



Board of Education Study Session
Tuesday, February 18, 2025 5:00 PM
Board Room

A regular meeting of the Board of Education of Granite School District. The Board may vote to meet in a closed executive session for any of the purposes set forth in Section 52-4-205 of Utah's Open and Public Meetings Act.

- 1. **CALL TO ORDER** President McDermott
- 2. **PATRON PARTICIPATION TIME**
- 3. **CONSENT ITEMS**
 - A. Purchases, Cyprus High 2
 - B. Memorandum of Understanding: Granite Education Association 6
- 4. **ACTION ITEM**
 - A. Administrative Appointments 8
- 5. **INFORMATION ITEM**
 - A. Curriculum Adoption Dr. Noelle Converse, Director 9
- 6. **STUDY ITEMS**
 - A. Early Literacy Plan Amber Clayton, Associate Director 19
 - B. Preschool Funding Scenarios Nann Barnes, Associate Director 49
 - C. Facilities Report Don Adams and Todd Hauber 57
- 7. **ADJOURN**

* * * * *

Complete texts of agenda are available at www.graniteschools.org.

In compliance with the Americans with Disabilities Act, individuals needing special accommodations (including auxiliary communicative aids and services) during this meeting should notify Stacy Bushell at 385-646-4523 (alternate TDD number 801-298-9484) at least three working days prior to the meeting.

Members of the Board of Education may participate electronically.

THE FOLLOWING PROPOSAL SUBMITTED BY JARED GARDNER, DIRECTOR OF PURCHASING, IS RECOMMENDED FOR BOARD APPROVAL

Superintendent of Schools

February 18, 2025

Ben Horsley
Granite School District
2500 South State Street
Salt Lake City, Utah 84115

RE: Furniture
Cyprus High School
Requisition #: Multiple
\$2,021,447.26

Dear Superintendent Horsley:

The Purchasing Department has received a request from the Architecture, Engineering & Construction Department to purchase furniture for the new Cyprus High School.

An Invitation for Bids was released for public bidding under solicitation number AP25-010. The following companies were found to have the lowest cost and can provide the products and services that will meet the stated needs of the school district.

Vendor	Purchase Order Amount
Edutek	\$236,101.33
Desks Inc	\$182,889.45
HB	\$1,200,850.43
Midwest	\$128,912.57
Virco	\$50,583.48
Workspace	\$222,110.00

We respectfully request the approval to issue purchase orders totaling \$2,021,447.26. Funds for this expenditure will come from Cyprus FF&E funds.

Sincerely,

Approved,

Approved,



Jared Gardner
Director of Purchasing

Todd Hauber
Business Administrator/Treasurer

Donald L. Adams
Assistant Superintendent

THE FOLLOWING PROPOSAL SUBMITTED BY JARED GARDNER, DIRECTOR OF PURCHASING, IS RECOMMENDED FOR BOARD APPROVAL

Superintendent of Schools

February 18, 2025

Ben Horsley
Granite School District
2500 South State Street
Salt Lake City, Utah 84115

RE: Interactive Display Panels
Cyprus High School
Requisition #: 742989
\$407,831.31

Dear Superintendent Horsley:

The Purchasing Department has received a request from the Architecture, Engineering, and Construction Department to purchase Viewsonic interactive display panels for the Cyprus High School rebuild.

Utilizing state contract MA4365, it has been determined that Bluum USA Inc. can provide the products and services that will meet the needs of the school district.

We respectfully request the approval to issue a purchase order to Bluum USA Inc. for \$407,831.31. Funds for this expenditure will come from Cyprus FF&E funds.

Sincerely,

Approved,

Approved,



Jared Gardner
Director of Purchasing

Todd Hauber
Business Administrator/Treasurer

Donald L. Adams
Assistant Superintendent



Support Services
2500 S. State Street
Salt Lake City, UT 84115

385-646-4597
Fax 385-646-4351
www.graniteschools.org

February 10, 2025

Superintendent Benjamin Horsley
Granite School District
2500 South State Street
Salt Lake City, Utah 84115

SUBJECT: Board Agenda Request – Purchase of Furniture and Audio-Visual Equipment for New Cyprus High

Superintendent Horsley,

As we approach the completion of the new Cyprus High School, we have an opportunity to advance the acquisition of classroom furniture and audiovisual equipment. These purchases are being processed through the Purchasing and Architectural, Engineering, and Construction departments.

We would like to include this item in the upcoming board study session as a concert item. Securing approval at this meeting, rather than waiting until the March board meeting, would allow us to expedite delivery by two to three weeks. Advancing this timeline will help ensure installation and commissioning are completed ahead of the August 2025 school year. This, in turn, will allow teachers to set up their classrooms with minimal disruption when they return for contract time.

The estimated cost for the furniture acquisition is approximately \$2 million for furnishings, and the audiovisual equipment is approximately \$410,000. These expenditures are already accounted for within the existing project budget.

Vendor	Purchase Order Amount
Edutek	\$ 236,101.33
Desks Inc.	\$ 182,889.45
HB	\$ 1,200,850.43
Midwest	\$ 128,912.57
Virco	\$ 50,583.48
Workspace	\$ 222,110.00

We appreciate your consideration of this request and look forward to your support in ensuring a smooth and timely opening for Cyprus High School.
Respectfully,

A handwritten signature in blue ink, appearing to read 'D Adams'.

Donald Adams
Assistant Superintendent, Support Services



Superintendent's Office

385-646-4523
FAX 385-646-4207

February 13, 2025

Nicole McDermott
Board President
Granite School District
2500 South State Street
Salt Lake City, UT 84115

Dear President McDermott:

As an expression of our gratitude and appreciation for the hard work and dedication of our employees, and in particular our relationship GEA, I recommend the Board consider the Memorandum of Understanding (MOU) that provides continued use of District facilities under our current terms.

We have enjoyed a positive working relationship with GEA. It has been our long-standing tradition to meet with GEA in an effort to support our students. Thank you for your support.

Sincerely,

Benjamin Horsley
Superintendent

sb

Memorandum of Understanding
Between the Granite School District and the Granite Education Association

This memorandum of understanding (MOU) is created as a joint agreement between the Granite School District and the Granite Education Association. All parties agree to the following MOU conditions:

- Any items which may have financial impact may only have final approval through the negotiations process established in Article 5 of the Professional Agreement.
- The Association ratifying this MOU with their membership during the negotiations process (if needed).


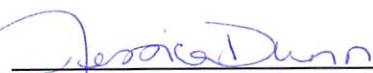
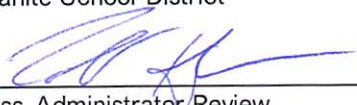
This agreement has no financial impact to the parties.

Implementation for the MOU will be:

- Immediate, provided approval and ratification occurs during the negotiations process.
- Pending APPROVAL in the negotiations process and ratification by the Association membership.
- Immediate, not needing negotiations approval nor ratification by the membership.

Agreement reached for:

4.6 The Association shall have the right to utilize District facilities for the purpose of Association business, meetings, and events.

 _____ For Granite School District	<u>1/10/2025</u> Date	 _____ For Granite Education Association	<u>1/10/2025</u> Date
 _____ Business Administrator Review	<u>2/13/2025</u> Date	_____ Board of Education of Granite School District Date	



February 13, 2025

Superintendent Benjamin Horsley
Granite School District
2500 South State Street
Salt Lake City, UT 84115

Dear Superintendent Horsley:

As an action item during the February 18, 2025, Granite School District Board Study Session meeting, I recommend the approval of administrative appointments which will be provided to board members prior to the meeting.

Should there be any questions regarding the appointments, please contact me by 1:00 p.m. on Tuesday, February 18, 2025.

Sincerely,

A handwritten signature in black ink, appearing to read "John Welburn". The signature is fluid and cursive, with a large initial "J" and a long horizontal stroke at the end.

John Welburn
Assistant Superintendent
School Leadership & Improvement Services

ej



Teaching & Learning Services

2500 South State Street
Salt Lake City, Utah 84115-3110

385-646-4513
FAX 385-646-4181
www.graniteschools.org

February 13, 2025

Benjamin Horsley, Superintendent
Granite School District
2500 South State Street
Salt Lake City, UT 84115

Dear Mr. Horsley:

I am requesting to provide a short administrative presentation on the Secondary English Language Arts (ELA) core adoption of materials in the Board of Education Study Session on February 18, 2025.

The Secondary English Language Arts Committee has reviewed requests for proposals to provide Secondary ELA core instructional materials for secondary students. The committee-recommended materials, which are now available through the district website for public comment, will be collected and provided to the Board of Education in the March Board Meeting.

Utah Code 53G-4-402 (27) requires the opportunity for opinions to be expressed and reviewed by the Board in at least two Board meetings before approval. I will provide the collected comments and ask for the committee's recommended core materials to be an action item when the Board meets on March 4, 2025.

Sincerely,

A handwritten signature in black ink that reads "Leslie Bell". The signature is written in a cursive style.

Leslie Bell
Assistant Superintendent
Teaching and Learning Services

cb

Secondary ELA Core Adoption

Instructional Materials

Board of Education Presentation
February 18, 2025
Administrative Report



Objective

- Provide a summary of acquisition of curricular instructional materials.
- Introduce the request for proposal committee recommendation in a first public meeting.



Instructional Material Acquisition

- [Senate Bill 55](#) - Public School Instructional Material Requirements
- [Utah Code 53G-4-402 \(27\)](#)
- [Granite Board Policy X.A.6](#)



Instructional Material Definitions SB55

- **Learning Material**-material or resource used to deliver or support a student's learning.
- **Instructional Material**- material that a local school board adopts and approves for use with the LEA.
- **Supplemental Material**- material an educator selects for classroom use and a local school board has not considered, adopted, approved, or prohibited for classroom use within the LEA.



