

DISTRICT RECONFIGURATIONS & LONG-TERM SCHOOL CLOSURES (BOARD POLICY G-5)

MAY 2023

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**SALT LAKE CITY
SCHOOL DISTRICT**
Your Best Choice

Excellence and Equity: every student, every classroom, every day



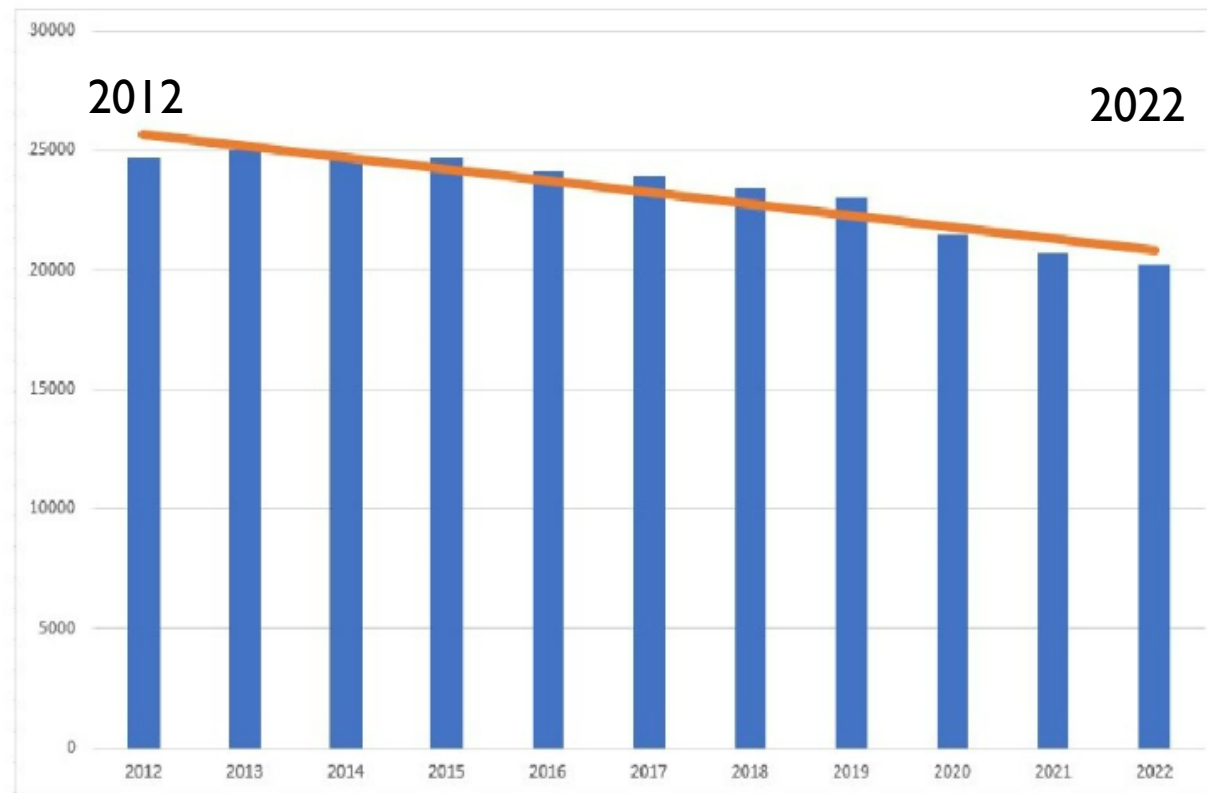
**SALT LAKE CITY
SCHOOL DISTRICT**
Your Best Choice

OUR COMMITMENTS AS A DISTRICT:

- Strive for quality district programs and opportunities that all students can access and enjoy.
- Provide ongoing educator learning so classrooms reflect best teaching practices.
- Exercise fiduciary responsibility.
- Pay attention to sustainability and environmental responsibility.

SLCSD INFORMATION SYSTEMS ENROLLMENT OF STUDENTS K-12

-17.98% Decrease
-4,446 Students



Excellence and Equity: every student, every classroom, every day

DAVIS DEMOGRAPHICS **2017**: ENROLLMENT PROJECTIONS

	FALL 2014									FALL 2022
K-6	13,431	13,070	12,465	12,008	11,453.9	10,984.9	10,550.9	10,249.8	10,033.9	
7-8	3,237	3,366	3,328	3,238	3,272.8	3,300.6	3,166.2	2,995.3	2,835.0	
9-12	6,402	6,508	6,471	6,741	6,757.3	6,740.2	6,839.4	6,755.6	6,650.8	
K-12	23,070	22,944	22,264	21,987	21,484.0	21,025.7	20,556.5	20,000.7	19,519.7	

We have **9602 K-6 students** (as of October 1, 2022). In other words – their projection was 95%+ correct.
Over the next 4-5 years, we are projected to drop down about 250 more K-6 students...

