

Title	Purpose of Request	Summary of Request	How is the Request linked to Student Achievement Gains	Staff Contacts
<b>Air Quality Guidelines</b>	Guidance for decision making for LEAs when there are air quality events such as fire, inversion etc. for recess, PE, and athletics	The Air Quality Task Force was formed to provide research, education, equipment, and guidance to all communities and schools, protecting youth from the effects of air quality events. This particularly affects children with asthma. As we educate students on a daily basis we need to keep in mind that air quality affects motor performance, lung capacity, and other physical functions. Participating in activities in poor air quality is associated with reduced lung and cardiovascular function and increased risk of bronchoconstriction and asthma. Other states already have a policy in place for this request. NCAA and professional sports also have policies in place.	Air quality affects everyone in the current moment of outdoor play, but may have lasting effects with increased asthma rates, cardio impacts, and possibly death, with those who have asthma and continue to play in poor air quality environments, and could have an asthma event. We cannot continue to have our students outside when there is an air quality event, such as dust, inversion, or wildfire smoke. This guidance will help the administrations to read the sensors that have been placed in their local community and make decisions on real-time local data. It will also help with uniform decisions across general local areas. The data collected and recorded on the website will forecast events for longer-term decision-making. The guidance is linked on the <a href="#">UHSAA Sport Medicine Advisory Handbook</a> . On pages 14-19.	Teri Davis, <a href="mailto:teri.davis@schools.utah.gov">teri.davis@schools.utah.gov</a>
<b>Reintegration Planning</b>	To align code, 53G-8-213 and 53G-8-403	In 213 the code refers to District, and in 403 it refers to LEA's. We would like both codes align and refer to LEA's	This will help our students who are reintegrated to have plans in all LEA's, which will ultimately provide transparant oversight over the well being of all students in Utah.	David Sollami, <a href="mailto:david.sollami@schools.utah.gov">david.sollami@schools.utah.gov</a> , Benji Carrier <a href="mailto:benjamin.carrier@schools.utah.gov">benjamin.carrier@schools.utah.gov</a>
<b>Repeal Early Learning Plan</b>	Repeal Code 53G-7-218	The establishment of an Early Learning Plan is an unfunded mandate that LEAs must complete each year. This program has not led to increased student outcomes and is only centered around math. We would like to repeal the code and reduce the burden on LEAs of needing to complete an Early Learning Plan.	This is a code repeal.	Julie Clark, <a href="mailto:julie.clark@schools.utah.gov">julie.clark@schools.utah.gov</a> , Molly Basham, <a href="mailto:molly.basham@schools.utah.gov">molly.basham@schools.utah.gov</a>

<b>Requirements for Mathematics Plan</b>	Repeal Code 53E-3-521	The establishment of an Early Learning Plan is an unfunded mandate that LEAs must complete each year. This program has not led to increased student outcomes and is only centered around math. We would like to repeal the code and reduce the burden on LEAs of needing to complete an Early Learning Plan.	This is a code repeal.	Julie Clark, julie.clark@schools.utah.gov, Molly Basham, molly.basham@schools.utah.gov
<b>Interstate School Psychologist Compact</b>	Join the School Psychology Compact ( <a href="https://schoolpsychcompact.org/">https://schoolpsychcompact.org/</a> )	Utah is the most compact friendly state in the nation and we are already in the Interstate Teacher Mobility Compact (ITMC). The purpose of this Compact is parallel to ITMC and facilitates the interstate practice of School Psychology in educational or school settings, and in so doing to improve the availability of School Psychological Services to the public. This Compact is intended to establish a pathway to allow School Psychologists to obtain an Equivalent License to practice in Utah without first satisfying burdensome and duplicative requirements.	Increasing the number of licensed school psychologists improves student achievement by addressing barriers to learning and providing critical supports through special education services.	Malia Hite, malia.hite@school.utah.gov, Casey Dupart, casey.dupart@schools.utah.gov
<b>Pupil Transportation</b>	Remove conflict in Statute	53G-6-407 creates a conflict in transportation operations. Funding is not based on a per student cost. It is based on school bus routes cost per mile and minute.		Ron Litchfield ron.litchfield@schools.utah.gov
<b>School Discipline Amendments</b>	revise legislation surrounding emergency safety interventions (53G-8-301)	Create more specific guidelines related to seclusion rooms (size, construction, ventilation, etc.)	Improving the safety of spaces used for seclusion will reduce student and staff injury, and reduce negative effects of seclusion. (note: staff has been in contact with Senator Escamilla regarding recommended changes)	Krisanne Lewis (krisanne.lewis@schools.utah.gov), Ashley Lower (ashley.lower@schools.utah.gov)

<p><b>School-based Mental Health</b></p>	<p>revise legislation surrounding emergency safety interventions</p>	<p>Remove or revise the guidance around group mental health services (services in front of other students); clarify requirements for local mental health authorities and community providers who contract with schools; -Current language in 53G-9-902 states that "authorized personnel may not provide a restricted service...with other students present". We recommend "authorized personnel may not provide a restricted service...with other students present without informed parental consent." -Current language creates confusion for LEAs and LMHAs who partner to provide mental health services. Tightening up the language (clarifying that the requirements in 53G-9-901 and 53G-9-902 apply to organizations who contract with LEAs regardless of the location of the service and the time the service is provided) would prevent confusion.</p>	<p>Improved clarity surrounding the provision of school-based mental health services allows parents and school teams to determine the most effective intervention methods, settings, and times. Allowing the provision of these services outside of school hours and in creative formats reduces the time students spend outside the classroom, thus improving access to instruction and student achievement. These changes keep parents informed and provides language that allows them to better understand and consent to (or refuse) the services their student receives.</p>	<p>Krisanne Lewis (krisanne.lewis@schools.utah.gov) Terrakay Bodily (terrakay.bodily@schools.utah.gov)</p>
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