Instructional Material Definitions (Granite)

- **Instructional Material**
 - **Core** Instructional Material - Instructional materials are acquired through large-scale adoption process, which includes a request for proposal budgeted through an annual cycle.
 - **Ancillary** Instructional Material - Additional instructional materials acquired through an adoption process, which includes a request for proposal budgeted through an annual cycle.



Instructional Material Acquisition SB55

Local school board shall -

- Make instructional material that the school district uses readily accessible and available for parent view.
- Establish an open process, involving educators parents of students enrolled in the LEA to review and recommend instructional materials for board approval.



Instructional Material Acquisition SB55

- Post the recommended learning material online to allow for review.
- Before adopting the recommended instructional material, hold at least two public meetings on the recommendation providing opportunity for opinion.
- Adopts or approves the instructional materials in an open board meeting.



HMH Into Literature[®]

Links to materials under review:

[Secondary ELA Materials](#)

[6-8 ELA Student Demo](#)

[9-12 ELA Student Demo](#)



Thank You





February 11, 2025

Mr. Benjamin Horsley, Superintendent
Granite School District
2500 South State Street
Salt Lake City, UT 84115

Dear Mr. Horsley:

As an agenda item during the February 18, 2025, Board study session, a short presentation will be given on the Science of Reading curriculum.

Sincerely,

A handwritten signature in black ink that reads "Leslie Bell". The signature is written in a cursive style with a large, prominent "L" and "B".

Leslie Bell
Assistant Superintendent
Student Learning & Support

cb

Leveraging Science of Reading Strategies for Enhanced Literacy Outcomes

Amber Clayton
Associate Director of K-2 Literacy

School Board Study Session
February 18, 2025



Agenda



- Overview of the Science of Reading: Foundations and Insights
- Review of SB 127: Implications and Impact on Literacy Instruction in Utah
- Current Data Trends: Understanding Literacy Progress and Opportunities



Overview of the Science of Reading: Foundations and Insights



Science of Reading

According to the Reading League,

“The Science of Reading is a vast, interdisciplinary body of scientifically-based research about reading and issues related to reading and writing.”





What is the Science of Reading? (Educators)

Share



Watch on YouTube



Science of Reading

The Science of Reading is derived from researchers in multiple fields:

- Cognitive Psychology
- Communication Sciences
- Developmental Psychology
- Education
- Special Education
- Implementation Science
- Linguistics
- Neuroscience
- School Psychology



Science of Reading

What the Science of Reading is NOT:

- an ideology or philosophy
- a fad, trend, new idea, or pendulum swing
- a political agenda
- a one-size-fits-all approach
- a program of instruction
- a single, specific component of instruction, such as phonic



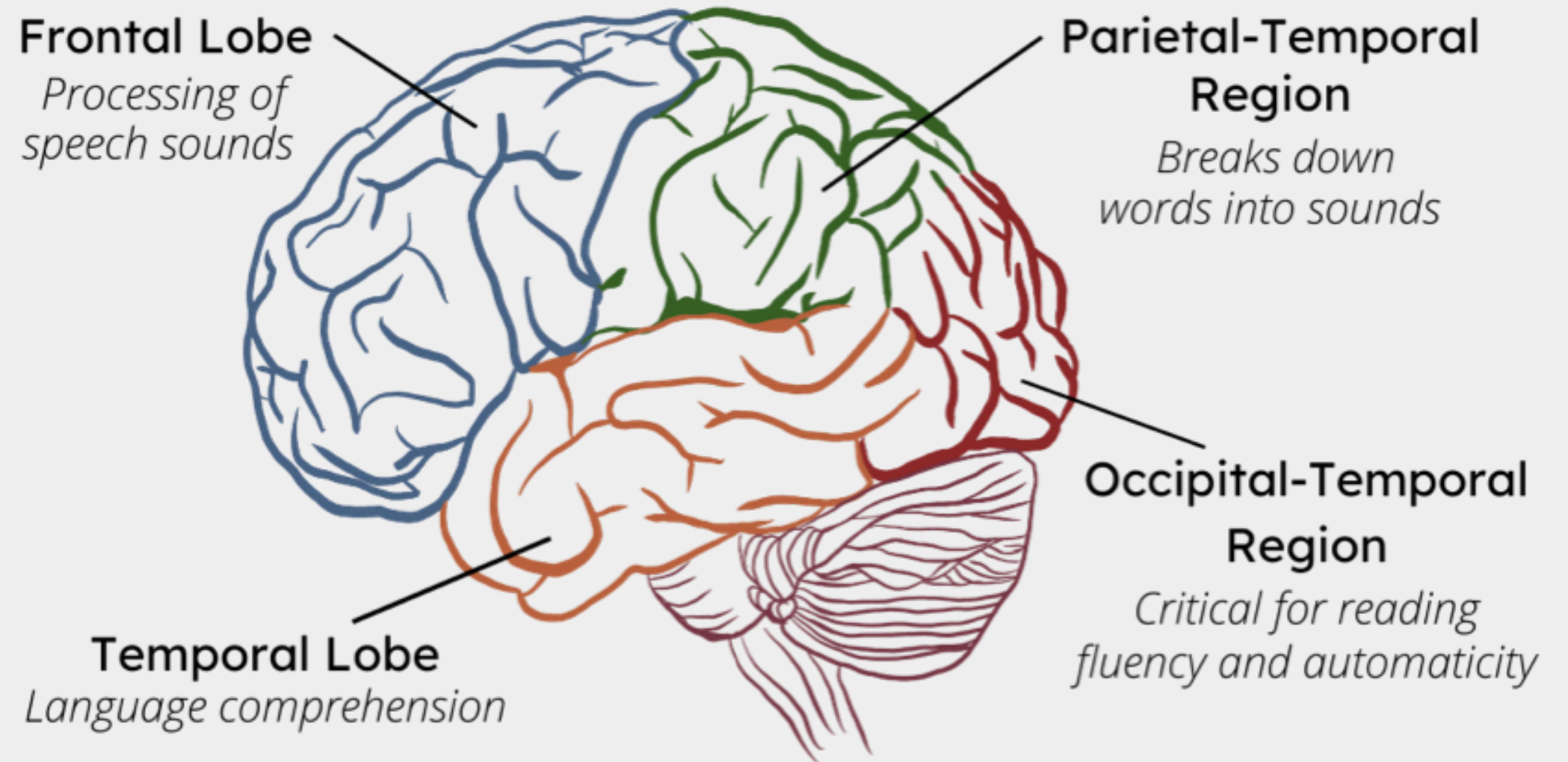
Science of Reading

Key Points

- Reading is **not** a natural process.
- Speaking to a child typically ensures that they will learn to talk **but reading to a child**—while important—will not **alone** yield a fluent reader (*Seidenberg 2017*).
- Instead, reading requires **explicit, systematic, and cumulative instruction** (Castles, Rastle, & Nation 2018; Gough & Hillinger 1980; National Institute of Child Health and Human Development [NICHD] 2000; Seidenberg 2017).
- This instruction builds **connections** between certain areas of the brain—connections that are **vital** to reading.



The Reading Brain



Drs. Anne Cunningham and David Rose note that “. . . beginning readers show more activity in the parietal-temporal region while more experienced readers become increasingly active in the occipital-temporal region.”



