grade students reading on grade level based on the finalized 2025-2026 Acadience Reading data for the 2027-2028 school year; (b) fewer than 70% of third grade students reading on grade level based on the finalized 2026-2027 Acadience Reading data for the
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			2028-2029 school year; and (c) fewer than 80% of third grade students reading on grade level based on the finalized 2027-2028 Acadience Reading data by the 2029-2030 school year."
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Safeguards: *Does this policy change or program reduction create unintended consequences for specific geographic areas or student populations? How will those be mitigated?*

No

USBE Legislative Request Form

(Policy, Funding, & Efficiency / Reductions)

2027 General Session

SECTION 1: THE BOTTOM LINE

Request Title: Parameters for Sex Offenders Being on School Property or Attending School Sponsored Activities

USBE Lead Point of Contact:

- Name: Debbie Davis, Chief Audit Executive
- Email: Debbie.davis@schools.utah.gov
- USBE Section: Internal Audit

Deputy Superintendent Reviewer: NA

Nature of Request (Select all that apply):

☒ **Policy Change:** Creating, amending, or repealing Utah State Code.

(Complete Section 4)

☐ **New/Increased Funding:** Seeking new financial resources.

(Complete Section 3)

☐ **Efficiency / Reduction:** Proposing the elimination or reduction of a program, mandate, or funding stream. *(Complete Section 3 and/or 4)*

Purpose Statement (BLUF - Bottom Line Up Front):

We are requesting an amendment to statute to include specific language with parameters for when a sex offender can be on school property or attend a school sponsored activity.

SECTION 2: THE BUSINESS CASE

The Problem:

Concerns have been received on the Public Education Hotline, and have been in the news, regarding a sex offender who is related to or a guest of an LEA employee being at a school or attending school sponsored activities that are not held at a public school, including overnight activities. For example see: <https://kutv.com/news/education/parents-question-vetting-after-reported-sex-offender-joined-highland-high-cheer-trip>

Current Utah Code states:

53-29-306(3) A sex offender who has committed a registrable offense against an individual younger than 18 years old may not:

(a) be in a protected area except:

(i) when the sex offender must be in a protected area to perform the sex offender's parental responsibilities;

(ii) (A) when the protected area is a public or private primary or secondary school; and

(B) the school is open and being used for a public activity other than a school-related function that involves a minor;

53-29-306(1) (c) (i) "Protected area" means the premises occupied by:

(C) a public or private primary or secondary school that is not on the grounds of a correctional facility;

Utah Code does not address if a protected area includes a school sponsored activity that is not at the school (e.g., athletic events/competitions, activities, field trips) and particularly overnight activities.

Projected Results:

It is less about the project result and more about risk if there is not action; however, the following would likely result:

- Increased parent/taxpayer satisfaction with a school/school personnel.
- Reduction of state and local hotline concerns or time spent per hotline concern.

Consequence of Inaction:

- Increased risk of legal liability to the state of Utah.
- Reduced enrollment in the public education system.

Evidence & Data:

The public education system is a statewide system, and this problem requires a statewide solution for consistency and transparency. Statewide solutions generally come in the form of statute or rulemaking as directed by statute (53E-3-401(4)). Sex offender registration requirements and the definition of “protected area” are currently in statute; therefore, an amendment to statute is the right approach.

SECTION 3: FUNDING, OFFSETS, & EFFICIENCIES – Not Applicable

SECTION 4: POLICY & STATUTE

Code Sections Affected:

[53-29-306](#) Sex Offender Restrictions

Other potential Code Sections that may be considered: [53-29-307](#), [53G-11-402](#), [53G-11-405](#)

Suggested Legislative Solution:

“Protected area” as defined in 53-29-306.

Consider modifying the definition of “protected area” to include any area, where school-sponsored activities are taking place inclusive of only elementary or secondary students and school personnel.

Alternatively, consider including a definition of “Protected activities” to acknowledge the many activities that are not held at a “protected area” where there are minors supervised by (i.e., the responsibility of) employees of the public education system. To protect the rights of sex offenders, the definition would likely need to include that the location is rented or made available only for the school-sponsored activity (i.e., it is not open to the public).

For example, a school-sponsored activity may take place in a museum. If the school reserves the museum exclusively for the school activity, the reserved museum would be considered a protected area or activity and a sex offender may not be present. However, if the school did not reserve the museum and it is open to the public as well as the school-sponsored activity, the public museum is not considered a protected area or activity and a sex offender could be present.

An additional designation that a sex offender could not be present could exist regarding an overnight or out-of-state school sponsored activity, as those activities have higher inherent risk of safety concerns.

Safeguards:

No unintended consequences for specific geographic areas or student populations.

USBE Legislative Request Form

(Policy, Funding, & Efficiency / Reductions)

2027 General Session

SECTION 1: THE BOTTOM LINE

Request Title: Amendments to the LEA Internal Audit Act

USBE Lead Point of Contact:

- Name: Debbie Davis, Chief Audit Executive
- Email: Debbie.davis@schools.utah.gov
- USBE Section: Internal Audit Department

Deputy Superintendent Reviewer: NA

Nature of Request (Select all that apply):

☒ **Policy Change:** Creating, amending, or repealing Utah State Code.

(Complete Section 4)

☐ **New/Increased Funding:** Seeking new financial resources.

(Complete Section 3)

☐ **Efficiency / Reduction:** Proposing the elimination or reduction of a program, mandate, or funding stream. *(Complete Section 3 and/or 4)*

Purpose Statement (BLUF - Bottom Line Up Front):

We are requesting an amendment to statute to update language and clarify requirements of, and responsibilities for, internal audit programs and functions at local education agencies.

SECTION 2: THE BUSINESS CASE

The Problem:

Auditor General Minchey recently called for “a new era in Utah government auditing”, noting that “Policymakers and leaders...need high-impact auditing that leads to meaningful improvements.” In support of this call, the Office of the Legislative Auditor General released the Best Practice Handbook: Maximizing the Value and Independence of Internal Audit.

Internal Audit has received some feedback from LEA governing board members regarding confusion with the current LEA internal audit requirements.

This request is an opportunity to provide clarity to LEA governing board members, LEA Audit Committee members, LEA administrators, and the public about LEA audit committee and internal audit programs, as well as to update an outdated reference to professional internal auditing standards.

Projected Results:

- Increased efficiency and effectiveness of LEA governing boards and LEA administration (particularly for LEAs with an internal audit program) specific to audit/audit committee-related activities.

Consequence of Inaction:

- Lack of clarity regarding roles and responsibilities associated with local education agencies' audit committees and internal audit programs.
- Increased risk of waste, abuse, fraud and performance issues (e.g., inefficiency, ineffectiveness) at local education agencies

Evidence & Data:

The public education system is a statewide system and this issue requires a statewide solution for consistency, transparency, and efficiency. Statewide solutions generally come in the form of statute or rulemaking as directed by statute (53E-3-401(4)). Statute currently has not directed rulemaking by USBE specific to local education agency internal audit functions; thus amending statute is the right approach.

SECTION 3: FUNDING, OFFSETS, & EFFICIENCIES – Not Applicable

SECTION 4: POLICY & STATUTE

Code Sections Affected: [53G-7-401](#) and [53G-7-402](#)

Suggested Legislative Solution:

53G-7-401(2) – change “Audit director” to “Chief Audit Executive” and change instances of use throughout this part (401 and 402) as well. This change signifies the importance of the position to everyone at the local education agency.

53G-7-401(5)(c)(i) – reference to International Standards for the Professional Practice of Internal Auditing should be updated to the Global Internal Audit Standards, which name change became effective January 2025. The same change should be made in the Utah Internal Audit Act (63I-5-102(9)(c)(i)).

53G-7-402(3)(b) – remove the option to contract for internal audit services,

which essentially makes the internal audit function an external audit function. Additionally, when internal audit services are provided by an external party the LEA governing board and audit committee do not receive the full value of internal audit. For example, 1) the level of institutional knowledge is lacking, which makes it more difficult to “evaluate the effectiveness of the local education agency governance, risk management, internal controls and efficiency of operations”, 2) an annual risk assessment may not be completed, and 3) the board and audit committee do not typically receive the same level of independent technical assistance for audit committee meetings and when facilitating external audits.

For additional clarification specific to **items that should already be happening**, add the following sections (also see the OLAG Best Practice Manual for Internal Audit):

- Audit Committee – Duties and Powers
 - Move subsections (1) – (3) in the current 53G-7-402 to this section.
 - Add provisions similar to 63I-5-301(3) to this section
 - Add the following provisions:
 - The local school board or charter school governing board shall select an audit committee chair and vice chair who will prepare the audit committee agenda and materials, facilitate the audit committee meeting, and prepare and disseminate the audit committee meeting minutes to board members.
 - If the local governing board has appointed an internal audit director (chief audit executive), the director may help with these responsibilities.
 - Local education agency administrators and executives may be invited to attend audit committee meetings at the discretion of the audit committee chair and vice chair for appropriate and allowable agenda items.
- Internal Audit Director - Duties and Powers
 - Move subsections (4) – (7) in the current 53G-7-402 to this section.
 - Add provisions similar to 63I-5-401 to this section
 - Add that the Internal Audit Director (Chief Audit Executive) functions as the external audit liaison, including facilitating audit responses and audit response updates.

Safeguards:

No unintended consequences for specific geographic areas or student populations. Based on the parameters in Utah Code, the internal audit program is only currently required for the 14 largest school districts; which significantly mitigates any potential consequences for smaller districts and charter schools.

USBE Legislative Request Form

(Policy, Funding, & Efficiency/Reductions)

2027 General Session

SECTION 1: THE BOTTOM LINE

Request Title: Preschool Amendments

USBE Lead Point of Contact:

- Name: Teresa Judd
- Email: teresa.judd@schools.utah.gov
- USBE Section: School Improvement

Director Reviewer: Sara Wiebke

Nature of Request (Select all that apply):

☒ **Policy Change:** Creating, amending, or repealing Utah State Code.
(Complete Section 4)

☒ **New/Increased Funding:** Seeking new financial resources.
(Complete Section 3)

☐ **Efficiency / Reduction:** Proposing the elimination or reduction of a program, mandate, or funding stream. (Complete Section 3 and/or 4)

Purpose Statement (BLUF - Bottom Line Up Front):

We are requesting a statutory change to the School Readiness Initiative grant program to shift governance to USBE, establish a cost-per-child that functions similar to the Weighed Pupil Unit (WPU), and allow for greater oversight of preschools with stronger connection to the K-12 system.

SECTION 2: THE BUSINESS CASE

The Problem:

The School Readiness (SR) grant program is overseen by the Department of Workforce Services - Office of Childcare (DWS OCC) with support from USBE.

The system to support the SR grant program isn't sufficient to close the gap between preschool and kindergarten. The current governance system places additional burdens on preschool administrators and educators to meet the demands of multiple state agencies. The system also has the unintended outcome of isolating preschools as preschools are grouped with childcare in structure and management at all levels, instead of being incorporated into K-12 systems. Since USBE oversees special education preschool and K-12 education, USBE can connect general education preschool to special education preschool and the K-12 system.

The Utah State Constitution was written in 1895 and went into effect in 1896. At that time, the term "kindergarten" included students ages three to six years old. Also in 1895, the Free Kindergarten Association in Utah passed a school law permitting kindergarten attendance to children ages four to six years old.

Another issue to address is that the current SR grant application, monitoring, and quality improvement processes rely on tools and reporting requirements that can be duplicative and time-intensive for preschools. Preschools need a more streamlined, coordinated approach. DWS OCC utilizes the state procurement process to provide SR grant funding to preschools. Procurement requires significant administrative overhead which impacts the amount of funds going directly to preschool classrooms. As USBE is the only state agency with a grants management system, USBE can offer a more

efficient application and grant flow-through process to provide funding to preschools.

The Utah charter school law does not include preschool. Charter schools with preschools can only operate preschools as private childcare programs, following the governance for a private childcare program which adds additional administrative burdens.

The Individuals with Disabilities Education Act (IDEA) and the USBE Special Education Rules require school districts to provide special education preschool services in the least restrictive environment (LRE). School districts have the special education child find responsibility for children ages three to five who live within the school district boundaries. SR grant funds are one of the few sources available to fund student seats to create inclusive preschool classrooms.

DWS OCC's function is to monitor childcare service quality. One of USBE's functions is to improve instructional quality. With governance at DWS OCC, the focus remains on a minimum quality threshold. With governance at USBE, the focus could move to high-quality developmentally appropriate instruction that supports early intervention to students showing a lack of age-appropriate literacy skills.

SR grant funds are currently one of the few funding sources available to preschools in Utah. These funds are always used in full, but are not sufficient to meet the needs of preschools. For example, in 2024, the funds covered only half of the preschools who met the quality standards in the grant application process. Therefore, we are requesting an increase of \$8 million to the current appropriated amount of \$14 million.

The Source:

This idea emerged through ongoing implementation of the SR grant program and feedback from preschools, preschool coaches, and USBE staff. It is

informed by lessons learned from monitoring activities, [SR grant program self-assessment](#), technical assistance efforts, and grant administration over multiple grant cycles. This policy request reflects recurring feedback that quality improvement efforts and grant funding should be more aligned, efficient, and actionable for preschools. Local education agencies (LEAs) support this idea as many have stated the current system administered by DWS OCC is burdensome and duplicative.

Projected Results:

An increase of students without disabilities in special education preschool classrooms creating more inclusive preschool classrooms.

An increase in kindergarten readiness and literacy proficiency by students who have attended a high-quality preschool.

An increase of families having the choice to send their child to a high-quality preschool.

Consequence of Inaction:

Preschools may continue to experience unnecessary administrative burden and funding delays associated with the current system. Due to the cumbersome nature of the procurement process, which is meant for purchasing, not grant flowthrough, fewer preschools may apply for grant funding, thus impacting special education inclusion efforts in preschool and general education preschool availability for families.

Preschools will continue to focus more on childcare requirements rather than preschool education requirements due to governance being housed at DWS OCC.

We will continue to fall short on funding all eligible, quality preschools.

Evidence & Data:

Fifty-seven percent of kindergarten students in LEAs participating in the High-Quality School Readiness (HQSR) program (one of the SR grant programs) scored "Above Benchmark" on end-of-year Acadience Reading as compared to 49% of kindergarten students in non-HQSR LEAs. Additional funding and a focus on education will help increase kindergarten readiness and literacy proficiency.

SECTION 3: FUNDING, OFFSETS, & EFFICIENCIES

*(Complete **only** if your request involves financial resources or proposing budget cuts)*

Financial Ask:

(If a field does not apply, enter \$0).

- **FY 2027 Ongoing Requested:** \$8 million
- **FY 2027 One-Time Requested:** \$0
- **Proposed Offsets / Savings:** \$0 *(Amount saved by cutting redundancies or reallocating existing funds)*

The Offset Strategy:

If you are requesting new funds, what duplicate programs, ineffective streams, or outdated mandates could be cut or reallocated to fund this? Please name the specific programs/funds.

Future Obligations:

Does this request create multi-year scale-up costs or ongoing maintenance obligations?

☐ Yes

☒ No

If yes, please describe: _____

Itemized Budget Request:

(Please detail how the funding will be utilized across the following categories).

	FY 2027 (Current)	FY 2028 (proposed)

TOTAL REQUESTED	\$14 million	\$22 million
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New USBE FTEs Requested: 0

Can current FTEs be assigned these responsibilities? Explain.

Yes, USBE has two preschool specialists that can be assigned these responsibilities.

If no FTEs are required, explain.

N/A

Performance Measures:

An increase of the percentage of students with disabilities receiving services in a regular education preschool, which is defined as a preschool that includes a majority (at least 50%) of students without disabilities.

An increase in kindergarten readiness and literacy proficiency by students who have attended a high-quality preschool.

An increase in the number of students served in a high-quality preschool.

SECTION 4: POLICY & STATUTE

Code Sections Affected: *(List specific state code references, or write "New Code")*

[Utah Code Section 35A-15](#)

Suggested Legislative Solution:

Remove language specifying that the SR grant program for preschools is administered and overseen by DWS OCC.

Amend language to state that the oversight and funding of preschool would be housed at USBE. Childcare oversight would remain with DWS OCC.

Add in language to include a cost-per-child, much like the WPU which is used for grades K-12.

Safeguards:

This policy change does not create unintended consequences for specific geographic areas or student populations.

USBE Legislative Request Form

(Policy, Funding, & Efficiency / Reductions)

2027 General Session

SECTION 1: THE BOTTOM LINE

Request Title: Reporting Requirement Standards and 18-Month Timeline for New Education Data Collections

USBE Lead Point of Contact:

- Name: Trish Joshua
- Email: trish.joshua@schools.utah.gov
- USBE Section: Policy

Director Reviewer: Elisse Newey & Katy Challis

Nature of Request (Select all that apply):

☒ **Policy Change:** Creating, amending, or repealing Utah State Code.

☒ **New/Increased Funding:** Seeking new financial resources.

☐ **Efficiency / Reduction:** Proposing the elimination or reduction of a program, mandate, or funding stream. *(Complete Section 3 and/or 4)*

Purpose Statement (BLUF - Bottom Line Up Front):

We request statutory amendments to Utah Code establishing a standardized framework for public education data mandates. Operationalizing Recommendations #1, #3, and #5 of the State Board's *Reporting Requirements Study* (Utah Code § 53E-3-526), this request creates new statutory provisions to:

1. Establish a standard **18-month minimum implementation timeline** before new data collections are enforced.
2. Require **LEA administrative burden and software vendor costs to consistently be evaluated and included on legislative fiscal notes.**
3. Adopt a statutory **Reporting Requirement Evaluation Matrix** to screen proposed data collections during the drafting process.

SECTION 2: THE BUSINESS CASE

The Problem:

Utah's public education system faces three interconnected structural flaws when new legislative data mandates are enacted:

1. **Rushed Implementation Timelines:** Education bills mandating new data collections typically take effect between April and July, immediately before school starts in August. Configuring Student Information Systems (SIS), vendor contracts, and administrative workflows in 30 to 90 days is functionally impossible, forcing USBE to deploy temporary "stopgap" surveys that yield poor-quality, unreliable data for the first two years of a mandate.
2. **The "\$0 Fiscal Note" Paradox (Hidden LEA Costs):** Current legislative fiscal notes account for state government impacts but routinely list LEA costs as \$0. Mandating new collections shifts hundreds of thousands of dollars in IT, vendor, and staff costs directly onto school districts and charter schools without fiscal visibility or resource allocation.
3. **Lack of Pre-Legislative Screening:** New data reporting requirements are frequently codified without a formal assessment of whether the data is actionable or if the collection effort outweighs the educational benefit, leading to compounding administrative fatigue.

Statewide Data Context (Reporting Requirements Study):

The magnitude of this problem is underscored by the findings of the Reporting Requirements Study:

- Existing LEA Workload: Utah school districts are currently subject to 181 total reporting requirements (63 mandatory), while charter schools

face 177 requirements (56 mandatory). Completing just a sample of these requirements requires an estimated 17,695 hours per LEA annually (equivalent to 8.5 full-time staff members).

- **Agency Facilitation Burden:** USBE must manage and submit 276 distinct reporting requirements, consuming 99,029.5 staff hours annually (equivalent to 47.5 FTEs).
- **Compounding Mandates:** During the 2025 General Session alone, 27 new reporting requirements were established (12 for LEAs, 15 for USBE). In the 2026 Session, an additional 20 requirements were enacted (8 for LEAs, 12 for USBE). Rushing these expanding mandates severely destabilizes ongoing data operations.

The Source:

This request originated from the findings of the State Board's *Reporting Requirements Study* (Utah Code § 53E-3-526) as presented to the Board in August 2026 full board meeting. It operationalizes Recommendation #5 of that report and ensures that Local Education Agencies (LEAs) and USBE have adequate time to configure Student Information Systems (SIS), train personnel, and deliver accurate, actionable data to policymakers.

Projected Results:

If approved, the measurable outcomes in the K-12 system will include:

- 1. Enhanced Data Integrity:** Guarantees decision-ready, validated data for policymakers on day one of required reporting.
- 2. Fiscal Transparency:** Provides legislators and the public with full visibility into the true local costs and taxpayer impacts of proposed education bills.
- 3. Targeted Legislation:** Eliminates low-impact, high-effort reporting requirements before they are codified into state law.

Consequence of Inaction:

Without a statutory implementation runway, legislative mandates will continue to yield low-quality data, strain rural and small LEA operational capacity, and pass uncouneted administrative costs onto local taxpayers.

Evidence & Data:

1. Audit Findings: Internal audits (2022 Data Reliability Audits 22-01-A/B and 2025 Attendance Audit 25-01) confirm that rushed legislative data requests cause systemic unreliability, describing the resulting environment as "rife with inconsistency, contradiction, confusion, and noncompliance."

2. Documented LEA System Costs: Self-reported data from LEAs shows system modifications for new data requests cost \$287,174 annually, while direct legislative changes cost an additional \$268,463 annually.

3. Implementation Disconnect: USBE Standard Operating Procedures (SOP) recognize that proper SIS software updates require 18 months. Statutory implementation dates in July bypass this reality.

4. Recent Case Examples:

Utah Fits All (UFA) Scholarship: Short lead times prevented SIS software from capturing non-enrolled students receiving services, leaving LEAs unable to track student status accurately.

Summer EBT (SEBT): Rushed student address requirements forced LEAs to manually extract latitude/longitude coordinates, creating an immense, unplanned administrative burden.

SECTION 4: POLICY & STATUTE

(Complete only if your request involves changing or eliminating Utah State Code)

Code Sections Affected: New Code

Suggested Legislative Solutions:

1. Standard 18-Month Implementation Runway: Mandate that any legislative enactment establishing a new public education data collection requirement must provide a minimum 18-month lead time between bill enactment and the start of mandatory data collection, structured as follows:

- **Standard / Non-Funded Mandates (May Effective Date):** Data collection shall begin in September of the calendar year *following* enactment (with initial reporting due at the end of that school year).
- **Funded Mandates / Fiscal Note Items (July 1 Effective Date):** Data collection shall begin in January of the calendar year *following* enactment.

Example Timelines:

	Funding Required?	Effective Date	Rule Making Process	SIS programming	Official Data Reporting Begins
Bill Example #1	No funding attached	May 2027	May - August 2027	Summer & Fall 2027	Winter 2028
Bill Example #2	Funding attached	July 2027	May - August 2027	Fall 2027 - Winter 2028	September 2028

2. Legislative Evaluation & Fiscal Note Integration (Study Recommendations #1 & #3):

- **Fiscal Note Transparency:** Amend legislative drafting standards to include estimated **LEA Administrative Burden and SIS Vendor Costs** on legislative fiscal notes for education bills, ensuring policymakers see total taxpayer costs.
- **Mandate Evaluation Criteria:** Require policymakers to evaluate proposed data elements using a USBE *Reporting Requirement Evaluation Matrix* (assessing high/low impact vs. effort) prior to codification.

USBE Legislative Request Form

(Policy, Funding, & Efficiency / Reductions)

2027 General Session

SECTION 1: THE BOTTOM LINE

Request Title: Update Statutory Language for APEX Grant Program

USBE Lead Point of Contact:

- Name: Stephanie Patton
- Email: stephanie.patton@schools.utah.gov
- USBE Section: APEX Grant Program

Director Reviewer: Stephanie Patton

Nature of Request (Select all that apply):

☒ **Policy Change:** Creating, amending, or repealing Utah State Code.

(Complete Section 4)

☐ **New/Increased Funding:** Seeking new financial resources.

(Complete Section 3)

☐ **Efficiency / Reduction:** Proposing the elimination or reduction of a program, mandate, or funding stream. *(Complete Section 3 and/or 4)*

Purpose Statement (BLUF - Bottom Line Up Front):

[53E-10-310](#) was updated to refer to the newly updated APEX Grant Program statute ([53F-5-224](#)) but still refers to the Catalyst Center Grant Program ([53E-10-310\(1\)\(c\)\(ii\)](#) and [53E-10-310\(2\)\(b\)\(ii\)](#)). These references should be updated to refer to the APEX Grant Program instead.

In addition, when the name was changed to APEX, [53F-5-224\(4\)\(a\)\(ii\)](#) was updated incorrectly. The statute should refer to [53E-3-507](#) instead.

SECTION 2: THE BUSINESS CASE

(Required for all requests)

The Problem:

When the name was changed from the Catalyst Center Grant Program to the APEX Grant Program, two statutes were not updated fully. Some minor changes need to be made in [53E-10-310](#) and [53F-5-224](#) to complete the name change.

The Source:

While completing the self-assessment, I noticed that these statutes were incorrect and had not been updated correctly. I do not know of any reason for opposition to these changes as they are minor corrections.

Projected Results:

There are no new performance measures associated with these changes since they are minor changes to ensure the Utah Code is correct.

Consequence of Inaction:

If the changes are not made then Utah Code will contain errors.

Evidence & Data:

There is no research or analysis surrounding this issue since the request is just for minor changes associated with the recent change of names for the APEX Grant Program.

SECTION 4: POLICY & STATUTE

(Complete only if your request involves changing or eliminating Utah State Code)

Code Sections Affected:

[53E-10-310\(1\)\(c\)\(ii\)](#)

[53E-10-310\(2\)\(b\)\(ii\)](#)

[53F-5-224\(4\)\(a\)\(ii\)](#)

Suggested Legislative Solution:

change "catalyst center" to "APEX Center"

change "Catalyst Center Grant Program" to "APEX Center Grant Program"

change "[53F-5-224](#)" to "[53E-3-507](#)"

Safeguards:

Not applicable.

USBE Legislative Request Form

(Policy, Funding, & Efficiency / Reductions)

2027 General Session

SECTION 1: THE BOTTOM LINE

Request Title: _Repeal 53F-5-217

USBE Lead Point of Contact:

- Name: ___Quinn Kellis
- Email: ___quinn.kellis@schools.utah.gov
- USBE Section: ___School Improvement

Director Reviewer: ___Sara Wiebke

Nature of Request (Select all that apply):

☒ **Policy Change:** Creating, amending, or repealing Utah State Code.

(Complete Section 4)

☐ **New/Increased Funding:** Seeking new financial resources.

(Complete Section 3)

☐ **Efficiency / Reduction:** Proposing the elimination or reduction of a program, mandate, or funding stream. *(Complete Section 3 and/or 4)*

Purpose Statement (BLUF - Bottom Line Up Front):

We are requesting the repeal of [53F-5-217](#) - Grants for New and Aspiring Principals. This statute was created in 2022 and has never been funded, thus prohibiting the Utah State Board of Education from

administering the grant program. A new school leadership bill may be proposed in 2027 specific to the Strategic Plan.

SECTION 2: THE BUSINESS CASE

The Problem:

[53F-5-217](#) requires the Superintendent to administer a grant program to support new and aspiring principal development. The \$5 million originally allocated for this program has never been funded. USBE created Board Rule R277-327 in 2022 in response to the legislation, then repealed the rule in 2024 due to the program never being funded. The Superintendent is focused on school leadership and the strategic plan which may lead to a future legislative request.

The Source:

This request was directed by Deputy Superintendent Voorhies with the option to request a repeal, language change, or full funding. It was decided that a repeal is the best step forward.

Projected Results:

If approved, the repeal means no measurable outcome is needed.

Consequence of Inaction:

If not approved, the current statute imposes requirements on the Superintendent that cannot be implemented without funding. Specifically, the Superintendent cannot administer grants as required for new and aspiring principal development.

Evidence & Data:

The new and aspiring principal grant program has never been initiated, funded or measured given that no funds were allocated for the grants. As a result, the program has failed to provide the support required to achieve the purpose of the statute.

SECTION 4: POLICY & STATUTE

Code Sections Affected:

[53F-5-217](#)

Suggested Legislative Solution:

Repeal the entire statute

Safeguards:

No perceived unintended consequences are noted.

UTAH STATE BOARD OF EDUCATION

Subject:

ACTION: Legislative Funding Requests for the 2027 General Session

Agenda item type:

Action Item

Recommended Action:

The Board may offer feedback on the initial legislative funding proposals, with the intention to refine them and present the revised versions at the September 2027 Board meeting.

Purpose of Memo:

Recommended by leadership

Background:

According to the Budgetary Procedures Act, Title 63J, as delineated in (3)(a), the Governor is mandated to oversee the preparation and reporting of the proposed budget. This encompasses obtaining detailed estimates of revenue and expenditure changes from pertinent state officials, spanning public and higher education, executive and administrative departments, state institutions, boards, commissions, and agencies responsible for state fund management. Additionally, institutions seeking state appropriations are obliged to furnish itemized estimates. The Governor retains the authority to request additional information, including program productivity and performance measures, and may convene budget meetings with representatives of public and higher education, state departments, and other entities seeking state funding. Traditionally, budget requests are due in mid-September.

In alignment with these statutory obligations, the Utah State Board of Education has previously directed its staff to develop a budget, or funding requests, in adherence to the Budgetary Procedures Act. This directive ensures the readiness of a budget proposal for submission to the upcoming legislative session. Staff members are assigned with presenting the outcomes of prior funding requests, compiling necessary documentation, and formulating funding requests as per the Board's directives. These materials are indispensable for the Board to articulate its proposals to both the Governor's office and the Utah State Legislature.

As part of our ongoing commitment to refinement and improvement, staff members are actively soliciting input on the topics of interest and draft legislative funding proposals for the 2027 General Session. Your input is invaluable in enhancing our approach and ensuring the effectiveness of our budgetary endeavors.

Contact:

Name: Scott Jones
Title: Deputy Superintendent of Operations
Phone: (801) 538-7615
Email: scott.jones@schools.utah.gov

Name: Deborah Jacobson
Title: Assistant Superintendent of Operations
Phone: (801) 538-7627
Email: deborah.jacobson@schools.utah.gov

Name: Greg Connell
Title: Policy Analyst
Phone: 801-538-7957
Email: Greg.Connell@schools.utah.gov

Attachments:

1. OVERVIEW 2027 Funding Requests
2. USDB 2027 Session Policy & Funding Request
3. Beverley Taylor Sorenson Arts Learning Program (BTS Arts) 2027 Session Policy & Funding Request
4. Early Literacy Statutory Changes and Funding Request 2027 Session Policy & Funding Request Form (1)
5. Early Math Assessment 2027 Session Policy & Funding Request (1)
6. Hotline Specialist 2027 Session Policy Funding Request Form.docx (1)
7. Information Technology Budget Increase Request 2027 Session Policy & Funding Request
8. MASTER Program Funding Request 2027 Session Policy & Funding Request
9. Project Evaluators FTE 2027 Session Policy & Funding Request Form (1)
10. Purple Star Schools 2027 Session Policy & Funding Request
11. UPPAC 2027 Session Policy & Funding Request Form (2)
12. Funding Request - Additional WPU for SPED Self-Contained Funding Formula (DRAFT) 5.29.2026
13. Funding Request - Additional WPU for the SPED Self-Contained Funding Formula 8.3.2026

Funding Requests					
	Origin of Request	Summary of Request	Requested FTE	Funding Amount	Staff Contacts
Program Evaluation Critical FTE	Finance Committee June 2026 Member Boggess Motion: That the committee directs staff to create funding requests for items 2-4 from the Board Funding Requests 2026 Session document and bring them to the board. Motion: Passed unanimously	We are requesting \$300,000 in ongoing funding to hire two (2) Specialist-Level Program Evaluators to establish USBE's dedicated agency infrastructure for rigorous, data-driven program evaluation. These positions will directly operationalize the statewide evaluation standards enacted under S.B. 324 (2026) and UCA 63G-6b-402. Funding this request guarantees that taxpayer dollars are directed strictly to programs that demonstrate verified, empirical impact on student outcomes aligned with USBE strategic priorities and legislative intent.	2 Specialists	\$300,000	Elisse Newey elisse.newey@schools.utah.gov Policy
BTS Funding Request	Finance Committee June 2026 Member Boggess Motion: That the committee directs staff to create funding requests for items 2-4 from the Board Funding Requests 2026 Session document and bring them to the board. Motion: Passed unanimously	We are requesting \$1,339,200.00 to expand the program to 36 new schools in Alpine, Box Elder, Cache, Canyons, Davis, Iron, Park City, Provo, Weber, American Preparatory Academy schools, Beehive Science & Tech, Entheos-Kearns Campus, Legacy Preparatory, Lincoln Academy, Mountain West Montessori, Odyssey, Syracuse Arts Academy-South, Thomas Edison-North, Wasatch Peak, and Weber State University Charter that have been waitlisted in over the last two years in FY26/FY27. This will expand the BTS Arts program to an additional estimated 17,000 K-6 students who will receive high-quality, integrated arts education.	0	\$1,339,200.00	Shanda Stenger shanda.stenger@schools.utah.gov Teaching and Learning
Early Math Assessment	Finance Committee June 2026 Member Boggess Motion: That the committee directs staff to create funding requests for items 2-4 from the Board Funding Requests 2026 Session document and bring them to the board. Motion: Passed unanimously	We are requesting ongoing funding of \$1,450,000 for an early math assessment to be used as a math screener in grades K-3 to identify students at risk for math difficulties and progress monitor student's learning in early math skills.	0	\$1,450,000.00	Teresa McEntire teresa.mcentire@schools.utah.gov USBE Section: Assessment
UPPAC Critical FTE and Attorney Market-Rate Pay Increase Request	Finance Committee June 2026 Member Boggess Motion: That the committee directs staff to create funding requests for items 2-4 from the Board Funding Requests 2026 Session document and bring them to the board. Motion: Passed unanimously	We are requesting \$421,200 in ongoing funding to secure two (2) new full-time (FTE) staff attorneys and provide an updated market-rate salary adjustment for current UPPAC attorneys to eliminate severe investigative backlogs and ensure timely resolution of educator misconduct allegations.	2 Attorneys	\$421,200	Ben Rasmussen ben.rasmussen@schools.utah.gov Law and Professional Practices

Self Contained Special Education Funding	Finance Committee June 2026 Member Davis Motion: That the committee add in a 10 year phase in plan for the Additional WPU's for SPED Self-Contained Funding Formula funding request. Motion: Passed unanimously	In process		\$87,000,000.00	
Utah Schools for the Deaf and the Blind	USDB Committee June 2026 Committee Action: Member Boothe moved that the Committee forward the list of USDB Fiscal needs to the Finance Committee. Motion passed unanimously	We are requesting \$2, 718 ,766 in funding to secure materials, equipment , and dedicated personnel required to fully remediate the 2025 audit findings and increase compliance levels with Utah State Board Rules and state law including school safety . This investment will stabilize USDB's financial, data, and risk -management infrastructure without diverting critical resources away from direct K -12 classroom instruction.	7	\$2, 718 ,766	Darin Nielsen darinn@usdb.org Utah Schools for the Deaf and the Blind
Early Literacy Statutory Changes and Funding Request	Staff Generated	We are requesting statutory amendments to codes in SB 241 (GS 2026) and request 5% of administrative funds to support the implementation of the bill. We are requesting to repeal statutory codes in SB 127 (GS 2022) that are no longer funded.	1 Specialist	\$750,000	Julie Clark julie.clark@schools.utah.gov Teaching and Learning
Information Technology Budget Increase Request	Staff Generated	We are requesting an ongoing increase of \$971,984 per year, effective FY2028, to cover software and cloud hosting cost growth (including a reallocation from retiring legacy infrastructure to the increased Microsoft Azure hosting), a new software solution request from the agency for project management and strategic planning, contracted IT work supporting current work and unfunded mandates, and hardware and infrastructure renewal cycles. USBE's Information Technology budget has not increased since at least 2017. This request does not include personnel costs.	0	\$971,984 ongoing	Jared Felt jared.felt@schools.utah.gov Information Technology
Purple Star School	Staff Generated (Board Member Motion - not officially made on 6/5/2026 by Board Member Kerry)	Funding for the Purple Star Schools program will support the development and recognition of schools committed to serving military-connected students and families. Requested funds will be used to purchase Purple Star Schools recognition materials, including banners and signage; support school recognition ceremonies and outreach events; develop and distribute informational resources at military and community events; and provide promotional and educational materials that increase awareness of the program. These resources will help strengthen partnerships between schools, military installations, and communities while recognizing schools that demonstrate a commitment to supporting military-connected students.	0	\$10,000-\$15,000	Cassie Hays cassie.hays@schools.utah.gov Comms
Internal Audit Hotline Support	Audit Committee June 2026 Motion: That the Committee recommend the legislative session request listed below be sent to the Board with other funding requests: Parent and LEA Hotline Support	We are requesting \$150,000 in ongoing funding to support efficient and effective maintenance of the Public Education Hotline used to intake concerns from parents, students and educators on behalf of local education agencies (LEAs); as well as to respond to parents, students and educators, refer concerns to LEAs, and train and provide technical assistance to LEA personnel on hotline concerns and investigations.	1	\$157,000 ongoing	Debbie Davis, Chief Audit Executive Debbie.davis@schools.utah.gov Internal Audit Department

Mentoring and Supporting Teacher Excellence and Refinement (MASTER) Program Request for a Stable, Ongoing Funding Structure	Finance Committee June 2026 Member Davis Motion: That the committee directs staff to create a funding request for the Master Pilot Program and bring it to the board. Motion: Passed unanimously	This request seeks the same amount (\$2.4 million) of funding ongoing rather than from year to year. State code 53F-5-222 (established 07/01/2024). The Mentoring and Supporting Teacher Excellence and Refinement Pilot Program was established by the 2024 legislative session and was funded for two years. In the 2026 Legislative Session, the funding was renewed, but for one year through HB 146. The early indicators of the impact of this program on teacher effectiveness and teacher retention has been very promising. In order to continue the program and collect more data on its effectiveness and encourage the investment of resources from LEAs including time, money, and personnel to innovate according to the spirit of the legislation- an ongoing funding stream is needed to support longer-term, more sustainable designs by LEAs.	0	\$2.4 million per year	Katie Dewey Hill Katie.hill@schools.utah.gov Teaching and Learning
Preschool Amendments	Staff Generated	We are requesting a statutory change to the School Readiness Initiative grant program to shift governance to USBE, establish a cost-per-child that functions similar to the Weighed Pupil Unit (WPU), and allow for greater oversight of preschools with stronger connection to the K-12 system.	0	\$8 million	Name: Teresa Judd Email: teresa.judd@schools.utah.gov USBE Section: School Improvement

USBE Legislative Request Form

(Policy, Funding, & Efficiency / Reductions)

2027 General Session

SECTION 1: THE BOTTOM LINE

Request Title: Utah Schools for the Deaf and the Blind

USBE Lead Point of Contact:

- Name: Darin Nielsen
- Email: darinn@usdb.org
- USBE Section: Utah Schools for the Deaf and the Blind

Nature of Request (Select all that apply):

☐ **Policy Change:** Creating, amending, or repealing Utah State Code.
(Complete Section 4)

☒ **New/Increased Funding:** Seeking new financial resources. (Complete Section 3)

☐ **Efficiency / Reduction:** Proposing the elimination or reduction of a program, mandate, or funding stream. (Complete Section 3 and/or 4)

Purpose Statement (BLUF - Bottom Line Up Front):

We are requesting \$2, 718 ,766 in funding to secure materials, equipment , and dedicated personnel required to fully remediate the 2025 audit findings and increase compliance levels with Utah State Board Rules and state law including school safety . This investment will stabilize USDB's financial, data, and risk -management infrastructure without diverting critical resources away from direct K -12 classroom instruction.