SLCSD BOARD POLICY G-5

Revised in 2022 and again
earlier this year.

Board Policy G-5: District Reconfigurations & Long-Term School Closures



REFERENCES

[G-5: Administrative Procedures, District Reconfigurations & Long-Term School Closures](#)
[Utah Code Ann. §53G-4-402\(21\), \[Local School Board\] Powers and Duties Generally](#)
[Utah Code Ann. §53G-6-302 et seq., School District Residency](#)
[Utah Admin. Code R277-437, Student Enrollment Options](#)

THE POLICY

The Salt Lake City School District Board of Education recognizes that it may be necessary to make changes in the configuration and organization of district schools; such changes may include opening or closing a school, changing the grade structure of a school, demolishing and constructing a school building, and/or changing school boundaries. The board's goal is to ensure that students are educated in school facilities that: are safe and secure; support students' health and well-being; are capable of supporting the latest in educational programming; and contain furniture, fixtures, and school spaces that facilitate teaching and learning for all students. The board seeks to maximize the efficient use of district facilities and effective administration of district schools while balancing the effect that any changes can have on parents, neighborhoods, communities, district personnel, and, of course, students. The superintendent shall annually review the organization and configuration of district schools and, if necessary, make recommendations to the board for organizational adjustments.

When reviewing the configuration and organization of district schools, the superintendent will consider all applicable factors, including but not limited to school enrollment data; facility capacity and design; school feeder patterns; federal, state, or court mandates; community input; student safety; transportation capacity; community and neighborhood identity; geographic features of the district; special program facilities; environmental factors; demographics; aesthetics; financial implications; and educational programs. The board also requires that any recommendation to change the configuration of district schools or permanently close a school will address whether the proposed change is safe, reasonable, simple, and cost effective. These four criteria will help ensure a uniform review of proposed changes and identify areas of concern that should be studied by the board.

The purpose of this policy is to encourage a regular systematic review of the configuration and organization of district schools and establish a process for making any necessary modifications to that configuration.

The board encourages school officials, teachers, school community councils, individual school patrons, and community members to bring any concerns related to the configuration of district schools to the attention of the board and superintendent at any time.

The district has set forth its specific processes for implementing this board policy through the accompanying [administrative procedures](#).

12 CONSIDERATIONS (IN NO PARTICULAR ORDER) FOUND IN BOARD POLICY G-5 PROCEDURES

- School enrollment data
- Facility capacity and design
- School feeder patterns
- Federal, state, or court mandates
- Demographics
- Community input
- Student safety
- Transportation
- Geographic features of the district
- Special programs
- Financial implications
- Student educational opportunities and academic performance

12 CONSIDERATIONS

BOARD POLICY G-5

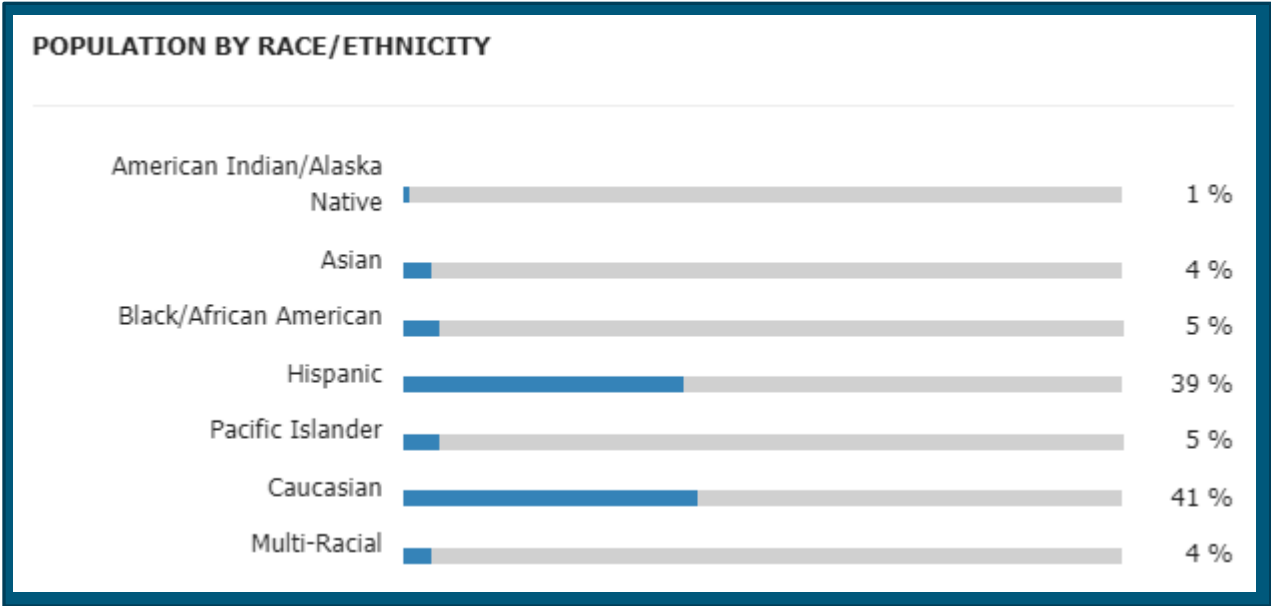
- Community input – This will occur over the next few months and is happening today!
- Student safety – We will be looking at factors like safe walking/biking routes, crosswalks, pedestrian overpasses/underpasses, crossing guards.
- Transportation –What would be the impact of buses that drop off/pick up students each day?