Simple View of Reading

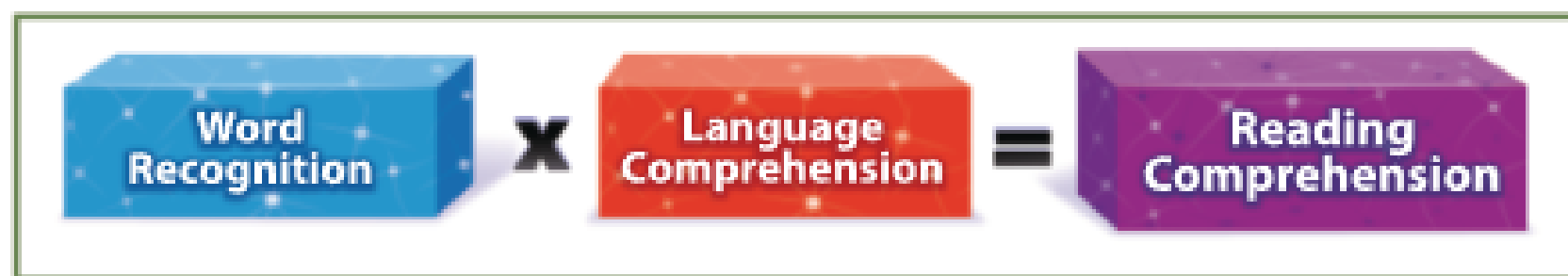
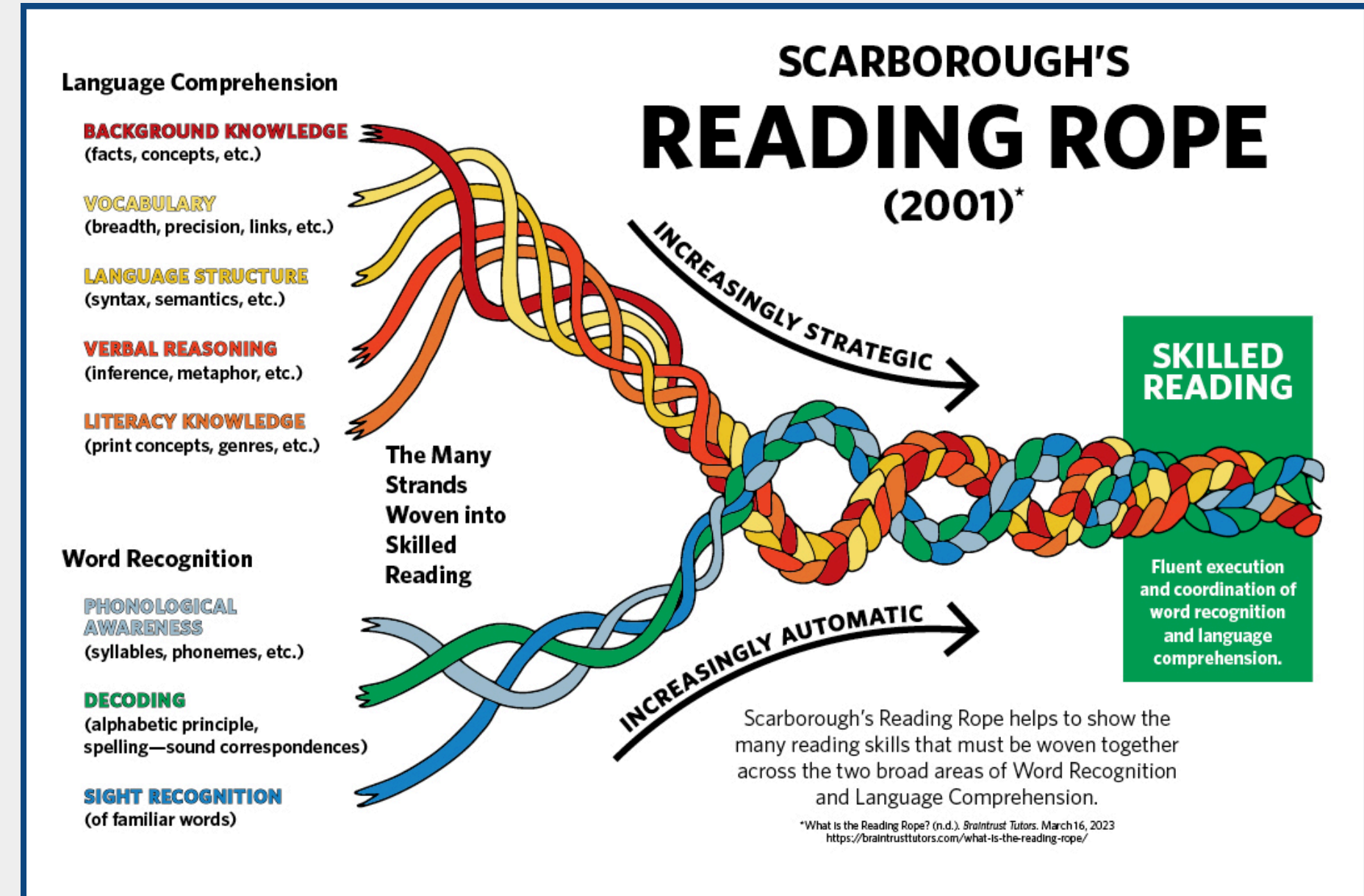


Figure 2.1 The Simple View of Reading

- Over 150 scientific studies have empirically validated the Simple View of Reading.
- It shows us that reading comprehension is not the sum but the product of two components - word recognition and language comprehension.
- If either one is weak, reading comprehension is diminished.



Scarborough's Reading Rope



The Science of Reading

Teaching reading is rocket
science.