SECTION 2: THE BUSINESS CASE

The Problem:

This request addresses critical operational and compliance needs identified during two recent audits and subsequent reduction -in-force (RIF) actions at the Utah Schools for the Deaf and the Blind (USDB) in 2025. The audits highlighted key inefficiencies requiring immediate rectification, specifically within data and financial management, strategic planning, policy development, and risk management. Over the past eight months, USDB leadership has utilized existing budgetary resources to address these gaps while evaluating the long -term impacts of the staff reductions. This funding request is the direct result of that evaluation, targeting specific areas where additional fiscal support is required to successfully mitigate institutional risk and ensure sustainable, efficient operations moving forward.

Origin of the Request

This request originated directly from the Utah Schools for the Deaf and the Blind (USDB) Administrative Team. It was developed through a internal evaluation following the 2025 organizational audits , policy and law compliance review, and subsequent staff reductions.

Compliance and Alignment Gaps

While triggered by internal reviews, critical components of this fiscal request were designed to close newly identified vulnerabilities in state -level alignment. Specifically, the request addresses gaps between current operational capacities and the mandates outlined in Utah State Board Rule and Utah State Law. Funding will ensure that USDB's data systems, risk

management frameworks, and financial operations achieve compliance with statutory obligations.

Support and Opposition

- **Support:** There is strong internal consensus and unified support for this request among USDB leadership, administrative staff, and operational teams who recognize the immediate necessity of stabilizing our infrastructure.
- **Opposition:** There is no known opposition to this request. The proposed adjustments focus entirely on administrative remediation, compliance mitigation, and operational efficiency, serving the best interest of students, staff, and state oversight bodies alike.

Projected Results:

If approved, what is the measurable outcome in the K-12 system?

(Please list 1-2 specific performance metrics. Link to existing performance measures will be added here).

Measurable Outcome: If approved, this funding will directly protect the K -12 instructional environment by reducing the operational, financial, and compliance risks caused by recent structural down -sizing. It ensures that USDB leadership can maintain seamless, uninterrupted administrative oversight, directly benefiting the specialized K -12 student populations we serve.

Performance Metrics:

1. Audit Resolution Rate: 100% mitigation and closure of high-risk operational and policy gaps identified in the 2025 audits by the end of Fiscal Year 2027/2028.

Consequence of Inaction:

If this request is not funded, the Utah Schools for the Deaf and the Blind will lack the resource capacity to fully remediate the deficiencies identified in the 2025 audits. The specific, factual impacts of inaction include:

- Operational Over-Extension: Following the 2025 reductions in force (RIF), existing administrative staff will continue to operate beyond sustainable capacity. This heightens the risk of critical oversight errors in data tracking and financial management.
- Delayed Strategic Planning: Without dedicated support, the development of required risk management frameworks and modernized policy updates will be delayed, preventing USDB from establishing a proactive, stabilized operational baseline.
- Indirect Classroom Impact: Unresolved administrative and data inefficiencies will eventually create operational bottlenecks, diverting leadership focus away from supporting direct K -12 instructional services and student outcomes.

Evidence & Data:

1. External Audit Mandates and Gap Analysis

The primary source proving this approach is the formal finding documentation from the two 2025 independent/state audits conducted at

USDB. These audits served as a comprehensive gap analysis, explicitly identifying structural vulnerabilities in data tracking, financial management, and risk mitigation.

2. Internal Capacity and RIF Impact Evaluation

Over the past eight months, USDB leadership conducted an internal operational capacity analysis to evaluate the effects of the 2025 reductions in force (RIF). The data demonstrated that while routine day -to-day operations could be maintained, the specialized workload required to build, implement, and oversee new compliance frameworks, policy developments, and modernized data structures exceed current personnel bandwidth. This analysis indicates that external fiscal intervention is required to achieve compliance without degrading direct K -12 instructional services.

SECTION 3: FUNDING, OFFSETS, & EFFICIENCIES

*(Complete **only** if your request involves financial resources or proposing budget cuts)*

Financial Ask:

(If a field does not apply, enter \$0).

- **FY 2027 Ongoing Requested:** \$1,440,700
- **FY 2027 One-Time Requested:** \$1,278,066

The Offset Strategy:

Due to the comprehensive 2025 reductions in force (RIF) and subsequent organizational restructuring, the Utah Schools for the Deaf and the Blind (USDB) has already aggressively identified, defunded, and eliminated positions and inefficient operational streams.

Over the past eight months, USDB leadership evaluated all internal accounts and program allocations. Because we have streamlined our infrastructure to its baseline, there are no known duplicate administrative programs or ineffective funding streams remaining .

Any further reduction or reallocation of existing funds would require cutting direct K -12 instructional programs, specialized classroom technology, or essential student therapies (such as speech -language pathology and orientation/mobility services). Doing so would directly compromise USDB's ability to deliver a Free Appropriate Public Education (FAPE) under federal and state statutory mandates.

Future Obligations:

Does this request create multi-year scale-up costs or ongoing maintenance obligations?

☐ Yes

☒ No

If yes, please describe: _____

Itemized Budget Request:

(Please detail how the funding will be utilized across the following categories).

	FY 2027 (Current)	FY 2028 (proposed)
TOTAL REQUESTED	\$ 2,718,766	\$1,440,700

New USBE FTEs Requested: 7

Can current FTEs be assigned these responsibilities? Explain.

Following the significant 2025 reductions in force (RIF), USDB's existing FTEs are already operating at maximum capacity, having absorbed the baseline operational and instructional tasks of the eliminated positions. Assigning these additional responsibilities to current staff is not viable.

SECTION 4: POLICY & STATUTE

(Complete only if your request involves changing or eliminating Utah State Code)

Code Sections Affected: *(List specific state code references, or write "New Code")*

[Type response here]

Suggested Legislative Solution: *What specific language needs to be added, amended, or repealed?*

[Type response here]

Safeguards: *Does this policy change or program reduction create unintended consequences for specific geographic areas or student populations? How will those be mitigated?*

[Type response here]

USBE Legislative Request Form

(Policy, Funding, & Efficiency / Reductions)

2027 General Session

SECTION 1: THE BOTTOM LINE

Request Title: *Beverley Taylor Sorenson Arts Learning Program (BTS Arts)*

USBE Lead Point of Contact:

- Name: Shanda Stenger
- Email: shanda.stenger@schools.utah.gov
- USBE Section: Teaching and Learning

Director Reviewer: Dr. Meghan Everette

Nature of Request (Select all that apply):

☐ **Policy Change:** Creating, amending, or repealing Utah State Code.
(Complete Section 4)

☒ **New/Increased Funding:** Seeking new financial resources.
(Complete Section 3)

☐ **Efficiency / Reduction:** Proposing the elimination or reduction of a program, mandate, or funding stream. (Complete Section 3 and/or 4)

Purpose Statement (BLUF - Bottom Line Up Front):

We are requesting \$1,339,200.00 to expand the program to 36 new schools in Alpine, Box Elder, Cache, Canyons, Davis, Iron, Park City, Provo, Weber, American Preparatory Academy schools, Beehive Science & Tech,

Entheos-Kearns Campus, Legacy Preparatory, Lincoln Academy, Mountain West Montessori, Odyssey, Syracuse Arts Academy-South, Thomas Edison-North, Wasatch Peak, and Weber State University Charter that have been waitlisted in over the last two years in FY26/FY27. This will expand the BTS Arts program to an additional estimated 17,000 K-6 students who will receive high-quality, integrated arts education.

SECTION 2: THE BUSINESS CASE

(Required for all requests)

The Problem:

The core issue is that current program resources are fully utilized, leaving insufficient funding to accommodate the substantial number of additional public schools that are highly interested in participating in the Beverley Taylor Sorenson Arts Learning Program (BTS Arts). The program is operating at maximum capacity within its existing allocation of \$19,445,000. As a result, a growing backlog of 36 fully qualified public schools—spanning Alpine, Box Elder, Cache, Canyons, Davis, Iron, Park City, Provo, and Weber school districts, alongside American Preparatory Academy schools, Beehive Science & Tech, Entheos-Kearns Campus, Legacy Preparatory, Lincoln Academy, Mountain West Montessori, Odyssey, Syracuse Arts Academy-South, Thomas Edison-North, Wasatch Peak, and Weber State University Charter, have been placed on a waitlist.

These 36 schools formally applied for inclusion in January 2025 and January 2026, demonstrating a strong localized desire from principals, teachers, and parents to implement this arts-integrated instructional model. To sustain current operations and protect existing school lines, BTS Arts staff have already optimized internal resources by reducing Institution of Higher Education (IHE) guaranteed grants, scaling back middle school programming, and utilizing available carryforward balances.

Because existing funds are completely leveraged to support currently active schools, the program cannot expand to meet this high level of statewide interest. Without an ongoing funding increase of \$1,339,200.00 to support the necessary 18.6 cumulative school-level educator FTEs, these 36 waitlisted schools will remain unable to participate. This will leave an estimated 17,000 K-6 students without access to the program.

The Source:

This request comes from multiple sources.

1. The USBE Finance Committee requested that this funding proposal be resubmitted after it ranked as the Utah State Board of Education's second-highest legislative funding priority last year.
2. Schools and LEA's who would like to participate in the BTS Arts program through LEA level and school specific level applications.
3. Core philanthropic advocacy from private organizations, including *Art Works for Kids* and the *Friends of BTS Arts Foundation*.

There have been concerns in past years about carryforward and growth funding which we have worked to address this past year with new arts team leadership.

Projected Results:

An ongoing allocation of \$1,339,200.00 will fund 18.6 cumulative educator FTEs (0.5 FTE at 32 schools, 0.65 FTE at 2 schools, and 0.75 FTE at 2 larger schools) to transition 36 waitlisted schools into active participation. This expansion will bring the total number of participating schools statewide to 496, reaching an estimated 17,000 more K-6 students with high-quality, arts-integrated learning that enriches various content areas and optimizes instructional time.

1. This expansion of the BTS Arts' proven integration method will support measurable gains found in a Y2 independent analysis that students who participate in the BTS Arts program perform measurably better on standardized tests. These results indicated a difference of:
 - a. English: 1.1% - 4.3%

- b. Math: 3.4% - 7.1%
 - c. Science: 1.4% - 4.7%
- 2. There is also research that indicates a relationship “observed between BTS Arts implementation and student outcomes was that for every year that a school participated in BTS Arts, the school’s average score on math, reading, and science assessments increased between 0.023 and 0.027 standard deviations on the student-level assessment scale. This increase was statistically significant at $p < .001$ but is modest in size.”
- 3. Based on yearly assurances 89% of principals and 85% of educators agree that the program creates concrete opportunities for parents to engage. (2024-25 and 2023-24 Assurance report)
- 4. In a more targeted action research with the University of Utah BTS Arts Endowment with an elementary school that leveraged BTS Arts to improve outcomes:
 - a. Daily student attendance improved by 2.16%, rising to an average of 89.43% compared to 87.27% in the 2024-2025 school year.
 - b. Office referrals dropped by 20% during the 2025-2026 school year compared to the previous year.
 - c. Family engagement saw a 200% average increase over the 2024-2025 school year. The school hosted three evening STEAM events throughout the year, with each event drawing over 300 attendees. Additionally, qualitative data highlighted a noticeable increase in the attendance and engagement of male guardians at these STEAM events.

Based on these research findings and the demonstrated demand from 36 waitlisted schools, we are requesting \$1,339,200 in ongoing funding to provide 18.6 educator FTEs and expand BTS Arts to these schools.

Note on Existing Performance Measures: Progress for this expansion will be evaluated against our established program baselines, which currently mandate that:

1. A minimum of 50 schools are monitored for implementation of the program; and
2. That 100% of participating schools respond to the annual program assurances. The 36 new schools will be fully integrated into this existing oversight framework to ensure accountability.

Consequence of Inaction:

The 36 waitlisted schools across Alpine, Box Elder, Cache, Canyons, Davis, Iron, Park City, Provo, Weber, American Preparatory Academy schools, Beehive Science & Tech, Entheos-Kearns Campus, Legacy Preparatory, Lincoln Academy, Mountain West Montessori, Odyssey, Syracuse Arts Academy-South, Thomas Edison-North, Wasatch Peak, and Weber State University Charter will remain entirely unfunded for a third consecutive year. This leaves an estimated 17,000 eligible K-6 students statewide completely unserved and locked out of a proven, high-quality educational model.

Because this request translates directly to LEA-level salaries for 18.6 educator FTEs, no additional ongoing funding prevents these schools from establishing permanent staffing infrastructure. By denying this expansion, there is a missed opportunity to improve student and school performance, resulting in the following measurable outcomes:

- Limited access to the academic gains that are highlighted through the Y2 and UEPC research
- Unable to leverage the BTS Arts program as a tool for attendance and discipline
- Will not have access to the BTS Arts programs support structure for family and community engagement.

Evidence & Data:

Provide the source, research, or analysis that proves this is the right approach (e.g., cost-benefit analysis, program evaluation, pilot program results).

Y2 Analytics Independent Statistical Analysis (2023-2024 Data): Utilizing propensity score matching to filter out confounding variables (such as school size, race, or gender attributes), this evaluation verified that BTS Arts participation drives a distinct proficiency increase on state RISE assessments over non-participating schools:

- **Math**: +3.4% to +7.1% percentage point increase.
- **Science**: +1.4% to +4.7% percentage point increase.
- **English**: +1.1% to +4.3% percentage point increase.

Utah Education Policy Center (UEPC) Longitudinal Study: Confirms a highly significant ($p < .001$) compounding relationship where every year of active BTS Arts implementation adds 0.023 to 0.027 standard deviations to average student performance on core math, reading, and science scales.

USBE Annual Assurance Reports (2024-2025 and 2023-2024): Confirms structural administrative agreement on community impact, with 89% of principals and 85% of educators verifying that the program builds concrete pathways for active parent interaction.

Targeted Action Research Case Studies: University of Utah's Endowed BTS Arts Program: Targeted Action Research Case Studies (Magna STEAM & Glendale Projects): Tracks real-world, localized school culture outcomes resulting from proper program execution:

- **Attendance**: Daily student attendance increased by 2.16%, lifting the baseline average from 87.27% up to 89.43%.
- **Behavior**: Student office discipline referrals dropped by exactly 20% year-over-year.

- **Community Engagement:** Family involvement metrics grew by an average of 200%, marked by consecutive interactive STEAM community events generating over 300 physical attendees each, alongside documented qualitative gains in male guardian presence.

SECTION 3: FUNDING, OFFSETS, & EFFICIENCIES

(Complete **only** if your request involves financial resources or proposing budget cuts)

Financial Ask:

(If a field does not apply, enter \$0).

- **FY 2027 Ongoing Requested:** \$1,339,200.00
- **FY 2027 One-Time Requested:** \$_____
- **Proposed Offsets / Savings:** \$_____ (Amount saved by cutting redundancies or reallocating existing funds)

The Offset Strategy:

No duplicate or redundant educational funding streams have been identified for cutting. The program has already sustained recent budgetary constraints by restricting overhead operations including shrinking university guaranteed grants, LEA coaches who were retiring, and removing the middle school pilot program to ensure funding current BTS Arts classroom positions.

Future Obligations:

Does this request create multi-year scale-up costs or ongoing maintenance obligations?

☒ Yes

☐ No

If yes, please describe: Yes, this request establishes permanent, multi-year additional funding. 100% of the ongoing \$1,339,200.00 request is distributed straight to LEAs to pay permanent teacher salaries. These long-term funding obligations match the program's structural format, where state funds secure stable local personnel lines.

Itemized Budget Request:

(Please detail how the funding will be utilized across the following categories).

	FY 2027 (Current)	FY 2028 (proposed)
TOTAL REQUESTED	\$18,478,764.00 (LEA funding for BTS Arts teachers and coaches) \$960,420.27 (IHE Grants) Total: \$19,445,000.00	\$19,817,964 (LEA funding for BTS Arts teachers and coaches) \$960,420.27 (IHE Grants) Total: \$20,784,200.00

New USBE FTEs Requested: 0

Can current FTEs be assigned these responsibilities? Explain.

NA

If no FTEs are required, explain.

We currently have the Arts and Wellness Coordinator and the BTS Arts Specialist who support this program. We did have the program specialist position switch roles recently but we are shifting work to absorb those responsibilities.

Performance Measures:

The Legislature requires clear, data-driven metrics to evaluate the effectiveness of newly funded programs. Please suggest 1 to 2 specific, measurable outcomes that can be used to track the success of this funding item if it is approved.

When brainstorming your measures, consider:

- *What specific outcomes data point will change because of this funding?*
- *How will the agency or the Legislature objectively know if this program was successful after year one?*

(Examples: "Increase the number of trained special education paraprofessionals by 20% statewide," "Decrease average LEA application processing time from 30 days to 14 days," or "Improve early literacy scores among participating schools by X%.")

Increased Arts Learning Performance Measure

Achieve an annual minimum threshold of 85% among reporting school principals and BTS Arts educators affirming via annual BTS Arts Assurances that participating K–6 students demonstrate proficiency in the Utah Fine Arts Core Standards.

AND

Option A: Track and evaluate the percentage of 9th–12th grade students with prior K–6 BTS Arts participation who enroll in Advanced Arts courses (AP, IB, or CE) to measure long-term program impact and inform future expansion decisions.

OR

Option B: Assess 9th–12th grade Arts course participation among BTS Arts elementary alumni to determine baseline pipeline growth and identify opportunities for secondary program alignment.

Academic Performance Measure

Achieve an average annual proficiency growth rate on state RISE assessments (Math, Science, and English) among grant-recipient schools that exceeds the statewide average growth rate of non-recipient schools over the first three years of participating.

USBE Legislative Request Form

(Policy, Funding, & Efficiency / Reductions)

2027 General Session

SECTION 1: THE BOTTOM LINE

Request Title: Early Literacy Statutory Changes and Funding Request

USBE Lead Point of Contact:

- Name: Julie Clark
- Email: julie.clark@schools.utah.gov
- USBE Section: Teaching and Learning

Director Reviewer: Meghan Everette

Nature of Request (Select all that apply):

☒ **Policy Change:** Creating, amending, or repealing Utah State Code.
(Complete Section 4)

☒ **New/Increased Funding:** Seeking new financial resources. (Complete Section 3)

☐ **Efficiency / Reduction:** Proposing the elimination or reduction of a program, mandate, or funding stream. (Complete Section 3 and/or 4)

Purpose Statement (BLUF - Bottom Line Up Front):

We are requesting statutory amendments to clarify and align code passed in S.B. 241 (2026 General Session), repeal unfunded mandates in S.B. 127 (2022 General Session), establish a graduated TSSA funding alignment timeline for low-performing schools, and authorize up to 5% (\$750,000

ongoing) in administrative funds from the existing \$15,000,000 early literacy program to support state monitoring, 1 FTE specialist, and implementation oversight

SECTION 2: THE BUSINESS CASE

The Problem:

1. S.B. 241 (2026) Operational Gaps: S.B. 241 established critical science of reading mandates, but USBE requires technical statutory refinements to resolve LEA confusion regarding definitions, timelines, and intervention settings. Furthermore, USBE lacks dedicated administrative funding to perform mandatory statewide monitoring, curriculum reviews, and site visits.

2. Unfunded S.B. 127 (2022) Statutory Mandates: Statutory requirements from S.B. 127 remain in code (e.g., community engagement and change management programs) despite legislative funding being removed or redirected, creating structural compliance misalignment.

The Source:

This request is a direct continuation of the early literacy policy request prioritized by the Board during the 2026 Legislative Session and serves as a vital follow-up to S.B. 241 (2026), which USBE staff and the Board have been actively implementing over recent months.

Additionally, this request incorporates explicit direction from the Board's Finance Committee during its June 2026 meeting, instructing staff to draft a statutory policy change establishing a graduated, escalating timeline for LEAs to dedicate Teacher and Student Success Act (TSSA) funds toward evidence-based reading interventions in low-performing schools.

Projected Results:

Primary Target: Ensure 80% of Utah third-grade students are reading at or above grade level on benchmark assessments by July 2030.

Systemic Outcome: Align state and local resources (including TSSA funds), resolve LEA implementation confusion, and ensure rigorous, data-driven reading interventions statewide.

Consequence of Inaction:

Unfunded Mandates: USBE will remain legally obligated under S.B. 127 to provide statutory programs for which no funding exists.

Implementation Failure: LEAs will face ongoing ambiguity regarding S.B. 241 requirements, leading to inconsistent classroom practice, misapplied intervention settings, and delayed progress toward state literacy goals.

Evidence & Data:

- [Teaching Reading Is Rocket Science, 2020](#)
- [Science of Reading: Defining Guide](#)
- [Phases of Development in Learning to Read and Spell](#)
- [Why the 3 Cueing System Model Doesn't Teach Students to Read](#)
- [Is retell a valid measure of comprehension?](#)
- [Don't confuse Reading Comprehension and Learning to Read](#)

SECTION 3: FUNDING, OFFSETS, & EFFICIENCIES

*(Complete **only** if your request involves financial resources or proposing budget cuts)*

Financial Ask: up to 5% of the \$15,000,000 of current ongoing funding for administrative funds to support literacy improvement and implementation.

(If a field does not apply, enter \$0).

- **FY 2027 Ongoing Requested:** \$750,000 (Authorized as up to 5% administrative set-aside from the \$15,000,000 ongoing literacy allocation in S.B. 241)
- **FY 2027 One-Time Requested:** \$0
- **Proposed Offsets / Savings:** \$0 *(Amount saved by cutting redundancies or reallocating existing funds)*

The Offset Strategy:

If you are requesting new funds, what duplicate programs, ineffective streams, or outdated mandates could be cut or reallocated to fund this? Please name the specific programs/funds.

N/A

Future Obligations:

Does this request create multi-year scale-up costs or ongoing maintenance obligations?

X Yes

[] No

If yes, please describe: The current funding for SB 241 is ongoing and the 5% of administrative funds would also be ongoing funding.

Itemized Budget Request:

(Please detail how the funding will be utilized across the following categories).

	FY 2027 (Current)	FY 2028 (proposed)
TOTAL REQUESTED	\$ 750,000 (up to)	\$ 750,000 (up to)

Itemized Administrative Budget (\$750,000 Ongoing Cap):

- **Educational Specialist FTE (53E-6-302):** \$160,000 ongoing
 - Dedicated Science of Reading specialist to coordinate higher education teacher preparation alignment, accreditation monitoring, and LEA support.
- **Curriculum & Intervention Reviews (53G-10-806):** \$50,000 ongoing
- **Panel & Monitoring Onsite Travel (53E-3-1003 & 53G-10-805):** \$50,000 ongoing
 - **Conduct required statewide school visits and implementation fidelity audits.**
- **Resource Creation & Professional Learning (53E-3-1001):** \$175,000 (\$150k initial / \$25k ongoing)
 - **Science of reading tools for teachers, coaches, paraprofessionals, and parents.**
- **Science of Reading Panel Expenses & Recognition (53E-3-1001 / 1003):** \$30,000 ongoing

- **Community & Parent Literacy Engagement (53E-3-1004):** \$50,000 ongoing
- **Books for Kids / Home Literacy Support:** Remaining balance allocated toward home literacy materials.

New USBE FTEs Requested: 1

Can current FTEs be assigned these responsibilities? Explain.

Current staff cannot absorb these extensive statutory monitoring, accreditation, and technical assistance duties. Previous FTE funding under S.B. 127 was redirected to LEAs while agency monitoring workloads increased under S.B. 241.

Item Description	Code language	Amount	One-time/ ongoing
Educational Specialist	53E-6-302 The Utah Board of Higher Education and the state board shall each designate an employee of each board's staff to jointly: (a)work with education deans of state institutions of higher education to coordinate university teacher preparation programs that may include: (i)monitoring courses for university teacher preparation programs; and (ii)working with course instructors for university teacher preparation programs; (b)act as a liaison between: (i)the Utah Board of Higher Education; (ii)the state board; (iii)local school boards or charter school governing boards; and	\$160,000	ongoing

	(iv)representatives of university teacher preparation programs; and (c)report the employee's findings and recommendations for the improvement of teacher preparation programs to: (i)the state board; and (ii)education deans of state institutions of higher education. (5)The state board, in consultation with the Utah Board of Higher Education, shall: (a)in good faith, consider the findings and recommendations described in Subsection (4)(c); and (b)in accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, make rules, as the state board determines is necessary, to implement recommendations described in Subsection (4)(c). (7)The Utah Board of Higher Education and the state board shall jointly: (a)monitor accreditation of university programs regarding the science of reading preparation described in Subsection (3)(b); and (b)(i)develop strategies to provide support for preparation programs with low rates of passage on the required literacy preparation assessment; and (ii)provide increasing levels of support to a preparation program with low rates of passage on the required literacy preparation assessment for two consecutive years.		
Resource creation for	53E-3-1001 analyze, align, and target resources,	one-time: \$150,000	one-time and

paraprofessional, teachers, coaches, administrators, and parents	including digital software and tools, in existing state programs and the programs enacted in Laws of Utah 2022, Chapter 285, as appropriate, to support early literacy within the state	ongoing: \$25,000	ongoing
Science of reading awards and recognition events	53E-3-1001 identify opportunities to incentivize and support LEAs and elementary schools to analyze data, align plans, and target resources from existing local and LEA programs to support early literacy within the state, resulting in a comprehensive statewide alignment	\$25,000 awards night \$5,000 awards	ongoing
Science of reading panel travel expenses	53E-3-1003 may receive per diem and reimbursement for travel expenses that the panel member incurs as a panel member at the rates that the Division of Finance	\$20,000	ongoing
Panel/Staff Travel for onsite school visits	53E-3-1003 The state board may collaborate with panel members to conduct periodic reviews of: (a) student outcome data; (b) science of reading and science of reading instruction implementation fidelity in public schools and educator preparation programs through onsite visits	\$20,000	ongoing
Staff travel for monitoring visits	53G-10-805 The following shall provide the monitoring described in Subsection (1): (a) for a school district, the local governing board; (b) for a charter school, the charter school's authorizer; and (c) for all public schools, the state board.	\$10,000	ongoing
Curriculum reviews	53G-10-806 Each LEA shall adopt science of reading	\$50,000	ongoing

	curriculum and intervention programs as advised by the science of reading panel described in Section 53E-3-1003 and in accordance with this part. (2)An LEA may not include a three-cueing model in any curriculum or pedagogical practice except in relation to an individual student for whom an IEP or Section 504 accommodation plan explicitly indicates that the three-cueing approach is appropriate for the student's learning needs		
Community engagement (if not repealed)	53E-3-1004 The state board shall contract with one or more organizations that have expertise in coordinating community resources to: provide training and coaching to community, school, and parent engagement coordinators;	\$50,000	ongoing
Books for kids (if not repealed)	The state board shall: partner with a private business or nonprofit organization to annually provide personal, home-use, age-appropriate printed books or digital books with accompanying electronic reading devices to students	\$915,000 (this is how much it has been per year)	ongoing

If no FTEs are required, explain.

Performance Measures:

Increase the percentage of Utah 3rd-grade students reading at or above benchmark on Acadience Reading to 80% by July 2030.

Achieve 100% compliance among LEAs in adopting approved Science of Reading core curricula and eliminating three-cueing instruction practices.