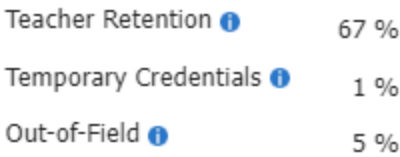
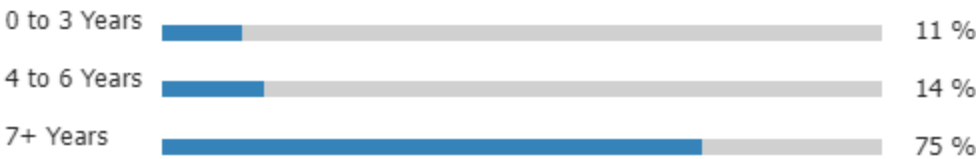
12 CONSIDERATIONS

BOARD POLICY G-5

- District Demographics (from USBE, Utah School Report Card 2021-22)



TEACHERS' YEARS OF EXPERIENCE



12 CONSIDERATIONS

BOARD POLICY G-5

- School enrollment data
- Facility capacity and design – When was the school built? What is its student capacity? How much land does it sit on? Is it a school capable of solar integration?
- Geographic features of the district – We also consider other factors like whether there are any natural boundaries or major thoroughfares for pedestrians to navigate and the possible alignment of feeder patterns.
- Special programs – Each school has special programs that MIGHT include BTS arts instruction, PreK, C&A, ELP (sometimes called “gifted & talented” programs in other districts), DLI, HUB services...



12 CONSIDERATIONS

BOARD POLICY G-5



- Financial implications – **We need the to have the right number of schools for the number of classes of students we have.**
- Student educational opportunities and academic performance – Strengths, needs, and performance are highlighted in each school's SIP (School Improvement Plan),
- School feeder patterns
- Federal, state, or court mandates – A recent state legislative audit concluded, in part, that the “Salt Lake City Board of Education should evaluate possible elementary schools for permanent closure.”



AUDIT SUMMARY

REPORT #2022-16 | December 2022

Office of the Legislative Auditor General | Kade R. Minchey, Auditor General



AN IN-DEPTH BUDGET REVIEW

SALT LAKE CITY SCHOOL DISTRICT



KEY FINDINGS

- ✓ 1.1 SLCSD's unique challenges can be more efficiently managed.
- ✓ 2.1 Actions by board members increase the risk of unrealized goals and noncompliance.
- ✓ 3.1 The district should find opportunities to replicate practices of successful schools.
- ✓ 4.2 Board policy and superintendent turnover contributed to the lack of board action on school closures.
- ✓ 5.1 Statute allows Salt Lake City and other school districts to receive an extra \$4 million in state funding.



RECOMMENDATIONS

- ✓ SLCSD should plan future expenditures with demographic changes in mind.
- ✓ The Salt Lake City Board of Education and its members should review and follow the board's policies and handbook that make it clear that board members should not be involved in day-to-day administration of the district.
- ✓ The Legislature should consider whether additional options should be placed in statute to allow school boards to hold individual board members accountable.
- ✓ SLCSD, in an effort to promote student proficiency and growth, should focus on identifying high performing teachers and replicating their successful practices with other teachers and schools where needed.
- ✓ The Salt Lake City Board of Education should evaluate possible elementary schools for permanent closure.