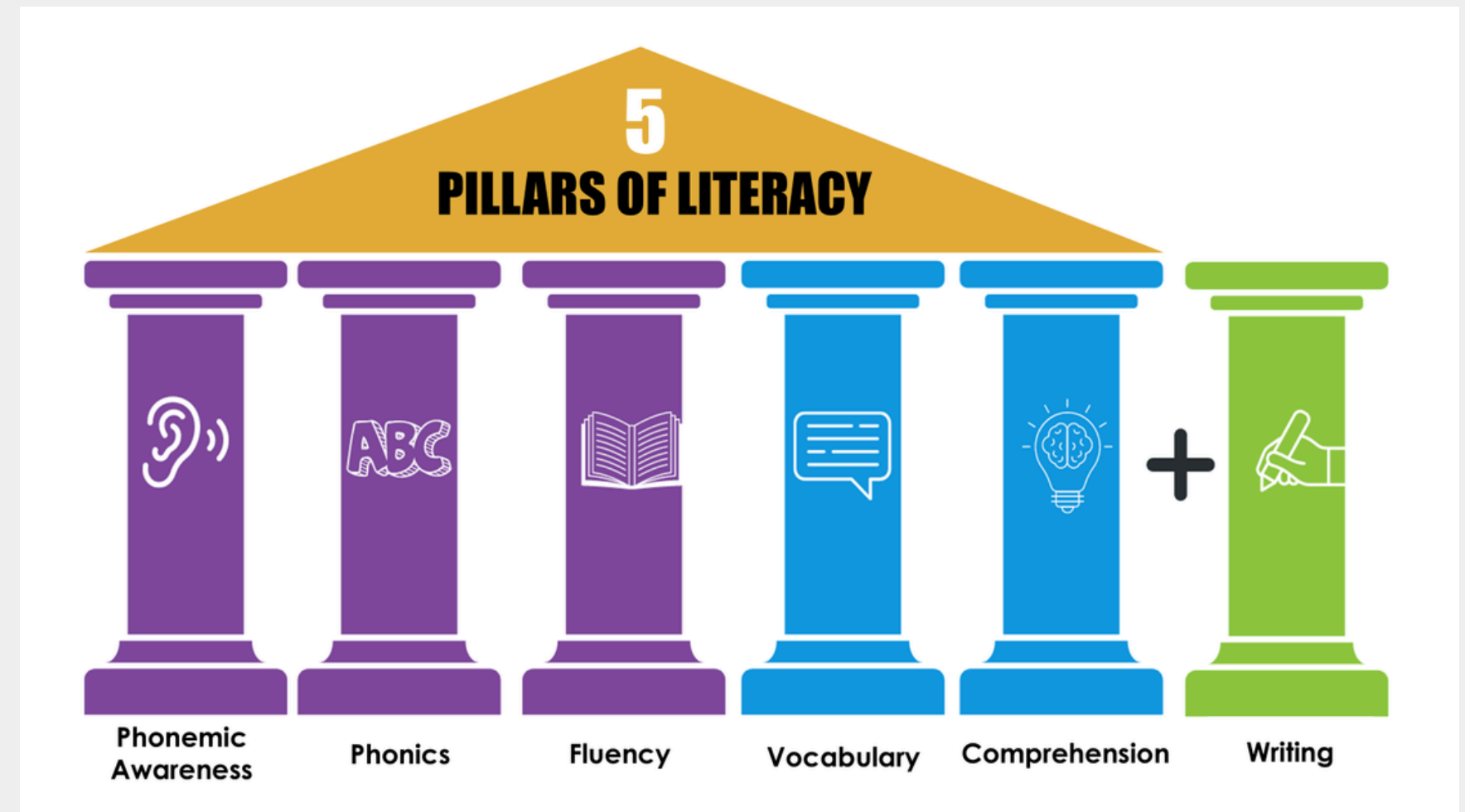
-Louisa Moats



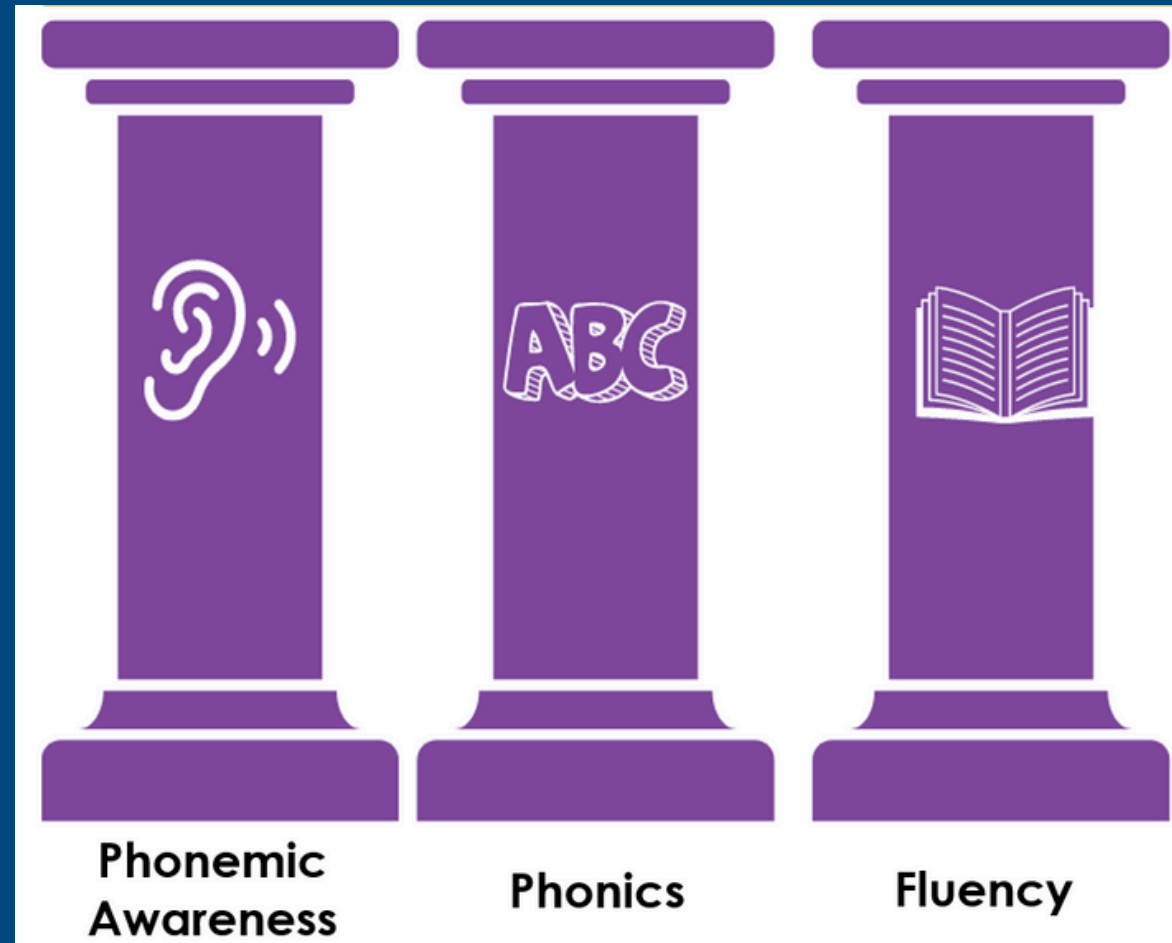
The Science of Reading

GSD

Instructional
Implications



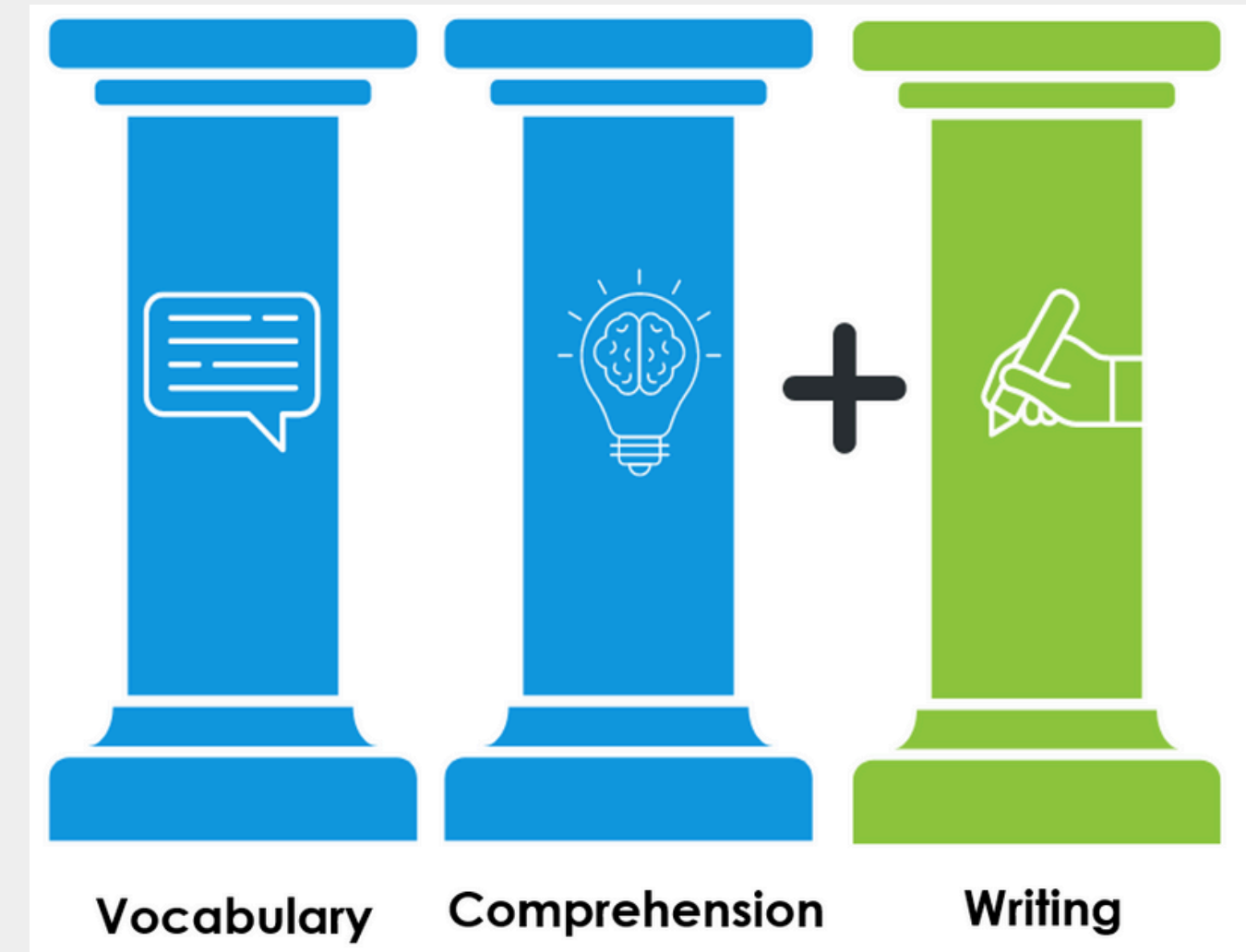
Learning to Read



Progress tracked by
ALO

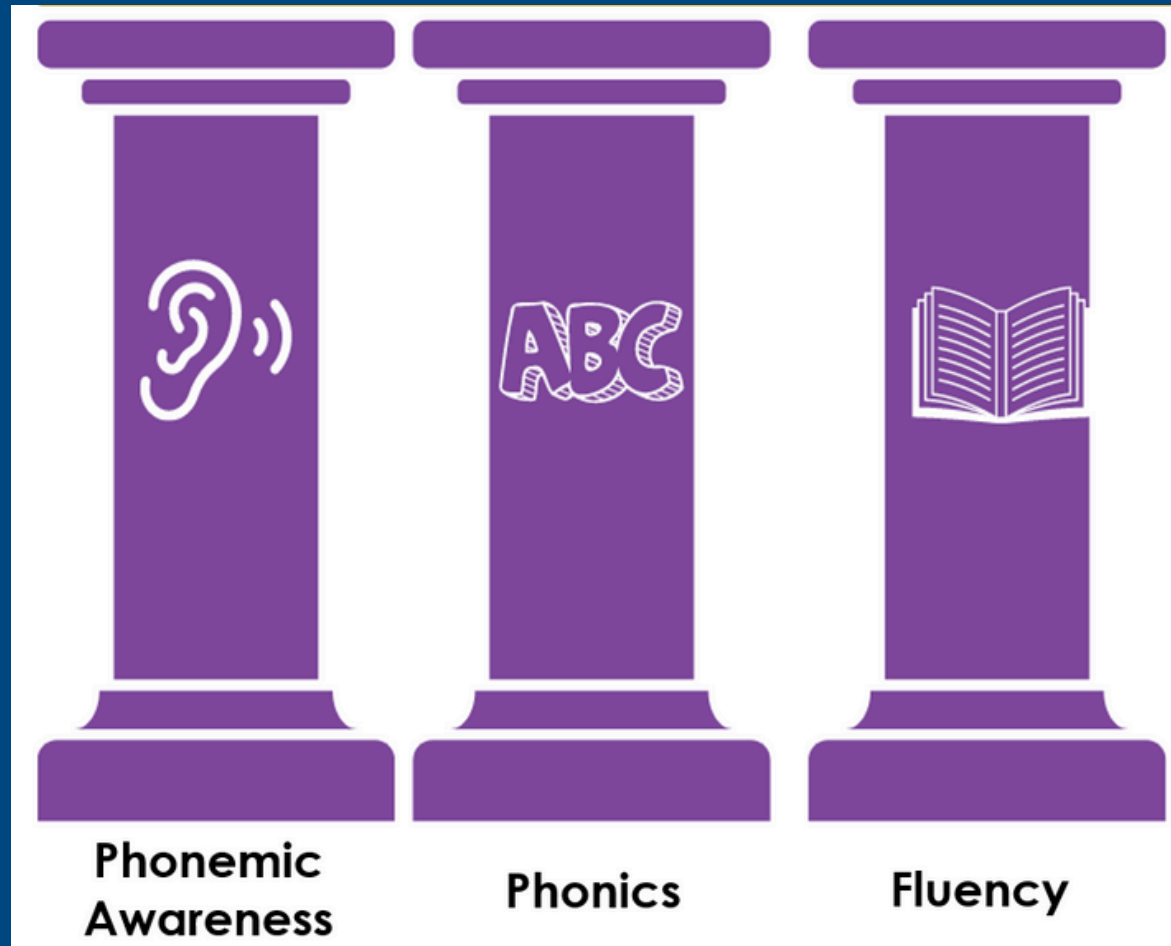


Reading to Learn

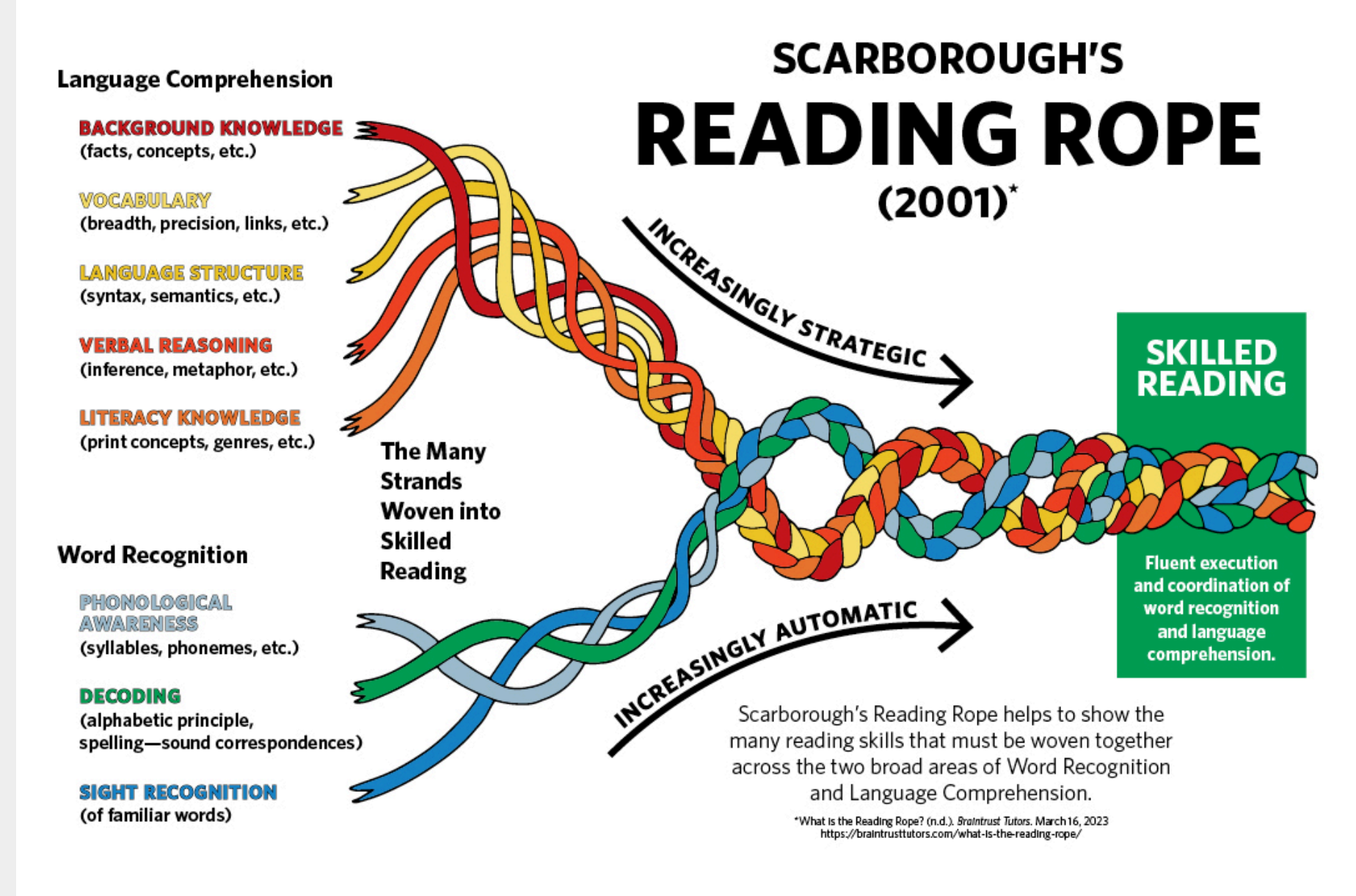


Progress tracked by
RISE

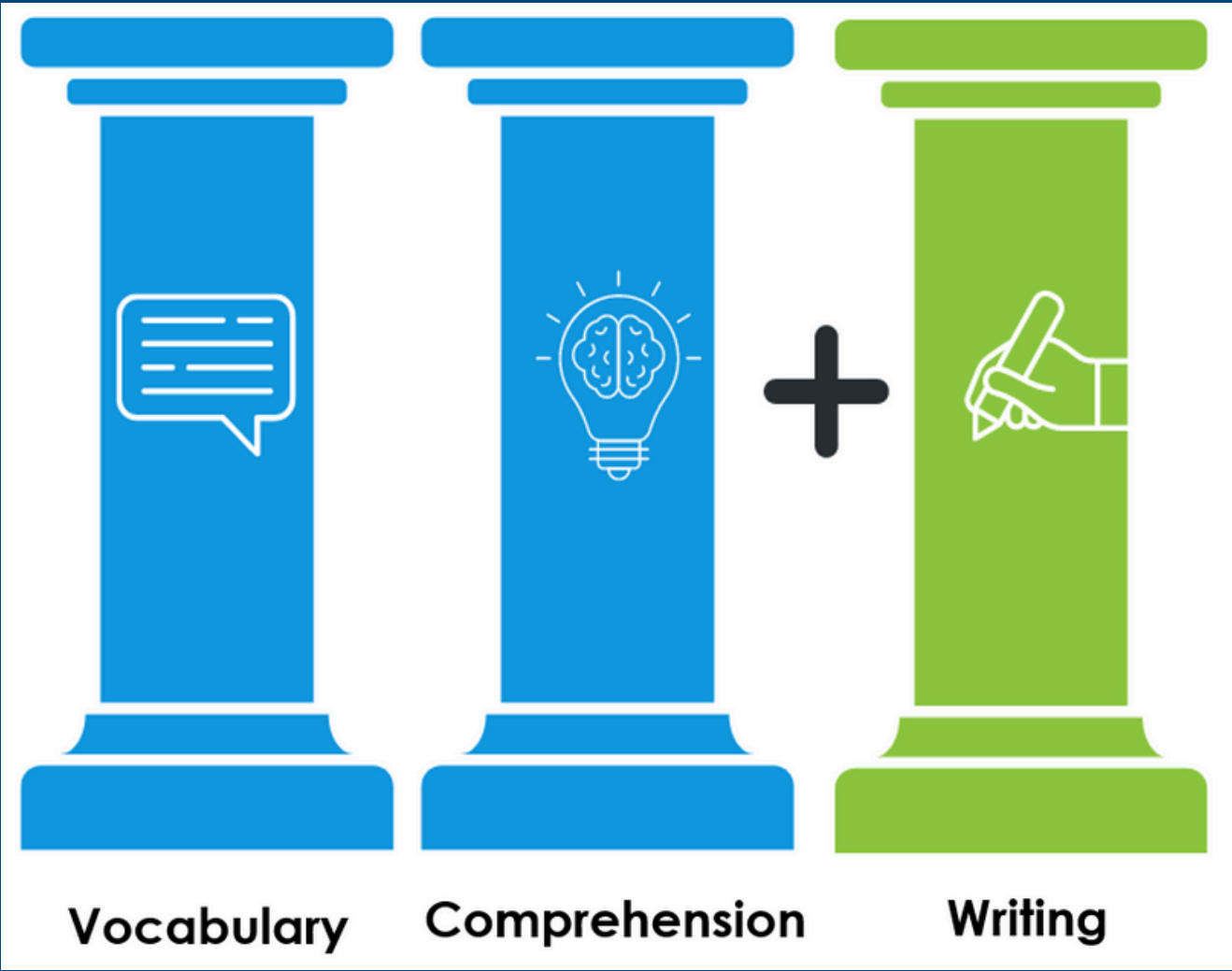
Learning to Read



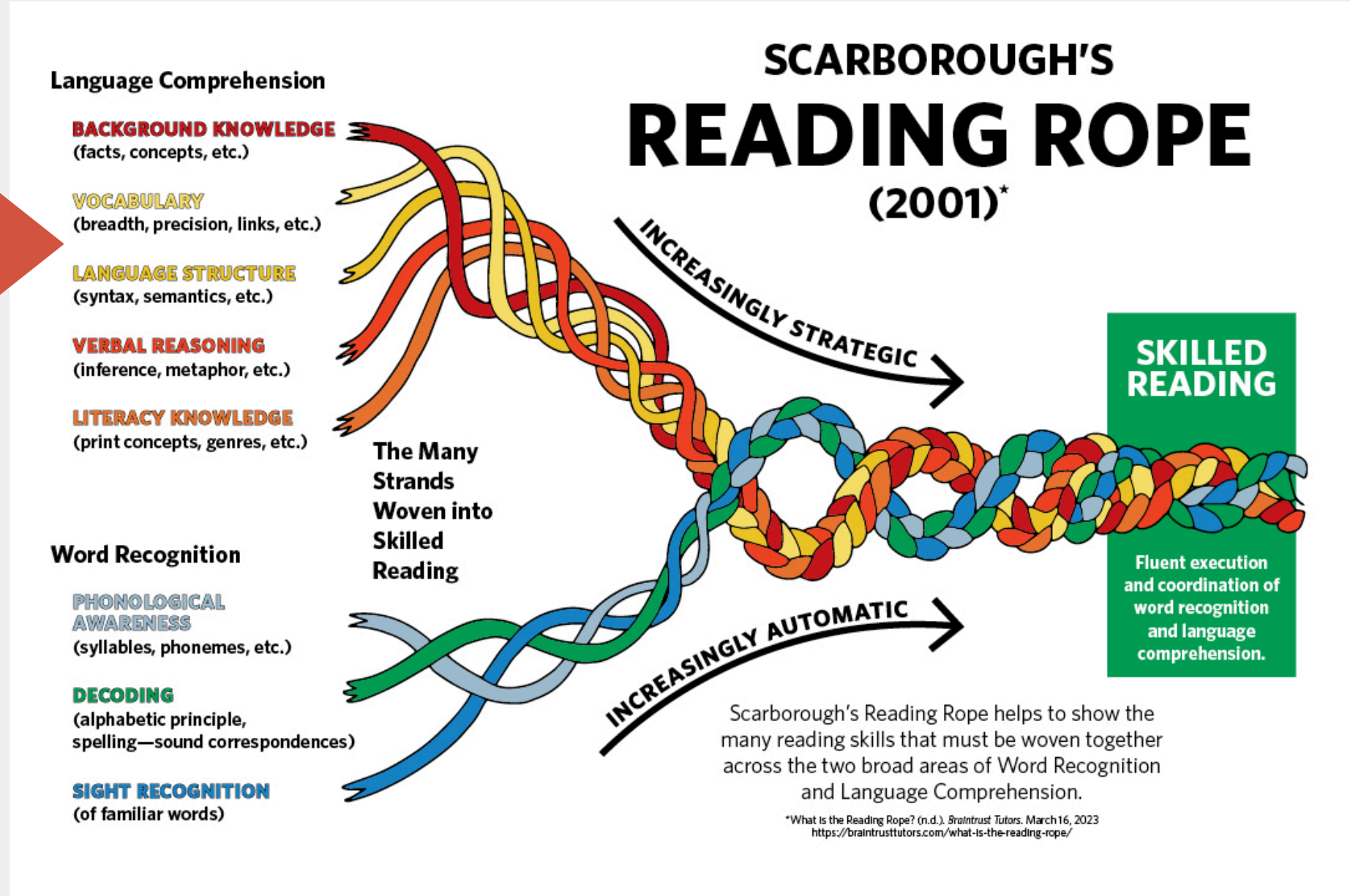
Progress tracked by
ALO



Reading to Learn



Progress tracked by
RISE



120-Minute Literacy Block Aligned to the Simple View of Reading K-5

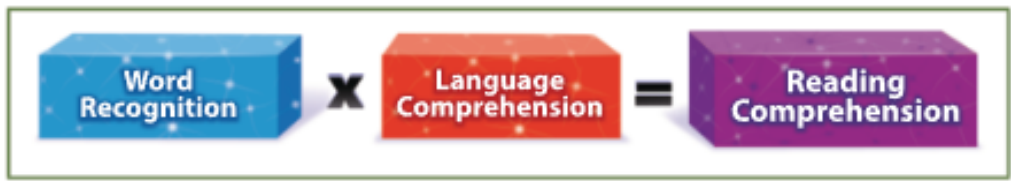


Figure 2.1 The Simple View of Reading

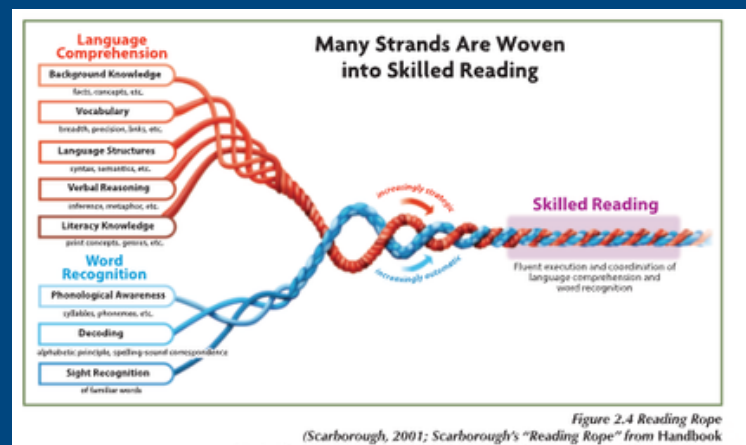


Figure 2.4 Reading Rope (Scarborough, 2001; Scarborough's "Reading Rope" from Handbook

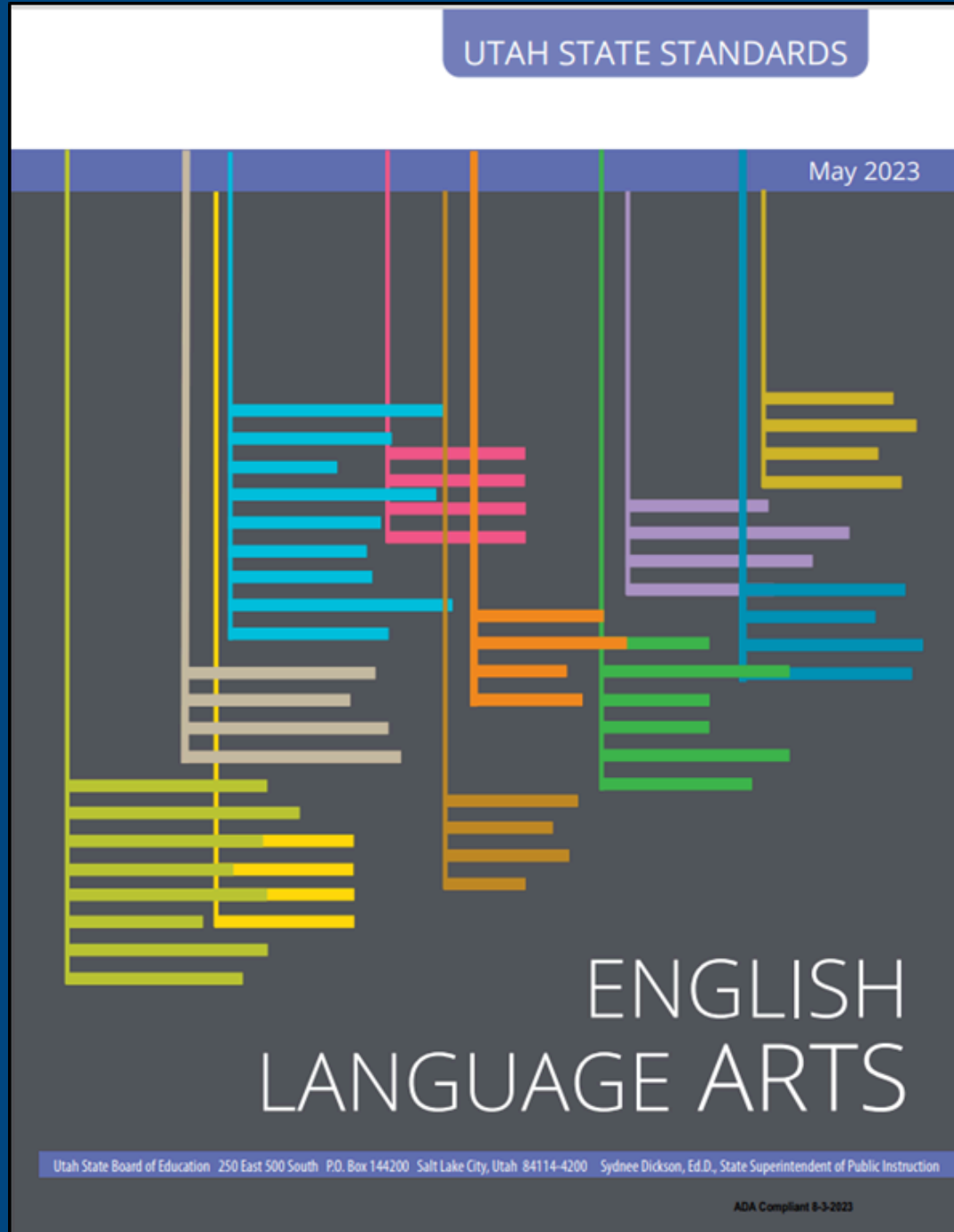
Recommended 120-Minute Literacy Block Aligned With the Science of Reading

Granite 5/2024

Systematic, Explicit Instructional Areas	Content	Best Practices	Grade K	Grade 1	Grades 2 & 3	Grades 4 - 6
Learning to Read Instruction (Whole Group)	Foundational Skills <ul style="list-style-type: none"> Phonological awareness Phonics Spelling/Dictation Word reading Decodable texts Fluency 	<ul style="list-style-type: none"> To be taught using the district core curriculum. Teach sound-symbol correspondence, syllable patterns, morphology. Use multi-sensory strategies and explicit instruction. Teach heart word routine. All work supports student reading of decodable text. Daily repeated readings of decodable text with corrective feedback. 	