SECTION 4: POLICY & STATUTE

(Complete only if your request involves changing or eliminating Utah State Code)

Code Sections Affected: *(List specific state code references, or write "New Code")*

[SB 127](#) (GS 2022)

- [53E-3-1004](#) Community Engagement for Early Literacy
- [53G-11-305](#) Professional Learning in Change Management
- [53E-3-1001](#) Statewide Goal, Emphasis on Early Literacy

[SB 241](#) (GS 2026)

- [53F-2-424](#) Literacy Interventions
- [53G-10-801](#) Definitions
- [53G-10-802](#) Individualized Reading Plans
- [53G-10-803](#) Scaled Reading Interventions
- [53G-10-806](#) Science of Reading Curriculum

Suggested Legislative Solution: *What specific language needs to be added, amended, or repealed?*

Code Section	Code Title	Current Language	Changes and/or Proposed language

53E-3-1004	Community Engagement for Early Literacy		Repeal whole code
53G-11-305	Professional Learning in Change Management		Repeal whole code
53E-3-1001	Statewide Goal, Emphasis on Early Literacy	(2) identify opportunities to incentivize and support LEAs and elementary schools to analyze data, align plans, and target resources from existing local and LEA programs to support early literacy within the state, resulting in a comprehensive statewide alignment of early literacy plans.	(2) identify opportunities to incentivize and support LEAs and elementary schools to analyze data, align plans, and target resources from existing local and LEA programs to support early literacy within the state. <i>*LEAs are no longer required to complete an early literacy plan.</i>
53F-2-424	Literacy Interventions	Leave as is	Add the ability to utilize 5% as Administrative Funds
53G-10-801	Definitions	(6)(b)"Reading intervention" includes: (i)dyad reading in which two individuals,	(b)"Reading intervention" includes: (i)dyad reading in which two individuals;

		typically a skilled reader and a developing reader, sit side-by-side and read the same text aloud together; (ii)decoding text in which an individual translates printed letters and words into speech through phonics; (iii)a targeted literacy skill intervention resource that is aligned with the science of reading; (iv)a word list; (v)phoneme and grapheme mapping; (vi)handwriting practice; (vii)reading protocols; (viii)retelling; (ix)vocabulary practice; (x)retention in the student's current grade level; and (xi)other strategies that are aligned with the science of	typically a skilled reader and a developing reader, sit side-by-side and read the same text aloud together; (ii)decoding text in which an individual translates printed letters and words into speech through phonics; (iii)a targeted literacy skill intervention resource that is aligned with the science of reading; (iv)a word list; (v)phoneme and grapheme mapping; (vi)handwriting practice; (vii)reading protocols; (viii)retelling; (ix)vocabulary practice; (x)retention in the student's current grade level; and (xi)other strategies that are aligned with the science of
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		reading to meet student needs in improving literacy. (4)(a)"Intervention setting" means the setting in which a student receives a reading intervention. (b)"Intervention setting" includes: (i)a teacher leading an intervention during regular classroom work; (ii)a paraprofessional leading an intervention; (iii)an after-school or extended-day program; (iv)a summer school program; (v)an at-home activity; and (vi)an online activity. (9)"Retention" means a reading intervention through which a	reading to meet student needs in improving literacy. (4)(a)"Intervention setting" means the setting in which a student receives a reading intervention. (b)"Intervention setting" includes: (i)a teacher leading an intervention during regular classroom work; (ii)a paraprofessional leading an intervention; (iii)an after-school or extended-day program; (iv)a summer school program led by a science of reading trained educator; (v)an at-home activity; and (vi)an online activity. (9)"Retention" means a reading intervention through which a
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		student who does not meet a specific reading benchmark or satisfy a good cause exemption repeats the grade in the subsequent school year to provide the student with additional time and intensive, targeted reading intervention to remediate a learning deficiency before advancing to a grade for which the student is not prepared to succeed academically.	student who does not meet a specific reading benchmark or satisfy a good cause exemption repeats the grade in the subsequent school year to provide the student with additional time and intensive, Targeted customized supports in reading intervention to remediate a learning deficiency before advancing to a grade for which the student is not prepared to succeed academically. Add: "Formal Professional Learning" means a professional learning that aligns with the Utah Professional Learning Standards, 53G-11-303, includes job-embedded coaching and is at least 40 hours in length.
53G-10-802	Individualized Reading Plans	(i)within 45 days after the day on which the LEA	(i)within 45 calendar days after the day on which the LEA

		provides the first notice described in Subsection (1)(a) during a given school year, meet and jointly establish an individualized reading plan for the student that includes: (5) An LEA shall assign a student with an individualized reading plan under this section to a teacher who has completed or is in the process of completing formal training in the science of reading	provides the first notice described in Subsection (1)(a) during a given school year, meet and jointly establish an individualized reading plan for the student that includes: (5) An LEA shall assign a student with an individualized reading plan under this section to a teacher who has completed or is in the process of completing formal training professional learning in the science of reading
53G-10-803	Scaled Reading Interventions	(2)(a)(iv) before the 2029-2030 academic year, a student in grade 3 who does not score at or above benchmark on the end-of-year benchmark reading assessment.	(2)(a)(iv) before the 2029-2030 academic year, a student in grade 3 who does not score at or above scores well below benchmark on the end-of-year benchmark reading assessment. (A) Began grade 3 below benchmark on the benchmark reading

			assessment; or (B) Has already had an individualized reading plan before the end-of-year benchmark reading assessment and does not demonstrate above typical academic progress on the benchmark reading assessment; and
53G-10-806	Science of Reading Curriculum	(2) An LEA may not include a three-cueing model in any curriculum or pedagogical practice except in relation to an individual student for whom an IEP or Section 504 accommodation plan explicitly indicates that the three-cueing approach is appropriate for the student's learning needs	(2) An LEA may not include a three-cueing model in any curriculum or pedagogical practice except in relation to an individual student for whom an IEP or Section 504 accommodation plan explicitly indicates that the three-cueing approach is appropriate for the student's learning needs

53G-7-1304(2)(e)	Teacher and Student Success Program	Graduated TSSA Reading Intervention Allocation Timeline	Insert new statutory subsection governing Teacher and Student Success Act (TSSA) fund expenditures: "() Beginning in the 2027-2028 school year, a school that falls below the designated annual student proficiency benchmarks shall dedicate 50% of its TSSA plan funds to evidence-based reading interventions, measured by the following escalating benchmark targets: (a) fewer than 60% of third grade students reading on grade level based on the finalized 2025-2026 Acadience Reading data for the 2027-2028 school year; (b) fewer than 70% of third grade students reading on grade level based on the finalized 2026-2027 Acadience Reading data for the
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			2028-2029 school year; and (c) fewer than 80% of third grade students reading on grade level based on the finalized 2027-2028 Acadience Reading data by the 2029-2030 school year."
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Safeguards: *Does this policy change or program reduction create unintended consequences for specific geographic areas or student populations? How will those be mitigated?*

No

USBE Legislative Request Form

(Policy, Funding, & Efficiency / Reductions)

2027 General Session

SECTION 1: THE BOTTOM LINE

Request Title: Early Math Assessment

USBE Lead Point of Contact:

- Name: Teresa McEntire
- Email: teresa.mcentire@schools.utah.gov
- USBE Section: Assessment

Director Reviewer: Cydnee McCarty

Nature of Request (Select all that apply):

☐ **Policy Change:** Creating, amending, or repealing Utah State Code.
(Complete Section 4)

☒ **New/Increased Funding:** Seeking new financial resources.
(Complete Section 3)

☐ **Efficiency / Reduction:** Proposing the elimination or reduction of a program, mandate, or funding stream. (Complete Section 3 and/or 4)

Purpose Statement (BLUF - Bottom Line Up Front):

We are requesting \$1,450,000 in ongoing funding to reinstate statewide access to a standardized K-3 early math benchmark assessment and diagnostic screener. This tool allows educators to identify students at risk for early numeracy difficulties and progress-monitor targeted interventions.

Demonstrating immense local demand, 80.3% of Utah LEAs voluntarily opted to continue administering this assessment in SY2027 after state funding lapsed, with 64% choosing to cover the additional costs for digital administration out of local budgets.

SECTION 2: THE BUSINESS CASE

(Required for all requests)

The Problem:

Utah Code 53E-4-307.5 authorizes the State Board of Education to designate a benchmark math assessment for statewide use. However, dedicated state funding for the assessment was removed during the 2026 Legislative Session. Because USBE no longer had state appropriations to support statewide digital administration, the Board was forced to transition the assessment from a required statewide benchmark to an optional LEA-level choice for the 2026–2027 school year.

Without ongoing state funding, the state loses its only consistent early math diagnostic tool. Furthermore, current statute does not mandate that LEAs act upon early math data or provide progress-monitored interventions without funded statewide benchmark infrastructure.

The Source:

This request was formally generated and prioritized by the Utah State Board of Education during the 2026 Legislative Session; however, it was ultimately not picked up or funded by the Legislature. Recognizing the critical nature of early numeracy diagnostics and responding to strong demand from the field, the Board's Finance Committee voted in its May 2026 meeting to direct USBE staff to prepare a renewed funding request for the 2027 General Session.

The necessity of this request is overwhelmingly supported by local educational agencies (LEAs) statewide. Even though the transition to an optional model meant state funding lapsed for SY2027, 80.3% of Utah LEAs voluntarily elected to continue administering the early math benchmark

assessment using local funds. Furthermore, 64% of participating LEAs chose to absorb additional local costs to maintain digital administration rather than paper-based testing. This remarkable level of local investment demonstrates that Utah school districts and charter schools view early math screening as an indispensable tool for classroom instruction and student success.

Projected Results:

1. Maintain statewide diagnostic coverage across >80% of K-3 public school students, restoring consistent early math performance tracking.
2. Reduce the proportion of students at risk for long-term math difficulties by driving annual increases in students performing at or above benchmark in grades K-3.

Consequence of Inaction:

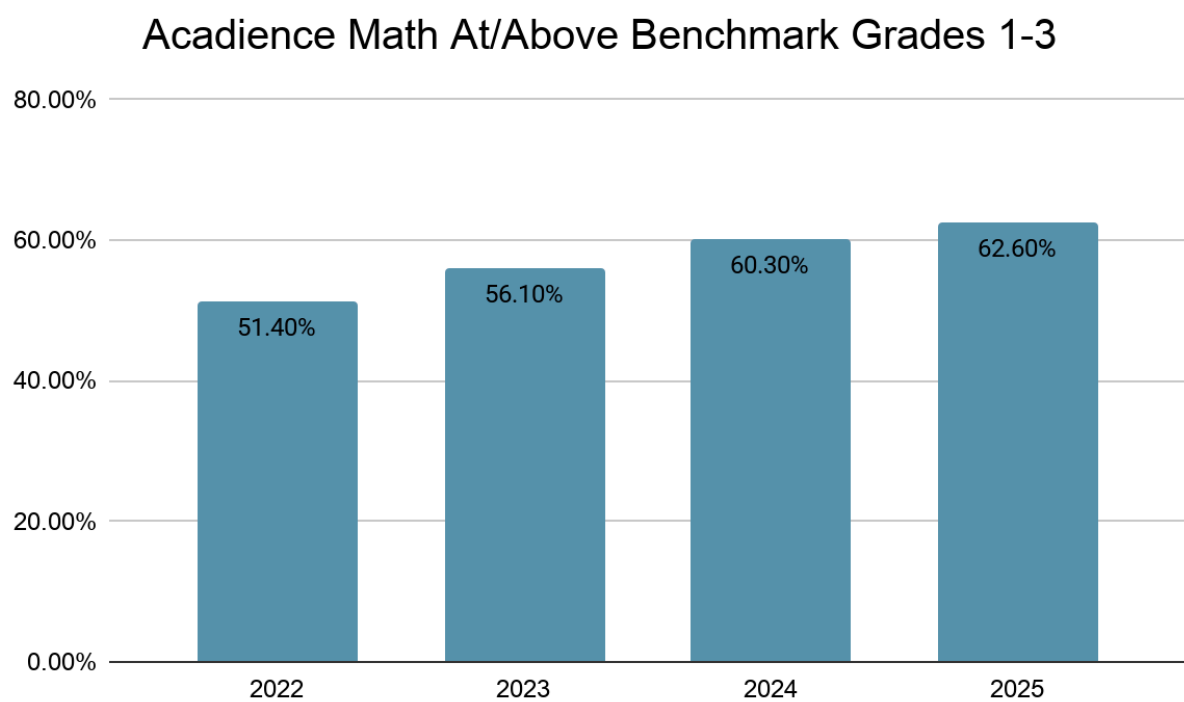
If this request is not funded, Utah will lose its only standardized measure of early numeracy achievement in grades K-2 (where no other statewide assessment exists). Statewide data comparability will end, preventing USBE and the Legislature from evaluating early math outcomes or identifying statewide learning gaps. Furthermore, small, rural, and economically disadvantaged LEAs that cannot afford local vendor contracts will be forced to abandon early math screening altogether, widening equity and achievement gaps.

Evidence & Data:

Since the math benchmark has been required, Utah has seen a significant increase in the number of students at or above benchmark, which means that they are less likely to experience math difficulties. The increase shows that teachers are providing better instruction and students are more successful in math. The assessment also allows teachers to track if their math

interventions, if implemented, are working and if students are making progress towards the end of year goal, which has most likely also led to improved student outcomes.

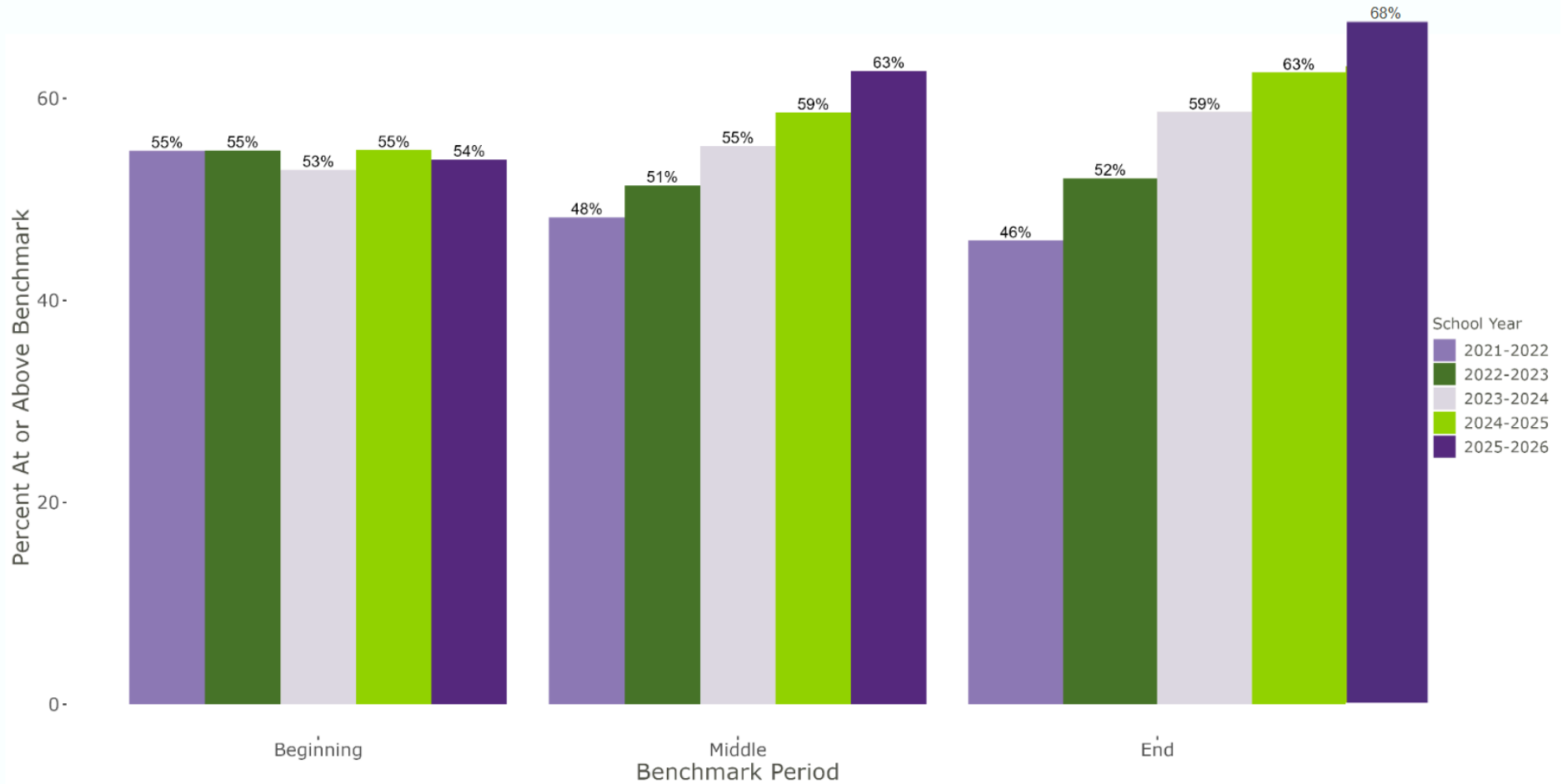
The graph below shows the percent of students in grades 1-3 that were at/above benchmark on Acadience Math from 2022-2025 (2026 combined data is pending). This means that the percent of students that are likely to experience difficulties in math is decreasing. We continue to see yearly improvement.



The following graphs show the individual grade growth over the last five years. It shows that in each grade students enter the school year at a relatively similar level, but every year show increasing gains by the end of the year.

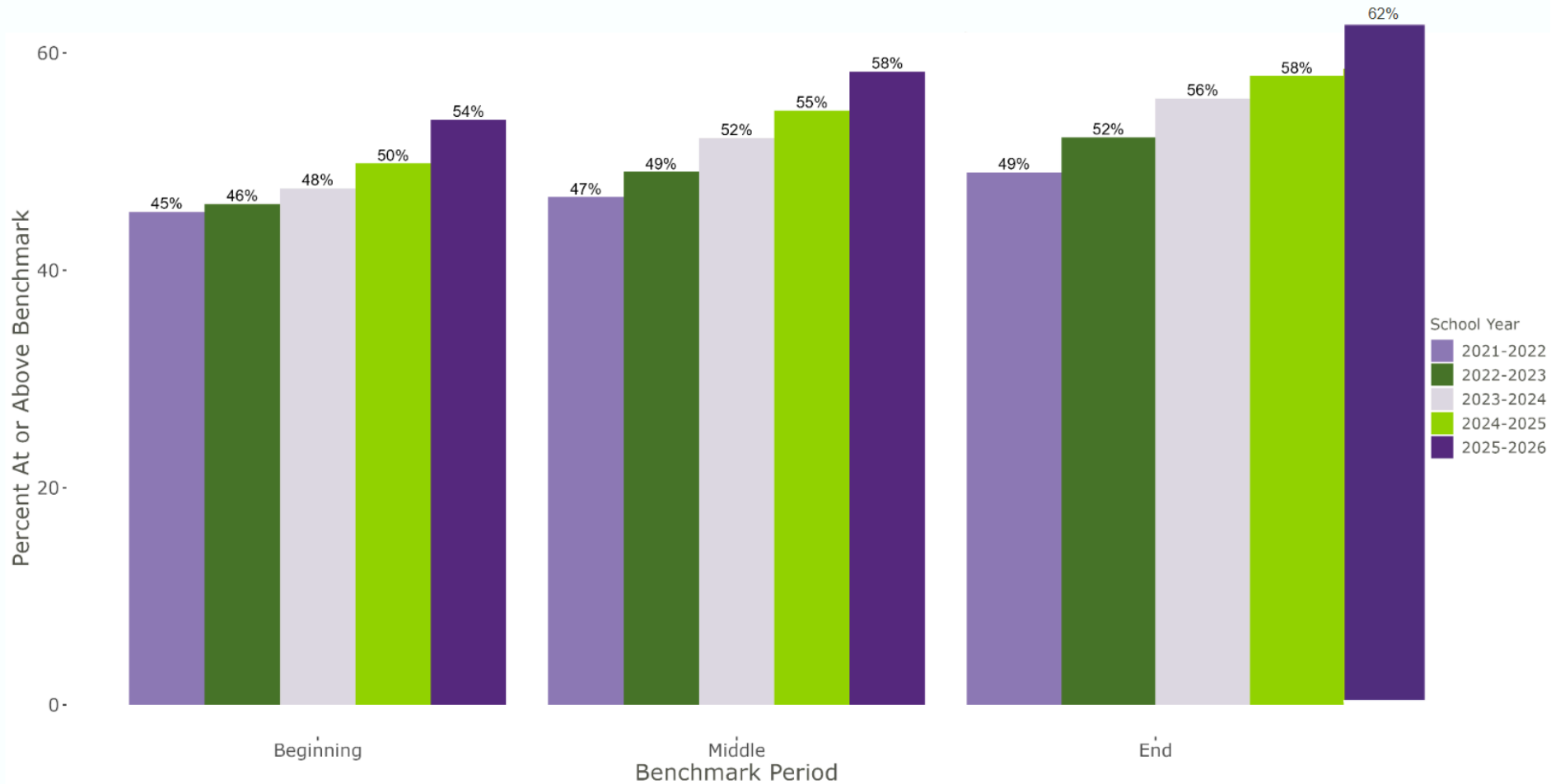
Kindergarten Cross-Year Comparison

Percentage of Students At or Above Benchmark on the Math Composite Score



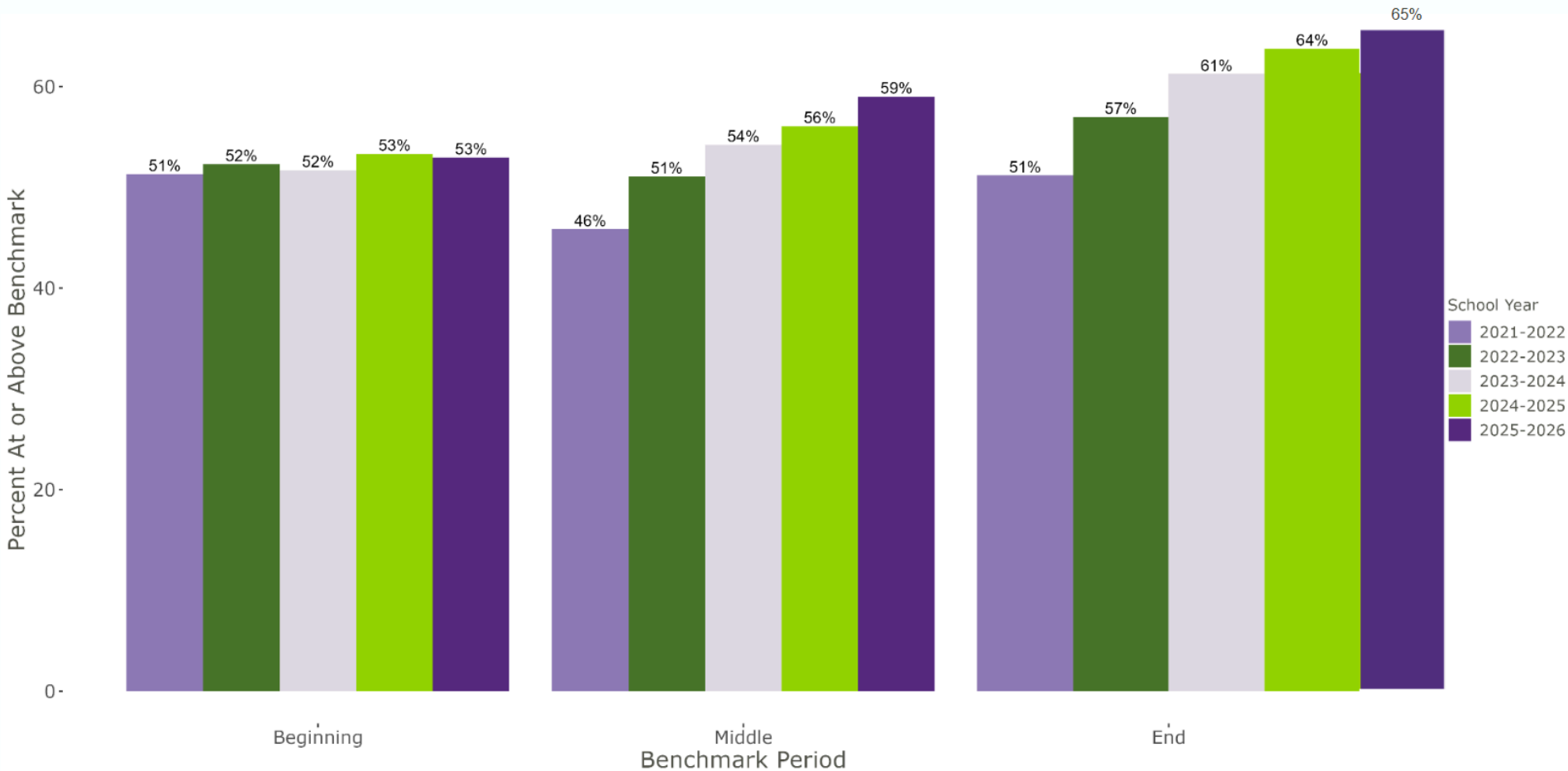
Grade 1 Cross-Year Comparison

Percentage of Students At or Above Benchmark on the Math Composite Score



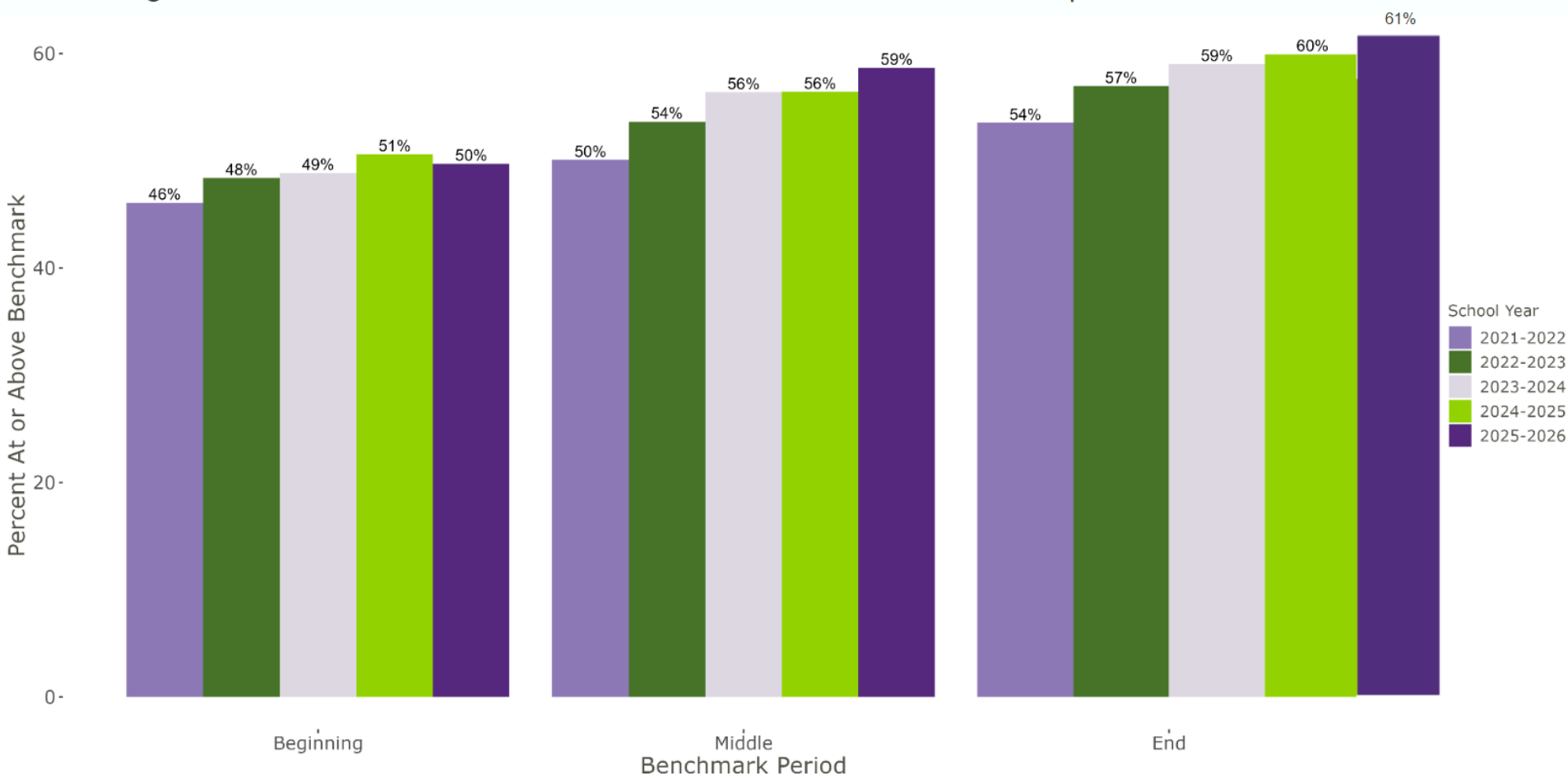
Grade 2 Cross-Year Comparison

Percentage of Students At or Above Benchmark on the Math Composite Score



Grade 3 Cross-Year Comparison

Percentage of Students At or Above Benchmark on the Math Composite Score



SECTION 3: FUNDING, OFFSETS, & EFFICIENCIES

*(Complete **only** if your request involves financial resources or proposing budget cuts)*

Financial Ask:

(If a field does not apply, enter \$0).

- **FY 2027 Ongoing Requested:** \$1,450,000
- **FY 2027 One-Time Requested:** \$0
- **Proposed Offsets / Savings:** \$0 *(Amount saved by cutting redundancies or reallocating existing funds)*

The Offset Strategy:

We did have limited funding of \$300,000 a year for the early math assessment, however that funding was removed in the 2026 legislative session. When the funding was initially requested there was a vendor that offered a product for \$1.50 per student. However, that vendor no longer offers a product at that low cost point and neither do any others. The cost of the assessment in 2025-2026 was \$1,069,600. We were supplementing the additional cost with one time carry forward funds. We do not have the funds to continue to provide an early math assessment on an on-going basis.

Future Obligations:

Does this request create multi-year scale-up costs or ongoing maintenance obligations?

☐ Yes

☒ No

If yes, please describe: _____

Itemized Budget Request:

(Please detail how the funding will be utilized across the following categories).

	FY 2027 (Current)	FY 2028 (proposed)
TOTAL REQUESTED	\$	\$1,450,000

New USBE FTEs Requested: 0

If no FTEs are required, explain.

We currently have an employee who has been managing the early math assessment along with other assessment responsibilities. No additional USBE FTEs are needed.

Performance Measures:

1. Increase the percentage of Utah K-3 students performing at or above benchmark on the end-of-year early math assessment by 2.0 percentage points annually over the next 5 years (from a SY2026 baseline).
2. Maintain at least 90% statewide student participation in early math benchmark screening across all participating school districts and charter schools.

USBE Legislative Request Form

(Policy, Funding, & Efficiency / Reductions)

2027 General Session

SECTION 1: THE BOTTOM LINE

Request Title: Parent and LEA Hotline Support

USBE Lead Point of Contact:

- Name: Debbie Davis, Chief Audit Executive
- Email: Debbie.davis@schools.utah.gov
- USBE Section: Internal Audit Department

Deputy Superintendent Reviewer: NA

Nature of Request (Select all that apply):

☐ **Policy Change:** Creating, amending, or repealing Utah State Code.
(Complete Section 4)

☒ **New/Increased Funding:** Seeking new financial resources.
(Complete Section 3)

☐ **Efficiency / Reduction:** Proposing the elimination or reduction of a program, mandate, or funding stream. (Complete Section 3 and/or 4)

Purpose Statement (BLUF - Bottom Line Up Front):

We are requesting \$150,000 in ongoing funding to support efficient and effective maintenance of the Public Education Hotline used to intake concerns from parents, students and educators on behalf of local education agencies (LEAs); as well as to respond to parents, students and educators, refer concerns to LEAs, and train and provide technical assistance to LEA personnel on hotline concerns and investigations.

SECTION 2: THE BUSINESS CASE

The Problem:

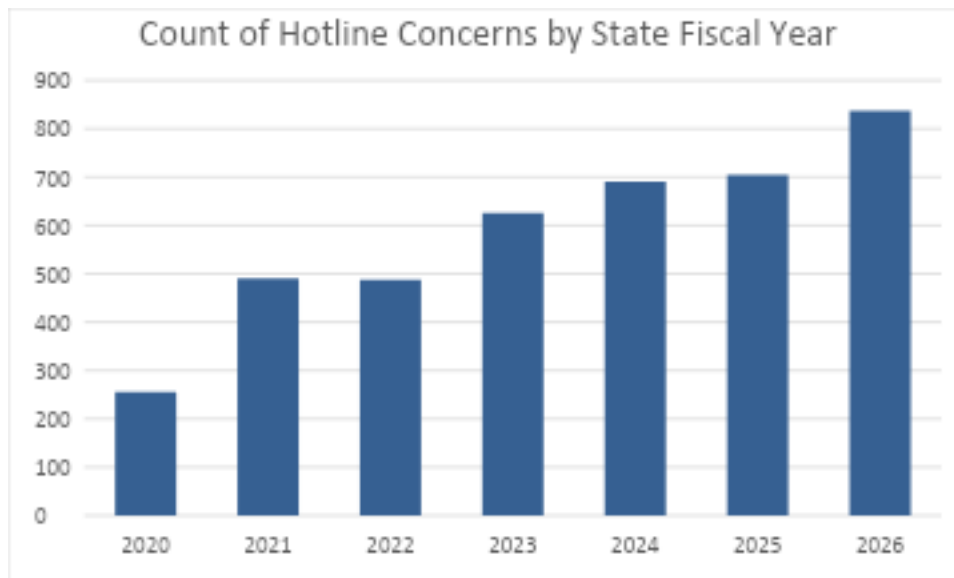
The risk exposure to the Utah State Board of Education (Board) and State of Utah (e.g., perception, risk management, and legal liability), as well as students (and their families) and educators (e.g., safety, proficiency) in the public education system, is increasing as evidenced by the increasing number of concerns received on the Public Education Hotline (Hotline). Due to the increase, the Internal Audit Department does not have capacity to maintain the same level of support provided to parents, students, teachers, and LEAs with existing resources.

Additional Context

The vision and mission of public education includes opening the doors of opportunity for all Utah children and statute recognizes the that public education supports parents in the education of their children. The Board is also responsible for promoting high-quality education through its role as the licensing body for educators.

The Board is required by statute (53E-3-401(8)(a)-(e)) to provide a method for an individual to bring a violation of statute or board rule to the attention of the state board and regarding reviewing and investigating alleged compliance issues. The current method is the Public Education Hotline (Hotline). Several specific statutes (53G-2-103(8), 53G-2-105(6), 53G-2-105(6), 53G-10-103(8)(b)) direct individuals to report violations using this method.

The chart below evidences the use of the Hotline, which is up approximately 20% for state fiscal year 2026 (through 5/28/2026).



Concerns related to LEAs received on the Hotline have been specific to 115 different LEAs, which represents approximately 70% of LEAs statewide.

Concerns also evidence communication with and information provided to parents, students, and educators, which represent approximately 80% of individuals submitting concerns (i.e., approximately 57% of concerns come from parents/guardians/family members, 18% come from public education employees, and 4% come from students).

Projected Results:

- Decreased Hotline response and referral timelines
- Increased availability of training materials

Consequence of Inaction:

- Increased risk (e.g., safety, legal, financial) to the state of Utah, school communities, and families as Hotline concerns are not handled effectively or timely.

- Decreased time for other functions of Internal Audit Department, such as audits that inform policymaking (e.g., Attendance, USDB, CTE).

Cost-Neutral Alternatives:

As a cost-neutral policy alternative to increased state funding, the Board could support legislative amendments to state code alongside updates to Board Rule R277-123 to refine the scope and volume of the Public Education Hotline. Under this statutory approach, state code would be amended to require Local Education Agencies (LEAs) to establish and maintain their own separate, autonomous hotlines, prohibiting LEAs from utilizing the USBE statewide hotline as a proxy for local complaints. Furthermore, legislative changes would mandate that the State Charter School Board (SCSB) maintain a dedicated hotline for matters distinctly within its jurisdiction, specifically charter governance and fidelity to a school's approved charter. Concurrently, Board Rule R277-123 would be redrafted to limit the role of the Internal Audit Department, transitioning intake, investigation, and case ownership directly into appropriate operational agency divisions supported by an integrated case management system. Together, these statutory code updates and rule revisions would significantly reduce state-level hotline call volume, streamlining workflows across agencies and eliminating the need for additional state FTE funding.

Evidence & Data:

This request is for an investment of .002% (\$157K) of the public education system budget of \$8.9 billion for an additional Hotline Specialist.

A few examples of responses the Internal Audit Department has received from individuals that have contacted the Hotline evidences that the current approach is having a positive impact, and that an investment to maintain this level of service will be valuable to parents, students, educators, LEAs, and policymakers.

- *"Dear Person Who Took the Time To Write Such a Thorough Response To My Last Email,
You are my hero! Thank you so much for your response to my inquiry email. I'm sure it took so much time out of an already busy day..."*

- *"Dear USBE Internal Audit Team,
Thank you for your assistance and for referring my concerns...I sincerely appreciate your time, guidance, and the care you have taken to ensure this matter is directed to the appropriate entities."*
- *"Dear Internal Audit Department,
I would also like to express my sincere gratitude for the additional resources and guidance you shared. Your response was helpful and provided important direction during a moment of significant concern for my family."*
- *"Thank you! ... I sincerely appreciate how quickly you responded and for giving me so much helpful information."*

Another proof of approach is the action LEAs have taken, or are taking, in response to Hotlines or hotline related actions that improves accountability and transparency of policies and processes with parents and students.

Examples include:

- After receiving a hotline referral, a charter school hired a firm to investigate. The referral and investigation have led to a several months-long effort to update policies and the LEA's investigation protocols specific to student bullying.
- After receiving a Notification of Noncompliance, a large LEA designed and implemented a policy about how it will respond to and resolve concerns; thus, providing transparency to parents, students, and educators. Prior to this notification, the LEA did not have a policy.
- After receiving a Notification of Noncompliance, several LEAs have either established a local hotline and made it available on their LEA/school websites or the LEAs link to the state's Public Education Hotline on their LEA/school websites.

Finally, given the above it is reasonable to assume that if an additional Hotline Specialist were hired, additional positive outcomes would be evident as the Internal Audit Department would have capacity that it currently lacks to do additional analysis of available Hotline data and provide training accordingly.