AUDIT REQUEST

The Legislative Audit Subcommittee requested that we perform an in-depth budget review of the Salt Lake City School District (SLCSD, or district) to determine the district's efficiency and effectiveness in using funds. This is the second in-depth budget review of a local education agency (LEA) after Senate Bill 160 was passed in 2021 which expanded the scope of in-depth budget reviews to include LEAs.

BACKGROUND

SLCSD oversees the education of around 20,000 students and has experienced a decline in enrollment since 2015. Overall district expenditures in fiscal year 2021 were \$302 million.

As part of our audit work, we created a school district dashboard that highlights districts' demographics, expenditures, student achievement, and other information.

Click or Scan for School
District Dashboard



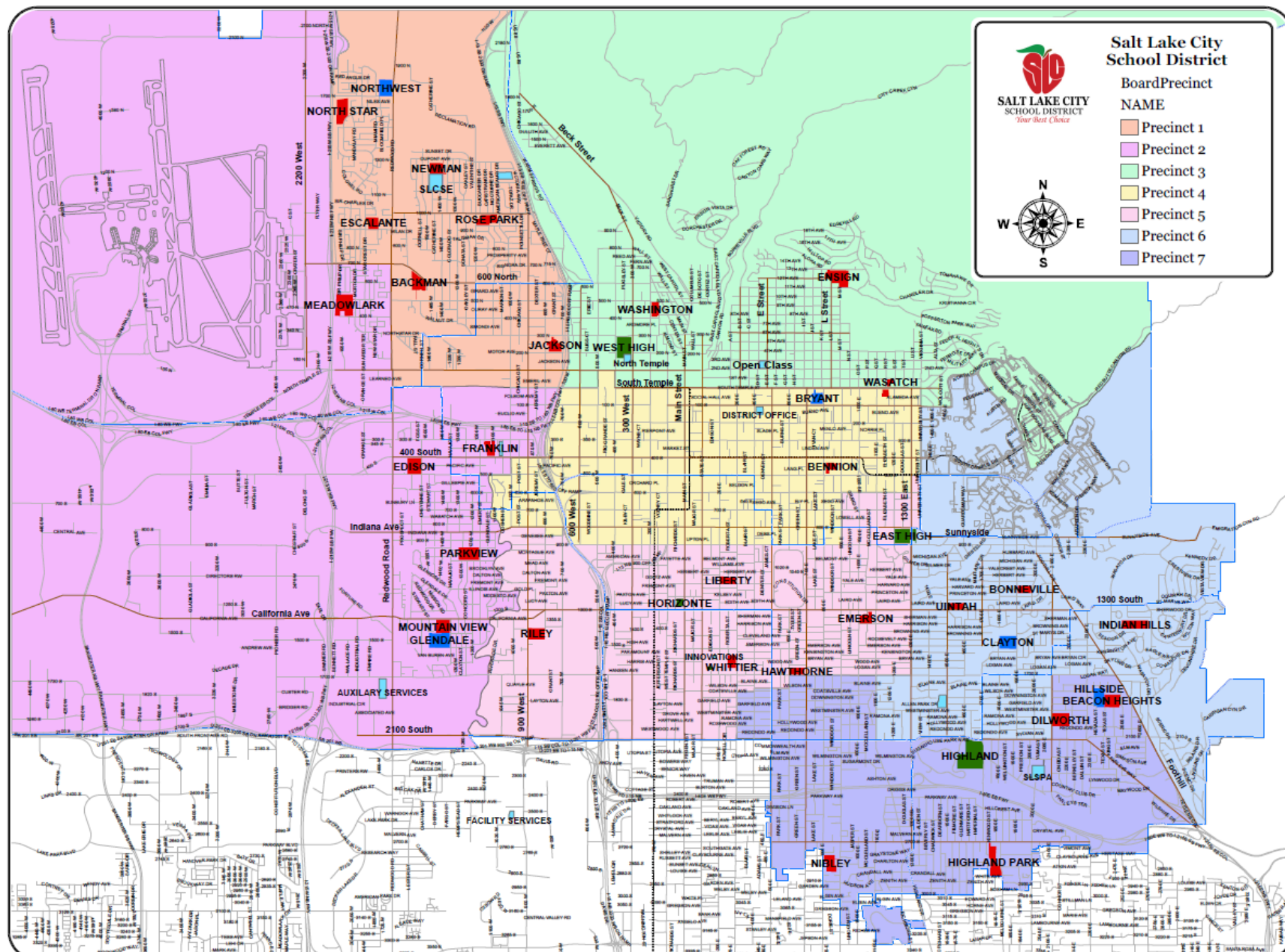
FINDING THE RIGHT SIZE FOR EACH GRADE IN EACH ELEMENTARY SCHOOL OFFERS SOLUTIONS.