35 - 45 minutes	35 - 45 minutes	25 - 30 minutes	15-20 minutes Advanced Word Study & Morphology <i>(also embedded throughout the day in all content instruction)</i>
Reading to Learn (Whole Group)	Comprehension <ul style="list-style-type: none"> Core texts Knowledge building Vocabulary 	<ul style="list-style-type: none"> To be taught using district core curriculum text and read-alouds. Integrate with other content areas (science, social studies, math, and art). Provide opportunities for students to practice automaticity, accuracy, and prosody while monitoring comprehension. Introduce new words using a direct, explicit routine. Focus on 3-5 words at a time. 	25 - 30 minutes	25 - 30 minutes	30 - 40 minutes	40 - 50 minutes
	Writing <ul style="list-style-type: none"> Foundational writing skills (handwriting, spelling, punctuation, sentence organization) Composition (writing process, text structure/genres) 	<ul style="list-style-type: none"> To be taught using the district core curriculum. Handwriting instruction should be systematic and explicit. Establish correct strokes from the outset of letter formation instruction. Use writing to support reading comprehension. Use writing prompts that connect to the text in ELA & other content areas. 	30 minutes	30 minutes	30 minutes	30 minutes
Tier 1 Supplemental Differentiation (Small Group)	Flexible Groups <ul style="list-style-type: none"> PA Decoding (phonics) Fluency Vocabulary Comprehension 	<ul style="list-style-type: none"> Flexible groups based on student needs/data. Focus on specific skills that need additional instruction. Provide content-based activities to enhance and extend learning for students on or above benchmark reading levels. 	30* minutes	30* minutes	30* minutes	30* minutes
			*This time may vary depending on your classroom dynamics			
Tier 2 & 3 Intervention (Small Group) Additional Time Required	Diagnostic Driven <ul style="list-style-type: none"> Evidence based intervention 	<ul style="list-style-type: none"> Develop groups based on student data. Focus on specific skills that students are lacking. Progress monitor at least once every 2 weeks for red and once every 4 weeks for yellow students. 	15 - 25 minute groups	15 - 30 minute groups	20 - 30 minute groups	25 - 30 minute groups







GREAT SCIENCE OF READING DELIVERY



2024-2025

Coherence & Collective Efficacy

In GSD, we teach the Utah State Standards for English Language Arts using **evidence-informed core materials and evidence-based intervention materials**. We use **strategies aligned with the Science of Reading** and **measured by normative assessments, including Acadience benchmarks and progress monitoring** to improve student outcomes.