SECTION 3: FUNDING, OFFSETS, & EFFICIENCIES

Financial Ask:

- **FY 2027 Ongoing Requested:** \$150,000
- **FY 2027 One-Time Requested:** \$7,000
- **Proposed Offsets / Savings:** \$0

The Offset Strategy:

There are no additional efficiencies within the Internal Audit Department that would yield sufficient funds for this request.

Future Obligations:

Does this request create multi-year scale-up costs or ongoing maintenance obligations?

☐ Yes

☒ No

If yes, please describe: _____

Itemized Budget Request:

(Please detail how the funding will be utilized across the following categories).

Cost Category	FY 2027 (Current)	FY 2028
Wages and Benefits/Indirect Costs	\$0	\$150,000
Data Processing Hardware/Supplies/Other Setup Costs	\$0	\$7,000

TOTAL REQUESTED	\$0	\$157,000
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New USBE FTEs Requested: 1 (Enter number of new FTEs)

USBE Legislative Request Form

(Policy, Funding, & Efficiency / Reductions)

SECTION 1: THE BOTTOM LINE

Request Title: Information Technology Budget Increase Request

USBE Lead Point of Contact:

- Name: Jared Felt
- Email: jared.felt@schools.utah.gov
- USBE Section: Information Technology

Director Reviewer: Jared Felt

(Note: You must review this request with your Director prior to submission).

Nature of Request (Select all that apply):

☐ **Policy Change:** Creating, amending, or repealing Utah State Code.
(Complete Section 4)

☒ **New/Increased Funding:** Seeking new financial resources.
(Complete Section 3)

☐ **Efficiency / Reduction:** Proposing the elimination or reduction of a program, mandate, or funding stream. *(Complete Section 3 and/or 4)*

Purpose Statement (BLUF - Bottom Line Up Front):

We are requesting an ongoing increase of \$971,984 per year, effective FY2028, to cover software and cloud hosting cost growth (including a

reallocation from retiring legacy infrastructure to the increased Microsoft Azure hosting), a new software solution request from the agency for project management and strategic planning, contracted IT work supporting current work and unfunded mandates, and hardware and infrastructure renewal cycles. USBE's Information Technology budget has not increased since at least 2017. This request does not include personnel costs.

SECTION 2: THE BUSINESS CASE

(Required for all requests)

The Problem:

USBE's Information Technology budget has not increased since at least 2017, while non-personnel ITAD operating costs have grown substantially. The ITAD program's current FY27 non-personnel budget is \$1,664,305. Based on known contract renewals, licensing agreements, a new software solution request from the agency, and increased cloud hosting costs, this is forecast to average \$2,636,289 per year across FY28-32, an ongoing increase of \$971,984 per year (58.4%). Software and cloud licensing is the largest driver: costs grew from \$645,525 in FY27 to an average of \$1,221,580 across FY28-32, driven by an increase in Microsoft hosting costs and a new software subscription not in the original forecast. The Microsoft hosting increase reflects funding reallocated from older technologies, which are being retired as part of the USIMS upgrade and no longer requires funding. A second software category, tied to routine Microsoft, RedGate SQL, and Veracode

escalators, adds a further \$67,760 on average. Contracted IT work supporting unfunded mandates adds \$60,775. The remainder reflects hardware refresh cycles, facility, security, and routine operating cost growth. This request does not include personnel or indirect personnel costs, which are addressed separately through the standard finance process.

The Source:

This request originated from an internal budget review conducted by the IT and Finance sections, using ITAD program cost data verified line item by line item against the FY27 IT Budget.

Projected Results:

Zero unplanned service disruptions to LEA-facing systems due to lapsed software licenses or deferred security maintenance, tracked starting FY28. 100% of required security infrastructure and software subscriptions remain active and current, verified annually.

Consequence of Inaction:

USBE has covered rising IT costs for several years by drawing on carry-forward savings rather than budgeted funds. That reserve is not a sustainable funding source and is being depleted to cover costs that should be part of the base budget. Without this increase, ITAD would need to absorb rising software and cloud hosting costs, a new software purchase, and contracted work supporting unfunded mandates within a flat budget, requiring cuts to contractor support, security tooling, or delayed hardware

refresh cycles. Any of these increases operational and security risk for the systems ITAD supports, with potential disruption to services used by LEAs.

Evidence & Data:

See attached ITAD Program FY27-FY32 Budget Forecast, itemized by cost category and verified against ITAD-coded line items in the FY27 IT Budget, averaged across the FY28-32 forecast. Personnel and indirect personnel costs are excluded from this request.

ITAD Program - FY27 to FY32 Budget Forecast (Evidence & Data)

Category	FY27 Base	FY28-32 5-Yr Avg	Increase	Notes
Software (Core/Shared Services)	\$645,525	\$1,221,580	\$576,055	Includes the Microsoft Azure - Hosting Services - ITAD increase (FY27 \$260,000 to FY28 \$618,000, escalating 5%/year) and a new software subscription not in the original forecast. The Azure increase reflects funding reallocated from Powerbuilder, which no longer requires funding under the USIMS upgrade.
Contractor Services	\$444,262	\$505,037	\$60,775	Contracted IT work (Contractor - IT WORK) supporting unfunded mandates.
Software (IT Only) Licensing	\$431,942	\$499,702	\$67,760	Routine Microsoft, RedGate SQL, and Veracode escalators. No longer includes Powerbuilder relicensing, which is retired under the USIMS upgrade.
Hardware	\$36,825	\$247,138	\$210,314	Computer refresh cycle and AV/hardware replacement, including the Nutanix hardware refresh landing in FY29.
Building/Facility & Telecom	\$53,209	\$88,449	\$35,240	Rent, building and grounds, phone service, and cell phone costs allocated to ITAD.
Office Supplies, Dues & Misc	\$29,954	\$39,382	\$9,428	Books & subscriptions, general office expenses, and insurance & bonds.
Security Tools & Insurance	\$16,148	\$27,526	\$11,378	F5 Networks Layer 7 Firewall.
Travel	\$6,441	\$7,474	\$1,033	In-state and out-of-state travel.
Total	\$1,664,305	\$2,636,289	\$971,984	

Personnel and indirect personnel costs are excluded from this request; those costs are addressed separately through the standard finance process. All figures verified against ITAD-coded line items in the FY27 IT Budget Breakdown workbook (Maintenance tab), averaged across the FY28-32 forecast.

External Validation:

Gartner's April 2026 worldwide IT spending forecast projects software spending will reach \$1.44 trillion in 2026, up 15.1%. Gartner attributes much of that growth to AI features now embedded in software organizations already own, which raises both licensing costs and per-seat pricing. Gartner also forecasts data center and hosting spending will grow 55.8% in 2026, the

fastest growth of any IT category it tracks. That mirrors the hosting cost pressure driving the Microsoft Azure increase in this request. Rising memory prices are pushing device and hardware costs higher as well, consistent with the hardware refresh costs included here. These figures are worldwide enterprise averages. USBE does not have access to a Utah-specific or K-12-specific cost index, so they are offered as directional confirmation that software, cloud, and hardware costs are rising broadly, not as a precise benchmark for this request.

SECTION 3: FUNDING, OFFSETS, & EFFICIENCIES

Financial Ask:

- **FY 2027 Ongoing Requested:** \$971,984
- **FY 2027 One-Time Requested:** \$0
- **Proposed Offsets / Savings:** \$0 *(Amount saved by cutting redundancies or reallocating existing funds)*

The Offset Strategy:

No offsetting cuts or reallocations are proposed. This request reflects real cost increases in existing ITAD operations plus one new software purchase, not new programs.

Future Obligations:

Does this request create multi-year scale-up costs or ongoing maintenance obligations?

☒ Yes

☐ No

If yes, please describe: ITAD costs grow unevenly across the five-year forecast, driven by multi-year renewal cycles. The \$971,984 figure is the FY28-32 average annual increase and is requested as an ongoing addition to the base budget starting FY28, not a one-time or sunseting request.

Itemized Budget Request:

(Please detail how the funding will be utilized across the following categories).

Itemized Budget Request - FY27 to FY32 (ITAD Program)

	FY 2027 (Current)	FY 2028	FY 2029	FY 2030	FY 2031	FY 2032	Ongoing Ask
TOTAL REQUESTED	\$1,664,305	\$2,126,856	\$2,683,198	\$2,806,584	\$2,462,101	\$3,102,706	\$971,984

New USBE FTEs Requested: 0 (Enter number of new FTEs)

Can current FTEs be assigned these responsibilities? Explain.

Yes. This request funds increased costs for systems and services already managed by current staff. No new positions are requested.

If no FTEs are required, explain.

Performance Measures:

Zero unplanned service disruptions to LEA-facing systems due to lapsed software licenses or deferred security maintenance, tracked starting FY28. 100% of required security requirements and software subscriptions remain active and current, verified annually.

USBE Legislative Request Form

(Policy, Funding, & Efficiency / Reductions)

2027 General Session

SECTION 1: THE BOTTOM LINE

Request Title: Mentoring and Supporting Teacher Excellence and Refinement (MASTER) Program Request for a Stable, Ongoing Funding Structure

USBE Lead Point of Contact:

- Name: Katie Dewey Hill
- Email: Katie.hill@schools.utah.gov
- USBE Section: Teaching and Learning

Director Reviewer: Meghan Everette

Nature of Request (Select all that apply):

☒ **Policy Change:** Creating, amending, or repealing Utah State Code.
(Complete Section 4)

☒ **New/Increased Funding:** Seeking new financial resources.
(Complete Section 3)

Purpose Statement (BLUF - Bottom Line Up Front):

This request seeks the same amount (\$2.4 million) of funding ongoing rather than from year to year.

State code [53F-5-222](#) (established 07/01/2024). The Mentoring and Supporting Teacher Excellence and Refinement Pilot Program was established by the 2024 legislative session and was funded for two years. In the 2026 Legislative Session, the funding was renewed, but for one year through [HB 146](#). The early indicators of the impact of this program on teacher effectiveness and teacher retention has been very promising. In order to continue the program and collect more data on its effectiveness and encourage the investment of resources from LEAs including time, money, and personnel to innovate according to the spirit of the legislation- an ongoing funding stream is needed to support longer-term, more sustainable designs by LEAs.

SECTION 2: THE BUSINESS CASE

(Required for all requests)

The Problem:

Early indicators on the success of this program are very promising. In order to collect more accurate, and actionable data, the program needs to be in place for a longer period of time.

Extending the pilot program in an ongoing manner will allow trend lines of both qualitative and quantitative data to become more visible, allowing for accurate decision making for legislators as to the expansion of this initiative. Having this funding source be year to year gives LEAs pause in investing in innovative ideas and discourages some from participating at all.

- Make adjustments to verbiage and dates that allow for an extension of the program from two years to four years.
- Extend the repeal date to allow time to assess and consider the data, allowing for decision making about continuation or expansion.
- Add language that permits LEAs who are currently in the program to have priority for continuation, before accepting any new applicants, thus providing that longer timeframe for data collection.

Teacher retention is a critical component of an effective education system. Highly qualified, and experienced teachers, consistently provide the best outcomes for students. Teacher leadership opportunities not only encourage teachers to stay in the profession, but also grow the skills of teacher leaders and those they serve by leading from the classroom.

The MASTER grant is organized to provide strong administrative support for teachers seeking leadership and growth opportunities.

The Source:

This program originated with the legislature wanting to incentivize teacher leadership, promote teacher retention systems, and create conditions for great teachers to remain in the classroom where they can make the most impact on students rather than move to district or administrative positions as the only way to be promoted or increase their salary levels. The only opposition to this program has been that some LEAs are finding it difficult to dedicate the resources to participate because of the lack of long-term funding.

Projected Results:

These measures could include:

- Educator surveys - requesting information on this program's impact on their own practice
- Teacher Retention statistics could be used to measure effectiveness, but the broadness of allowable expenses and proposals could make it difficult to evaluate this in a standardized way

Note: In order to meaningfully continue the program and collect more data on its effectiveness, this request seeks the same amount of funding, but ongoing. A longer timeline is required to collect teacher retention and student growth data to determine the overall effectiveness of the initiative.

Consequence of Inaction:

The MASTER Program will come to an end in June of 2027 when funding is exhausted. While early evidence from current grant participants is promising, it may be difficult to make decisions about continuation without additional data.

Evidence & Data:

As the program has currently only been in place two years, the data is predominantly baseline data at this time, hence the request to extend the program and the timeline to be ongoing so that data can be collected for decision making.

During the first year of the pilot, grants were awarded to 30 LEAs, including 20 charter schools and 10 districts. In the second year, all of the initial LEAs continued in the program and there was funds to add an additional eight LEAs.

The next cohort will completely consist of new applications and be a competitive review cycle that will be based on the merit of the proposal and priority won't necessarily be given for those who have applied for funds in years past.

Funded Activities from the previous cycle:

Mentoring and New Teacher support:

Structured Mentoring Frameworks: Funding master teachers to provide weekly, classroom-based guidance to new, developing, and early-career educators on instructional practices, classroom management, and student engagement.

Mentor Endorsement Training: Compensating experienced educators to participate in and complete formal state mentoring endorsement courses and modules.

Comprehensive Teacher Onboarding: Developing reusable orientation materials and facilitating structured onboarding weeks to smoothly integrate new hires.

Student Teacher Supervision: Providing stipends to teachers who act as mentors for student teachers and practicum students, strengthening the educator pipeline.

Alternative Licensure Guidance: Funding master teachers to provide specialized, multi-year mentorship to paraprofessionals and new teachers undergoing alternative licensure pathways (such as the APPEL program).

Instructional Coaching and Peer Observation

Guided Coaching Cycles: Funding teacher leaders to conduct targeted classroom observations, identify foundational teaching practices, and provide direct, supportive peer feedback.

Model Teacher Programs: Pairing highly qualified educators with volunteer peer teachers to engage in mutual, structured observations and debriefs that model effective teaching.

Dedicated Substitute Coverage: Providing funding for classroom substitutes so that master teachers can leave their classrooms to observe and coach their peer mentees during the school day.

Specialized Content Coaching: Designating "Master Teachers" in specialized subject areas that lack dedicated district specialists (such as Art, Social Studies, and Physical Education) to ensure all teachers receive targeted support.

Evidence-Based Coaching Frameworks: Leveraging specific instructional resources (like the Get Better Faster framework) to systematically guide coaching and teacher development.

For the complete report, see [this Research Brief](#) compiled through interviews from participating LEAs compiled by WestEd.

SECTION 3: FUNDING, OFFSETS, & EFFICIENCIES

*(Complete **only** if your request involves financial resources or proposing budget cuts)*

Financial Ask:

(If a field does not apply, enter \$0).

- **FY 2027 Ongoing Requested:** \$2.4 million per year
- **FY 2027 One-Time Requested:** \$0
- **Proposed Offsets / Savings:** \$0

The Offset Strategy:

Paid Professional Hours could be re-allocated or lumped in with the new expectation to fund specific teacher leadership efforts.

Future Obligations:

Does this request create multi-year scale-up costs or ongoing maintenance obligations?

☒ Yes

☐ No

If yes, please describe: It would require funds to be encumbered for this purpose every year and demand that USBE take more of a support role in helping to provide structures for LEAs to consider ways to use the funds that yield the intended result and meaningfully encourage positive innovative ideas. In addition to the extra money, USBE staff would be actively involved in consulting with LEAs to plan, sustain, and build teacher leaders as aligned with our strategic plan.

Itemized Budget Request:

(Please detail how the funding will be utilized across the following categories).

	FY 2027 (Current)	FY 2028 (proposed)
TOTAL REQUESTED	\$2.4 Million	\$2.4 Million (ongoing)

New USBE FTEs Requested: 0 (Enter number of new FTEs)

Can current FTEs be assigned these responsibilities? Explain.

Yes - this duty can be handled through the Effective Outcomes Team. I anticipate the Effective Outcomes Coordinator, who oversees Mentoring and Coaching could lead this effort.

If no FTEs are required, explain.

We can use existing staff (see above)

Performance Measures:

The Legislature requires clear, data-driven metrics to evaluate the effectiveness of newly funded programs. Please suggest 1 to 2 specific, measurable outcomes that can be used to track the success of this funding item if it is approved.

- Educator Retention data - would require tighter parameters on the grant to ensure that the retention is tied to the initiative LEAs are implementing

- Student Outcomes (increased test scores, attendance, or other specific metric LEAs measure)- would require those goals to be included in the grant proposal and the evidence tied directly to practice.

Both of these metrics respect the broad latitude LEAs have in determining how they can use these funds, but in order to show causation, there would need to be more expectation in the application itself to ensure what is measured is tied to the proposal.

SECTION 4: POLICY & STATUTE

(Complete only if your request involves changing or eliminating Utah State Code)

Code Sections Affected:

[53F-5-222](#). Mentoring and Supporting Teacher Excellence and Refinement Pilot Program.

Suggested Legislative Solution:

Create an ongoing funding stream so that LEAs can invest in longer-term solutions that can be funded beyond one year.

Safeguards:

The current legislation does not differentiate between the size of the LEA, and the amount of funding received. Thus a very small LEA (such as a charter or rural area) may receive the same amount of funding as a very large LEA.

For the purposes of data collection within the program, this allows us to learn about the impact of different funding levels across different LEAs. If this program is expanded and continued beyond a pilot status, this difference should be considered and addressed.

USBE Legislative Request Form

(Policy, Funding, & Efficiency / Reductions)

2027 General Session

SECTION 1: THE BOTTOM LINE

Request Title: USBE Program Evaluation Specialists Critical FTE

USBE Lead Point of Contact:

- Name: Elisse Newey
- Email: elisse.newey@schools.utah.gov
- USBE Section: Policy

Director Reviewer: Leah Voorhies

Nature of Request (Select all that apply):

☒ **Policy Change:** Creating, amending, or repealing Utah State Code.
(Complete Section 4)

☒ **New/Increased Funding:** Seeking new financial resources. (Complete Section 3)

☐ **Efficiency / Reduction:** Proposing the elimination or reduction of a program, mandate, or funding stream. (Complete Section 3 and/or 4)

Purpose Statement (BLUF - Bottom Line Up Front):

We are requesting \$300,000 in ongoing funding to hire two (2) Specialist-Level Program Evaluators to establish USBE's dedicated agency infrastructure for rigorous, data-driven program evaluation. These positions will directly operationalize the statewide evaluation standards enacted under

S.B. 324 (2026) and UCA 63G-6b-402. Funding this request guarantees that taxpayer dollars are directed strictly to programs that demonstrate verified, empirical impact on student outcomes aligned with USBE strategic priorities and legislative intent.

SECTION 2: THE BUSINESS CASE

The Problem:

Every year, major education initiatives and pilot programs are enacted with mandatory implementation deadlines but zero funding or specialized personnel for empirical evaluation. Furthermore, S.B. 324 (2026) and UCA 63G-6b-402 established a rigorous statewide Evaluation Framework requiring formal Pre-Analysis Plans, randomized control trials (RCTs) or quasi-experimental counterfactual designs, strict data privacy protections (UCA 63A-19, FERPA), and independent evaluator oversight. USBE currently lacks the specialized human infrastructure required to build pre-analysis plans, execute advanced statistical modeling, or coordinate joint reviews with GOPB, LFA, and the Office of the Legislative Auditor General (OLAG). Without dedicated evaluators, new legislative mandates risk relying on unacceptable evaluation methods—such as simple pre-post or correlation-only analyses—that fail state framework standards and leave taxpayer investments unvetted.

The Source:

This request originated internally within USBE designed to fulfill statutory directives under S.B. 324 (2026) and address legislative calls for transparent, outcome-based fiscal oversight across all public education appropriations.

Projected Results:

Compliance with S.B. 324 Standards: Establish agency-wide technical capacity to author Initial Pre-Analysis Plans (logic models, counterfactual

methodologies, construct validity, target metrics) and oversee Final Pre-Analysis Plans in collaboration with GOPB, LFA, and OLAG.

Methodological Rigor & Causal Attribution: Conduct evaluations utilizing approved RCT or quasi-experimental designs (e.g., propensity score matching, difference-in-differences) to isolate true program effects from external confounding variables.

Identified Fiscal Offsets & Sunsets: Provide objective, data-backed "keep, modify, or sunset" recommendations to legislative appropriations subcommittees, identifying underperforming or redundant programs to safely reallocate millions in public funds.

Consequence of Inaction:

Without dedicated oversight, new mandates operate without the performance data required to verify their impact. This prevents the state from identifying and sunseting underperforming programs, leading to the inefficient use of limited public funds. Without dedicated program evaluators, the state lacks the necessary mechanisms to monitor and track the ROI of educational mandates. This oversight gap creates a fiscal risk, as ineffective programs may continue to be funded indefinitely without empirical support. Establishing this infrastructure is essential to ensuring that taxpayer resources are prioritized for interventions that deliver measurable, high-quality outcomes for students.

Evidence & Data:

Recent legislative history highlights a growing structural gap: major statutory bills create complex mandates but routinely provide \$0 for analytical personnel. For example, no funding was provided for the required

evaluation and management staff in H.B. 312 S6 (2026), S.B. 241 (2026, 5 FTEs needed), H.B. 448 (2026), or S.B. 312 (2026). Even when staffing funds are included—such as S.B. 267 (2026)—funding is often strictly one-time (\$159,000), leaving ongoing evaluation requirements completely unfunded (\$0). Dedicated, ongoing funding for two Specialist-Level Program Evaluators creates a permanent mechanism to meet S.B. 324 quality benchmarks, protect student data under UCA 63A-19, track differential attrition rates, and deliver transparent reporting to GOPB, LFA, and OLAG.

SECTION 3: FUNDING, OFFSETS, & EFFICIENCIES

Financial Ask:

- **FY 2027 Ongoing Requested:** \$300,000 (Estimated at \$150,000 per specialist position, inclusive of salary and benefits)
- **FY 2027 One-Time Requested:** \$0
- **Proposed Offsets / Savings:** Note: The long-term objective of these positions is to **generate millions in future offsets** by identifying failed programs for legislative sunseting

Future Obligations:

☐ Yes

☒ No

Itemized Budget Request:

	FY 2027 (Current)	FY 2028 (proposed)
2 Specialist -Level Program Evaluator FTEs	\$0	\$300,000
TOTAL REQUESTED	\$0	\$300,000

New USBE FTEs Requested: 2 FTEs

Can current FTEs be assigned these responsibilities? Explain.

No. Current staff are fully leveraged to capacity maintaining baseline statutory duties, regulatory enforcement, and specific program management. Independent evaluation requires dedicated, un-siloed data and policy analysts who have the specific technical skill sets to run longitudinal, value-added control evaluations across multiple school districts.

If no FTEs are required, explain.

Performance Measures:

Measure 1 (Pre-Analysis & Methodological Rigor): Author or approve Initial Pre-Analysis Plans—complying 100% with S.B. 324 / GOPB-LFA Framework standards (logic models, counterfactual designs, target outcome values)—for a minimum of six (6) major legislatively funded pilots or Board initiatives within the first 12 months of hire.

Measure 2 (ROI & Legislative Sunset Recommendations): Complete longitudinal evaluations featuring approved quasi-experimental or RCT designs, delivering formal "Keep, Modify, or Sunset" policy and fiscal recommendations (including full transparency code and data packages for OLAG review) to legislative appropriations subcommittees to track Return on Investment (ROI).

SECTION 4: POLICY & STATUTE

Suggested Legislative Solution:

While this is a funding request for technical personnel, USBE strongly recommends that future legislative policy align with the governance structure established in S.B. 324 (2026) and UCA 63G-6b-402. Specifically, USBE supports statutory language requiring that any new major educational pilot program automatically incorporate:

1. A mandatory Pre-Analysis Plan validated by GOPB, LFA, and USBE prior to fund disbursement; and
2. An automatic 5-year statutory sunset clause tied directly to the final empirical evaluation findings generated by these funded FTEs.

USBE Legislative Request Form

(Policy, Funding, & Efficiency / Reductions)

2027 General Session

SECTION 1: THE BOTTOM LINE

Request Title: Purple Star Schools Program

USBE Lead Point of Contact:

- Name: Cassie Hays
- Email: cassie.hays@schools.utah.gov
- USBE Section: Comms

Director Reviewer: Ryan Bartlett

Nature of Request (Select all that apply):

☐ **Policy Change:** Creating, amending, or repealing Utah State Code.
(Complete Section 4)

☒ **New/Increased Funding:** Seeking new financial resources.
(Complete Section 3)

☐ **Efficiency / Reduction:** Proposing the elimination or reduction of a program, mandate, or funding stream. (Complete Section 3 and/or 4)

Purpose Statement (BLUF - Bottom Line Up Front):

Funding for the Purple Star Schools program will support the development and recognition of schools committed to serving military-connected students and families. Requested funds will be used to

purchase Purple Star Schools recognition materials, including banners and signage; support school recognition ceremonies and outreach events; develop and distribute informational resources at military and community events; and provide promotional and educational materials that increase awareness of the program. These resources will help strengthen partnerships between schools, military installations, and communities while recognizing schools that demonstrate a commitment to supporting military-connected students.

SECTION 2: THE BUSINESS CASE

The Problem:

The Purple Star Schools program currently has no dedicated funding to support implementation, recognition, or outreach activities. As the program continues to grow, schools and military-connected families benefit from consistent resources that promote awareness, recognize participating schools, and strengthen partnerships with military and community organizations.

The Source:

This request originated through conversations with members of the Utah State Board of Education who recognize the value of expanding the Purple Star Schools program and have expressed support for its continued growth. In addition, military stakeholders and community partners have identified the need for dedicated funding to strengthen the program, increase outreach, and provide consistent recognition and resources for participating schools. There has been strong support for this request from education and military partners, and no significant opposition has been identified

Projected Results:

1. Program Expansion – Boosting the total count of certified Purple Star Schools.
2. Operational Quality – Evaluating annual deployment and sustainability data submitted by participating institutions

Consequence of Inaction:

Without dedicated funding, the Purple Star Schools program will continue to operate without the resources needed to support statewide growth, consistent implementation, and meaningful recognition of participating schools. Outreach to schools and military-connected communities will be more restricted, recognition materials and ceremonies will be reduced or unavailable, and opportunities to share resources and best practices will be constrained. As a result, the pace of program expansion and the ability to sustain high-quality implementation across participating schools may be significantly limited.

Evidence & Data:

The Purple Star Schools program is supported by research conducted by the Military Child Education Coalition (MCEC) in partnership with the Center for Public Research and Leadership (CPRL) at Columbia University. Their 2021 and 2022 evaluations found that Purple Star Schools improve support for military-connected students by strengthening school transition processes, increasing staff awareness of military family needs, enhancing communication with families, and building sustainable school practices. The research also recommends continued state investment in program implementation, outreach, recognition, and professional learning to ensure long-term quality and expansion. Additional guidance from the U.S. Department of Defense's DefenseState Liaison Office identifies Purple Star Schools as a best practice for improving educational experiences for military-connected students and recommends strengthening implementation through dedicated resources.

SECTION 3: FUNDING, OFFSETS, & EFFICIENCIES

Financial Ask:

(If a field does not apply, enter \$0).

- **FY 2027 Ongoing Requested:** \$10,000-\$15,000
- **FY 2027 One-Time Requested:** \$_____
- **Proposed Offsets / Savings:** \$_____

Future Obligations:

☐ Yes

☒ No

If yes, please describe: _____

Itemized Budget Request:

(Please detail how the funding will be utilized across the following categories).

	FY 2027 (Current)	FY 2028 (proposed)
TOTAL REQUESTED		\$ 10,000-\$15,000 ongoing

New USBE FTEs Requested: 0

Can current FTEs be assigned these responsibilities? Explain.

Yes, CassieHays, Parent Liaison and Engagement Specialist currently oversees the Purple Star Schools program and will continue to do so. It is within legislation that assists military families within the scope of her position.

If no FTEs are required, explain.

Performance Measures:

Measure	Baseline (2026)	Year 1 Target
Purple Star Schools designated	178	210–220
New schools designated annually	78 added in 2025–26	30–40 additional schools yearly
Annual self-assessment	Basic Information	51% of schools identify an exemplary practices that can be shared statewide.
Statewide recognition event	None	1 annual awards ceremony
Military/community outreach events	Informal	3-5 events annually

USBE Legislative Request Form

(Policy, Funding, & Efficiency / Reductions)

2027 General Session

SECTION 1: THE BOTTOM LINE

Request Title: UPPAC Critical FTE and Attorney Market-Rate Pay Increase Request

USBE Lead Point of Contact:

- Name: Ben Rasmussen
- Email: ben.rasmussen@schools.utah.gov
- USBE Section: Law and Professional Practices

Director Reviewer: Ben Rasmussen

Nature of Request (Select all that apply):

☐ **Policy Change:** Creating, amending, or repealing Utah State Code.
(Complete Section 4)

☒ **New/Increased Funding:** Seeking new financial resources.
(Complete Section 3)

☐ **Efficiency / Reduction:** Proposing the elimination or reduction of a program, mandate, or funding stream. (Complete Section 3 and/or 4)

Purpose Statement (BLUF - Bottom Line Up Front):

We are requesting \$421,200 in ongoing funding to secure two (2) new full-time staff attorney FTEs (\$355,500) and provide market-rate salary adjustments (\$65,700) for current UPPAC legal counsel. This targeted investment will eliminate an unsustainable 18+ month investigative backlog,

replace expensive temporary stopgaps (such as \$350,000 in outside legal contracts), and ensure the timely, just resolution of educator misconduct allegations.

SECTION 2: THE BUSINESS CASE

(Required for all requests)

The Problem:

The Utah Professional Practices Advisory Commission (UPPAC) is experiencing unprecedented, compounding growth in educator misconduct referrals and opened cases. The current base staffing of 3.5 ongoing FTEs is structurally capacity-constrained and unable to keep pace with incoming case volume.

Compounding this operational bottleneck, uncompetitive legal salaries create a severe barrier to recruiting and retaining experienced attorneys. This turnover transforms a staffing deficit into an active public-safety and administrative bottleneck.

The Source:

This request represents a multi-year, staff-generated, and Board-prioritized policy objective spanning seven (7) consecutive legislative sessions. For seven years, the Utah State Board of Education has repeatedly requested dedicated funding from the Legislature to add essential UPPAC staff attorneys and establish competitive, market-rate salaries necessary to retain qualified legal counsel.

State Board members—driven by sustained focus and oversight from the Board's Law and Licensing Committee—have made reforming, accelerating, and improving the UPPAC investigative process a top administrative priority. This 2027 request directly operationalizes the Board's long-standing policy directives, backed by active case-tracking metrics, multi-year caseload growth analysis, and cross-agency salary evaluations comparing state-level legal counsel compensation across Utah government.

Projected Results:

1. Drastically compress wait and processing times for educators and LEAs facing active misconduct allegations.
2. Safeguard K-12 classrooms by ensuring high-risk misconduct allegations are investigated swiftly and appropriate state-level disciplinary measures are executed without systemic delay.

Consequence of Inaction:

If this request is not funded, USBE will face two severe operational consequences:

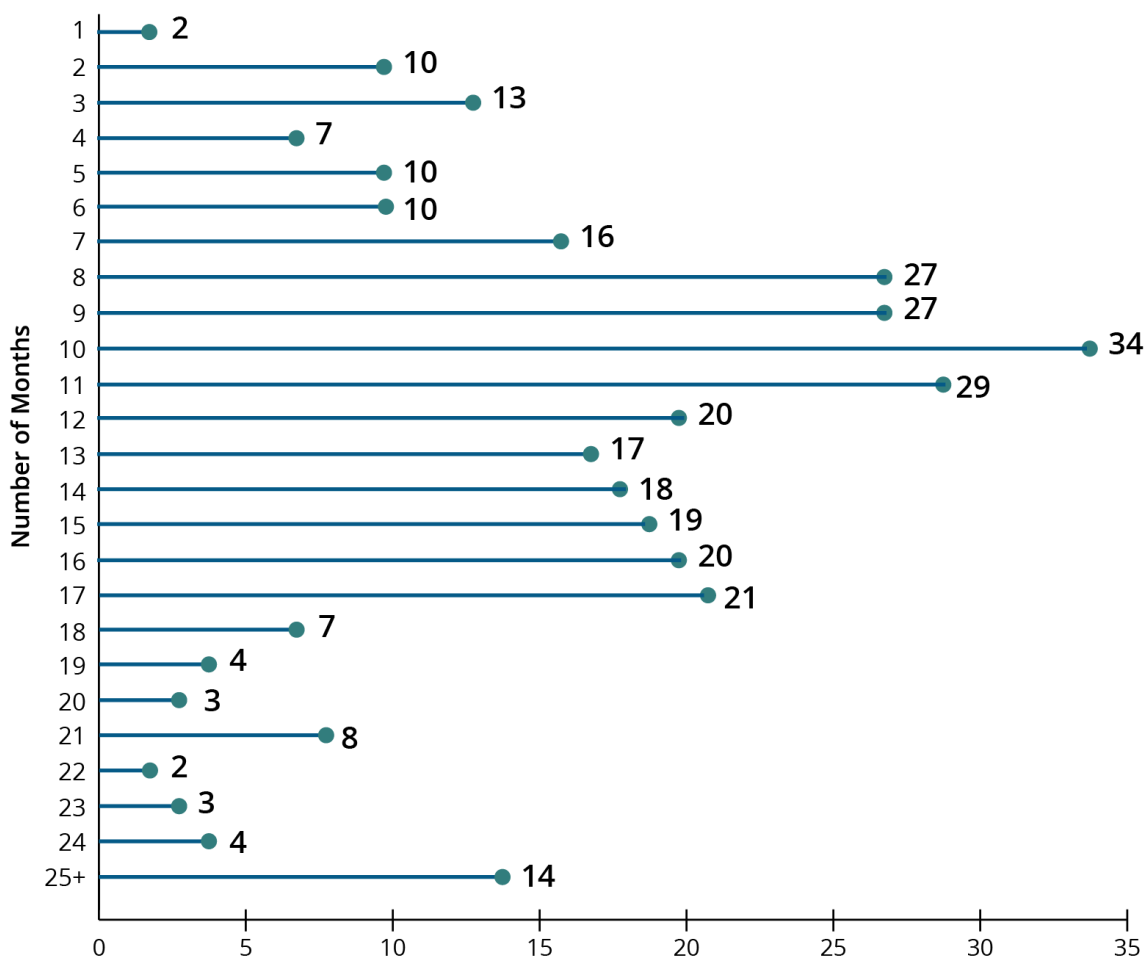
1. Prolonged Due Process Failure: Educators will continue to face disruptive case wait times exceeding 18 months, leaving teachers and LEAs in administrative limbo.
2. Mandatory Rule Restrictions: USBE will be forced to aggressively amend administrative rules to restrict and reduce the types of misconduct cases eligible for state-level UPPAC review, effectively lowering state oversight standards for public education practices.

Evidence & Data:

UPPAC case lifespans now exceed acceptable operational thresholds, maintaining a persistent 18+ month delay. To manage this workload, USBE has relied on temporary stopgaps, including using one-time carry-forward funds for 1 temporary investigator FTE and allocating \$350,000 for outside law firms. These one-time funding patches fail to provide long-term stability or attract permanent talent.

The requested \$421,200 figure includes a 4.2% inflationary modifier applied to prior cost estimates to reflect current labor market conditions for qualified legal personnel.

