

Legislative Requests

Title	Purpose of Request	Summary of Request	Staff Contacts
Air Quality Guidelines	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.	Teri Davis, teri.davis@schools.utah.gov
Reintegration Planning	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	David Sollami, david.sollami@schools.utah.gov , Benji Carrier benjamin.carrier@schools.utah.gov
Repeal early learning plan	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.	Julie Clark, julie.clark@schools.utah.gov , Molly Basham, molly.basham@schools.utah.gov
Requirements for mathematics plan	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.	Julie Clark, julie.clark@schools.utah.gov , Molly Basham, molly.basham@schools.utah.gov
Interstate School Psychologist Compact	Join the School Psychology Compact (https://schoolpsychcompact.org/)	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.	Malia Hite, malia.hite@school.utah.gov , Casey Dupart, casey.dupart@schools.utah.gov
Suicide Prevention Programs	Review adequacy of funding for LEAs to implement suicide prevention programs with the present formula of "at least \$1,000 per school" Consider an "up to \$1,000" model .	Utah Code 53G-9-702 requires every LEA to implement suicide prevention programs in public schools, with at least \$1,000 per school allocated annually for implementation. However, funding gaps (e.g. FY25 \$536,000) have existed year over year since the statute was enacted.	
Pupil Transportation	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
Pupil Transportation	Request to separate USDB funding from district transportation funding model	Request to separate USDB funding from district transportation funding model. USDB transportation costs have not stayed within their estimates and final costs to true up their contracted transportation costs have decreased the funding available to district pupil transportation. USDB's transportation costs are covered at 100%. District transportation costs are funded up to 85%. Removing would provide better consistency and transparency of pupil transportation funding.	Ron Litchfield ron.litchfield@schools.utah.gov
School Discipline Amendments	revise legislation surrounding emergency safety interventions (53G-8-301)	Create more specific guidelines related to seclusion rooms (size, construction, ventilation, etc.)	Krisanne Lewis (krisanne.lewis@schools.utah.gov), Ashley Lower (ashley.lower@schools.utah.gov)

School-based Mental Health	<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>Krisanne Lewis (krisanne.lewis@schools.utah.gov), Terrakay Bodily (terrakay.bodily@schools.utah.gov)</p>
Driver Education Programs	<p>Restore funding for driver education programs associated with Utah Code 53G-10-5 by amending https://le.utah.gov/xcode/Title53F/Chapter7/53F-7-S201.html</p>	<p>In the 2024 legislative session, the LFA significantly reduced dedicated funding for driver education programs, which had previously ensured equitable access for all teens to essential training. The reallocation of these funds—now permitting pupil transportation to draw from the same source—resulted in a substantial \$2 million decrease to the driver education budget. This decision stands in stark contrast to legislative actions taken mere weeks earlier, when reimbursement funding for driver education was unanimously increased to bolster LEA programs. The subsequent loss of \$2,000,000 has had severe repercussions: it has undermined the sustainability of rural driver education initiatives, restricted fee waiver availability for students in need, and jeopardized the ability to maintain critical training equipment. Such budgetary reductions threaten the accessibility and quality of driver education statewide, directly impacting the safety and preparedness of young drivers. If it is not funded, the cost would be put on the LEAs to cover.</p>	<p>Audra Urie, audra.urie@schools.utah.gov</p>