Review of SB 127: Implications and Impact on Literacy Instruction in Utah



SB127

Early Literacy Outcomes Improvement

Effective May 2022



*“Utah’s schools are shifting to literacy instruction rooted in the **science of reading** (SOR). The state has set an **ambitious goal that 70% or more of Utah’s third-grade students will read on grade level by July 2027**. This is an exciting time, and the state is marshaling its resources to ensure this shift is completed thoughtfully and comprehensively.” -USBE*

- This year’s first-graders (Class of 2036)
- Reading on Grade Level = ALO
Composite score of 405
- Go for Blue!

SB127

Early Literacy Outcomes Improvement

Effective May 2022



Instructional Implications

- Requires LEAs to administer diagnostic assessments K-3
- Provide Tier 2 Interventions for students who are well-below or below benchmark
- Track the effectiveness of interventions with progress monitoring



SB127

Early Literacy Outcomes Improvement

Effective May 2022



Professional Learning Implications

- Required USBE to provide grants to LEAs to provide LETRS training for all K-3 general education, special education teachers, and others



SB127

Early Literacy Outcomes
Improvement

Effective May 2022

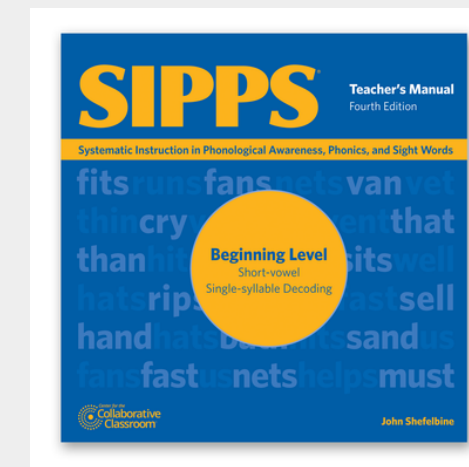


Instructional Materials Implications

- Core materials that are **evidence-informed**



- Intervention and supplemental materials that are **evidence-based**



Current Data Trends: Understanding Literacy Progress and Opportunities





Granite School District: Acadience Reading Percentage of Students At/Above Benchmark by Grade BOY, MOY and EOY

Percentage of Students At/Above Benchmark																	
		2023-2024 School Year									2024-2025 School Year						
School	Period	K	1	2	3	4	5	6	K-3	K-5/6	K	1	2	3	4	K-3	K-4
Granite District	BOY	41%	43%	54%	53%	54%	47%	64%	48%	50%	34%	43%	52%	51%	52%	45%	47%
	MOY	50%	40%	50%	51%	52%	52%	62%	48%	50%	53%	44%	48%	51%	53%	49%	50%
	EOY	65%	47%	53%	56%	57%	55%	61%	55%	56%							

Tier 1 Instruction with HMH Into Reading

- Structured Literacy K-2
- Foundational Skills 3-5

Milestones K

- Letter names and sounds by Nov 1
- Ten Whole Words Read by EOY

Milestones 1st

- 15 Whole Words Read by Nov 1
- 30 Correct Words per Minute by Nov 1





Granite School District
Percentage of Students Making Typical and Above Progress
by Grade Level According to Pathways of Progress
MOY and EOY

Percentage of Typical and Above Progress																	
		2023-2024 School Year									2024-2025 School Year						
School	Period	K	1	2	3	4	5	6	K-3	K-5/K-6	K	1	2	3	4	K-3	K-4
Granite District	MOY	53%	47%	55%	57%	56%	64%	64%	53%	56%	59%	53%	53%	64%	63%	57%	58%
	EOY	63%	56%	67%	70%	70%	70%	66%	64%	66%							

Tier 1 Instruction with HMH Into Reading

- Structured Literacy K-2
- Foundational Skills 3-5

Milestones K

Letter names and sounds by Nov 1
 Ten Whole Words Read by EOY

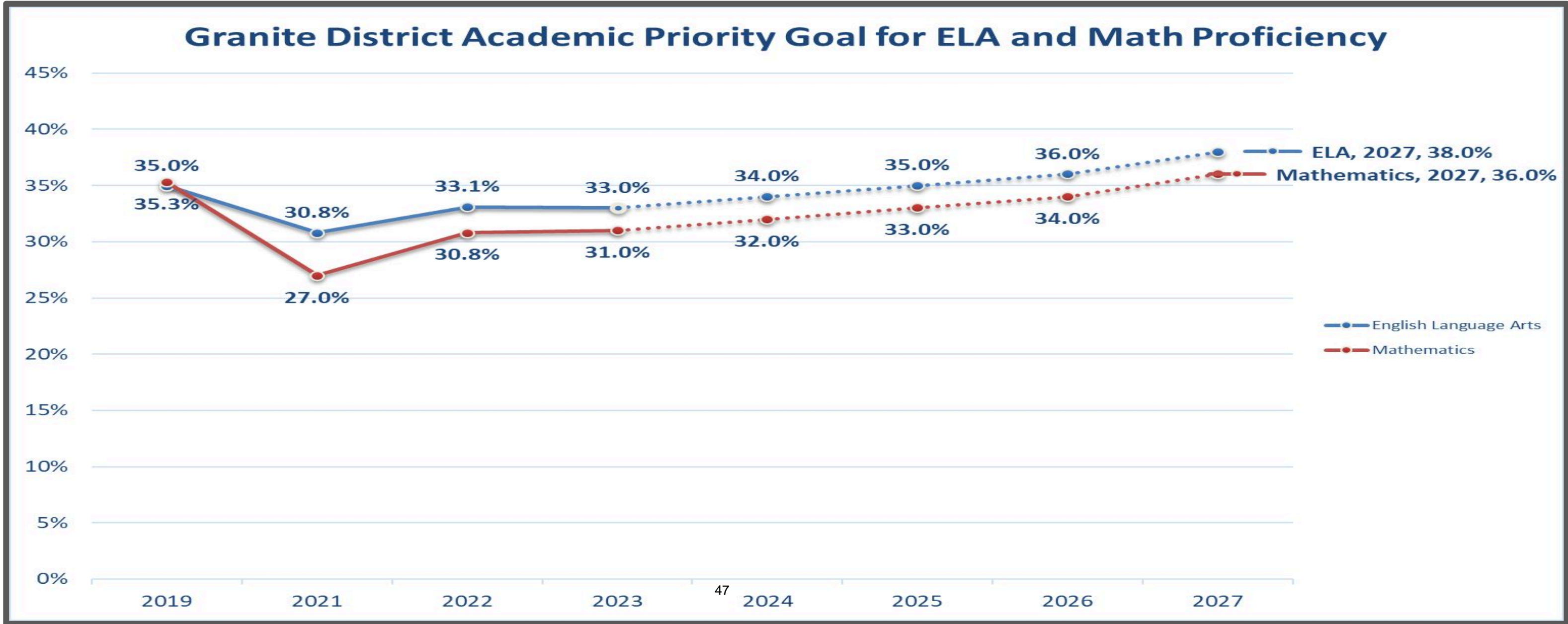
Milestones 1st

15 Whole Words Read by Nov 1
 30 Correct Words per Minute by Nov 1



Academic Priority Goals (adjusted 2024)

<p>PreK-12 Literacy</p>	<p>At least 38% of all grade 3-8 students will demonstrate proficiency on the RISE ELA assessments by 2027</p>
<p>Tier 1 Instructional Focus HMH Into Reading</p>	<p>Comprehension: Core Text, Knowledge Building, Vocabulary Writing: Foundational Writing Skills. Composition</p>



Thank You for Your Time

Your commitment to our school district is invaluable.

Questions & Discussion

I welcome your questions and look forward to our discussion.





February 11, 2025

Mr. Benjamin Horsley, Superintendent
Granite School District
2500 South State Street
Salt Lake City, UT 84115

Dear Mr. Horsley:

As an information item during the February 18, 2025, Board study session, Nannette Barnes will give a short presentation on Preschool funding scenarios.

Sincerely,

A handwritten signature in black ink that reads "Leslie Bell". The signature is written in a cursive, flowing style.

Leslie Bell
Assistant Superintendent
Student Learning & Support

cb

Granite District Preschool Services

Financial Outlook for FY26



Who do we serve?

General Education Students



Title I Eligible



Tuition Pay

Special Education Students



Inclusion



Special Class



How do we efficiently utilize funding?