Months Between Opening an Investigation and Board Decision for Cases Finalized January 2022 - May 2026



SECTION 3: FUNDING, OFFSETS, & EFFICIENCIES

*(Complete **only** if your request involves financial resources or proposing budget cuts)*

Financial Ask:

- **FY 2027 Ongoing Requested:** \$421,200
- **FY 2027 One-Time Requested:** \$0
- **Proposed Offsets / Savings:** \$0*(Amount saved by cutting redundancies or reallocating existing funds)*

The Offset Strategy:

Internal administrative efficiencies have been fully exhausted. USBE has already streamlined operations by enacting expedited rules for minor infractions to reduce attorney workloads. Furthermore, the agency has deployed one-time carry-forward funds and allocated \$350,000 for contracted outside legal counsel to prevent total operational shutdown. Because these stopgaps are financially unsustainable and existing section budgets are operating at full capacity, no further internal reallocations can be made without directly compromising student safety and educator oversight.

Future Obligations:

Does this request create multi-year scale-up costs or ongoing maintenance obligations?

☐ Yes

☐ No

If yes, please describe: _____

Itemized Budget Request:

(Please detail how the funding will be utilized across the following categories).

	FY 2027 (Current)	FY 2028 (proposed)
2 new ongoing attorney FTEs	\$0	\$355,500
Market-Rate Adjustments for current positions	\$0	\$65,700
TOTAL		\$421,200

New USBE FTEs Requested: 2 FTEs

Can current FTEs be assigned these responsibilities? Explain.

No. The active pool of 3.5 ongoing FTEs is operating completely over maximum capacity. Spreading these responsibilities any further across existing staff will only worsen the current 18-month case backlog.

Performance Measures:

- Measure 1 (Case Lifespan Reduction): Reduce average UPPAC investigation wait and processing times from 18+ months down to under 9 months by the conclusion of the fiscal year.

- Measure 2 (Clearance Rate Target): Achieve an annualized case clearance rate of 100% (and resolving more historical backlog cases than new incoming referrals) to systematically eliminate the case backlog.

Agency: UTAH STATE BOARD OF EDUCATION

Request Title: *Additional WPU s for SPED Self-Contained Funding Formula*

Purpose Statement: *Provides an additional 1.5 Weighted Pupil Units (WPUs) per student who qualifies for the SPED Self-Contained funding formula.*

What is the nature of your request?

Select one:

POLICY REQUEST – You are seeking changes to Utah State Code to improve your program/services.

FUNDING REQUEST – You are seeking new or additional financial resources to support a program/service for education.

BOTH POLICY and FUNDING – You are proposing a new program or expansion of an existing program that will require new/amended state code and financial resources.

Questions? Please contact:

Dale Frost – USB E Minimum School Program Administrator –
dale.frost@schools.utah.gov

Current Funding for FY 2027: *\$58,089,400 ongoing*

FY 2028 Ongoing Funding = \$145,311,600 (\$87,222,200 ongoing additional)

FY 2028 One-Time Funding = \$0

Projected Results:

- LEAs will be able to cover much more of the costs for SPED services for Utah students whose services are the costliest without having to utilize other unrestricted funding sources.

Rationale: *The SPED Self-Contained formula currently provides 1.0 WPU per full-time student who receives more than 180 minutes of SPED services according to the student's Individualized Education Plan (IEP). These are the students in Utah's system that need the most SPED services and, therefore, generate the highest SPED costs. Currently, many LEAs must supplement SPED funding with other unrestricted funds to cover these high SPED costs. With these additional funds, many more of these high-cost SPED services can be covered with SPED funds.*

Is there a current funding source that could be reduced or reallocated to fund this request?

No. Not without causing other funding shortfalls in other programs that would negate the benefits of this funding increase.

If not funded/approved: *Many LEAs will need to continue to supplement SPED funding with other unrestricted funds to cover these high SPED costs.*

USBE Lead Point of Contact:

Name: Dale Frost

Email Address: dale.frost@schools.utah.gov

Phone Number: 801-538-7606

USBE Section: School Finance

Additional USBE points of contact (*as needed*):

Name: Sam Urie

Email Address: sam.urie@schools.utah.gov

Phone Number: 801-538-7545

USBE Section: School Finance

Deputy Superintendent Name: Scott Jones

Email Address: scott.jones@schools.utah.gov

Phone Number: 801-538-7616

USBE Section: Financial Operations

FUNDING REQUEST

This section only needs to be completed if you are seeking new or additional funding.

Board Action for Request: (Date/Board Item/Committee)

1. Summarize the request, the specific problem it will solve, and how it will solve the problem.

The SPED Self-Contained formula currently provides 1.0 WPU's per full-time student who receives more than 180 minutes of SPED services according to the student's Individualized Education Plan (IEP). These are the students in Utah's system that need the most SPED services and, therefore, generate the highest SPED costs. Currently, many LEAs must supplement SPED funding with other unrestricted funds to cover these high SPED costs. With these additional funds, many more of these high-cost SPED services can be covered with SPED funds.

2. Is there a funding source that could be reduced or reallocated to fund this request?

No. Not without causing other funding shortfalls in other programs that would negate the benefits of this funding increase.

3. Amount Requested:

Funding Source	Amount (\$)
FY 2028 one-time funding	\$0
FY 2028 ongoing funding	\$87,222,200 ongoing
TOTAL funding requested	\$87,222,200 ongoing

4. Provide an itemized budget, including revenue and expenditure sources, for how the funding will be utilized.

Funding Source(s): Uniform School Fund

Cost Category	FY 2027 (Current fiscal year)	FY 2028
Personnel Services	\$	\$
Travel/In State	\$	\$
Travel/Out State	\$	\$
Current Expenses	\$	\$
Data Processing Current Expenses	\$	\$
Data Processing Capital Outlay	\$	\$
Capital Outlay	\$	\$
Other Charges/Pass Through	\$0	\$87,222,200 ongoing
Transfers	\$	\$
Other	\$	\$
Total	\$0	\$87,222,200 ongoing
NEW USBE FTEs being requested as part of the funding request	FY 2027 (Current fiscal year)	FY 2028
NEW USBE FTEs	0	0

5. To what extent is this request scalable? Articulate the impacts if lower funding amounts were provided for this request.

This funding request is scalable. However, the lower the amount of new funding provided, the more LEAs will need to continue to supplement SPED funding with other unrestricted funds to cover high SPED costs.

6. Summarize the current budget for the project or program that is being funded. If this is a new project or program, summarize resources that are available for like-objectives within USBE.

The SPED Self-Contained formula currently provides 1.0 WPUs per full-time student who receives more than 180 minutes of SPED services according to the student's Individualized Education Plan (IEP). For FY27, the total amount appropriated ongoing from the Uniform School Funding for the SPED Self-Contained program is \$58,089,400.

7. Does this request create any future funding obligations (operations and maintenance, multi-year scale up, etc)?

The only additional future funding obligations would be future WPU value increases for these additional SPED Self-Contained WPUs.

8. Describe how the funding case supports the goals and metrics of the [USBE Strategic Plan](#).

9. What value will additional resources create for Utah? What performance measures for that value will be reported or are already reported?

10. Provide details, sources, research, and analysis to which forms evidence-basis for this request or the associated program (e.g, cost benefit analysis, program evaluation, results from pilot program, etc).

11. Which populations or geographic areas will benefit most from this request? What safeguards will be implemented to prevent inequities or other unintended distributional consequences as it relates to this request?

The LEAs that will benefit the most from this request are those that have high percentages of students who qualify for the SPED Self-Contained formula.

12. Which stakeholders have you engaged and coordinated with during the development of this request?

- **Last Step:** When the Legislative Request Form is complete and has been reviewed by your Deputy Superintendent, email Greg Connell, Greg.Connell@schools.utah.gov to inform him the request is ready for next steps.

Agency: UTAH STATE BOARD OF EDUCATION

Request Title: *Additional WPU s for the SPED Self-Contained Funding Formula*

Purpose Statement: *Provides an additional 1.5 Weighted Pupil Units (WPUs) per student who qualifies for the SPED Self-Contained funding formula. Phases in the costs for this request over ten years.*

What is the nature of your request?

Select one:

POLICY REQUEST – You are seeking changes to Utah State Code to improve your program/services.

FUNDING REQUEST – You are seeking new or additional financial resources to support a program/service for education.

BOTH POLICY and FUNDING – You are proposing a new program or expansion of an existing program that will require new/amended state code and financial resources.

Questions? Please contact:

Dale Frost – USB E Minimum School Program Administrator –
dale.frost@schools.utah.gov

Current Funding for FY 2027: *\$58,089,400 ongoing*

FY 2028 Ongoing Funding = \$66,389,400 (\$8,300,00 ongoing additional)

FY 2028 One-Time Funding = \$0

This request phases in the costs over ten years as follows:

Fiscal Year	Additional WPU's for the SPED Self-Contained Funding Formula - 10-Year Phase-In Costs
FY28	\$ 8,300,000
FY29	\$ 17,200,000
FY30	\$ 26,800,000
FY31	\$ 37,200,000
FY32	\$ 48,300,000
FY33	\$ 60,300,000
FY34	\$ 73,200,000
FY35	\$ 87,000,000
FY36	\$ 101,800,000
FY37	\$ 117,600,000
FY28 PV	\$ 82,600,000

Projected Results:

- LEAs will be able to cover much more of the costs for SPED services for Utah students whose services are the costliest without having to utilize other unrestricted funding sources.

Rationale: *The SPED Self-Contained formula currently provides 1.0 WPU's per full-time student who receives more than 180 minutes of SPED services according to the student's Individualized Education Plan (IEP). These are the students in Utah's system that need the most SPED services and, therefore, generate the highest SPED costs. Currently, many LEAs must supplement SPED funding with other unrestricted funds to cover these high SPED costs. With these additional funds, many more of these high-cost SPED services can be covered with SPED funds.*

Is there a current funding source that could be reduced or reallocated to fund this request?

No. Not without causing other funding shortfalls in other programs that would negate the benefits of this funding increase.

If not funded/approved: *Many LEAs will need to continue to supplement SPED funding with other unrestricted funds to cover these high SPED costs.*

USB E Lead Point of Contact:

Name: Dale Frost

Email Address: dale.frost@schools.utah.gov

Phone Number: 801-538-7606

USB E Section: School Finance

Additional USB E points of contact (as needed):

Name: Sam Urie

Email Address: sam.urie@schools.utah.gov

Phone Number: 801-538-7545

USB E Section: School Finance

Deputy Superintendent Name: Scott Jones

Email Address: scott.jones@schools.utah.gov

Phone Number: 801-538-7616

USB E Section: Financial Operations

FUNDING REQUEST

This section only needs to be completed if you are seeking new or additional funding.

Board Action for Request: (Date/Board Item/Committee)

1. Summarize the request, the specific problem it will solve, and how it will solve the problem.

The SPED Self-Contained formula currently provides 1.0 WPU's per full-time student who receives more than 180 minutes of SPED services according to the student's Individualized Education Plan (IEP). These are the students in Utah's system that need the most SPED services and, therefore, generate the highest SPED costs. Currently, many LEAs must supplement SPED funding with other unrestricted funds to cover these high SPED costs. With these additional funds, many more of these high-cost SPED services can be covered with SPED funds.

2. Is there a funding source that could be reduced or reallocated to fund this request?

No. Not without causing other funding shortfalls in other programs that would negate the benefits of this funding increase.

3. Amount Requested:

Funding Source	Amount (\$)
FY 2028 one-time funding	\$0
FY 2028 ongoing funding	\$8,300,000 ongoing
TOTAL funding requested	\$8,300,000 ongoing

This request phases in the costs over ten years as follows:

Fiscal Year	Additional WPU's for the SPED Self-Contained Funding Formula - 10-Year Phase-In Costs
FY28	\$ 8,300,000
FY29	\$ 17,200,000
FY30	\$ 26,800,000
FY31	\$ 37,200,000
FY32	\$ 48,300,000
FY33	\$ 60,300,000
FY34	\$ 73,200,000
FY35	\$ 87,000,000
FY36	\$ 101,800,000
FY37	\$ 117,600,000
FY28 PV	\$ 82,600,000

4. Provide an itemized budget, including revenue and expenditure sources, for how the funding will be utilized.

Funding Source(s): Uniform School Fund

Cost Category	FY 2027 <i>(Current fiscal year)</i>	FY 2028
Personnel Services	\$	\$
Travel/In State	\$	\$
Travel/Out State	\$	\$
Current Expenses	\$	\$
Data Processing Current Expenses	\$	\$
Data Processing Capital Outlay	\$	\$
Capital Outlay	\$	\$
Other Charges/Pass Through	\$0	\$8,300,000 ongoing
Transfers	\$	\$
Other	\$	\$
Total	\$0	\$8,300,000 ongoing
NEW USBE FTEs being requested as part of the funding request	FY 2027 <i>(Current fiscal year)</i>	FY 2028
NEW USBE FTEs	0	0

5. To what extent is this request scalable? Articulate the impacts if lower funding amounts were provided for this request.

This funding request is scalable. However, the lower the amount of new funding provided, the more LEAs will need to continue to supplement SPED funding with other unrestricted funds to cover high SPED costs.

- 6. Summarize the current budget for the project or program that is being funded. If this is a new project or program, summarize resources that are available for like-objectives within USBE.**

The SPED Self-Contained formula currently provides 1.0 WPU per full-time student who receives more than 180 minutes of SPED services according to the student's Individualized Education Plan (IEP). For FY27, the total amount appropriated ongoing from the Uniform School Funding for the SPED Self-Contained program is \$58,089,400.

- 7. Does this request create any future funding obligations (operations and maintenance, multi-year scale up, etc)?**

The only additional future funding obligations would be future WPU value increases for these additional SPED Self-Contained WPUs.

- 8. Describe how the funding case supports the goals and metrics of the [USBE Strategic Plan](#).**
- 9. What value will additional resources create for Utah? What performance measures for that value will be reported or are already reported?**
- 10. Provide details, sources, research, and analysis to which forms evidence-basis for this request or the associated program (e.g, cost benefit analysis, program evaluation, results from pilot program, etc).**
- 11. Which populations or geographic areas will benefit most from this request? What safeguards will be implemented to prevent inequities or other unintended distributional consequences as it relates to this request?**

The LEAs that will benefit the most from this request are those that have high percentages of students who qualify for the SPED Self-Contained formula.

- 12. Which stakeholders have you engaged and coordinated with during the development of this request?**

UTAH STATE BOARD OF EDUCATION

Subject:

ACTION: Legislative Priorities

Agenda item type:

Action Item

Recommended Action:

That the Board take action on the 2027 Legislative Priorities.

Purpose of Memo:

Recommended by leadership

Background:

During the board meeting held on June 5, 2026, the following action occurred:

MOTION was made by Member Bollinger and seconded by Member Boothe that the Board include the following as legislative priorities for 2027:

- Appropriate funding formulas for ~~all students~~ special education
- Prioritize WPU Increases over line-item programs
- Provide ongoing funding to support early literacy and/or mathematics

MOTION was made by Member Earl and seconded by Member Bollinger that the Board amend to strike “all students” and replace with “special education”

The motion carried.

11 IN FAVOR: Members Brinton, Wood, Davis, Longacre, Bollinger, Earl, Boggess, Hymas, Kerry, Boothe, and Lear.

1 ABSTAINED: Member Kelley.

MOTION TO AMEND was made by Member Kerry and seconded by Member Kelley that the Board amend to add to the list “UPPAC Reform.”

MOTION TO AMEND was made by Member Kerry and seconded by Member that the Board add to the list “Free Speech Protections in Public Schools.”

MOTION TO POSTPONE was made by Member Bollinger and seconded that the Board postpone this discussion to July 9, 2026, Board Workshop.

The motion passed unanimously.

12 IN FAVOR: Members Kelley, Brinton, Wood, Davis, Longacre, Bollinger, Earl, Boggess, Hymas, Kerry, Boothe, and Lear.

During the Board workshop on July 10, 2026, the Board decided to continue the discussion of legislative priorities at the Board meeting scheduled for today, August 6.

Contact:

Elisse Newey, JD, Ph.D
Assistant Superintendent
Utah State Board of Education
Cell: 646-280-7839

Attachments:

None

UTAH STATE BOARD OF EDUCATION

Subject:

ACTION: Contracts/Agreements for Approval

Agenda item type:

Action Item

Recommended Action:

That the Board approves the monthly Consent Calendar.

Purpose of Memo:

Staff recommendation

Background:

Per Internal Policy # 06-06, any agreement that exceeds \$100,000 may not be executed by USBE until the Board has formally approved the agreement.

Contact:

Name: Michael Iwasaki

Title: Director of Purchasing and Contracts

Phone: 801-538-7621

Email: michael.iwasaki@schools.utah.gov

Attachments:

1. August 2026 Board Consent Calendar (revised) - APPROVAL
2. (1) DO3 400 2700000349 - Microsoft Renewal
3. (2) USBE270009MA - Ellipsis Consulting Inc. dba Alder Education Law (PE) cs
4. (3) USBE270010MA - Burbidge Van Komen Tanner and Scruggs LLC (PE) cs
5. (4) USBE270011MA - Cowdell and Woolley P.C. dba Cowdell Law (PE) cs
6. (5) USBE270012MA - Jeffrey Peterson Law PLLC (PE) cs
7. (6) USBE270013MA - Kristina L. Kindl (PE) cs
8. (7) USBE270014MA - Larson Legal Services, PLLC (PE) cs
9. (8) PO3 400 2700000012 - Certiport cs
10. (9) USBE220030CT Amd. 4 - Scrible Inc (PE) - CC
11. (10) USBE270004IAA - Utah Education Network (UEN) (PE) - CC
12. (11) USBE270017CT - Wilson Training Language Corporation (PE) cs
13. (12) USBE270019CT - Hand 2 Heart Medical (PE) cs
14. (13) USBE260202CT - Public Consulting Group LLC - (PE)
15. (14) USBE260195CT - Scrible (PE) cs
16. (15) USBE270022IAA - USU TAESE (final)_PE cs

**UTAH STATE BOARD OF EDUCATION
AGREEMENTS FOR BOARD APPROVAL**

(Per Internal Policy # 06-06, any agreement that exceeds \$100,000 may not be executed by USBE until the Board has formally approved the agreement.)

August 2026

1	Agreement Type:	State Cooperative Contract Purchase	Start Date:	09/01/2026
	Agreement Number:	DO3 400 2700000349; MA3993	Amendment Effective Date:	N/A
	Contractor:	SHI International	Current End Date:	08/31/2027
	Description:	USBE Agency Microsoft License Renewals	New End Date:	N/A
	Section:	Information Technology	Original Contract Amount:	\$551,395.35
	Contact:	Matt Ferris	Current Contract Amount:	\$551,395.35
	E-mail:	matt.ferris@schools.utah.gov	Amendment Amount:	N/A
	Type of Data Disclosed:	N/A	New Contract Amount:	N/A
	Data Elements Shared:	N/A	Privacy Officer Review:	N/A
	Nature of Data Disclosure:	N/A	Director/ Assistant Director:	Michael Iwasaki
	Data Protections:	N/A	Procurement Review:	Joseph Borrack

2	Agreement Type:	Vendor Agreement	Start Date:	09/01/2026
	Agreement Number:	USBE270009MA	Amendment Effective Date:	N/A
	Contractor:	Ellipsis Consulting Inc. dba Alder Education Law	Current End Date:	08/31/2031
	Description:	UPPAC hearing officers	New End Date:	N/A
	Section:	UPPAC	Original Contract Amount:	Requirements
	Contact:	Benjamin Rasmussen	Current Contract Amount:	Requirements
	E-mail:	ben.rasmussen@schools.utah.gov	Amendment Amount:	N/A
	Type of Data Disclosed:	PII	New Contract Amount:	N/A
	Data Elements Shared:	Relevant data related to UPPAC hearings are shared with hearing officers; the types of data depend on the information relevant to the hearings but are, in many cases, quite sensitive.	Privacy Officer Review:	Jeremy Zabriskie
	Nature of Data Disclosure:	Data are exported and provided to Contractor; A reminder was added to the SOW that contractors' handling of student and educator data is subject to USBE terms and conditions and that file sharing should only occur via USBE-approved platforms	Director/ Assistant Director:	Alyssa Roseman
	Data Protections:	Standard terms and conditions with data privacy	Procurement Review:	Michael Iwasaki; Joseph Borrack

3	Agreement Type:	Vendor Agreement	Start Date:	09/01/2026
	Agreement Number:	USBE270010MA	Amendment Effective Date:	N/A
	Contractor:	Burbidge Van Komen Tanner and Scruggs LLC	Current End Date:	08/31/2031
	Description:	UPPAC hearing officers	New End Date:	N/A
	Section:	UPPAC	Original Contract Amount:	Requirements
	Contact:	Benjamin Rasmussen	Current Contract Amount:	Requirements
	E-mail:	ben.rasmussen@schools.utah.gov	Amendment Amount:	N/A
	Type of Data Disclosed:	PII	New Contract Amount:	N/A
	Data Elements Shared:	Relevant data related to UPPAC hearings are shared with hearing officers; the types of data depend on the information relevant to the hearings but are, in many cases, quite sensitive.	Privacy Officer Review:	Jeremy Zabriskie
	Nature of Data Disclosure:	Data are exported and provided to Contractor; A reminder was added to the SOW that contractors' handling of student and educator data is subject to USBE terms and conditions and that file sharing should only occur via USBE-approved platforms	Director/ Assistant Director:	Alyssa Roseman
	Data Protections:	Standard terms and conditions with data privacy	Procurement Review:	Michael Iwasaki; Joseph Borrack

4	Agreement Type:	Vendor Agreement	Start Date:	09/01/2026
	Agreement Number:	USBE270011MA	Amendment Effective Date:	N/A
	Contractor:	Cowdell and Woolley P.C. dba Cowdell Law	Current End Date:	08/31/2031
	Description:	UPPAC hearing officers	New End Date:	N/A
	Section:	UPPAC	Original Contract Amount:	Requirements
	Contact:	Benjamin Rasmussen	Current Contract Amount:	Requirements
	E-mail:	ben.rasmussen@schools.utah.gov	Amendment Amount:	N/A
	Type of Data Disclosed:	PII	New Contract Amount:	N/A
	Data Elements Shared:	Relevant data related to UPPAC hearings are shared with hearing officers; the types of data depend on the information relevant to the hearings but are, in many cases, quite sensitive.	Privacy Officer Review:	Jeremy Zabriskie
	Nature of Data Disclosure:		Director/ Assistant Director:	

	Nature of Data Disclosure:	Data are exported and provided to Contractor; A reminder was added to the SOW that contractors' handling of student and educator data is subject to USBE terms and conditions and that file sharing should only occur via USBE-approved platforms	Director/ Assistant Director:	Alyssa Roseman
	Data Protections:	Standard terms and conditions with data privacy	Procurement Review:	Michael Iwasaki; Joseph Borrack

5	Agreement Type:	Vendor Agreement	Start Date:	09/01/2026
	Agreement Number:	USBE270012MA	Amendment Effective Date:	N/A
	Contractor:	Jeffrey Peterson Law PLLC	Current End Date:	08/31/2031
	Description:	UPPAC hearing officers	New End Date:	N/A
	Section:	UPPAC	Original Contract Amount:	Requirements
	Contact:	Benjamin Rasmussen	Current Contract Amount:	Requirements
	E-mail:	ben.rasmussen@schools.utah.gov	Amendment Amount:	N/A
	Type of Data Disclosed:	PII	New Contract Amount:	N/A
	Data Elements Shared:	Relevant data related to UPPAC hearings are shared with hearing officers; the types of data depend on the information relevant to the hearings but are, in many cases, quite sensitive.	Privacy Officer Review:	Jeremy Zabriskie
	Nature of Data Disclosure:	Data are exported and provided to Contractor; A reminder was added to the SOW that contractors' handling of student and educator data is subject to USBE terms and conditions and that file sharing should only occur via USBE-approved platforms	Director/ Assistant Director Review:	Alyssa Roseman
	Data Protections:	Standard terms and conditions with data privacy	Procurement Review:	Michael Iwasaki; Joseph Borrack

6	Agreement Type:	Vendor Agreement	Start Date:	09/01/2026
	Agreement Number:	USBE270013MA	Amendment Effective Date:	N/A
	Contractor:	Kristina L. Kindl	Current End Date:	08/31/2031
	Description:	UPPAC hearing officers	New End Date:	N/A
	Section:	UPPAC	Original Contract Amount:	Requirements
	Contact:	Benjamin Rasmussen	Current Contract Amount:	Requirements
	E-mail:	ben.rasmussen@schools.utah.gov	Amendment Amount:	N/A
	Type of Data Disclosed:	PII	New Contract Amount:	N/A
	Data Elements Shared:	Relevant data related to UPPAC hearings are shared with hearing officers; the types of data depend on the information relevant to the hearings but are, in many cases, quite sensitive.	Privacy Officer Review:	Jeremy Zabriskie
	Nature of Data Disclosure:	Data are exported and provided to Contractor; A reminder was added to the SOW that contractors' handling of student and educator data is subject to USBE terms and conditions and that file sharing should only occur via USBE-approved platforms	Director/ Assistant Director Review:	Alyssa Roseman
	Data Protections:	Standard terms and conditions with data privacy	Procurement Review:	Michael Iwasaki; Joseph Borrack

7	Agreement Type:	Vendor Agreement	Start Date:	09/01/2026
	Agreement Number:	USBE270014MA	Amendment Effective Date:	N/A
	Contractor:	Larson Legal Services, PLLC	Current End Date:	08/31/2031
	Description:	UPPAC hearing officers	New End Date:	N/A
	Section:	UPPAC	Original Contract Amount:	Requirements
	Contact:	Benjamin Rasmussen	Current Contract Amount:	Requirements
	E-mail:	ben.rasmussen@schools.utah.gov	Amendment Amount:	N/A
	Type of Data Disclosed:	PII	New Contract Amount:	N/A
	Data Elements Shared:	Relevant data related to UPPAC hearings are shared with hearing officers; the types of data depend on the information relevant to the hearings but are, in many cases, quite sensitive.	Privacy Officer Review:	Jeremy Zabriskie
	Nature of Data Disclosure:	Data are exported and provided to Contractor; A reminder was added to the SOW that contractors' handling of student and educator data is subject to USBE terms and conditions and that file sharing should only occur via USBE-approved platforms	Director/ Assistant Director Review:	Alyssa Roseman
	Data Protections:	Standard terms and conditions with data privacy	Procurement Review:	Michael Iwasaki; Joseph Borrack

8	Agreement Type:	Vendor Purchase Order	Start Date:	08/06/2026
	Agreement Number:	PO3 400 270000012	Amendment Effective Date:	N/A
	Contractor:	Certiport	Current End Date:	06/30/2027
	Description:	Certiport certification vouchers	New End Date:	N/A
	Section:	Career and Technical Education	Original Contract Amount:	\$500,000.00

	Contact: Wendi Morton	Current Contract Amount: \$500,000.00
	E-mail: wendi.morton@schools.utah.gov	Amendment Amount: N/A
	Type of Data Disclosed: N/A	New Contract Amount: N/A
	Data Elements Shared: N/A	Privacy Officer Review: N/A
	Nature of Data Disclosure: N/A	Director/ Assistant Director Review: Michael Iwasaki
	Data Protections: Standard purchase order terms and conditions with data privacy	Procurement Review: Alyssa Roseman

9	Agreement Type: Vendor Agreement Amendment	Start Date: 09/02/2021
	Agreement Number: USBE220030CT Amd. 4	Amendment Effective Date: 9/2/2026
	Contractor: Scrible, Inc.	Current End Date: 09/01/2026
	Description: Extend, add funds, and update Scope of Work	New End Date: 09/01/2027
	Section: Teaching and Learning	Original Contract Amount: \$1,500,000.00
	Contact: Davina Sauthoff	Current Contract Amount: \$4,300,000.00
	E-mail: davina.sauthoff@schools.utah.gov	Amendment Amount: \$1,400,000.00
	Type of Data Disclosed: N/A	New Contract Amount: \$5,700,000.00
	Data Elements Shared: N/A	Privacy Officer Review: N/A
	Nature of Data Disclosure: N/A	Director/ Assistant Director Review: Michael Iwasaki
	Data Protections: Standard terms and conditions with data privacy	Procurement Review: Alyssa Roseman; Stephanie Day

10	Agreement Type: Interagency Agreement	Start Date: 7/1/2026
	Agreement Number: USBE270004IAA	Amendment Effective Date: N/A
	Contractor: Utah Education and Telehealth Network (UETN)	Current End Date: 6/30/2029
	Description: Adobe Creative Cloud licenses for Utah public education K-12 students and educators	New End Date: N/A
	Section: Career and Technical Education	Original Contract Amount: \$6,399,987.00
	Contact: Wendi Morton	Current Contract Amount: \$6,399,987.00
	E-mail: wendi.morton@schools.utah.gov	Amendment Amount: N/A
	Type of Data Disclosed: N/A	New Contract Amount: N/A
	Data Elements Shared: N/A	Privacy Officer Review: Jeremy Zabriskie
	Nature of Data Disclosure: N/A	Director/ Assistant Director Review: Michael Iwasaki
	Data Protections: Standard IAA terms and conditions with data privacy	Procurement Review: Alyssa Roseman; Stephanie Day

11	Agreement Type: Vendor Agreement	Start Date: 8/6/2026
	Agreement Number: USBE270017CT	Amendment Effective Date: N/A
	Contractor: Wilson Language Training Corporation	Current End Date: 8/5/2027
	Description: Benchmark math assessment system for students in grades K-3	New End Date: N/A
	Section: Assessment and Accountability	Original Contract Amount: \$645,000.00
	Contact: Teresa McEntire	Current Contract Amount: \$645,000.00
	E-mail: teresa.mcentire@schools.utah.gov	Amendment Amount: N/A
	Type of Data Disclosed: PII	New Contract Amount: N/A
	Data Elements Shared: See table on last page of agreement	Privacy Officer Review: Katy Challis
	Nature of Data Disclosure: Data are shared via an ongoing data-sharing relationship (regular uploads, API connection, etc.)	Director/ Assistant Director Review: Michael Iwasaki
	Data Protections: Standard terms and conditions with data privacy	Procurement Review: Camille Clarke; Joseph Borrack

12	Agreement Type: Vendor Agreement	Start Date: 8/6/2026
	Agreement Number: USBE270019CT	Amendment Effective Date: N/A
	Contractor: Hand 2 Heart, Inc. dba H2H Medical	Current End Date: 8/5/2029
	Description: Temporary nursing services	New End Date: N/A
	Section: USDB	Original Contract Amount: Requirements
	Contact: Candace George	Current Contract Amount: Requirements
	E-mail: CandaceG@usdb.org	Amendment Amount: N/A
	Type of Data Disclosed: PII	New Contract Amount: N/A
	Data Elements Shared: Contract is for nursing staff, who will have access to relevant student data as part of providing services	Privacy Officer Review: Jeremy Zabriskie
	Nature of Data Disclosure: Data are exported and provided to Contractor	Director/ Assistant Director Review: Michael Iwasaki
	Data Protections: Standard terms and conditions with data privacy	Procurement Review: Camille Clarke; Joseph Borrack

13	Agreement Type: Vendor Agreement	Start Date: 08/05/2026
	Agreement Number: USBE260202CT	Amendment Effective Date: N/A
	Contractor: Public Consulting Group LLC	Current End Date: 08/04/2031
	Description: Medicaid billing services	New End Date: N/A
	Section: USDB	Original Contract Amount: \$250,000.00
	Contact: MiKell Bennion	Current Contract Amount: \$250,000.00
	E-mail: MiKell.Bennion@schools.utah.gov	Amendment Amount: N/A

	Type of Data Disclosed:	PII	New Contract Amount:	N/A
	Data Elements Shared:	Please see PII Questionnaire attached to agreement. The claims and medicaid documentation stored by contractor may include a variety of student data. SOW mentions integration with PowerSchool; documentation is uploaded regularly to contractor's service	Privacy Officer Review:	Jeremy Zabriskie
	Nature of Data Disclosure:	Data are shared via an ongoing data-sharing relationship (regular uploads, API connection, etc.)	Director/ Assistant Director Review:	Michael Iwasaki
	Data Protections:	Standard terms and conditions with data privacy	Procurement Review:	Camille Clarke; Joseph Borrack

14	Agreement Type:	Vendor Agreement	Start Date:	08/05/2026
	Agreement Number:	USB260195CT	Amendment Effective Date:	N/A
	Contractor:	Scribe, Inc.	Current End Date:	08/04/2031
	Description:	Formative online writing system and support	New End Date:	N/A
	Section:	Assessment and Accountability	Original Contract Amount:	\$2,220,000.00
	Contact:	Teresa McEntire	Current Contract Amount:	\$2,220,000.00
	E-mail:	teresa.mcentire@schools.utah.gov	Amendment Amount:	N/A
	Type of Data Disclosed:	PII	New Contract Amount:	N/A
	Data Elements Shared:	See PII table attached to the agreement	Privacy Officer Review:	Katy Challis
	Nature of Data Disclosure:	Data are shared via an ongoing data-sharing relationship (regular uploads, API connection, etc.)	Director/ Assistant Director Review:	Michael Iwasaki
	Data Protections:	Standard terms and conditions with data privacy	Procurement Review:	Camille Clarke; M'Lissa Holt

15	Agreement Type:	Interagency Agreement	Start Date:	08/31/2026
	Agreement Number:	USB270022IAA	Amendment Effective Date:	N/A
	Contractor:	Utah State University, TAESE	Current End Date:	12/31/2027
	Description:	Design, implementation, and participant stipends for a paraprofessional behavior training course	New End Date:	N/A
	Section:	Student Support Services	Original Contract Amount:	\$990,667.02 (\$110,667.02 for Contractor's administration costs; \$880,000.00 as stipend pass-through funds)
	Contact:	Christina Guevara	Current Contract Amount:	\$990,667.02 (\$110,667.02 for Contractor's administration costs; \$880,000.00 as stipend pass-through funds)
	E-mail:	christina.guevara@schools.utah.gov	Amendment Amount:	N/A
	Type of Data Disclosed:	PII	New Contract Amount:	N/A
	Data Elements Shared:	No student data is shared or collected. USBE may provide contractor with a list of names of participating paraprofessionals eligible for stipends.	Privacy Officer Review:	Jeremy Zabriskie
	Nature of Data Disclosure:	Data are shared via an ongoing data-sharing relationship (regular uploads, API connection, etc.)	Director/ Assistant Director Review:	Camille Clarke
	Data Protections:	Standard IAA terms and conditions with data privacy	Procurement Review:	Michael Iwasaki; Joseph Borrack

UTAH STATE BOARD OF EDUCATION

Subject:

ACTION: Approval of Meeting Minutes

Agenda item type:

Action Item

Recommended Action:

That the Board approves the meeting minutes, as presented.

Purpose of Memo:

Other

Background:

That the Board reviews the meeting minutes as presented.