For example, with three teachers per grade level, we can:

- Promote adequate choice for students and families.
- Provide effective collaboration for teachers during professional learning opportunities.
- Allow for special focus programs such as Dual Language Immersion.
- Ensure space is available for music and other programs (without portables).
- Minimize teachers having to teach split classes or change grade levels as often.
- Find a better balance between our district's Standard Programs and unique neighborhood programs.

WHEN AN ELEMENTARY SCHOOL IS TOO SMALL:

- This can create a lack of funds (schools are funded on a per-pupil formula) for strategic staffing needs and program supports. Support of programs: funding should be sufficient to make a meaningful difference (like TSSA funds, Trust Land funds, and Title funds).
- It can be much harder to maintain effective SCCs, PTAs, and other parent volunteer efforts because there are simply fewer parents to do effective work.
- Efficient use of support educators is compromised (one administrative team for 250 students or that same team at a school with 500 students).
- One ineffective classroom can greatly impact grade-level or school data.
- We are not being fiscally responsible with our use of the building itself and district resources needed to maintain that building.



Our SEVEN
Board Members
each represent
a PRECINCT in
Salt Lake City.

Excellence and Equity: every student, every classroom, every day

Area 1:
7 elementary schools

Area 2:
5 elementary schools

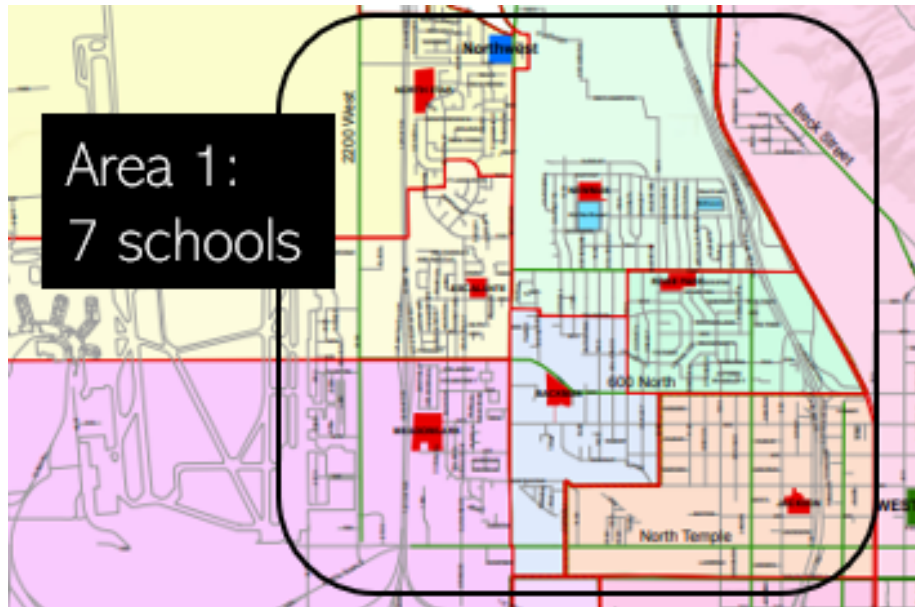
Area 3:
7 elementary schools

Area 4:
8 elementary schools

Map Key:

