



Board of Education Study Session
Tuesday, April 15, 2025 5:00 PM
Auditorium A

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 2
 - B. GESPA Negotiating Team 4
4. **STUDY ITEM**
 - A. Special Education Update Dr. Bryce Day 5
5. **EXECUTIVE SESSION - Litigation & Negotiations**
6. **ADJOURN**

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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 B. GARDNER, DIRECTOR OF PURCHASING, IS RECOMMENDED FOR BOARD APPROVAL.

Superintendent of Schools

April 15, 2025

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

RE: Abatement and Demolition
Spring Lane Elementary
\$710,079.00

Dear Superintendent Horsley:

A request to complete the abatement and demolition at Spring Lane Elementary was received by the Purchasing department from the Architecture, Engineering, and Construction department.

An Invitation for Bid (JF25-037-IFB), including specifications, was posted online at the Utah Public Procurement Place. Bid results are as follows:

RETC LLC dba A-1 Abatement	\$710,079.00
Thermalwest Ind	\$773,557.00
All Services	\$1,489,309.00
Skyline Creations Inc	\$1,619,200.00

We respectfully request approval to issue a purchase order to RETC LLC dba A-1 Abatement in the amount of \$710,079.00 for this project. Funds are to come from the Capital Outlay Budget.

Sincerely,

Approved:

Approved:



Jared B. Gardner
Director of Purchasing

Todd Hauber
Business Administrator/Treasurer

Donald L. Adams
Assistant Superintendent

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Superintendent of Schools

April 15, 2025

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

RE: Carpet for Various School Sites
Requisition No. 743557/558/559/607
\$392,787.03

Dear Superintendent Horsley:

The Purchasing Department has received requisitions signed by Mr. Rex Goudy and Mr. Donald L. Adams for the purchase of carpet to be installed in various school sites.

Location breakdown:

Hillsdale Elementary	Requisition 743557	\$114,610.23
Rolling Meadows Elem.	Requisition 743558	\$ 87,278.27
Granite Connections High	Requisition 743559	\$ 93,580.53
Magna Elementary	Requisition 743607	\$ 97,318.00

These purchases are being made from Shaw Contract Group under State Contract MA3637.

Permission is requested to issue purchase orders in the amount of \$392,787.03 to Shaw Contract Group. Funds for this expenditure will come from the capital outlay maintenance facility construction budget.

Sincerely,



Jared Gardner
Director of Purchasing

Approved,

Todd Hauber
Business Administrator/Treasurer

Approved,

Donald L. Adams
Assistant Superintendent



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

385-646-4597
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www.graniteschools.org

April 2, 2025

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

SUBJECT: GESPA Negotiating Team

Dear Superintendent Horsley,

As a Consent Item at the April 15 Study Session, I recommend that the Board of Education approve the following as the team for the 2025-2026 negotiations with the Granite Educational Support Professionals Association:

Mr. Donald Adams, Assistant Superintendent, Support Services – Spokesperson
Dr. Dave Gatti, Director, Transportation
Mr. Rex Goudy, Director, Maintenance Services
Ms. Dana Canino, Director, Child Nutrition
Mr. Travis Rawlings, Associate Director, Human Resources

Sincerely,

A handwritten signature in blue ink, appearing to read "Donald Adams", is written over a light blue horizontal line.

Donald Adams
Assistant Superintendent, Support Services

dp

State of Special Education:

What *YOU* need to know about
Special Education

Bryce Day, PhD-Director of Special Education





Given:

1. Special Education is the most complex, expensive, litigious aspects of a school system...
2. Obvious solutions are not always the *“correct”* one...
3. Legal requirements may differ from what are assumed...
4. Liability comes to light in past actions, current situations, and has future implications...



Objectives

- State of Special Education in GSD
- **GSD's Responsibility** to students with Disabilities (SwD)
- How to address Constituent Concerns



The State of Special Education



*Alone we can do so
little; together we can
do so much.*

-Hellen Keller



Who We Serve at a Glance...

Total Students Receiving Services: **~8,102** (14% of district enrollment–56,333)

Categories Served:

All 13 IDEA categories, with highest incidence in Specific Learning Disability (**SLD**), Speech/Language Impairment (**SLI**), Autism (**AU**), and Other Health Impairment (**OHI**)

Services Snapshot:

- General Education with Supports:..... 5,147 or 63%
- Resource/Part-time Services:..... 1,890 or 23%
- Self-Contained/Social-Emotional Learning/Essential Elements:... 1,064 or 13%

Staffing Snapshot:

- *Licensed Teachers:* 349 Special Education Teacher
- *Related Service Providers:* 55 SLPs, 110Ts, 5 PTs, 2 AUD, 4 ToD, 4,TVI, 44 School Psych, 1 Assistive Tech
- *Education Support Professionals:* 658 Paras/Ins. Assist, Transition Assist, etc.; 13 COTAs; 5 PTAs; 4 Aud Tech; 18 BSTs



Services by the numbers

Services Provided <i>(in minutes-based on a 360 minute school day)</i>	<u>Academic Services:</u> Resource classes; Co-taught and inclusive general ed; Essential Elements	<u>Behavior Services:</u> BIPs; Bx health; special class; Bx team (5 licensed Bx specialist, 18 BST)	<u>Related Services:</u> Speech; OT; PT; vision/hearing; nursing; school psychologists; assistive tech
Daily	64,296	26,790	16,074
Weekly (Mean)	321,480	133,950	80,370
Monthly (Mean)	1,392,008	580,004	348,002
Annually (Proj)	11,573,280	4,822,200	2,893,320