Contact:

Cybil Prideaux

cybil.prideaux@schools.utah.gov

Executive Assistant to the Board

Utah State Board of Education (USBE)

Office: 801-538-7517

Attachments:

1. 2026 06-4 DRAFT Full Board Meeting Minutes
2. 2026 06-5 DRAFT USDB and Continued Full Board Meeting Minutes
3. 2026 07-09 DRAFT Full Board Workshop Minutes
4. 2026 07-10 DRAFT Full Board Workshop Minutes



Meeting Minutes

Utah State Board of Education

A regular meeting of the Utah State Board of Education was held on June 4, 2026, and was scheduled to start at 9:00 AM. Chair Hymas presided. As authorized by Utah Code Section 52-4, this meeting was held at the state board offices, located at 250 E. 500 S, Salt Lake City, Utah. The public can view the discussion through live [YouTube](#) streaming.

Members Present

Board Chair Matt Hymas

First Vice-Chair Amanda Bollinger

Second Vice-Chair LeAnn Wood

Member Joseph Kerry

Member Carol Lear

Member Erin Longacre

Member Cindy Davis

Member Christina Boggess

Member Sarah Reale

Member Jennie Earl

Member Rod Hall

Member Emily Green

Member Joann Brinton

Member Cole Kelley

Executive Staff Present

Molly Hart, State Superintendent

Scott Jones, Deputy Superintendent

Elisse Newey, Deputy Superintendent

Leah Voorhies, Deputy Superintendent

Minutes were taken by:

Cybil Prideaux, Executive Assistant

Others Present

Julie King, SherRee Jencklin, Brady Foncesbeck, Derek Beer, Jullie Payne, John Anderson, Prateek Dehran, Noelle McConnell, Lori Hawthorne, Sydnee Seager, Julie Cluff, Cammy Whitchurch, Ryan McChan, Rebekah Mecham, Lucy Mecham, Laurel Almstedt, Mont Timmins, Clark Timmins, Patti Timmins, Kira Flanagan, Kathy Flanagan, Glen Flanagan, Lizzy Flanagan, Ned Holt, Carson Flanagan, Katie Flanagan, David Flanagan, Weston Mitchell, Tina Mitchell, Grady Mitchell, Cade Douglas, and Payton Ashley.

Opening Business

Chair Hymas called the meeting to order at 9:01 AM. Member Boothe led those present in the Pledge of Allegiance. Member Boggess was absent at this time.

Member Message

Member Erin Longacre shared the monthly message.

Employee Recognition

Superintendent Hart announced the Employee of the Month: Susie Scherer.

Acknowledgment of Student Artwork

The Arts team was excited to highlight the winners of the Sorenson Legacy Award for Excellence in Arts Education. We also wanted to share some of the art submissions for the America250 Utah Competition.

Public Comment for USBE

The Board heard from Julie Cluff, Ashley Chhour, Cooper McCullough, Guillermo Rodriquez, Betty Jimenez, and Katrina Brinkley.

- The public may sign up to share public comments at publiccomment@schools.utah.gov.
- The public may send written public comments to the Board at board@schools.utah.gov
- Public comments are limited to 2 minutes per person.
- A comment can express support or dissent for regulatory action.
- Individuals should refrain from using public comments to complain about personnel issues or attack or defame another individual.
- Speakers making a highly detailed or complex comment should also consider providing a written outline of their words to the Board.
- Please remember that children may hear your comments. Be thoughtful and professional.
- Keep your comments appropriate for a general audience. If you have material with explicit language or content, submit such material in writing to the Board at board@schools.utah.gov

Finance Committee Report/Recommendations - (Items duplicated from the May 8, 2026, meeting.)

R277-477, Distribution of Funds from the Trust Distribution Account and Administration of the School LAND Trust Program (Amendment & Continuation)

MOTION was made by Member Davis that the Board continue and approve R277-477, Distribution of Funds from the Trust Distribution Account and Administration of the School LAND Trust Program, Draft 1, on second and final reading.

The motion passed unanimously.

14 IN FAVOR: Members Reale, Wood, Kelley, Boothe, Davis, Earl, Longacre, Lear, Hymas, Green, Hall, Kerry, Brinton, and Bollinger.

Request for Use of Utah State Board of Education Discretionary Funds for Development of Playground Equipment

MOTION was made by Member Davis that the Board approve the use of \$120,000 of Federal Mineral Lease (FML) funding for this project, contingent upon presentation of a formal legal opinion at the June Board meeting.

SUBSTITUTE MOTION was made by Member Davis and seconded by Member Kelley that the Board approve the use of \$120,000 of Federal Mineral Lease (FML) funding for this project, with the understanding that the Superintendent will work cooperatively on a robust research plan.

MOTION TO AMEND was made by Member Green and seconded by Member Green that the Board add to the end of the above motion:
“and make an initial report to the Board in the August board meeting.”

The motion passed unanimously.

14 IN FAVOR: Members Reale, Wood, Kelley, Boothe, Davis, Earl, Longacre, Lear, Hymas, Green, Hall, Kerry, Brinton, and Bollinger.

MOTION, AS AMENDED

The motion carried.

9 IN FAVOR: Members Kelley, Boothe, Davis, Earl, Longacre, Green, Hall, Kerry, Brinton.

5 OPPOSE: Members Bollinger, Reale, Wood, Lear, and Hymas.

Spectrum Academy and Special Education Funding Formulas

MOTION was made by Member Davis that the Board seeks a legislative change to create an additional SpEd formula to add 1.5 WPU per SpEd ADM for LEAs for schools with more than 70% SpEd ADM.

SUBSTITUTE MOTION was made by Member Davis and seconded by Member Kerry and that the Board seeks a legislative change to address the special education funding issues raised by LEAs and Schools with unusually high rates of special education students (e.g. greater than 70%).

The motion passed unanimously.

14 IN FAVOR: Members Reale, Wood, Kelley, Boothe, Davis, Earl, Longacre, Lear, Hymas, Green, Hall, Kerry, Brinton, and Bollinger.

Decision Regarding Property Tax Working Group

MOTION was made by Member Davis that the Board suspend the Property Tax working group created by Board motion on November 6, 2025.

The motion passed unanimously.

13 IN FAVOR: Members Reale, Wood, Kelley, Boothe, Davis, Earl, Longacre, Lear, Hymas, Hall, Kerry, Brinton, and Bollinger.

1 ABSTAINED: Member Green.

R277-625, Mental Health Screeners (Amendment)

MOTION was made by Member Davis that the Board approve R277-625, Mental Health Screeners, Draft 2, on second and final reading.

The motion failed.

7 IN FAVOR: Members Reale, Wood, Boothe, Davis, Lear, Hymas, and Bollinger.

7 OPPOSE: Members Earl, Green, Brinton, Hall, Kelley, Longacre, and Kerry.

R277-916, College and Career Awareness (Repeal)

MOTION was made by Member Davis that the Board repeal R277-916, College and Career Awareness, on second and final reading.

The motion carried.

13 IN FAVOR: Members Reale, Wood, Kelley, Boothe, Davis, Earl, Longacre, Lear, Hymas, Green, Hall, Brinton, and Bollinger.

1 OPPOSE: Member Kerry.

R277-911, Secondary Career and Technical Education (Amendment)

MOTION was made by Member Davis that the Board approve R277-911, Secondary Career and Technical Education, Draft 1, on second and final reading.

The motion passed unanimously.

14 IN FAVOR: Members Reale, Wood, Kelley, Boothe, Davis, Earl, Longacre, Lear, Hymas, Green, Hall, Kerry, Brinton, and Bollinger.

R277-407, School Fees (Amendment & Continuation)

MOTION was made by Member Davis that the Board continue and approve R277-407, School Fees, Draft 1, on second and final reading.

MOTION TO POSTPONE was made by Member Davis and seconded by Member Kerry that the Board postpone this item to June 5, 2026, Unfinished Business agenda item.

The motion passed unanimously.

14 IN FAVOR: Members Reale, Wood, Kelley, Boothe, Davis, Earl, Longacre, Lear, Hymas, Green, Hall, Kerry, Brinton, and Bollinger.

R277-632, Funding for At-Risk Students and Students Learning English (Amendment)

MOTION was made by Member Davis that the Board approve R277-632, Funding for At-Risk Students and Students learning English, Draft 1, on second and final reading.

MOTION TO AMEND was made by Member Bollinger and seconded by Member Davis That the board amend line 62-63 to strike “no carry forward” and replace with “less than 5% carry forward” and strike “for the three preceding years.”

The motion carried.

13 IN FAVOR: Members Reale, Wood, Kelley, Boothe, Davis, Earl, Longacre, Lear, Hymas, Green, Hall, Brinton, and Bollinger.

1 ABSTAINED: Member Kerry.

MOTION, AS AMENDED

The motion passed unanimously.

14 IN FAVOR: Members Reale, Wood, Kelley, Boothe, Davis, Earl, Longacre, Lear, Hymas, Green, Hall, Kerry, Brinton, and Bollinger.

R277-634, Grants and Scholarships (New)

MOTION was made by Member Davis that the Board approve R277-634, Grants and Scholarships, Draft 1, on second and final reading.

MOTION TO AMEND was made by Member Davis and seconded by Member Lear that the Board amend R277-634, Grants and Scholarships, Draft 1 by adding “subject to legislative appropriations,” on line 61 after “Section 53G-9-216.”

The motion passed unanimously.

14 IN FAVOR: Members Reale, Wood, Kelley, Boothe, Davis, Earl, Longacre, Lear, Hymas, Green, Hall, Kerry, Brinton, and Bollinger.

MOTION, AS AMENDED

The motion passed unanimously.

14 IN FAVOR: Members Reale, Wood, Kelley, Boothe, Davis, Earl, Longacre, Lear, Hymas, Green, Hall, Kerry, Brinton, and Bollinger.

R277-100, Definitions for Utah State Board of Education Rules (Amendment)

MOTION was made by Member Davis that the Board approve R277-100, Definitions for Utah State Board of Education Rules - Draft 1, on second and final reading.

The motion passed unanimously.

14 IN FAVOR: Members Reale, Wood, Kelley, Boothe, Davis, Earl, Longacre, Lear, Hymas, Green, Hall, Kerry, Brinton, and Bollinger.

Finance Committee Report/Recommendations - (Items duplicated from the May 22, 2026, meeting.)

R277-726, Statewide Online Education Program (Amendment)

MOTION was made by Member Davis that the Board approve R277-726, Statewide Online Education Program, Draft 1, on second and final reading.

MOTION TO AMEND was made by Member Lear and seconded by Member Hymas that the Board amend the rule by adding “the parent or student” to line 206 after “and.”

The motion passed unanimously.

14 IN FAVOR: Members Reale, Wood, Kelley, Boothe, Davis, Earl, Longacre, Lear, Hymas, Green, Hall, Kerry, Brinton, and Bollinger.

MOTION TO AMEND was made by Member Kerry and seconded by Member Kelley that the Board amend R277-726 by revising lines 979 and 980 to read: 6) The Superintendent may restrict an online provider from offering coursework within a relevant content area if the online provider has repeatedly demonstrated low performance on statewide assessments in one of the following: English language arts, mathematics, or science.

The motion failed.

7 IN FAVOR: Members Kelley, Earl, Longacre, Green, Hall, Kerry, and Brinton.

5 OPPOSED: Members Davis, Wood, Lear, Boothe, and Bollinger.

1 ABSTAINED: Member Hymas

1 ABSENT: Member Reale.

MOTION TO AMEND was made by Member Kerry and seconded by Member Kelley that the Board amend R277-726 by revising lines 979-981 by adding to the end of the line “taking into consideration the assessment performance of other districts, charters, and

other SOEP Online Providers.”

The motion passed unanimously.

13 IN FAVOR: Members Wood, Kelley, Boothe, Davis, Earl, Longacre, Lear, Hymas, Green, Hall, Kerry, Brinton, and Bollinger.

ABSENT: Member Reale.

WITHDRAWN WITHOUT OBJECTION MOTION TO AMEND was made by Member Lear and seconded by Member that the Board amend strike lines 1011-1015 and replace with:

“(a) A student may take up to six program credits per academic year, unless the student's primary LEA approves excess credits in accordance with local policy or an approved early graduation plan.

MOTION, AS AMENDED

The motion passed unanimously.

13 IN FAVOR: Members Wood, Kelley, Boothe, Davis, Earl, Longacre, Lear, Hymas, Green, Hall, Kerry, Brinton, and Bollinger.

ABSENT: Member Reale.

R277-419, Pupil Accounting (Amendment & Continuation)

MOTION was made by Member Davis that the Board approve R277-419, Pupil Accounting, Draft 1, on second and final reading.

MOTION TO AMEND was made by Member Kerry and seconded by Member Brinton that the Board add to the end of Line 208 “or 53G-10-205.”

The motion carried.

12 IN FAVOR: Members Reale, Wood, Kelley, Boothe, Davis, Earl, Longacre, Lear, Green, Hall, Kerry, and Brinton.

2 OPPOSE: Members Bollinger and Hymas.

MOTION TO AMEND was made by Member Kerry and seconded by Member Kelley that the Board amend the rule on the end of Line 244, “and

The motion carried.

8 IN FAVOR: Members Kelley, Davis, Earl, Longacre, Green, Hall, Kerry, and Brinton.

6 OPPOSE: Members Reale, Wood, Boothe, Lear, Bollinger, and Hymas.

MOTION, AS AMENDED

The motion passed unanimously.

14 IN FAVOR: Members Reale, Wood, Kelley, Boothe, Davis, Earl, Longacre, Lear, Hymas, Green, Hall, Kerry, Brinton, and Bollinger.

R277-607, Absenteeism and Truancy Prevention (Amendment)

MOTION was made by Member Davis that the Board approve R277-607, Absenteeism and Truancy Prevention, Draft 1, on second and final reading.

MOTION TO AMEND was made by Member Davis and seconded by Member that the Board amend R277-607, Absenteeism and Truancy Prevention, by adding the following after line 89, R277-607-3-3(1)(a)(i):

- (ii) establishes a clear process, timeline, and standard for converting an unexcused absence into a truancy consistent with Subsection 53G-6-201(17);
- (iii) outlines the procedures and timelines for issuing a notice of compulsory education for students in grades 1 through 6 consistent with Section 53G-6-202;
- (iv) outlines the procedures and timelines for issuing a notice of truancy for students in grades 7 through 12 consistent with Section 53G-6-203; and
- (v) establishes that for students in grades 7 through 12, an LEA may enter an incident report of habitual truancy into the Utah Transcript and Record Exchange (UTREx) system after a student accumulates 20 truanies, provided the LEA has issued a notice of truancy in alignment with state law and LEA policy.

The motion carried.

12 IN FAVOR: Members Reale, Wood, Kelley, Boothe, Davis, Earl, Longacre, Lear, Hymas, Hall, Brinton, and Bollinger.

2 OPPOSED: Members Green and Kerry.

MOTION TO AMEND was made by Member Davis and seconded by Member Brinton that the Board amend R277-607, Draft 1, by striking the current language in line 96 and replacing it with:

(b) shall review the attendance policy in an open and public meeting every five years.

The motion passed unanimously.

14 IN FAVOR: Members Reale, Wood, Kelley, Boothe, Davis, Earl, Longacre, Lear, Hymas, Green, Hall, Kerry, Brinton, and Bollinger.

MOTION TO AMEND was made by Member Kerry and seconded by Member Brinton that the Board amend Line 83 to add at the end of the line “or section 53G-10-205.”

The motion carried.

8 IN FAVOR: Members Reale, Wood, Kelley, Boothe, Davis, Earl, Longacre, Lear, Hymas, Green, Hall, Kerry, Brinton, and Bollinger.

6 OPPOSED: Members Hymas, Lear, Wood, Bollinger, Boothe, Reale

MOTION, AS AMENDED

The motion carried.

13 IN FAVOR: Members Reale, Wood, Kelley, Boothe, Davis, Earl, Longacre, Lear, Hymas, Hall, Kerry, Brinton, and Bollinger.

1 OPPOSED: Member Green.

R277-484, Data Standards (Amendment)

MOTION was made by Member Davis that the Board approve R277-484, Data Standards, Draft 1, on second and final reading.

The motion passed unanimously.

14 IN FAVOR: Members Reale, Wood, Kelley, Boothe, Davis, Earl, Longacre, Lear, Hymas, Green, Hall, Kerry, Brinton, and Bollinger.

MOTION TO RECONSIDER R277-625, Mental Health Screeners (Amendment) was made by Member Earl and seconded by Member Brinton.

The motion passed unanimously.

14 IN FAVOR: Members Reale, Wood, Kelley, Boothe, Davis, Earl, Longacre, Lear, Hymas, Green, Hall, Kerry, Brinton, and Bollinger.

MOTION TO AMEND was made by Member Earl and seconded by Member Brinton that the Board amend R277-625, Mental Health Screeners, Draft 2, by striking lines 143-152.

(2) The Superintendent shall determine a participating LEA's need by considering the LEA's ability to support and provide mental health services for a student, including:

- (a) the availability of mental health services within the LEA;
- (b) the availability of mental health services within the LEA's surrounding community;
- (c) the overall accessibility of mental health services for students within the LEA;
- (d) the current student demand for mental health services within an LEA; and
- (e) capacity of the LEA to meet existing and future student demands for mental health services.

The motion passed unanimously.

14 IN FAVOR: Members Reale, Wood, Kelley, Boothe, Davis, Earl, Longacre, Lear, Hymas, Green, Brinton, Bollinger, Hall, and Kerry.

MOTION, AS AMENDED, for reconsideration of motion on R277-625, Mental Health Screeners

The motion passed unanimously.

13 IN FAVOR: Members Reale, Wood, Kelley, Boothe, Davis, Earl, Longacre, Lear, Hymas, Brinton, Bollinger, Hall, and Kerry.

1 OPPOSED: Member Green.

Member Boggess attended the meeting.

Law and Licensing Committee Report/Recommendations – (Items duplicated from the May 8, 2026, meeting.)

Iron County School District Waiver Request (New)

MOTION was made by Member Kerry that the Board approve Iron County School District's request for a waiver from R277-419-4.

The motion carried.

12 IN FAVOR: Members Reale, Kelley, Boothe, Davis, Earl, Longacre, Lear, Hymas, Brinton, Bollinger, Hall, and Kerry.

3 ABSTAINED: Members Boggess, Green, and Wood.

Canyons School District Waiver Request (New)

MOTION was made by Member Kerry that the Board approve Canyons School District's request for a waiver from R277-700-5 for the 2026-27 school year, which may be extended through the 2028-29 school year upon legislative changes.

The motion carried.

13 IN FAVOR: Members Reale, Wood, Kelley, Boothe, Davis, Earl, Longacre, Lear, Hymas, Brinton, Bollinger, Hall, and Kerry.

1 ABSTAINED: Member Boggess.

1 ABSENT: Member Green.

Tooele County School District Waiver Request (Renewal)

MOTION was made by Member Kerry that the Board approve Tooele County School District's request for a waiver renewal from R277-419-4.

The motion passed unanimously.

13 IN FAVOR: Members Reale, Wood, Kelley, Boothe, Earl, Longacre, Lear, Hymas, Boggess, Brinton, Bollinger, Hall, and Kerry.

2 ABSENT: Members Davis and Green.

City Academy Waiver Request (New)

MOTION was made by Member Kerry that the Board approve City Academy's request for a waiver from R277-552-6(9) for one year.

The motion carried.

12 IN FAVOR: Members Reale, Wood, Kelley, Boothe, Earl, Longacre, Lear, Hymas, Brinton, Bollinger, Hall, and Kerry.

1 OPPOSED: Member Boggess.

2 ABSENT: Members Davis and Green.

R277-605, Coaching Standards and Athletic Clinics (Amendment & Continuation)

MOTION was made by Member Kerry that the Board continue and approve R277-605, Coaching Standards and Athletic Clinics, Draft 2, on second and final reading.

MOTION TO AMEND was made by Member Kerry and seconded by Member Boggess that the Board amend R277-605, Draft 2, by adding a new Subsection (6) to Section R277-605-4 to read as follows:

“(6)(a) A coach or designated school leader may not permit an additional adult or guest to travel with, lodge with, or accompany the team or student group during a school-sponsored activity unless the individual has successfully passed a criminal background check and ongoing monitoring through the employing LEA consistent with Section 53G-11-402.

(b) The background check requirement described in Subsection (6)(a) applies to any accompanying individual who is 18 years of age or older and is not a student currently enrolled in the LEA.”

WITHDRAWN WITHOUT OBJECTION MOTION TO AMEND THE AMENDMENT was made by Member Boggess and seconded by Member Green that the Board insert “who is not enrolled in or employed by an LEA” as follows:

“(6)(a) A coach or designated school leader may not permit an additional adult or guest who is not enrolled in or employed by an LEA to travel with, lodge with, or accompany the team or student group during a school-sponsored activity unless the individual has successfully passed a criminal background check and ongoing monitoring through the employing LEA consistent with Section 53G-11-402.

MOTION TO AMEND THE AMENDMENT was made by Member Boggess and seconded by Member Green that the Board strike “or accompany” and strike “with” after travel.

“(6)(a) A coach or designated school leader may not permit an additional adult or guest to travel ~~with, lodge with, or accompany~~ the team.....

The motion carried.

12 IN FAVOR: Members Wood, Kelley, Boothe, Earl, Longacre, Hymas, Brinton, Bollinger, Hall, Boggess, Green, and Kerry.

2 OPPOSED: Members Reale and Lear.

1 ABSTAINED: Member Davis.

MOTION TO AMEND THE AMENDMENT was made by Member Kelley and seconded by Member Brinton that the Board strike “permit” and replace it with “invite” and strike “and ongoing monitoring.”

“(6)(a) A coach or designated school leader may not ~~permit~~ invite an additional adult or guest to travel with, lodge with, or accompany the team or student group during a school-sponsored activity unless the individual has successfully passed a criminal background check and ongoing monitoring through the employing LEA consistent with Section 53G-11-402.

The motion passed unanimously.

13 IN FAVOR: Members Kelley, Boothe, Earl, Longacre, Lear, Hymas, Brinton, Bollinger, Hall, Boggess, Green, Davis, and Kerry.

2 ABSENT: Members Wood and Reale.

MOTION TO POSTPONE was made by Member Boggess and seconded by Member Lear that the Board postpone this item to June 5, 2026, Unfinished Business.

The motion carried.

9 IN FAVOR: Members Reale, Wood, Kelley, Boothe, Longacre, Lear, Bollinger, Boggess, Green.

5 OPPOSED: Members Kerry, Hall, Earl, Brinton, and Hymas.

1 ABSENT: Member Davis.

R277-317, Incentives for National Board Certification (Amendment & Continuation)

MOTION was made by Member Kerry that the Board continue and approve R277-317, Incentives for National Board Certification, Draft 2, on second and final reading.

The motion carried.

9 IN FAVOR: Members Wood, Boothe, Longacre, Lear, Hymas, Brinton, Bollinger, Hall, and Kerry.

3 OPPOSED: Members Boggess, Green, and Kelley.

1 ABSTAINED: Member Earl.

2 ABSENT: Members Reale and Davis.

R277-328, Equal Opportunity in Education (Continuation)

MOTION was made by Member Kerry that the Board continue and approve R277-328, Equal Opportunity in Education, Draft 1, on second and final reading.

SUBSTITUTE MOTION was made by Member Kerry and seconded by Member Green that the Board continue and approve R277-328, Equal Opportunity in Education, Draft 2, on second and final reading.

MOTION TO AMEND was made by Member Davis and seconded by Member Boothe reinstate lines 56-59 to be added on Line 78 after the words “least restrictive learning environment”

Line 78: developmental level, can benefit from the least restrictive learning environment, including:

- (i) that a student with a disability is educated with peers without a disability to the maximum extent appropriate, consistent with IDEA; and
- (ii) specially designed instruction is provided in addition to, not instead of, high-quality core instruction as consistent with IDEA;

The motion carried.

12 IN FAVOR: Members Reale, Wood, Kelley, Boothe, Davis, Earl, Longacre, Lear, Boggess, Green, Bollinger, and Hall.

2 OPPOSE: Members Brinton and Hymas.

1 ABSTAINED: Member Kerry.

MOTION TO AMEND was made by Member Brinton and seconded by Member Lear that the Board reinstate all references to the word “equal” in Lines 2, 32, and 46.

The motion passed unanimously.

15 IN FAVOR: Members Kelley, Boothe, Earl, Longacre, Lear, Hymas, Brinton, Bollinger, Hall, Boggess, Green, Davis, Kerry, Wood, and Reale.

MOTION TO AMEND was made by Member Bollinger and seconded by Member Lear that the Board strike language in Lines 65-66 “relating to religious liberty, religious expression, and freedom of conscience”

- (1) An LEA shall provide professional learning to educators and relevant staff regarding students’ constitutionally protected rights ~~relating to religious liberty, religious expression, and freedom of conscience~~ in public schools.

The motion passed unanimously.

15 IN FAVOR: Members Kelley, Boothe, Earl, Longacre, Lear, Hymas, Brinton, Bollinger, Hall, Boggess, Green, Davis, Kerry, Wood and Reale.

MOTION TO AMEND THE AMENDMENT was made by Member Earl and

seconded by Member Brinton that the Board add the word “including” after “rights” and strike Line 67.

(1) An LEA shall provide professional learning to educators and relevant staff regarding students’ constitutionally protected rights including relating to religious liberty, religious expression, and freedom of conscience in public schools.

~~(2) The professional learning described in this subsection shall:~~

The motion carried.

11 IN FAVOR: Members Kelley, Boothe, Earl, Longacre, Hymas, Brinton, Bollinger, Hall, Boggess, Green, Davis.

4 OPPOSED: Member Wood, Reale, Lear, and Kerry.

MOTION TO AMEND THE AMENDMENT was made by Member Davis and seconded by Member Kelley that the Board add the words “and statutorily” after “constitutionally”

The motion carried.

14 IN FAVOR: Members Kelley, Boothe, Earl, Longacre, Hymas, Brinton, Bollinger, Hall, Boggess, Green, Davis. Wood, Reale, and Lear.

1 OPPOSED: Member Kerry.

MOTION TO AMEND was made by Member Lear and seconded by Member Reale that the Board amend Line 69 to read: a) recognize that students do not forfeit constitutionally protected and unalienable rights to religious expression, religious exercise, and freedom from religious coercion while attending public schools.

The motion failed.

4 IN FAVOR: Members Reale, Wood, Boothe, and Lear.

11 OPPOSED: Members Kelley, Earl, Longacre, Hymas, Brinton, Bollinger, Hall, Boggess, Green, Davis, and Kerry.

MOTION TO AMEND THE AMENDMENT was made by Member Davis and seconded by Member Lear that the Board strike “religious coercion” and replace with “establishment of religion ”

a) recognize that students do not forfeit constitutionally protected and unalienable rights to religious expression, religious exercise, and freedom from ~~religious coercion~~ while attending public schools.

The motion failed.

3 IN FAVOR: Members Lear, Reale, and Davis.

12 OPPOSED: Member Kelley, Boothe, Earl, Longacre, Hymas, Brinton, Bollinger, Hall, Boggess, Green, Wood, Kerry.

MOTION TO AMEND was made by Member Earl and seconded by Member Brinton that the Board move subsection (c) to the end of Section 2.

The motion carried.

14 IN FAVOR: Members Lear, Kelley, Boothe, Earl, Longacre, Hymas, Brinton, Bollinger, Hall, Boggess, Davis, Green, Wood, Kerry.

1 OPPOSED: Member Reale.

SUBSTITUTE MOTION, AS AMENDED

The motion carried.

13 IN FAVOR: Members Kelley, Boothe, Earl, Longacre, Hymas, Brinton, Bollinger, Hall, Boggess, Green, Davis, Kerry, Wood.

2 OPPOSED: Members Lear and Reale.

Monthly Budget Report

Monthly Budget Report

In accordance with the Money Management Act and the Budgetary Procedures Act, the Utah State Board of Education provides a report on the status of funds for its internal budgets.

Discretionary Funds Report

The Utah State Board of Education maintains a Discretionary Funds account. In accordance with the Money Management Act and the Budgetary Procedures Act, the Utah State Board of Education is provided with the status of the funds.

Approval of Contingency Funds from the Discretionary Account for External UPPAC Investigators

MOTION was made by Member Earl and seconded by Member Brinton that the Board approve the use of up to \$250,000 in contingency funds to retain external UPPAC investigators for a period of one year or until the current case backlog has been resolved, whichever occurs first.

MOTION TO AMEND was made by Member Kerry and seconded by Member Kelley that the Board use of up to \$250,000 of the legal contingency funds and up to \$100,000 of the contingency funds.

The motion passed unanimously.

13 IN FAVOR: Members Kelley, Boothe, Earl, Longacre, Hymas, Brinton, Bollinger, Hall, Boggess, Davis, Kerry, Lear, Reale, and Wood.

1 ABSENT: Member Green.

MOTION, AS AMENDED

The motion passed unanimously.

14 IN FAVOR: Members Kelley, Boothe, Earl, Longacre, Hymas, Brinton, Bollinger, Hall, Boggess, Davis, Kerry, Lear, Reale, and Wood.

1 ABSENT: Member Green.

Standards and Assessment Committee Report/Recommendations - (Items duplicated from the May 8, 2026, meeting.)

CTE Audit Report

MOTION was made by Member Earl that the Board direct staff to:

1. Work to determine what updates need to be made to R277-911 Secondary Career and Technical Education, to address the audit.
2. Work with Utah System of Higher Education (USHE) to coordinate the work to address the audit.
3. Develop a stakeholder workgroup to provide recommendations and consider needs to address the audit.
4. Provide periodic updates to the Committee on the work to address the audit.
5. Improve alignment with workforce needs and consistency within CTE programs and reporting.

The motion carried.

11 IN FAVOR: Members Reale, Wood, Boothe, Davis, Earl, Longacre, Hymas, Boggess, Brinton, Bollinger, Hall, and Kerry.

1 OPPOSED: Member Boggess.

3 ABSENT: Members Lear, Kelley, and Green.

R277-705, Secondary School Completion and Diplomas (Amendment)

MOTION was made by Member Earl that the Board approve R277-705, Secondary School Completion and Diplomas, Draft 2, on second and final reading.

The motion carried.

12 IN FAVOR: Members Reale, Wood, Kelley, Boothe, Davis, Longacre, Lear, Hymas, Brinton, Bollinger, Hall, and Kerry.

2 OPPOSE: Members Earl and Boggess.

1 ABSENT: Member Green.

R277-326, Early Literacy Coaches (Amendment)

MOTION was made by Member Earl that the Board approve R277-326, Early Literacy Coaches, Draft 2, on second and final reading.

The motion carried.

13 IN FAVOR: Members Reale, Wood, Boothe, Davis, Earl, Longacre, Lear, Hymas, Boggess, Brinton, Bollinger, Hall, and Kerry.

1 ABSTAINED: Member Kelley.

1 ABSENT: Member Green.

R277-923, American Indian and Alaskan Native Education State Plan Pilot Programs
(Amendment & Continuation)

MOTION was made by Member Earl that the Board continue and approve R277-923, American Indian and Alaskan Native Education State Plan Pilot Programs, Draft 1, on second and final reading.

The motion carried.

13 IN FAVOR: Members Reale, Wood, Kelley, Boothe, Davis, Earl, Longacre, Lear, Hymas, Brinton, Bollinger, Hall, and Kerry.

1 OPPOSE: Member Boggess.

1 ABSENT: Member Green.

Parental Exclusion from State Assessments Form: 2026-2027

MOTION was made by Member Earl that the Board approve the Parental Exclusion from State Assessments forms, Draft 1.

The motion passed unanimously.

14 IN FAVOR: Members Reale, Wood, Kelley, Boothe, Davis, Earl, Longacre, Lear, Hymas, Boggess, Brinton, Bollinger, Hall, and Kerry.

1 ABSENT: Member Green.

iSEE Science Outreach Organizations 4-year Program Report

MOTION was made by Member Earl that the Board accept the iSEE report and evaluation.

The motion carried.

12 IN FAVOR: Members Reale, Wood, Kelley, Boothe, Davis, Earl, Longacre, Lear, Hymas, Brinton, Bollinger, and Hall.

1 OPPOSE: Member Boggess.

1 ABSTAINED: Member Kerry.

1 ABSENT: Member Green.

Secondary School Counselor to Student Ratio Report Approval

MOTION was made by Member Earl that the Board accept the 2025-2026 Secondary Counselor to Student Ratio report.

The motion carried.

13 IN FAVOR: Members Reale, Wood, Kelley, Boothe, Davis, Earl, Longacre, Lear, Hymas, Brinton, Bollinger, Kerry, and Hall.

1 OPPOSE: Member Boggess.

1 ABSENT: Member Green.

Standards and Assessment Committee Report/Recommendations - (Items duplicated from the May 18, 2026, meeting.)

R277-917, Gold Medal Schools Pilot Program (New)

MOTION was made by Member Earl that the Board approve R277-917, Gold Medal Schools Pilot Program, Draft 2, on second and final reading.

The motion carried.

12 IN FAVOR: Members Reale, Wood, Kelley, Boothe, Earl, Longacre, Lear, Hymas, Brinton, Bollinger, Kerry, and Hall.

1 OPPOSE: Member Boggess.

1 ABSTAINED: Member Davis.

1 ABSENT: Member Green.

ACTION: R277-404, Requirements for Assessments of Student Achievement (Amendment & Continuation)

MOTION was made by Member Earl that the Board continue and approve R277-404, Requirements for Assessments of Student Achievement, Draft 2, on second and final reading.

MOTION TO AMEND was made by Member Wood and seconded by Member Earl that the Board strike Lines 40-46.

The motion passed unanimously.

14 IN FAVOR: Members Reale, Wood, Kelley, Boothe, Davis, Earl, Longacre, Lear, Hymas, Boggess, Brinton, Bollinger, Hall, and Kerry.

1 ABSENT: Member Green.

Targeted Standards Review Secondary Social Studies

MOTION was made by Member Earl that the Board begin a targeted review for the elementary (K-6) social studies standards and a full review for the secondary (7-12) social studies standards.

The motion passed unanimously.

14 IN FAVOR: Members Reale, Wood, Kelley, Boothe, Davis, Earl, Longacre, Lear, Hymas, Boggess, Brinton, Bollinger, Hall, and Kerry.

1 ABSENT: Member Green.

Targeted Standards Review Secondary Social Studies

MOTION was made by Member Earl that the Board begin a targeted review for the elementary (K-6) social studies standards and a full review for the secondary (7-12) social studies standards.

The motion passed unanimously.

14 IN FAVOR: Members Reale, Wood, Kelley, Boothe, Davis, Earl, Longacre, Lear, Hymas, Boggess, Brinton, Bollinger, Hall, and Kerry.

1 ABSENT: Member Green.

Consent Calendar

Member Boggess pulled the following Contracts for Approval items:

- 11.1 YouScience, LLC (formerly named Precision Exams),
- 11.2 Cambium Assessment Inc.,
- 11.3 Cambium Assessment Inc.,
- 11.4 Safe and Sound A Sandy Hook Initiative, Inc. dba Safe and Sound Schools,
- 11.6 Utah Education Policy Center,
- 11.7 EMS LINQ, LLC,
- 11.8 Qualtrics, LLC, and
- 11.9 Shmoop University, Inc.