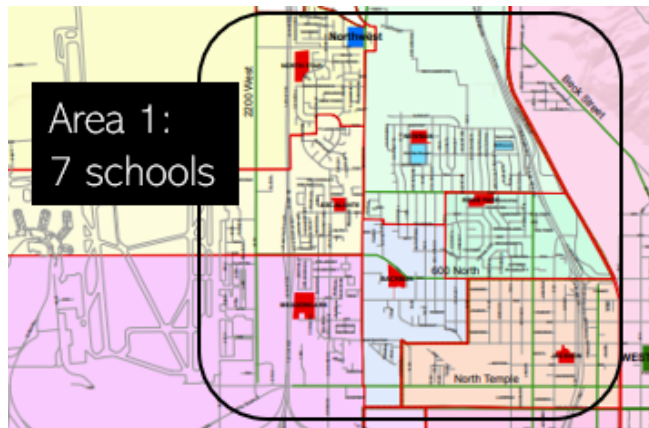
- Elementary
- Middle
- High

AREA 1: SEVEN ELEMENTARY SCHOOLS



1. Backman
2. Escalante
3. Mary W. Jackson
4. Meadowlark
5. Newman
6. North Star
7. Rose Park

AREA 1: SEVEN ELEMENTARY SCHOOLS



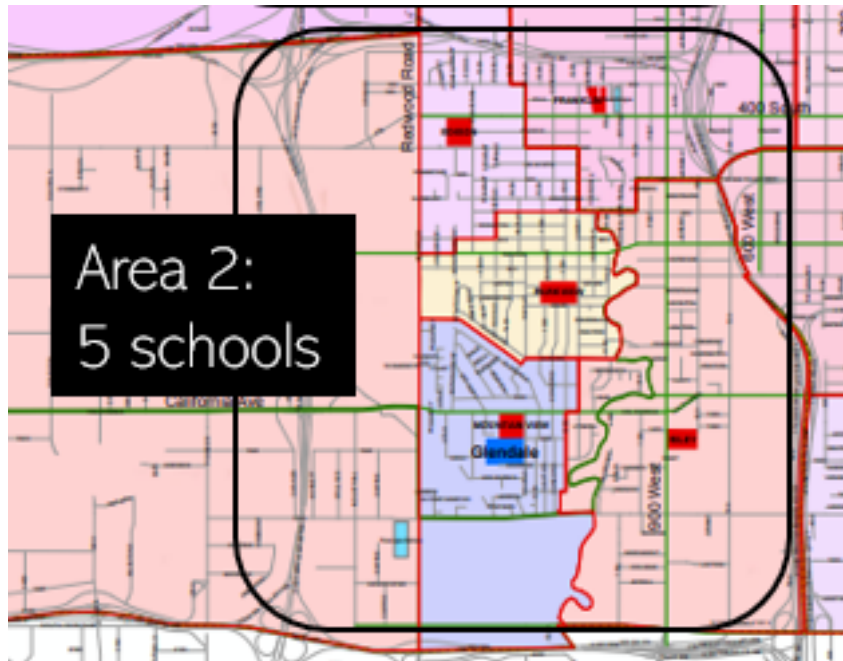
Total number of K-6 students enrolled in Area 1:	2,300
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Number of K-6 schools needed based on 550 students per school / 3 teachers per grade	4.18
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Total number of K-6 students residing in Area 1:	2,425
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Number of K-6 schools needed based on 550 students per school / 3 teachers per grade	4.41
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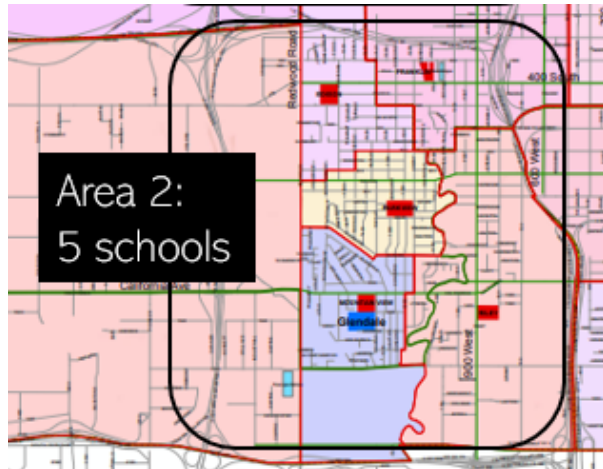
AREA 2: FIVE ELEMENTARY SCHOOLS



1. Edison*
2. Franklin
3. Mountain View*
4. Parkview*
5. Riley*

** K-5 school feeding to Glendale Middle –
this is the only area with K-5 schools.*

AREA 2: FIVE ELEMENTARY SCHOOLS (K-5 OPTION)



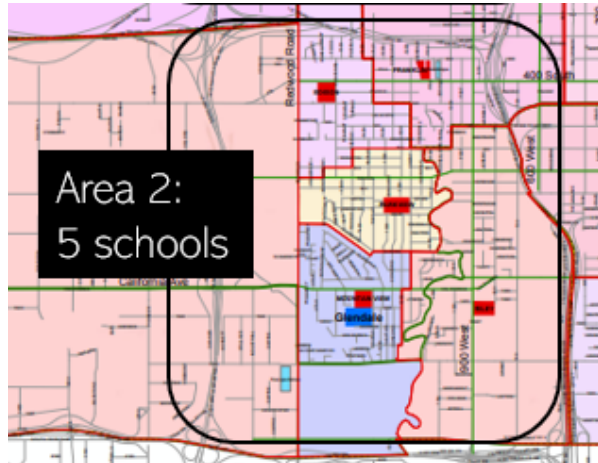
Total number of K-5 students enrolled in Area 2:	1,535
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Number of K-5 schools needed based on 460 students per school / 3 teachers per grade	3.34
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Total number of K-5 students residing in Area 2:	1,471
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Number of K-5 schools needed based on 460 students per school / 3 teachers per grade	3.20
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AREA 2: FIVE ELEMENTARY SCHOOLS (K-6 OPTION)