Compliance by the numbers

Major Compliance Check Points (Projected)		End of FAPE Obligation (Anticipated)	
Initial Evaluations	810	Regular Diploma	369
Tri-annual Evaluations	2673	Alternate Diploma (DLM/EE)	79
Does Not Qualify (DNQ): Initial Re-evaluation	348 244 105	Certificate of Completion	26
Individual Educational Program (IEP)	8073	Age Out (turned 22 yrs)	53



Other Items of Note

SB 170 S3 *School Discipline Amendment*: defines and outlines appropriate uses of physical restraint and seclusion in schools—aligns UCA with the Administrative Board Rule R277-608

R277-608 *Prohibition of Corporal Punishment*:

- Prohibits corporal punishment
- Requires LEAs to establish ESI reporting
- Requires Bx training for all district employees who interact with students

Reduction of the Self-Contained count value from \$8,059.4 in FY25 to \$7,750.3 in FY26 which will result in a reduction of ~\$400,000 in State Special Education Funds.





*The ultimate moral test of a government is the way it treats
three groups of its citizens...*

*First, those in the dawn of life – **our children.***

*Second, those in the shadows of life – our needy, our sick,
our **[disabled]**.*

*Third, those in the twilight of life – **our elderly.***

-Hubert Humphrey

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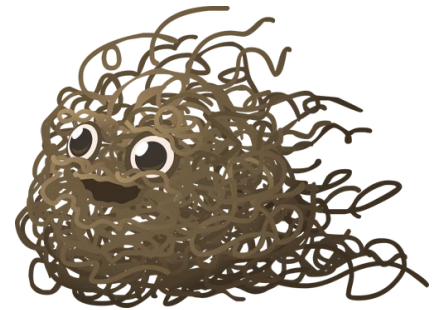
What is Special Education

Definition:

Specially designed instruction (SDI) to meet the unique needs of a SwD, provided at no cost to families.

Core Entitlements under IDEA:

- *Free Appropriate Public Education (FAPE)*
- *Individualized Education*
- *Parental involvement*
- *Due process protections*



Where did it come from?

Before 1975: Students with disabilities were often excluded from school.

1975: *Education for All Handicapped Children Act* (PL 94-142) → Guaranteed public education for students with disabilities.

1990: Renamed IDEA (Individuals with Disabilities Education Act) → Strengthened rights and accountability.

2004: Reauthorized and aligned with No Child Left Behind (NCLB)



How We Understand IDEA

Congress wrote the law... but they didn't explain it.

The Individuals with Disabilities Education Act (IDEA) is broadly written and lacks detailed guidance.

Clarity comes from:



Case Law – court decisions that interpret IDEA



Administrative Hearings – due process rulings and state complaints



Litigation Outcomes – federal and Supreme Court decisions (e.g., Endrew F., Rowley)



Much of what we know about how to follow IDEA has been defined through legal interpretation—not legislation.



The Truth about \$\$\$

[USBE Rules (2023), Section X. Special Education Funding, Pg 307.]

Special education funds, whether federal or state, **MAY NOT** be used to pay for attorney fees related to IDEA State complaints, due process hearings, representation at IEP team meetings, facilitated IEP meetings, mediation sessions, or any student-specific legal consultation.

A good estimate of legal fees in the **State of Utah** for a Due Process Hearing:

\$400/hr X 175 hours of prep (counsel, paralegal services, expert witnesses) = **\$70K**



Boundaries & Legal Exposure (Risk)

Avoid stepping into or influencing IEP Team Decisions:

 IEP teams are legally defined under IDEA—and *do not include school board members*.


 Overstepping can create liability:

1. Undermines the individualized nature of the IEP
2. Can be cited in due process hearings or lawsuits
3. May violate students' civil rights under federal law




What can you do to support?

Advocate!

 All Means All: *Every student is a general education student first. Inclusion is everyone's responsibility—from teachers to transportation.*

 Model the Mission: *Expect district leaders to embody and reinforce a culture where **belonging is lived, not just stated.***

 Invest Early: *Training, resources, and parent engagement are not just supports—they're preventative measures that reduce legal risk and build community trust.*

 Ask the Right Questions: In every decision, ask:

- *“How does this impact students with disabilities?”*
- *“Are we building or breaking access?”*



Responding to Constituent Concerns...RAP

1. Reflect

Acknowledge the parent's perspective and emotions without expressing agreement or disagreement.

- “What I’m hearing you say is...”
- “It sounds like you’re feeling...”
- “You’re concerned that...”

 *Tip: This builds trust without overstepping.*



Responding to Constituent Concerns...RAP

2. Assure

Affirm that the school team is committed to the child's success.

- "I know the team cares deeply about meeting your child's needs."
- "That's something I'm confident the team would want to discuss further."

⊘ Avoid saying:

- **"We will"** or **"We won't"** do what they're asking...

This can unintentionally commit GSD to a legal position



Responding to Constituent Concerns...RAP

3. Propose

Redirect the parent to the appropriate contact and provide a “warm hand-off”:

- “Have you spoken with your child’s case manager/Teacher?”
- “Let’s connect you with the right person—starting with your school principal.”
- “They’re the team that can make decisions together with you.”

 Reminder: *Board members, superintendents, district administrators*

CANNOT make IEP decisions—only the IEP team can.