MOTION was made by Member Boggess and seconded by Member Boothe that the Board approve the consent calendar, excluding the pulled items.

Approval of Meeting Minutes

MOTION was made to approve the meeting minutes as presented.

Approval of Contracts/Agreements

MOTION was made to approve the contract for Contractor: Renaissance Learning, Inc.

The motion carried.

13 IN FAVOR: Members Reale, Wood, Kelley, Boothe, Davis, Earl, Longacre, Lear, Hymas, Boggess, Brinton, Bollinger, and Kerry.

2 ABSENT: Members Green and Hall.

MOTION was made by Member Kelley and seconded by Member Bollinger that the Board approve 11.1 YouScience, LLC (formerly named Precision Exams), as presented.

The motion carried.

8 IN FAVOR: Members Reale, Wood, Kelley, Boothe, Davis, Earl, Longacre, Lear, Hymas, Bollinger.

6 OPPOSED: Members Brinton, Hall, Reale, Boggess, Longacre, and Kerry.

2 ABSENT: Members Green.

MOTION was made by Member Bollinger and seconded that the Board consolidate

11.1.1 YouScience, LLC (formerly named Precision Exams),

11.1.2 Cambium Assessment Inc.,

11.1.3 Cambium Assessment Inc.,

~~11.4 Safe and Sound A Sandy Hook Initiative, Inc. dba Safe and Sound Schools,~~

11.1.6 Utah Education Policy Center,

11.1.7 EMS LINQ, LLC,

11.1.8 Qualtrics, LLC, and

11.1.9 Shmoop University, Inc.

The motion carried.

9 IN FAVOR: Members Lear, Reale, Kerry, Brinton, Bollinger, Hymas, Wood, Davis, and Earl.

5 OPPOSED: Members Longacre, Boggess, Hall, Boothe, and Kelley.

MOTION TO AMEND was made by Member Longacre to pull the contract from the list.

- 11.4 Safe and Sound A Sandy Hook Initiative, Inc. dba Safe and Sound Schools.

The motion passed unanimously.

13 IN FAVOR: Members Reale, Wood, Kelley, Boothe, Davis, Earl, Longacre, Lear, Hymas, Boggess, Bollinger, Hall, and Kerry.

2 ABSENT: Members Green and Brinton.

MOTION was made by Member Earl and seconded by Member Hymas that the Board approve the contract 11.1.4 Safe and Sound A Sandy Hook Initiative, Inc. dba Safe and Sound Schools.

MOTION TO POSTPONE was made by Member Kerry and seconded by Member Kelley that the Board postpone this item until the June 5, 2026, Unfinished Business agenda item.

The motion carried.

12 IN FAVOR: Members Reale, Kelley, Boothe, Davis, Earl, Longacre, Hymas, Boggess, Bollinger, Hall, Brinton, and Kerry.

2 OPPOSED: Members Lear and Wood.

1 ABSENT: Member Green.

2027 General Session Legislative Preparation

Legislative Interim Committee Sunset Items

MOTION was made by Member Kerry and seconded by Member Kelley that the Board send the three recommendations for code continuations to any committee for review:

- 53E-7-207(7)
- 53E-3-503(6)
- 53E-2-304(6)

The motion failed.

7 IN FAVOR: Members Kelley, Earl, Longacre, Boggess, Hall, Brinton, and Kerry.

7 OPPOSED: Members Lear, Boothe, Wood, Davis, Reale, Bollinger, and Hymas.

1 ABSENT: Member Green.

MOTION was made by Member Boggess and seconded that the Board recommend the continuation of the following statutory provisions:

- 53E-7-207(7)
- 53E-3-503(6)

The motion carried.

11 IN FAVOR: Members Kelley, Longacre, Boggess, Hall, Brinton, Lear, Boothe, Wood, Davis, Reale, and Bollinger.

2 OPPOSED: Members Kerry and Hymas.

1 ABSTAINED: Member Earl.

1 ABSENT: Member Green.

MOTION was made by Member Reale and seconded by Member Lear that the Board recommend the continuation of the following statutory provisions:

- 53E-2-304(6)

The motion carried.

9 IN FAVOR: Members Reale, Kelley, Boothe, Davis, Hymas, Bollinger, Brinton, Lear, and Wood.

4 OPPOSED: Members Boggess, Kerry, Longacre, and Hall.

1 ABSTAINED: Member Earl.

1 ABSENT: Member Green.

ADJOURNMENT

MOTION TO ADJOURN was made by Member Kerry and seconded by Member Boggess.

The meeting adjourned at 9:38 PM.

The executive assistant took the meeting minutes.
The minutes are pending approval.



Meeting Minutes

Utah State Board of Education

Utah State Board of Education Board Meeting,
Utah School for the Deaf and Blind (USDB),
USBE Work Session, and
Continued Business from the previous
meeting on June 4, 2026.
Time: 1:00 to 3:30 PM

A regular meeting of the Utah State Board of Education was held on June 5, 2026. Vice Chair Bollinger and Chair Hymas presided. As authorized by Utah Code 52-4, this meeting was held at the state board offices, 250 E. 500 S, Salt Lake City, Utah. The public can view the discussion through live YouTube streaming.

Members Present

Board Chair Matt Hymas	Member Sarah Reale
First Vice-Chair Amanda Bollinger	Member Jennie Earl
Second Vice-Chair LeAnn Wood	Member Joseph Kerry
Member Cole Kelley	Member Erin Longacre
Member Randy Boothe	Member Carol Lear
Member Cindy Davis	Member Joann Brinton
Member Christina Boggess	

Members Absent

Member Emily Green
Member Rod Hall

Executive Staff Present

Dr. Molly Hart, State Superintendent
Scott Jones, Deputy Superintendent
Leah Voorhies, Deputy Superintendent

Minutes were taken by:

Cybil Prideaux, Executive Assistant

Others present

Lora Cooper, Assistant Attorney General; David Goff, Assistant Attorney General; Deborah Jacobson, Assistant Superintendent; Elisse Newey, Assistant Superintendent; Susan Patton, Assistant Superintendent; Dwight Overgaard, Cindy Andersen, Bethany Anderson, Vicky Summers, Cheri Rieben, Ben Rasmussen, Jerry Record, Alex Farrah, Stephanie Clancy, and Kathleen Carlisle.

Vice Chair Bollinger called the meeting to order at 1:11 PM.

Utah School for the Deaf and the Blind (USDB) Board Meeting

Public Comment for Utah School for the Deaf and Blind (USDB)

The Board heard public comments from Katie G. Nelson.

- The public may sign up to share public comments at publiccomment@schools.utah.gov.
- The public may send written public comments to the Board at board@schools.utah.gov
- Public comments are limited to 2 minutes per person.
- A comment can express support or dissent for regulatory action.
- Individuals should refrain from using public comments to complain about personnel issues or attack or defame another individual.
- Speakers making a highly detailed or complex comment should also consider providing a written outline of their words to the Board.
- Please remember that children may hear your comments. Be thoughtful and professional.
- Keep your comments appropriate for a general audience. If you have material with explicit language or content, submit such material in writing to the Board at board@schools.utah.gov

Monthly USDB Budget Update

USBE Assistant Superintendent of Operations Deborah Jacobson provided board members with a monthly USDB financial update.

Jean Massieu School Improvement Plan

MOTION was made by Member Wood that the Board approve the Jean Massieu School for the Deaf (Elementary) School Improvement Plan Framework.

The motion passed unanimously.

13 IN FAVOR: Members Reale, Brinton, Wood, Kelley, Davis, Longacre, Bollinger, Earl, Boggess, Hymas, Kerry, Boothe, and Lear.

USDB Committee Standing Committee Report/Recommendations – (Items duplicated from the May 12, 2026, meeting).

8.23 Bridges to Community Readiness — Post High School Program Policy

MOTION was made by Member Wood that the Board approve the 8.23 Bridges to Community Readiness — Post High School Services Policy, Draft 3, on second and final reading.

The motion passed unanimously.

13 IN FAVOR: Members Reale, Brinton, Wood, Kelley, Davis, Longacre, Bollinger, Earl, Boggess, Hymas, Kerry, Boothe, and Lear.

R277-801, Services for Students who are Deaf, Hard of Hearing, Blind, Visually Impaired, and Deaf-Blind (Amendment)

MOTION was made by Member Wood that the Board approve R277-801, Services for Students who are Deaf, Hard of Hearing, Blind, Visually Impaired, and Deaf-Blind, Draft 2, on second and final reading.

The motion passed unanimously.

13 IN FAVOR: Members Reale, Brinton, Wood, Kelley, Davis, Longacre, Bollinger, Earl, Boggess, Hymas, Kerry, Boothe, and Lear.

6.07 Immunization Policy

MOTION was made by Member Wood that the Board approve the Immunization Policy, Draft 1, on second and final reading.

The motion passed unanimously.

13 IN FAVOR: Members Reale, Brinton, Wood, Kelley, Davis, Longacre, Bollinger, Earl, Boggess, Hymas, Kerry, Boothe, and Lear.

8.24 School Personnel Medical Recommendations

MOTION was made by Member Wood that the Board approve the School Personnel Medical Recommendations Policy, Draft 2, on second and final reading.

The motion passed unanimously.

13 IN FAVOR: Members Reale, Brinton, Wood, Kelley, Davis, Longacre, Bollinger, Earl, Boggess, Hymas, Kerry, Boothe, and Lear.

USDB 2026-2027 Student Fee Schedule

MOTION was made by Member Wood that the Board approve the 2026-2027 Utah Schools for the Deaf and the Blind Student Fee Schedule.

The motion passed unanimously.

13 IN FAVOR: Members Reale, Brinton, Wood, Kelley, Davis, Longacre, Bollinger, Earl, Boggess, Hymas, Kerry, Boothe, and Lear.

FY2027 USD Enrichment Budget

MOTION was made by Member Wood that the Board approve the FY27 USD Enrichment budget.

The motion passed unanimously.

13 IN FAVOR: Members Reale, Brinton, Wood, Kelley, Davis, Longacre, Bollinger, Earl, Boggess, Hymas, Kerry, Boothe, and Lear.

10.13 Concussion and Head Injury Policy

MOTION was made by Member Wood that the Board approve the Concussion and Head Injury Policy, Draft 2, on second and final reading.

The motion passed unanimously.

13 IN FAVOR: Members Reale, Brinton, Wood, Kelley, Davis, Longacre, Bollinger, Earl, Boggess, Hymas, Kerry, Boothe, and Lear.

8.23 Grading and Graduation Credit

MOTION was made by Member Wood that the Board approve the Grading and Graduation Credit Policy, Draft 1, on second and final reading.

The motion passed unanimously.

13 IN FAVOR: Members Reale, Brinton, Wood, Kelley, Davis, Longacre, Bollinger, Earl, Boggess, Hymas, Kerry, Boothe, and Lear.

Member Reale was excused.

Study Session Fiscal Year 2027 Budget Formulation Process

MOTION was made by Member Davis and seconded by Member Boggess that the potential funding request forms that were voted upon by the June 5, 2026, Finance Committee meeting be approved for development and presentation to the full board in August.

- 2 Beverly Taylor Sorenson
- 3 K-8 Literacy/Numeracy
- 4 USBE Critical FTE Funding Requests
- 5 Master Pilot Program
- Additional WPU for the SPED Self-Contained Program
- USDB Funding Request

MOTION TO AMEND was made by Member Wood and seconded by Member Boothe that the Board add the USDB funding request to the list.

The motion passed unanimously.

11 IN FAVOR: Members Brinton, Wood, Davis, Longacre, Bollinger, Earl, Boggess, Hymas, Kerry, Boothe, and Lear.

1 ABSENT: Member Kelley.

MOTION, AS AMENDED

The motion passed unanimously.

11 IN FAVOR: Members Brinton, Wood, Kelley, Davis, Longacre, Bollinger, Earl, Boggess, Hymas, Kerry, Boothe, and Lear.

1 ABSENT: Member Kelley.

MOTION was made by Member Bollinger and seconded by Member Boothe that the Board include the following as legislative priorities for 2027:

- Appropriate funding formulas for ~~all students~~ special education
- Prioritize WPU Increases over line-item programs
- Provide ongoing funding to support early literacy and/or mathematics

MOTION was made by Member Earl and seconded by Member Bollinger that the Board amend to strike “all students” and replace with “special education”

The motion carried.

11 IN FAVOR: Members Brinton, Wood, Davis, Longacre, Bollinger, Earl, Boggess, Hymas, Kerry, Boothe, and Lear.

1 ABSTAINED: Member Kelley.

MOTION TO AMEND was made by Member Kerry and seconded by Member Kelley that the Board amend to add to the list “UPPAC Reform.”

MOTION TO AMEND was made by Member Kerry and seconded by Member that the Board add to the list “Free Speech Protections in Public Schools.”

MOTION TO POSTPONE was made by Member Bollinger and seconded that the Board postpone this discussion to July 9, 2026, Board Workshop.

The motion passed unanimously.

12 IN FAVOR: Members Kelley, Brinton, Wood, Davis, Longacre, Bollinger, Earl, Boggess, Hymas, Kerry, Boothe, and Lear.

MOTION was made by Member Longacre and seconded by Member Kerry that the Board direct staff to develop and send a survey to teachers to receive feedback on priorities for the 2027 session.

The motion failed.

6 IN FAVOR: Members Lear, Earl, Longacre, Davis, Boothe, and Kerry.

6 OPPOSED: Members Kelley, Brinton, Wood, Bollinger, Boggess, and Hymas.

CALL THE QUESTION was made by Member Kelley.

The motion carried.

10 IN FAVOR: Members Lear, Longacre, Brinton, Bollinger, Hymas, Wood, Kelley, Boothe, Davis, and Earl.

2 OPPOSED: Member Boggess and Kerry.

Unfinished Business from June 4, 2026, Board Meeting

R277-605, Coaching Standards and Athletic Clinics (Amendment & Continuation)

MOTION was made by Member Kerry that the Board continue and approve R277-605, Coaching Standards and Athletic Clinics, Draft 2, on second and final reading.

MOTION TO AMEND was made by Member Kerry and seconded by Member Boggess that the Board amend R277-605, Draft 2, by adding a new Subsection (6) to Section R277-605-4 to read as follows:

“(6)(a) A coach or designated school leader may not permit an additional adult or guest to travel with, lodge with, or accompany the team or student group during a school-sponsored activity unless the individual has successfully passed a criminal background

check and ongoing monitoring through the employing LEA consistent with Section 53G-11-402.

(b) The background check requirement described in Subsection (6)(a) applies to any accompanying individual who is 18 years of age or older and is not a student currently enrolled in the LEA.”

WITHDRAWN WITHOUT OBJECTION MOTION TO AMEND THE AMENDMENT was made by Member Boggess and seconded by Member Green that the Board insert “who is not enrolled in or employed by an LEA” as follows:

“(6)(a) A coach or designated school leader may not permit an additional adult or guest who is not enrolled in or employed by an LEA to travel with, lodge with, or accompany the team or student group during a school-sponsored activity unless the individual has successfully passed a criminal background check and ongoing monitoring through the employing LEA consistent with Section 53G-11-402.

MOTION TO AMEND THE AMENDMENT was made by Member Boggess and seconded by Member Green that the Board strike “or accompany” and strike “with” after travel.

“(6)(a) A coach or designated school leader may not permit an additional adult or guest to travel ~~with, lodge with, or accompany~~ the team.....

The motion carried.

12 IN FAVOR: Members Wood, Kelley, Boothe, Earl, Longacre, Hymas, Brinton, Bollinger, Hall, Boggess, Green, and Kerry.

2 OPPOSED: Members Reale and Lear.

1 ABSTAINED: Member Davis.

MOTION TO AMEND THE AMENDMENT was made by Member Kelley and seconded by Member Brinton that the Board strike “permit” and replace it with “invite” and strike “and ongoing monitoring.”

“(6)(a) A coach or designated school leader may not ~~permit~~ invite an additional adult or guest to travel with, lodge with, or accompany the team or student group during a school-sponsored activity unless the individual has successfully passed a criminal background check and ongoing monitoring through the employing LEA consistent with Section 53G-11-402.

The motion passed unanimously.

13 IN FAVOR: Members Kelley, Boothe, Earl, Longacre, Lear, Hymas, Brinton, Bollinger, Hall, Boggess, Green, Davis, and Kerry.

2 ABSENT: Members Wood and Reale.

MOTION TO POSTPONE was made by Member Boggess and seconded by Member Lear that the Board postpone this item to June 5, 2026, Unfinished Business.

The motion carried.

9 IN FAVOR: Members Reale, Wood, Kelley, Boothe, Longacre, Lear, Bollinger, Boggess, Green.

5 OPPOSED: Members Kerry, Hall, Earl, Brinton, and Hymas.

1 ABSENT: Members Davis.

MOTION was made by Member Boggess and seconded by Member Lear that the Board continue and approve Draft 2 on final reading and direct staff to bring a new rule to committee in August to address background check and student safety and reintegration plan concerns.

The motion passed unanimously.

12 IN FAVOR: Members Kelley, Boothe, Earl, Wood, Longacre, Lear, Hymas, Brinton, Bollinger, Boggess, Davis, and Kerry.

R277-407, School Fees (Amendment & Continuation)

MOTION was made by Member Davis that the Board continue and approve R277-407, School Fees, Draft 1, on second and final reading.

MOTION TO POSTPONE was made by Member Davis and seconded by Member Kerry that the Board postpone this item to June 5, 2026, Unfinished Business agenda item.

The motion passed unanimously.

14 IN FAVOR: Members Reale, Wood, Kelley, Boothe, Davis, Earl, Longacre, Lear, Hymas, Green, Hall, Kerry, Brinton, and Bollinger.

MOTION was made by Member Davis and seconded by Member Brinton that the Board to strike the definition for “action plan” on Line 30, and also amend lines 472-477 to read “LEA fee waiver policies shall comply with 53G-7-504”, and also strike line 498-502.

The motion carried.

11 IN FAVOR: Members Wood, Kelley, Boothe, Davis, Earl, Longacre, Lear, Hymas, Kerry, Brinton, and Bollinger.

1 ABSTAINED: Member Boggess.

MOTION was made by Member Davis and seconded by Member Boggess that the Board direct staff to prepare a policy request to work with the Legislature to align school fee state code with other law and add clarity around association-related trips for athletics and activities.

The motion passed unanimously.

12 IN FAVOR: Members Boggess, Wood, Kelley, Boothe, Davis, Earl, Longacre, Lear, Hymas, Kerry, Brinton, and Bollinger.

MOTION, AS AMENDED

The motion passed unanimously.

12 IN FAVOR: Members Boggess, Wood, Kelley, Boothe, Davis, Earl, Longacre, Lear, Hymas, Kerry, Brinton, and Bollinger.

Contracts for Approval

MOTION was made by Member Earl and seconded by Member Hymas that the Board approve the contract 11.1.4 Safe and Sound A Sandy Hook Initiative, Inc. dba Safe and Sound Schools.

The motion carried.

10 IN FAVOR: Members Lear, Longacre, Kerry, Brinton, Bollinger, Hymas, Wood, Boothe, Davis, and Earl.

2 ABSTAINED: Members Kelley and Boggess.

MOTION TO POSTPONE was made by Member Kerry and seconded by Member Kelley that the Board postpone this item until the June 5, 2026, Unfinished Business agenda item.

The motion carried.

12 IN FAVOR: Members Reale, Kelley, Boothe, Davis, Earl, Longacre, Hymas, Boggess, Bollinger, Hall, Brinton, and Kerry.

2 OPPOSED: Members Lear and Wood.

MOTION TO INCLUDE THE AUDITORS was made by Member Kerry and seconded by Member that the Board permit the auditors to remain in the executive session for all portions of the executive session.

The motion carried.

12 IN FAVOR: Members Kelley, Boothe, Earl, Longacre, Hymas, Boggess, Bollinger, Brinton, Kerry, Lear and Wood.

1 OPPOSED: Member Davis.

Executive Session (closed in accordance with the Utah Open and Public Meetings Act)

The motion was made by Member Kelley and seconded by Member Earl that the Board move into executive session for the purpose of

- a person's character, competence, or health;
- pending or imminent litigation;
- certain matters regarding the acquisition or sale of real property, including water rights or shares;
- the deployment of security personnel, devices, or systems;
- an investigation of alleged criminal conduct;
- the receipt or review of an ethics complaint if the public body is the Independent Legislative Ethics Commission;
- certain matters under the jurisdiction of a legislative ethics committee; and
- certain deliberations and decision-making involved in the procurement process.

Upon the voice vote of Members Kelley, Boothe, Earl, Longacre, Hymas, Boggess, Bollinger, Brinton, Kerry, Lear, Davis, and Wood, the Board entered a closed session at 5:08 PM.

The following individuals were also present: Molly Hart, Scott Jones, Leah Voorhies, Cybil Prideaux, Kelsey James, Lora Cooper, and Ben Rasmussen.

MOTION was made by Member Boggess and seconded by Member Kerry that the Board come out of the executive session.

Upon voice votes of Members Kelley, Boothe, Earl, Longacre, Hymas, Boggess, Bollinger, Brinton, Kerry, Lear, Davis, and Wood, the Board came out of the executive session at 8:04 PM.

Executive Session Action Items

Educator Licenses

MOTION was made by Member Boggess and seconded by Member Kerry that the Board approve the consent calendar.

The motion passed unanimously.

12 IN FAVOR: Members Kelley, Boothe, Earl, Longacre, Hymas, Boggess, Bollinger, Brinton, Kerry, Lear, Davis, and Wood.

UPPAC Cases for Review/Action

MOTION was made by Member Boggess and seconded by Member Kerry that the Board adopt the entire findings in the reinstatement hearing report dated May 4, 2026, and UPPAC recommendation that the educator's license be reinstated in Case No. 22-1918.

The motion unanimously.

12 IN FAVOR: Members Kelley, Boothe, Earl, Longacre, Hymas, Boggess, Bollinger, Brinton, Kerry, Lear, Davis, and Wood.

MOTION was made by Member Boggess and seconded by Member Kerry that the Board adopt the entire findings in the hearing report dated March 16, 2026, and that the educator receive a reprimand for not less than two (2) years from the date the educator's license in Case No. 24-2144.

The motion carried.

11 IN FAVOR: Members Kelley, Boothe, Earl, Longacre, Hymas, Bollinger, Brinton, Kerry, Lear, Davis, and Wood.

1 ABSTAIN: Member Boggess.

MOTION was made by Member Boggess and seconded by Member Kerry that the Board adopt the entire findings in the reinstatement hearing report dated May 12, 2026, and the recommendation that the educator's license be reinstated in Case No. 24-2145.

The motion carried.

11 IN FAVOR: Members Kelley, Boothe, Earl, Longacre, Hymas, Boggess, Bollinger, Brinton, Kerry, Lear, Davis, and Wood.

1 ABSTAINED: Member Davis.

MOTION was made by Member Boggess and seconded by Member Kerry that the Board adopt the Consent to discipline dated April 29, 2026, and the recommendation that the educator's license be suspended for not less than six (6) months in Case No. 25-2190.

The motion passed unanimously.

12 IN FAVOR: Members Kelley, Boothe, Earl, Longacre, Hymas, Boggess, Bollinger, Brinton, Kerry, Lear, Davis, and Wood.

MOTION was made by Member Boggess and seconded by Member Kerry that the Board adopt the Consent to discipline dated May 1, 2026, and the recommendation that the educator receive a reprimand for not less than two (2) years from the date the educator's license was originally flagged. (February 14, 2025) in Case No. 25-2202.

The motion passed unanimously.

12 IN FAVOR: Members Kelley, Boothe, Earl, Longacre, Hymas, Boggess, Bollinger, Brinton, Kerry, Lear, Davis, and Wood.

MOTION was made by Member Boggess and seconded by Member Kerry that the Board adopt the Order of Default and Findings dated March 20, 2026, and the recommendation that the educator's license be revoked in Case No. 25-2218.

The motion passed unanimously.

12 IN FAVOR: Members Kelley, Boothe, Earl, Longacre, Hymas, Boggess, Bollinger, Brinton, Kerry, Lear, Davis, and Wood.

MOTION was made by Member Boggess and seconded by Member Kerry that the Board adopt the Consent to discipline dated May 22, 2026, and UPPAC recommendations that the educator's license be suspended for not less than one (1) year in Case No. 25-2219.

The motion passed unanimously.

12 IN FAVOR: Members Kelley, Boothe, Earl, Longacre, Hymas, Boggess, Bollinger, Brinton, Kerry, Lear, Davis, and Wood.

MOTION was made by Member Boggess and seconded by Member Kerry that the Board the Consent to discipline dated May 19, 2026 and the UPPAC recommendation that the educator

receive a reprimand for not less than two (2) years from the date the educator's license was originally flagged in Case No. 25-2220.

The motion passed unanimously.

12 IN FAVOR: Members Kelley, Boothe, Earl, Longacre, Hymas, Boggess, Bollinger, Brinton, Kerry, Lear, Davis, and Wood.

MOTION was made by Member Boggess and seconded by Member Kerry that the Board adopt the Consent to discipline dated April 24, 2026, and the UPPAC recommendation that the educator's license be suspended for not less than two (2) years in Case No. 25-2294.

The motion passed unanimously.

12 IN FAVOR: Members Kelley, Boothe, Earl, Longacre, Hymas, Boggess, Bollinger, Brinton, Kerry, Lear, Davis, and Wood.

MOTION was made by Member Boggess and seconded by Member Kerry that the Board adopt the hearing report dated May 5, 2026, and the UPPAC recommendation that the educator's license be suspended for not less than three (3) years, seven (7) months in Case No. 25-2301.

The motion passed unanimously.

13 IN FAVOR: Members Kelley, Boothe, Earl, Longacre, Hymas, Boggess, Bollinger, Brinton, Kerry, Lear, Hall, Davis, and Wood.

MOTION was made by Member Boggess and seconded by Member Kerry that the Board adopt the consent to discipline dated May 21, 2026, and the UPPAC recommends the educator receive a reprimand for not less than two (2) years from the date the educator's license was originally flagged. (January 15, 2026) in Case No. 25-2315.

The motion passed unanimously.

13 IN FAVOR: Members Kelley, Boothe, Earl, Longacre, Hymas, Boggess, Bollinger, Brinton, Kerry, Lear, Hall, Davis, and Wood.

MOTION was made by Member Boggess and seconded by Member Kerry that the Board adopt the consent to discipline report dated May 19, 2026, and the UPPAC recommends the educator receive a reprimand for not less than two (2) years from the date the educator's license was originally flagged. (November 14, 2025) in Case No. 25-2334.

The motion passed unanimously.

13 IN FAVOR: Members Kelley, Boothe, Earl, Longacre, Hymas, Boggess, Bollinger, Brinton, Kerry, Lear, Hall, Davis, and Wood.

MOTION was made by Member Boggess and seconded by Member Kerry that the Board adopt the consent to discipline dated May 19, 2026, and the UPPAC recommends the educator's license be suspended for not less than one (1) year in Case No. 25-2370.

The motion passed unanimously.

13 IN FAVOR: Members Kelley, Boothe, Earl, Longacre, Hymas, Boggess, Bollinger, Brinton, Kerry, Lear, Hall, Davis, and Wood.

MOTION was made by Member Boggess and seconded by Member Kerry that the Board adopt the UPPAC recommendation that the educator receive a letter of education in Case No. 26-2379.

The motion passed unanimously.

13 IN FAVOR: Members Kelley, Boothe, Earl, Longacre, Hymas, Boggess, Bollinger, Brinton, Kerry, Lear, Hall, Davis, and Wood.

MOTION was made by Member Boggess and seconded by Member Kerry that the Board adopt the petition for voluntary surrender of license with investigation pending dated May 4, 2026, and that the Board accept the voluntary surrender of the educator's license in Case No. 26-2388.

The motion passed unanimously.

13 IN FAVOR: Members Kelley, Boothe, Earl, Longacre, Hymas, Boggess, Bollinger, Brinton, Kerry, Lear, Hall, Davis, and Wood.

Committee Appointments

Science of Reading Panel

That the Board appoint the following individuals to the Science of Reading Panel:

Douglas Petersen, Marci Houseman, Christy Austin, Louisa Moats, Katherine O'Donnell, and Antonio A. Fierro.

The motion carried.

12 IN FAVOR: Members Kelley, Boothe, Earl, Longacre, Hymas, Bollinger, Brinton, Kerry, Lear, Hall, Davis, and Wood.

1 OPPOSE: Member Boggess.

Student Advisory Committee

That the Board appoint Layla Hicks, Henry Long, Jonah Vincent, Raquel Young, and Scarlett Solomon to the SAC.

The motion passed unanimously.

13 IN FAVOR: Members Kelley, Boothe, Earl, Longacre, Hymas, Boggess, Bollinger, Brinton, Kerry, Lear, Hall, Davis, and Wood.

ADJOURNMENT

MOTION TO ADJOURN was made by Member Boggess and seconded by Member Kerry.

The motion passed unanimously.

The meeting adjourned at 8:16 PM.

The executive assistant took the meeting minutes.

The minutes are pending approval.



Meeting Minutes

Utah State Board of Education

A regular meeting of the Utah State Board of Education was held on July 9, 2026, and was scheduled to start at 1:00 PM. Chair Hymas and Vice Chairs Bollinger and Wood presided. As authorized by Utah Code Section 52-4, this meeting was held at the Zermatt Resort, 784 W Resort Drive, Midway, UT 84049. The public can retrieve the audio through the Public Meeting Notice website.

Members Present

Board Chair Matt Hymas	Member Sarah Reale
First Vice-Chair Amanda Bollinger	Member Jennie Earl
Second Vice-Chair LeAnn Wood	Member Rod Hall
Member Joseph Kerry - online	Member Christina Boggess
Member Carol Lear	Member Joann Brinton
Member Erin Longacre	Member Cole Kelley
Member Cindy Davis	

Members Absent

Member Green

Executive Staff Present

Leah Voorhies, Deputy Superintendent
Scott Jones, Deputy Superintendent
Elisse Newey, Deputy Superintendent
Kelsey James, Board Communications Coordinator

Minutes were taken by:

Cybil Prideaux, Executive Assistant

Others Present

Darin Underwood, Deputy Auditor General; Kade Minchey, Auditor General; and Tanner Cox, Lead Auditor.

Opening Business

Chair Hymas called the meeting to order at 1:03 PM.

Welcome

Purpose of the convening and opening business

Mission and Vision

Identifying strengths, weaknesses, opportunities, and threats (SWOT)

STRATEGIC PLAN

The Utah State Board of Education

is responsible for general oversight and supervision of the public education system, as established by the Utah Constitution. With an appreciation for Utah's pioneer heritage, we look ahead — working as policymakers and educators committed to support parents in their central role as their children's first teachers.

MISSION

Academic and organizational excellence in Utah education for an elevated, educated citizenry

- Sets academic standards
- Protects information systems
- Manages public education funds
- Directs transparent operations
- Develops policy for education
- Advocates for Utah students
- Provides support and oversight of schools

OUR VISION

To open doors of opportunity for all Utah children to:

- Participate in civic responsibilities
- Uphold and strengthen our constitutional republic
- Provide for themselves and their families
- Engage in post-secondary opportunities

- Pursue personal goals
- Embody strong moral and social values

GOALS

ELEVATE STUDENT LEARNING

- Establish clear, concise, and rigorous academic standards that elevate knowledge, skills, and expectations for students and educators, ensuring high-quality learning and parental accessibility.
- Ensure assessment systems will evaluate content knowledge to inform instruction and provide parents with personalized feedback that supports them in their primary responsibility for the education of their children.
- Enhance instruction by identifying, supporting, and scaling effective teaching practices that optimize student learning and academic outcomes.
- Support initiatives and interventions that enable educators to close individual learning gaps by equipping all learners in meeting or exceeding grade-level proficiency.

PROMOTE EDUCATOR QUALITY AND EFFECTIVENESS

- Establish systems that identify and support highly effective educators and empower them to share best practices with educators statewide.
- Streamline licensing pathways to attract and retain highly qualified professionals to public education.
- Enhance meaningful professional development and evidence-based administrator and educator training to strengthen leadership, teaching, and improve student outcomes.

OPTIMIZE OVERSIGHT AND ACCOUNTABILITY

- Clearly communicate required expectations.
- Strengthen risk assessment and mitigation processes to improve internal controls.
- Support and monitor entities under the Board's supervision to ensure compliance.
- Direct performance improvement steps

OLAG Governance vs. Management

Best Practices Handbook for Student Achievement in Public Education was presented by Darin Underwood, Deputy Auditor General; Kade Minchey, Auditor General; and Tanner Cox, Lead Auditor.

SEPTEMBER 25, 2025

TO: THE UTAH STATE LEGISLATURE AND STATE OF UTAH EDUCATIONAL LEADERS

Transmitted herewith is our report:

“The Best Practice Handbook for Student Achievement in Public Education” [Report #2025-13]. This handbook contains the best practices LEAs should consider adopting to improve student learning and academic achievement. There are three distinct sections within the handbook that cover the three basic levels of an LEA:

- Section 1 discusses the best practices related to school boards and their role as an oversight body.
- Section 2 discusses the best practices for LEA central offices and how they can support school improvement.
- Section 3 discusses the best practices for school principals and how they oversee and guide teacher performance.

As LEAs adopt these best practices, they will create education systems that are aligned around the clear goal of student learning and academic achievement. Each section has numerous examples as well as questions and resources to help LEAs apply these practices. We encourage LEA leaders throughout the state to carefully consider this handbook, identify ways they can improve, and apply the practices to create strong and effective educational systems.

Governance Role Wrap-Up

Develop an action plan by asking:

- How can we use our Strengths to capture Opportunities?
- How can our Strengths minimize Threats?
- What do we need to fix regarding our Weaknesses to prevent new Threats?

ADJOURNMENT

The meeting adjourned at 6:30 PM.

The executive assistant took the meeting minutes.
The minutes are pending approval.



Meeting Minutes

Utah State Board of Education

A regular meeting of the Utah State Board of Education was held on July 10, 2026, and was scheduled to start at 8:00 AM. Chair Hymas and Vice Chairs Bollinger and Wood presided. As authorized by Utah Code Section 52-4, this meeting was held at the Zermatt Resort, 784 W Resort Drive, Midway, UT 84049. The public can retrieve the audio through the Public Meeting Notice website.

Members Present

Board Chair Matt Hymas	Member Sarah Reale
First Vice-Chair Amanda Bollinger	Member Jennie Earl
Second Vice-Chair LeAnn Wood	Member Rod Hall
Member Joseph Kerry	Member Christina Boggess
Member Carol Lear	Member Joann Brinton
Member Erin Longacre	Member Cole Kelley
Member Cindy Davis	

Members Absent

Member Green

Executive Staff Present

Leah Voorhies, Deputy Superintendent
Scott Jones, Deputy Superintendent
Elisse Newey, Deputy Superintendent
Kelsey James, Board Communications Coordinator

Minutes were taken by:

Cybil Prideaux, Executive Assistant

Others Present

Matt Winters, USBE AI Specialist, and Deborah Jacobson, Assistant Superintendent of Financial Operations.