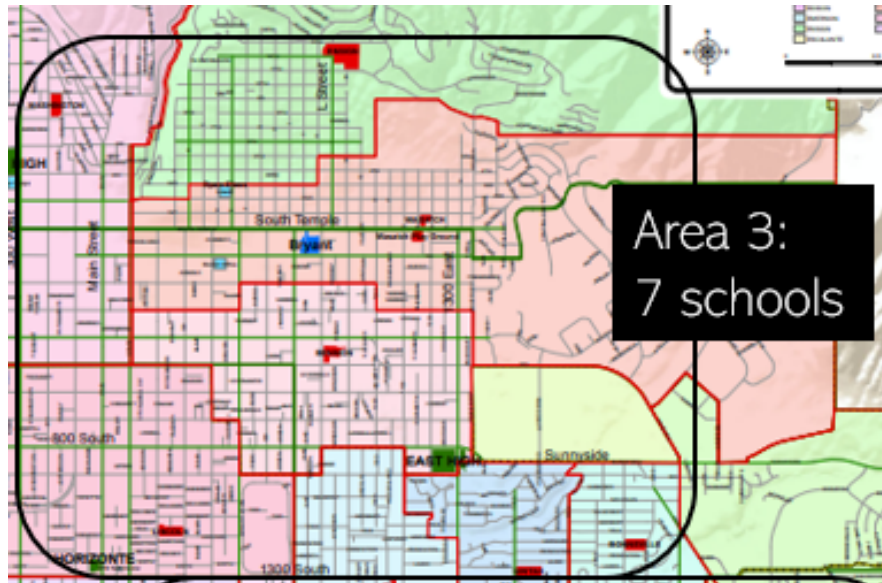
Total number of K-6 students enrolled in Area 2:	1,577
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Number of K-6 schools needed based on 550 students per school / 3 teachers per grade	2.87
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Total number of K-6 students residing in Area 2:	1,513
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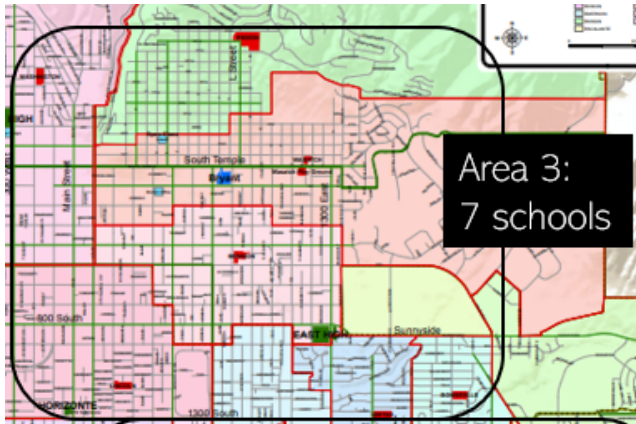
Number of K-6 schools needed based on 550 students per school / 3 teachers per grade	2.75
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AREA 3: SEVEN ELEMENTARY SCHOOLS