BRAIDED FUNDING MODEL

Tuition / Fees
Donations
Title I / TSSA

IDEA - Preschool
IDEA - School-Age
State SpEd

General Education Students



Title I Eligible



Tuition Pay

Special Education Students



Inclusion



Special Class



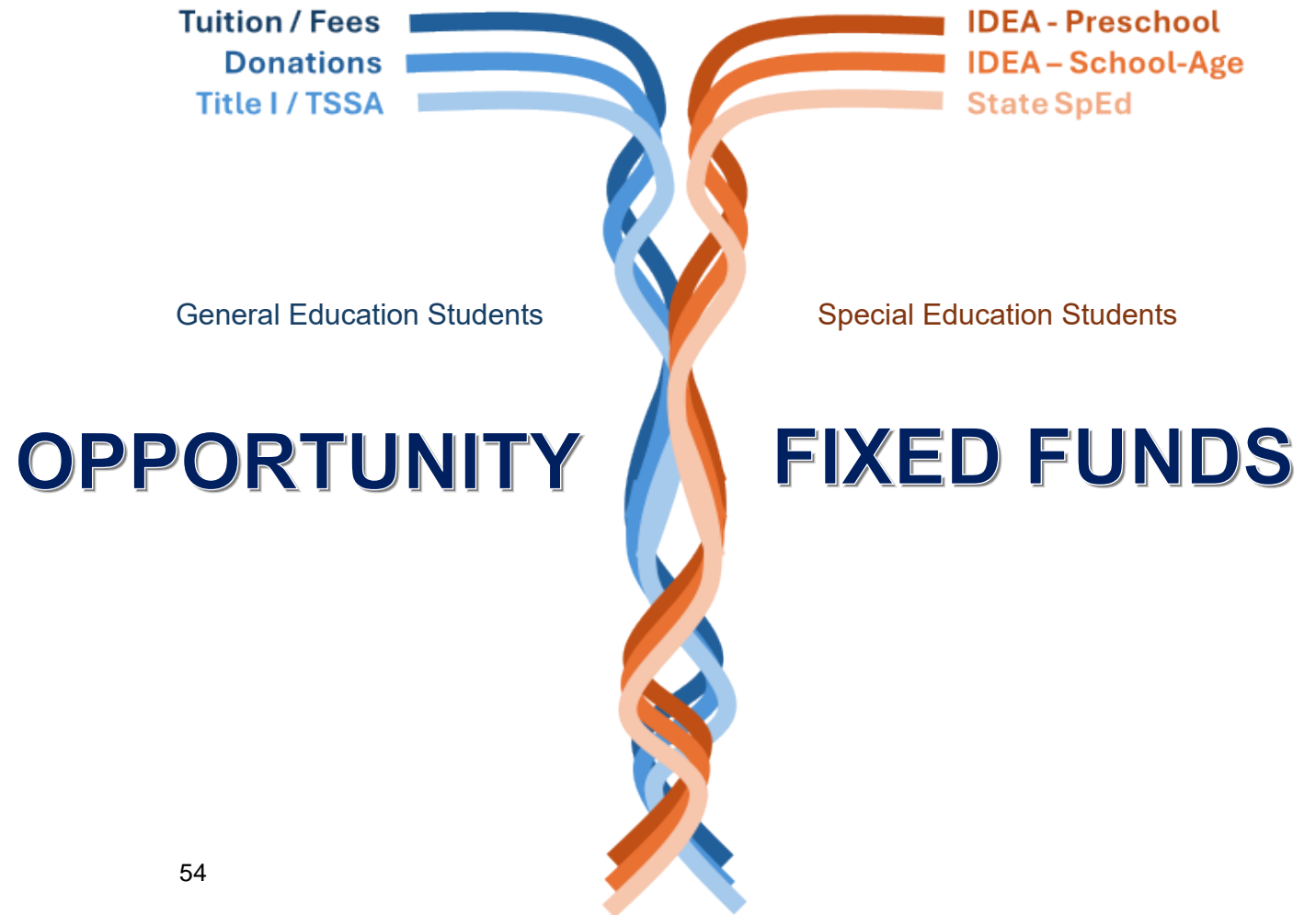
What is the catalyst for significant

- Consistent annual reductions in multiple funding streams
- High Quality School Readiness (HQSR) Preschool Grant not adequately funded by legislature



Where do we go from here?

- ✓ Explore ideas to add revenue
- ✓ Expand current efforts
- ✓ Maintain enrollment/inclusion ratio
- ✓ Maximize impact/utilization



What viable solutions were identified?

Legislative Funding

Partnered to advocate for additional HQSR grant funds from legislature

Registration Fees

Increase registration fee for tuition-based students

Monthly Tuition

Require registration fee and nominal tuition for Title I population

Permits

Limit preschool permits to principal request only and require tuition

Scholarships

No full subsidies – all students pay something

Donations

Expand work with Granite Education Foundation



What are we facing?

	HQSR Grant Funded	Initiatives and District Support	Implement Initiatives	No Additional Revenue
Classrooms Closed:	0	2.5	8.5	10.5
Reduction in Teaching Force:	0	5	17	21
Unserved Gen Ed Students:	0	85	289	357
Unserved Sp Ed Students:	0	0	0	0



Real Estate Committee Surplus Property Reuse Process

Guidelines for Managing
Closed Schools and Surplus Properties



Objectives

- Understand the Real Estate Committee's role
- Review disposal and retention strategies
- Highlight key challenges of closed schools
- Examine legal and financial considerations
- Reinforce long-term planning and population growth



Purpose of the Guidelines

- Establish procedures for property reuse
- Consider sale, lease, retention, or internal reuse
- Ensure decisions align with district long-term goals



Key Definitions

- **Surplus Property:** No longer essential for operations, designated as surplus
- **Closed School Site:** Previously used as an educational facility, now closed
- **Vacant Site:** Acquired or retained for district use but remains undeveloped



Real Estate Committee Members

- Business Administrator
- Assistant Superintendent, Support Services
- Chief of Staff
- General Counsel
- Associate Director, Risk, Property, Records Manager
- Director, Architecture, Engineering & Construction
- Director, Planning and Boundaries



Disposal Options for Surplus Property

Retain:

- Justification for internal use.
- Future value and strategic needs must be assessed.

Sale:

- Market valuation conducted.
- Municipality review per state code.
- Listed on the open market through a real estate agency.

Lease:

- If sale or retention is not viable, lease terms will be negotiated.
- 62 • Terms include duration, rental rates, and tenant responsibilities.



Minimum Criteria for Disposal Decisions

- **Site Assessment:** Age, condition, safety, hazardous materials.
- **Utilization & Financial Viability:** Space use, location, alternatives, budget.
- **Operational & Legal Considerations:** Tenant ability, improvements, contracts.
- **Future Considerations:** Enrollment, property condition, market value.
- **Financial Considerations:** Revenue from sale/lease, financial impact.



Overview of Closed School Challenges

Custodial Presence & Maintenance:

- Staffing ratio: 1 custodian per 3 closed schools.
- Regular inspections prevent mold, leaks, and damage.
- Routine checks reduce infestations and health hazards.
- Addressing small issues before they escalate.

Security & Vandalism Prevention:

- Custodians provide a visible presence.
- Prompt removal discourages vandalism.
- Regular patrols reduce unauthorized access.



Regulatory Compliance & Safety Inspections

- **Fire Code Compliance:** Ensuring alarms, extinguishers, and emergency exits remain functional.
- **Hazard Prevention:** Monitoring asbestos, lead paint, and environmental concerns.
- **Emergency Access & Egress:** Snow removal, debris clearing, and accessibility maintenance.



Support for Temporary or Transitional Use

- **Short-Term Occupancy:** Schools may be used for temporary programs, storage, or community events.
- **Readiness for Repurposing:** Regular maintenance ensures buildings remain viable.
- **Avoiding Higher Long-Term Costs:** Deferred maintenance leads to expensive restoration or demolition.



State Law & Surplus Property Process

- **Legal Requirements for Disposition:**
 - *Utah Code § 53G-4-902: School districts must notify eligible entities of surplus properties.
- **Timelines & Compliance:** Steps for repurposing, leasing, or selling closed schools.
- **Public & Private Sale Considerations:** Statutory requirements for offering properties to municipalities and the open market.



Financial Considerations

Asbestos Abatement & Demolition Costs:

- Elementary Schools: \$750,000–\$850,000
- Cyprus High School: \$2+ million

Budgetary Impact:

- Long-term planning must account for these costs.

Capital & Maintenance Budgets:

- Failure to plan for abatement can disrupt financial stability.



Interim Use Strategies

Temporary Uses & Community Expectations:

- Short-term leasing or repurposing to generate revenue.
- Community partnerships for shared use (municipal needs, storage, events).

"Lifeboat" School Model:

- Closed schools used as temporary sites during remodels.
- Example: Oquirrh Hills Elementary housed students during South Kearns Elementary's rebuild.



Long-Term Planning & Property Considerations

- The committee operates with a 100-year timeline.
- Population projections show a significant increase in 30 years.
- Vacant land for school sites will become rare.
- Future site acquisitions will be expensive and impractical.

*Parcel assembly will be challenging, requiring commercial properties with multiple owners.



Committee Legal & Regulatory Compliance Responsibilities

- Ensure compliance with all applicable property laws.
- Obtain necessary permits and approvals.
- Identify and mitigate legal risks in disposal methods.



Decision-Making Process

1. Conduct analysis of surplus property.
2. Evaluate based on financial, strategic, and legal criteria.
3. Present findings to leadership for approval.
4. Execute and oversee disposal method.



Review & Revisions

- Annual review of surplus property policy.
- Adjustments made as needed to align with district goals.



Final Thoughts

- Proper management of surplus properties ensures financial sustainability and district efficiency.
- Custodial presence, security, and compliance are essential for maintaining closed schools.
- Interim use strategies can provide value before final disposition.
- Transparency and strategic planning are critical for success.