Opening Business

Chair Hymas called the meeting to order at 8:45 AM.

Utilize Technology: AI Training

Matt Winters, an AI Specialist, presented on how Artificial Intelligence tools can enhance educational productivity.

- Lead on Artificial Intelligence (AI) in Education policy and guidance
- Support LEAs in implementing AI technologies
- Develop resources for safe and ethical AI use

Education Funding

The board members conducted a review of the educational budget and program evaluations. The presentation and breakout groups received support from Deputy Superintendent Scott Jones and Assistant Superintendent Deborah Jacobson.

Legislative Priorities

The items listed below were carried over from the Study Session held on June 5, 2026, regarding the Fiscal Year 2027 Budget Formulation Process.

MOTION was made by Member Bollinger and seconded by Member Boothe that the Board include the following as legislative priorities for 2027:

- Appropriate funding formulas for ~~all students~~ special education
- Prioritize WPU Increases over line-item programs
- Provide ongoing funding to support early literacy and/or mathematics

MOTION was made by Member Earl and seconded by Member Bollinger that the Board amend to strike “all students” and replace with “special education”

The motion carried.

11 IN FAVOR: Members Brinton, Wood, Davis, Longacre, Bollinger, Earl, Boggess, Hymas, Kerry, Boothe, and Lear.

1 ABSTAIN: Member Kelley

The items listed below were deferred from the board meeting scheduled for June 5, 2026.

The Board deferred the legislative priorities for 2027 items to the meeting scheduled for August 6, 2026.

MOTION TO AMEND was made by Member Kerry and seconded by Member Kelley that the Board amend to add to the list “UPPAC Reform.”

MOTION TO AMEND was made by Member Kerry and seconded by Member that the Board add to the list “Free Speech Protections in Public Schools.”

ADJOURNMENT

The meeting adjourned at 2:49 PM.

The executive assistant took the meeting minutes.
The minutes are pending approval.

UTAH STATE BOARD OF EDUCATION

Subject:

INFORMATION: Contracts/Agreements for Review

Agenda item type:

Information Item

Recommended Action:

That the Board reviews the contracts, as presented.

Purpose of Memo:**Background:**

In accordance with Internal Policy # 06-06, the Utah State Board of Education is provided with contracts/agreements that do not exceed \$100,000 for an opportunity to review.

Contact:

Name: Michael Iwasaki

Title: Director of Purchasing and Contracts

Phone: 801-538-7621

Email: michael.iwasaki@schools.utah.gov

Attachments:

1. August 2026 Board Consent Calendar - REVIEW
2. (1) USBE181001MA AMD 8 - Metiri Group (PE) - CC
3. (2) USBE230030CT AMD 1 - MGT Impact Solutions (PE) - CC
4. (3) USBE230043CT AMD 3 - First Educational Resources LLC (PE) - CC
5. (4) USBE230045CT AMD 4 - Kids Read Now (PE) - CC
6. (5) USBE240089CT AMD 1 - First Educational Resources (PE) - CC
7. (6) USBE250065IAA Amd. 1 - UETN Circuits (PE) cs
8. (7) USBE260005CT Amd 1 - Avant Assessment with Att B-1 (PE) with cover sheet
9. (8) USBE260190CT - AMD 1 - LIGHTNING KITE (FE) - CC
10. (9) USBE260200IAA - Granite School District (FE) with cc
11. (10) USBE260205IAA - UETN Verbit (FE)_cs
12. (11) USBE270001IAA - UETN Canvas Studio and Catalog (FE) cs
13. (12) USBE260123MA Amd. 2 - Ed Litteneker Termination (FE) cs
14. (13) USBE260125CT - Carahsoft (FE) - BOARD
15. (14) USBE260127CT - 34ED, LLC dba Centegix (FE) - BOARD
16. (15) USBE270006CT - Affect Effect Industries (PE) (cc)
17. (16) USBE270015MA - Paterco (PE)
18. (17) USBE270016MA - CN Resource (PE)

UTAH STATE BOARD OF EDUCATION AGREEMENTS FOR BOARD REVIEW (Agreements less than or equal to \$100,000 may be executed by the Administration and included for Board review.)		
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August 2026		
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1	Agreement Type:	Vendor Agreement Amendment	Start Date:	08/05/2017
	Agreement Number:	USB181001MA Amd. 8	Amendment Effective Date:	06/30/2026
	Contractor:	Metiri Group LLC	Current End Date:	06/30/2028
	Description:	Termination for non-appropriation of funds	New End Date:	06/30/2026
	Section:	Student Support Services	Original Contract Amount:	\$699,875.00
	Contact:	Rick Gaisford	Current Contract Amount:	\$1,390,375.00
	E-mail:	rick.gaisford@schools.utah.gov	Amendment Amount:	N/A
	Type of Data Disclosed:	N/A	New Contract Amount:	N/A
	Data Elements Shared:	N/A	Privacy Officer Review:	N/A
	Nature of Data Disclosure:	N/A	Director/ Assistant Director Review:	Michael Iwasaki
	Data Protections:	Standard terms and conditions with data privacy	Procurement Review:	Alyssha Roseman; Camille Clarke

2	Agreement Type:	Vendor Agreement Amendment	Start Date:	11/07/2022
	Agreement Number:	USB230030CT Amd. 1	Amendment Effective Date:	06/30/2026
	Contractor:	MGT Impact Solutions	Current End Date:	06/30/2027
	Description:	Termination for non-appropriation of funds	New End Date:	06/30/2026
	Section:	Teaching and Learning	Original Contract Amount:	\$462,250.00
	Contact:	Denice Maedgen	Current Contract Amount:	\$462,250.00
	E-mail:	denice.maedgen@schools.utah.gov	Amendment Amount:	N/A
	Type of Data Disclosed:	N/A	New Contract Amount:	N/A
	Data Elements Shared:	N/A	Privacy Officer Review:	N/A
	Nature of Data Disclosure:	N/A	Director/ Assistant Director Review:	Michael Iwasaki
	Data Protections:	Standard terms and conditions with data privacy	Procurement Review:	Alyssha Roseman; Stephanie Day

3	Agreement Type:	Vendor Agreement Amendment	Start Date:	05/01/2023
	Agreement Number:	USB230043CT Amd. 3	Amendment Effective Date:	06/30/2026
	Contractor:	First Educational Resources LLC	Current End Date:	06/30/2027
	Description:	Termination for non-appropriation of funds	New End Date:	06/30/2026
	Section:	Teaching and Learning	Original Contract Amount:	\$100,000.00
	Contact:	Denice Maedgen	Current Contract Amount:	\$114,000.00
	E-mail:	denice.maedgen@schools.utah.gov	Amendment Amount:	N/A
	Type of Data Disclosed:	N/A	New Contract Amount:	N/A
	Data Elements Shared:	N/A	Privacy Officer Review:	N/A
	Nature of Data Disclosure:	N/A	Director/ Assistant Director Review:	Michael Iwasaki
	Data Protections:	Standard terms and conditions with data privacy	Procurement Review:	Alyssha Roseman; Stephanie Day

4	Agreement Type:	Vendor Agreement Amendment	Start Date:	03/09/2023
	Agreement Number:	USB230045CT Amd. 4	Amendment Effective Date:	06/30/2026
	Contractor:	Kids Read Now, Inc.	Current End Date:	06/30/2028
	Description:	Termination for non-appropriation of funds	New End Date:	06/30/2026
	Section:	Teaching and Learning	Original Contract Amount:	\$4,492,100.00
	Contact:	Denice Maedgen	Current Contract Amount:	\$5,731,300.00
	E-mail:	denice.maedgen@schools.utah.gov	Amendment Amount:	N/A
	Type of Data Disclosed:	N/A	New Contract Amount:	N/A
	Data Elements Shared:	N/A	Privacy Officer Review:	N/A
	Nature of Data Disclosure:	N/A	Director/ Assistant Director Review:	Michael Iwasaki
	Data Protections:	Standard terms and conditions with data privacy	Procurement Review:	Alyssha Roseman; Camille Clarke

5	Agreement Type:	Vendor Agreement Amendment	Start Date:	06/06/2024
	Agreement Number:	USB240089CT Amd. 1	Amendment Effective Date:	06/30/2026
	Contractor:	First Educational Resources LLC	Current End Date:	09/30/2027
	Description:	Termination for non-appropriation of funds	New End Date:	06/30/2026
	Section:	Teaching and Learning	Original Contract Amount:	\$339,000.00
	Contact:	Denice Maedgen	Current Contract Amount:	\$339,000.00
	E-mail:	denice.maedgen@schools.utah.gov	Amendment Amount:	N/A
	Type of Data Disclosed:	N/A	New Contract Amount:	N/A
	Data Elements Shared:	N/A	Privacy Officer Review:	N/A
	Nature of Data Disclosure:	N/A	Director/ Assistant Director Review:	Michael Iwasaki
	Data Protections:	Standard terms and conditions with data privacy	Procurement Review:	Alyssha Roseman; Stephanie Day

6	Agreement Type:	Interagency Agreement Amendment	Start Date:	7/1/2024
	Agreement Number:	USB250065IAA Amd. 1	Amendment Effective Date:	7/1/2026
	Contractor:	Utah Education and Telehealth Network (UETN)	Current End Date:	6/30/2029

	Description:	Upgrade the bandwidth of the building's redundant fiber-optic circuits from 1Gb to 10Gb speeds	New End Date:	6/30/2031
	Section:	Information Technology	Original Contract Amount:	\$29,280.00
	Contact:	Matt Ferris	Current Contract Amount:	\$29,280.00
	E-mail:	matt.ferris@schools.utah.gov	Amendment Amount:	\$37,320.00
	Type of Data Disclosed:	N/A	New Contract Amount:	\$66,600.00
	Data Elements Shared:	N/A	Privacy Officer Review:	N/A
	Nature of Data Disclosure:	N/A	Director/ Assistant Director Review:	Alyssha Roseman
	Data Protections:	N/A	Procurement Review:	Michael Iwasaki; Camille Clarke

7	Agreement Type:	Vendor Agreement Amendment	Start Date:	8/1/2025
	Agreement Number:	USBE260005CT Amd. 1	Amendment Effective Date:	7/20/2026
	Contractor:	Avant Assessment	Current End Date:	6/30/2030
	Description:	Add funds and update Scope of Work	New End Date:	N/A
	Section:	Teaching and Learning	Original Contract Amount:	\$1,724,751.00
	Contact:	Julie Clark	Current Contract Amount:	\$1,724,751.00
	E-mail:	julie.clark@schools.utah.gov	Amendment Amount:	\$100,000.00
	Type of Data Disclosed:	N/A	New Contract Amount:	\$1,824,751.00
	Data Elements Shared:	N/A	Privacy Officer Review:	N/A
	Nature of Data Disclosure:	N/A	Director/ Assistant Director Review:	Michael Iwasaki
	Data Protections:	Standard terms and conditions with data privacy	Procurement Review:	Stephanie Day, Joseph Borrack

8	Agreement Type:	Vendor Agreement Amendment	Start Date:	5/7/2026
	Agreement Number:	USBE260190CT Amd. 1	Amendment Effective Date:	6/15/2026
	Contractor:	Meosphere, LLC dba Lightning Kite	Current End Date:	5/6/2031
	Description:	Add funds and update Scope of Work	New End Date:	N/A
	Section:	Teaching and Learning	Original Contract Amount:	\$790,100.00
	Contact:	Jennie DeFriez	Current Contract Amount:	\$790,100.00
	E-mail:	jennie.defriez@schools.utah.gov	Amendment Amount:	\$62,500.00
	Type of Data Disclosed:	N/A	New Contract Amount:	\$852,600.00
	Data Elements Shared:	N/A	Privacy Officer Review:	Jeremy Zabriskie
	Nature of Data Disclosure:	N/A	Director/ Assistant Director Review:	Michael Iwasaki
	Data Protections:	Standard terms and conditions with data privacy	Procurement Review:	Alyssha Roseman; Stephanie Day

9	Agreement Type:	Interagency Agreement	Start Date:	Upon execution
	Agreement Number:	USBE260200IAA	Amendment Effective Date:	N/A
	Contractor:	Granite School District	Current End Date:	6/30/2027
	Description:	Payment workflow for specific educational testing services for the NOCTI exams	New End Date:	N/A
	Section:	Career and Technical Education	Original Contract Amount:	\$0.00
	Contact:	Jonathan Frey	Current Contract Amount:	\$0.00
	E-mail:	jonathan.frey@schools.utah.gov	Amendment Amount:	N/A
	Type of Data Disclosed:	None	New Contract Amount:	N/A
	Data Elements Shared:	No student data involved; data shared/handled are the name of individual and verification that the individual paid for the exam	Privacy Officer Review:	Jeremy Zabriskie
	Nature of Data Disclosure:	N/A	Director/ Assistant Director Review:	Michael Iwasaki
	Data Protections:	Standard IAA terms and conditions with data privacy	Procurement Review:	Alyssha Roseman; Camille Clarke

10	Agreement Type:	Interagency Agreement	Start Date:	5/6/2026
	Agreement Number:	USBE260205IAA	Amendment Effective Date:	N/A
	Contractor:	Utah Education and Telehealth Network (UETN)	Current End Date:	6/30/2028
	Description:	Verbit and/or 3Play Media closed captioning and transcript services for USBE Board meetings and other meetings as needed	New End Date:	N/A
	Section:	Information Technology	Original Contract Amount:	\$100,000.00
	Contact:	Jared Felt	Current Contract Amount:	\$100,000.00
	E-mail:	jared.felt@schools.utah.gov	Amendment Amount:	N/A
	Type of Data Disclosed:	N/A	New Contract Amount:	N/A
	Data Elements Shared:	N/A	Privacy Officer Review:	N/A
	Nature of Data Disclosure:	N/A	Director/ Assistant Director Review:	Alyssha Roseman
	Data Protections:	Standard IAA terms and conditions with data privacy	Procurement Review:	Michael Iwasaki; Joseph Borrack

11	Agreement Type:	Interagency Agreement	Start Date:	7/1/2026
	Agreement Number:	USBE270001IAA	Amendment Effective Date:	N/A
	Contractor:	Utah Education and Telehealth Network (UETN)	Current End Date:	6/30/2028
	Description:	Instructure Canvas Studio and Catalog licenses for various LEAs	New End Date:	N/A
	Section:	Information Technology	Original Contract Amount:	\$54,630.00
	Contact:	Jared Felt	Current Contract Amount:	\$54,630.00
	E-mail:	jared.felt@schools.utah.gov	Amendment Amount:	N/A

	Type of Data Disclosed:	N/A	New Contract Amount:	N/A
	Data Elements Shared:	N/A	Privacy Officer Review:	N/A
	Nature of Data Disclosure:	N/A	Director/ Assistant Director Review:	Alyssha Roseman
	Data Protections:	Standard IAA terms and conditions with data privacy	Procurement Review:	Michael Iwasaki; Joseph Borrack

12	Agreement Type:	Vendor Agreement Amendment	Start Date:	12/13/2025
	Agreement Number:	USBE260123MA Amd. 2	Amendment Effective Date:	6/30/2026
	Contractor:	Edwin L. Litteneker	Current End Date:	12/3/2030
	Description:	Termination by mutual agreement	New End Date:	6/30/2026
	Section:	Student Support Services	Original Contract Amount:	Requirements
	Contact:	Jessica Lamb	Current Contract Amount:	Requirements
	E-mail:	jessica.lamb@schools.utah.gov	Amendment Amount:	N/A
	Type of Data Disclosed:	N/A	New Contract Amount:	N/A
	Data Elements Shared:	N/A	Privacy Officer Review:	N/A
	Nature of Data Disclosure:	N/A	Director/ Assistant Director Review:	Alyssha Roseman
	Data Protections:	Standard terms and conditions with data privacy	Procurement Review:	Michael Iwasaki; Camille Clarke

13	Agreement Type:	Vendor Cooperative Contract	Start Date:	7/1/2026
	Agreement Number:	USBE260125CT	Amendment Effective Date:	N/A
	Contractor:	Carahsoft Technology Corporation	Current End Date:	6/30/2029
	Description:	Cooperative contract for wearable panic alert devices for LEAs to utilize	New End Date:	N/A
	Section:	Student Support Services	Original Contract Amount:	Cooperative contract
	Contact:	Shauntelle Cota	Current Contract Amount:	Cooperative contract
	E-mail:	shauntelle.cota@schools.utah.gov	Amendment Amount:	N/A
	Type of Data Disclosed:	PII	New Contract Amount:	N/A
	Data Elements Shared:	No student data is shared with contractor. Participating LEAs will provide faculty information, such as: first and last name, work email address, work or personal phone number, work location.	Privacy Officer Review:	Jeremy Zabriskie
	Nature of Data Disclosure:	Data are shared via an ongoing data-sharing relationship (regular uploads, API connection, etc.)	Director/ Assistant Director Review:	Michael Iwasaki
	Data Protections:	Standard negotiated terms and conditions with data privacy	Procurement Review:	Camille Clarke; Joseph Borrack

14	Agreement Type:	Vendor Cooperative Contract	Start Date:	7/1/2026
	Agreement Number:	USBE260127CT	Amendment Effective Date:	N/A
	Contractor:	34Ed, LLC dba Centegix	Current End Date:	6/30/2029
	Description:	Cooperative contract for wearable panic alert devices for LEAs to utilize	New End Date:	N/A
	Section:	Student Support Services	Original Contract Amount:	Cooperative contract
	Contact:	Shauntelle Cota	Current Contract Amount:	Cooperative contract
	E-mail:	shauntelle.cota@schools.utah.gov	Amendment Amount:	N/A
	Type of Data Disclosed:	PII	New Contract Amount:	N/A
	Data Elements Shared:	No student data; participating LEAs will provide certain faculty data, such as first and last name, work email address, work phone number or personal number (optional).	Privacy Officer Review:	Jeremy Zabriskie
	Nature of Data Disclosure:	Data are shared via an ongoing data-sharing relationship (regular uploads, API connection, etc.)	Director/ Assistant Director Review:	Michael Iwasaki
	Data Protections:	Standard negotiated terms and conditions with data privacy	Procurement Review:	Camille Clarke; M'Lissa Holt

15	Agreement Type:	Vendor Agreement	Start Date:	7/25/2026
	Agreement Number:	USBE270006CT	Amendment Effective Date:	N/A
	Contractor:	Affect Effect Industries	Current End Date:	6/30/2028
	Description:	Comprehensive Emergency Safety Intervention (ESI) trainings	New End Date:	N/A
	Section:	Student Support Services	Original Contract Amount:	\$89,700.00
	Contact:	Ashley Lower	Current Contract Amount:	\$89,700.00
	E-mail:	ashley.lower@schools.utah.gov	Amendment Amount:	N/A
	Type of Data Disclosed:	PII	New Contract Amount:	N/A
	Data Elements Shared:	No student data is collected or shared. USBE and contractor will share attendee personal information related to the trainings.	Privacy Officer Review:	Jeremy Zabriskie
	Nature of Data Disclosure:	Data are shared via an ongoing data-sharing relationship (regular uploads, API connection, etc.)	Director/ Assistant Director Review:	Michael Iwasaki
	Data Protections:	Standard terms and conditions with data privacy	Procurement Review:	M'Lissa Holt; Stephanie Day

16	Agreement Type:	Vendor Agreement	Start Date:	7/20/2026
	Agreement Number:	USBE270015MA	Amendment Effective Date:	N/A

	Contractor:	Paterco, Inc.	Current End Date:	6/30/2027
	Description:	Financial reviews, audits, and reports	New End Date:	N/A
	Section:	Child Nutrition Program	Original Contract Amount:	Requirements (up to \$36,000)
	Contact:	Kimberly Lovelan	Current Contract Amount:	Requirements (up to \$36,000)
	E-mail:	kimberly.loveland@schools.utah.gov	Amendment Amount:	N/A
	Type of Data Disclosed:	PII; aggregate without disclosure avoidance	New Contract Amount:	N/A
	Data Elements Shared:	Generally, this agreement will not involve sharing student data; but financial reviews may incidentally include enrollment information, eligibility, and other student data. Schools provide information to the contractor who then sends it via secure means to USBE; review data may include incidental student data.	Privacy Officer Review:	Jeremy Zabriskie
	Nature of Data Disclosure:	Data are shared via an ongoing data-sharing relationship (regular uploads, API connection, etc.)	Director/ Assistant Director Review:	Michael Iwasaki
	Data Protections:	Standard terms and conditions with data privacy	Procurement Review:	Joseph Borrack; Camille Clarke

17	Agreement Type:	Vendor Agreement	Start Date:	7/20/2026
	Agreement Number:	USBE270016MA	Amendment Effective Date:	N/A
	Contractor:	CN Resource, LLC	Current End Date:	6/30/2027
	Description:	Financial reviews, audits, and reports	New End Date:	N/A
	Section:	Child Nutrition Program	Original Contract Amount:	Requirements (up to \$36,000)
	Contact:	Kimberly Lovelan	Current Contract Amount:	Requirements (up to \$36,000)
	E-mail:	kimberly.loveland@schools.utah.gov	Amendment Amount:	N/A
	Type of Data Disclosed:	PII; aggregate without disclosure avoidance	New Contract Amount:	N/A
	Data Elements Shared:	Generally, this agreement will not involve sharing student data; but financial reviews may incidentally include enrollment information, eligibility, and other student data. Schools provide information to the contractor who then sends it via secure means to USBE; review data may include incidental student data.	Privacy Officer Review:	Jeremy Zabriskie
	Nature of Data Disclosure:	Data are shared via an ongoing data-sharing relationship (regular uploads, API connection, etc.)	Director/ Assistant Director Review:	Michael Iwasaki
	Data Protections:	Standard terms and conditions with data privacy	Procurement Review:	Joseph Borrack; Camille Clarke

UTAH STATE BOARD OF EDUCATION

Subject:

ACTION: Fund for the Improvement of Post-secondary Education — Basic Needs for Post-secondary Students Program

Agenda item type:

Action Item

Recommended Action:

That the Board allow Staff to accept the grant for the Improvement of Post-secondary Education - Basic Needs for Post-secondary Student Program, should it be awarded.

Purpose of Memo:

Staff recommendation

Background:

The Improvement of Post-secondary Education — Basic Needs for Post-secondary Students Program focuses on providing scaffolds and support to help increase post-secondary participation and retention by identifying and removing barriers for students. The funds would be used to award grants to local adult education providers for three specific activity types aimed at improving the rate of student transitions to post-secondary education: 1) Hiring Career Navigators, 2) Developing and implementing bridge programs from adult education to post-secondary education, 3) Post-secondary transition scholarships to support tuition for the training portion of the bridge programming for students who are unable to qualify for funding through WIOA training funds, workforce pell, or other institutional aid.

The application for this funding was due June 23, 2026, and staff have already submitted the application. Staff are seeking the Board's approval to accept the funding, should it be awarded.

Contact:

Name:	Danielle Pederson	Sara Harward
Title:	Adult Education Specialist	Grants Compliance Officer
Phone:	801-538-7925	801-538-7881
Email:	Danielle.Pedersen@schools.utah.gov	sara.harward@schools.utah.gov

Attachments:

1. Fund for the Improvement of Postsecondary Education Grant Information

USBE Grant Application Request

Board Memo and Backup Information

Title of program

Fund for the Improvement of Postsecondary Education—Basic Needs for Postsecondary Students Program.

Description of grant program

The focus of this grant is on providing scaffolds and supports to help increase postsecondary participation and retention by identifying and removing barriers for students.

Link to public website where Board members can find additional information (if available)

<https://www.dol.gov/agencies/eta/grants/apply/find-opportunities>

(Additional competition materials were provided through the official Notice Inviting Applications and Grants.gov application package.)

Description of intended use of funds, should they be awarded

The funds would be used to award grants to local adult education providers for three specific activity types aimed at improving the rate of student transitions to postsecondary education: 1) Hiring Career Navigators, 2) Developing and implementing bridge programs from adult education to postsecondary education, 3) Postsecondary transition scholarship to support tuition for the training portion of the bridge programming for students who are unable to qualify for funding through WIOA training funds, workforce pell, or other institutional aid.

Will the funds be available to all LEAs? If not, which LEAs or grantees are able to apply?

Funds are meant to supplement adult education programming, so only LEAs or Community Based Organizations currently receiving any combination of state or federal adult education funding would be eligible to apply. (This currently includes 37 school districts and 3 community organizations.)

Timeline of period of performance

10/1/26-9/30/30

Amount of funding

\$5M over 4 year period

Application due date

6/23/26 (already submitted)

Will any new FTE at USBE be needed as a result of this funding?

Proposal includes \$130,000 annually to support 1 FTE as a program coordinator.

The terms and conditions of accepting the grant funding

- If awarded, USBE would be required to comply with all applicable federal grant requirements, including the Education Department General Administrative Regulations (EDGAR), Uniform Guidance (2 CFR Part 200), reporting requirements established by the U.S. Department of Education and U.S. Department of Labor, applicable federal civil rights laws, and all program-specific requirements identified in the Notice Inviting Applications.
- USBE would be responsible for administering the grant, monitoring subgrantees, maintaining fiscal accountability, collecting and reporting performance data, and ensuring compliance with federal requirements throughout the 48-month project period.
- No state match or maintenance of effort requirement is associated with this grant.

What actions will USBE or LEAs be required to take if they receive the funding?

USBE would:

- Conduct a competitive subgrant process.
- Hire and supervise a full-time statewide project coordinator.
- Monitor subgrantee performance and compliance.
- Provide technical assistance and professional development.
- Coordinate statewide partnerships with postsecondary institutions, workforce agencies, correctional education programs, and community organizations.
- Collect, analyze, and report project performance data.
- Submit required federal performance and fiscal reports.

Participating LEAs and community-based organizations would:

- Apply for and receive competitive subgrants.
- Hire Career Navigators or transition specialists.
- Develop and implement Postsecondary Bridge Programs.
- Provide Postsecondary Transition Assistance to eligible students.
- Conduct basic-needs assessments and referrals.
- Maintain partnerships with workforce, postsecondary, and community organizations.
- Collect and report participant and outcome data.
- Participate in project evaluation and monitoring activities.

Specific reports and reporting deadlines

If awarded, USBE would be required to submit:

- Annual Performance Reports documenting participant outcomes, services provided, and progress toward project objectives.
- Annual Federal Financial Reports (FFR).
- Additional performance, fiscal, or monitoring reports as required by the U.S. Department of Education and U.S. Department of Labor.
- A final performance report at the conclusion of the grant period.

Specific reporting schedules would be established by the awarding agency upon grant award.

Federal or state awarding agency

DOL on behalf of DOE

How much of the funding will flow-through to grantees?

Approximately \$4.35 million (87%) of the \$5 million award would flow directly to local Adult Education providers through a competitive subgrant process.

These funds would support Career Navigator services, Postsecondary Bridge Programs, Postsecondary Transition Assistance, and local partnership development activities.

Approximately \$650,000 (13%) would be retained by USBE to support statewide project coordination, grant administration, training, technical assistance, evaluation, and required reporting activities.

What is the administrative burden to USBE to administer the funds and how will they be covered?

The grant would create a moderate administrative workload for USBE associated with conducting a statewide competitive subgrant process, monitoring subgrantees, coordinating statewide partnerships, collecting and reporting performance data, providing technical assistance, and completing required federal reporting.

The proposal includes funding for one full-time Statewide Postsecondary Transition Coordinator position at approximately \$130,000 annually (salary and benefits) to support grant administration and implementation. Existing Adult Education Services staff, fiscal staff, and existing data systems (UASIS) would provide additional support.

Administrative costs are included within the grant budget and would not require additional state appropriations.

UTAH STATE BOARD OF EDUCATION

Subject:

ACTION: Executive Session

Agenda item type:

Action Item

Recommended Action:**Purpose of Memo:**

Other

Background:

Executive Session (closed in accordance with the Utah Open and Public Meetings Act)

The motion was made by Member Kerry and seconded by Member Kelley that the Board move into executive session for the purpose of

- a person's character, competence, or health;
- pending or imminent litigation;
- certain matters regarding the acquisition or sale of real property, including water rights or shares;
- the deployment of security personnel, devices, or systems;
- an investigation of alleged criminal conduct;
- the receipt or review of an ethics complaint if the public body is the Independent Legislative Ethics Commission;
- certain matters under the jurisdiction of a legislative ethics committee; and
- certain deliberations and decision-making involved in the procurement process.

Contact:

Cybil Prideaux

Executive Assistant to the Board (USBE)

Office: 801-538-7517

Email: cybil.prideaux@schools.utah.gov

Attachments:

1. 8-6-26 executive session agenda
2. 2026 USDB AC Nominations
3. SDPAG Applicants and Recommendations
4. TLAC Recommendation and Applications

5. UPPAC August Consent Calendar-Confidential
6. UPPAC August Board Memo - Confidential
7. 17-1463 Neale
8. 24-2168 Payne
9. 24-2173 Nichols
10. 25-2232 Worthington

UTAH STATE BOARD OF EDUCATION

Subject:

ACTION: Educator Licenses

Agenda item type:

Action Item

Recommended Action:

The Board will take action on the monthly educator licenses presented by the Utah Professional Practices Advisory Commission (UPPAC).

Purpose of Memo:**Background:**

Utah Professional Practices Advisory Commission (UPPAC)

The Utah Professional Practices Advisory Commission is a committee of nine educators and two community members charged with maintaining and promoting a high standard of professional conduct and ethics among Utah teachers. It is advisory to the Utah State Board of Education in recommending educator licensing and disciplinary action for educator misconduct.

Contact:

Ben Rasmussen
Director of Law and Professional Practices
801-538-7835
ben.rasmussen@schools.utah.gov

Attachments:

1. UPPAC August Consent Calendar-Public
2. UPPAC August Board Memo - Public
3. USBE Disciplinary Options for Educator Licensing

UPPAC CONSENT CALENDAR:

August 2026 Board Meeting

Investigations:

UPPAC recommends no action in the following cases:

1. Case No. 25-2275
2. Case No. 25-2333

UPPAC recommends a letter of warning in the following cases:

1. Case No. 25-2341

Expedited Hearings:

UPPAC recommends no action in the following cases:

1. Case No. 26-EH51

UPPAC recommends a letter of education in the following cases:

1. Case No. 26-EH39
2. Case No. 26-EH49

UPPAC recommends a letter of warning in the following cases:

1. Case No. 26-EH32
2. Case No. 26-EH34
3. Case No. 26-EH35
4. Case No. 26-EH41
5. Case No. 26-EH45
6. Case No. 26-EH47
7. Case No. 26-EH50
8. Case No. 26-EH52
9. Case No. 26-EH54

Criminal Background Reviews:

UPPAC recommends clearance of the following criminal background reviews:

- | | |
|------------|------------|
| 1. 26-78 | 19. 26-102 |
| 2. 26-85 | 20. 26-103 |
| 3. 26-86 | 21. 26-104 |
| 4. 26-87 | 22. 26-105 |
| 5. 26-88 | 23. 26-107 |
| 6. 26-89 | 24. 26-108 |
| 7. 26-90 | 25. 26-109 |
| 8. 26-91 | 26. 26-110 |
| 9. 26-92 | 27. 26-111 |
| 10. 26-93 | 28. 26-112 |
| 11. 26-94 | 29. 26-113 |
| 12. 26-95 | 30. 26-114 |
| 13. 26-96 | 31. 26-115 |
| 14. 26-97 | 32. 26-116 |
| 15. 26-98 | 33. 26-117 |
| 16. 26-99 | 34. 26-118 |
| 17. 26-100 | |
| 18. 26-101 | |



MEMORANDUM

TO: Utah State Board of Education

FROM: Ben Rasmussen, Executive Secretary
Utah Professional Practices Advisory Commission (UPPAC)

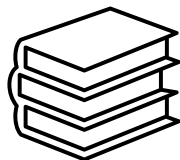
SUBJECT: Recommendation of the Utah Professional Practices Advisory
Commission (UPPAC)

DATE: August 6, 2026

The following recommendation of the Utah Professional Practices Advisory Commission (UPPAC) is transmitted for review and action by the Utah State Board of Education:

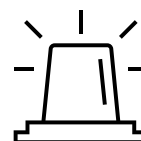
- **Case No. 17-1463**
UPPAC recommends the Board accept the voluntary surrender of the educator's license.
- **Case No. 24-2168**
UPPAC recommends the educator's license be suspended for not less than three (3) years.
- **Case No. 24-2173**
UPPAC recommends the educator receive a reprimand for not less than two (2) years from the date the educator's license was originally flagged. (December 13, 2024)
- **Case No. 25-2232**
UPPAC recommends the educator's license be suspended for not less than one (1) year.

USBE Disciplinary Options for Educator Licensing

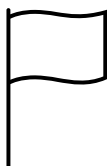


Letter of Education: A letter sent by the Board to an educator to instruct and caution the educator in an area of professional conduct when ***the evidence does not show a violation*** of the educator standards in Rule R277-217, but ***the evidence may show conduct that could lead to a violation*** of the standards in the future.

Letter of Warning: A letter sent by the Board to an educator for ***misconduct that was inappropriate or unethical***, but that ***does not warrant longer term or more serious discipline***.



Reprimand: An action imposed by the Board, which:

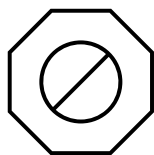


- (a) is imposed for misconduct that was ***longer term or more seriously unethical*** or inappropriate than conduct warranting a letter of warning, but ***not warranting invalidation*** of the educator's license;
- (b) is accompanied by a flag on the educator's CACTUS file, which the educator may request the Board remove after the time specified in the Consent to Discipline, generally two years; and

(c) may include specific directives that the educator must complete prior to requesting the flag be removed from the educator's CACTUS file.

Suspension: An ***invalidation*** of a Utah educator license, which ***may be reinstated*** after:

- (a) the educator completes specific conditions identified in a consent to discipline or hearing report;
- (b) the passage of a specified time period; and
- (c) Board action to reinstate the license following a reinstatement hearing.



Revocation: A ***permanent invalidation*** of a Utah educator license.

When to use one disciplinary option vs. another is guided by the Board's established presumptions, set forth in Rule R277-215: <https://schools.utah.gov/file/3371a6f8-1a9c-42e1-bb0f-81b8d9a16044>

UPPAC also maintains the disciplinary matrix, an extensive spreadsheet of the discipline imposed as a result of each investigation since 2015, which is referenced by UPPAC members, investigators, and opposing attorneys. <https://schools.utah.gov/policy/uppac>

UTAH STATE BOARD OF EDUCATION

Subject:

ACTION: Committee Appointments

Agenda item type:

Action Item

Recommended Action:

That the Board appoint the following individuals to serve as members of the board advisory group.

Purpose of Memo:

Staff recommendation

Background:

Pursuant to [Board Policy 1004](#), members of Board advisory groups will be appointed upon the vote of the Board in an open meeting. Nominations are being proposed to appointment to the Student Data Protection Advisory Group (SDPAG), Assessment and Accountability Policy Advisory Committee (AAPAC), Utah Special Education Advisory Panel (USEAP), and the Trust Lands Advisory Committee (TLAC).

Contact:

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Attachments:

None