1. M. Lynn Bennion
2. Bonneville
3. Ensign
4. Liberty
5. Uintah
6. Wasatch
7. Washington

AREA 3: SEVEN ELEMENTARY SCHOOLS



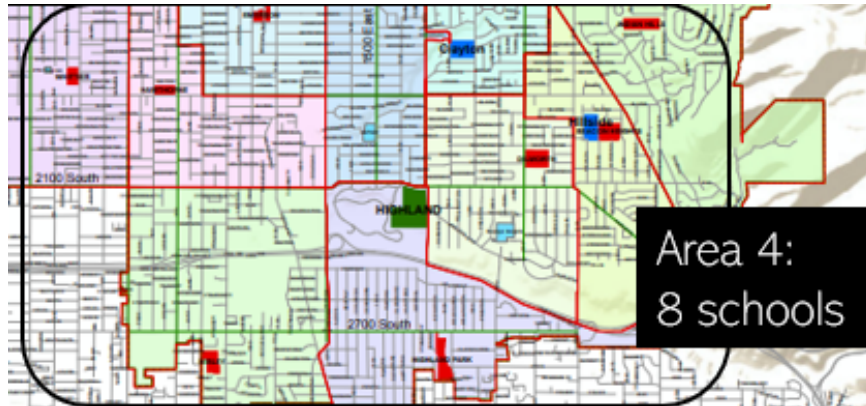
Total number students of K-6 <i>enrolled</i> in Area 3:	2,217
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Number of K-6 schools needed based on 550 students per school / 3 teachers per grade	4.03
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Total number of K-6 students <i>residing</i> in Area 3:	2,277
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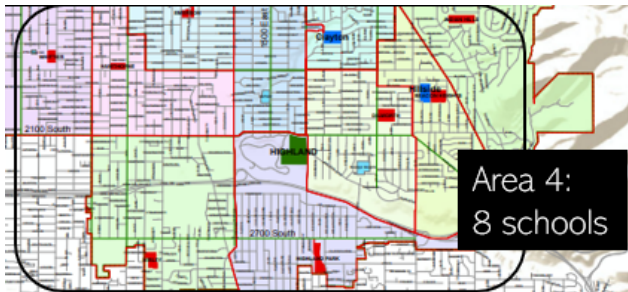
Number of K-6 schools needed based on 550 students per school / 3 teachers per grade	4.14
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AREA 4: EIGHT ELEMENTARY SCHOOLS



1. Beacon Heights
2. Dilworth
3. Emerson
4. Hawthorne
5. Highland Park
6. Indian Hills
7. Nibley Park (K-8)
8. Whittier

AREA 4: EIGHT ELEMENTARY SCHOOLS



Total number of K-6 students of enrolled in Area 4:	3,283
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Number of K-6 schools needed based on 550 students per school / 3 teachers per grade	5.97
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Total number of K-6 students residing in Area 4:	2,730
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Number of K-6 schools needed based on 550 students per school / 3 teachers per grade	4.96
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OUR BOARD APPROVED THESE ACTIONS:

- Study all elementary schools in Area 1 for potential boundary change, including possible closures.
- Study all elementary schools in Area 2 for potential boundary change, including possible closures.
- Study all elementary schools in Area 3 for potential boundary change, including possible closures.
- Study all elementary schools in Area 4 for potential boundary change, including possible closures.

*Any boundary changes/school closures would be for the 2024-2025 school year.

Currently, we are not only meeting with the principals and SCC Chairs (as described here), we are also meeting with each SCC and holding Community Meetings (this is one of the four meetings).

District Website:

<https://www.slcschools.org/departments/information-technology/boundaries-and-planning/population-and-boundary-study>

POPULATION & BOUNDARY STUDY (2022-24)

(Dates are approximations and may be modified in extenuating circumstances.)

JULY 2022-FEBRUARY 2023

Superintendent and Cabinet review data and generate potential study list of schools for Board consideration.

FEBRUARY 2023

Board approves recommendation to study all elementary schools for potential boundary change or closure.

MARCH-MAY 2023

The Options Committee is convened. Assigned staff meet with impacted principals and School Community Council (SCC) chairs to generate a core set of options for the Options Committee to consider.

MAY-JUNE 2023

Options Committee studies core options to generate a list of *viable* options. Viable options are presented to the impacted school principals and SCC chairs for their comment before being presented to the Board in July.

JULY 2023

The Options Committee reports its recommendation of viable options to the Board & shares comment from impacted schools.

Excellence and Equity: every student, every classroom, every day

CONTINUATION INTO FALL...

This is all part of the administrative procedures found in Board Policy G-5.

AUGUST 2023

The Board determines which, if any, of the recommended options to approve for further study. City leaders and parents of students who attend any potentially impacted schools are notified of any approved recommendations.

SEPTEMBER-OCTOBER 2023

Approved recommended options may be presented at public information sessions in September and October. All public comments are gathered and analyzed.

NOVEMBER 2023

Two public comment periods may be held during November Board meetings. The Director of Boundaries and Planning provides feedback to the Board from the public information sessions. The recommended options for boundary changes or closure may be placed on a Board discussion agenda.

MORE INFO:



DECEMBER 2023-JANUARY 2024

The Board holds a public hearing, and the recommended options are placed on a Board discussion agenda. If the Board takes action, final options are placed on the action agenda for the NEXT board meeting.

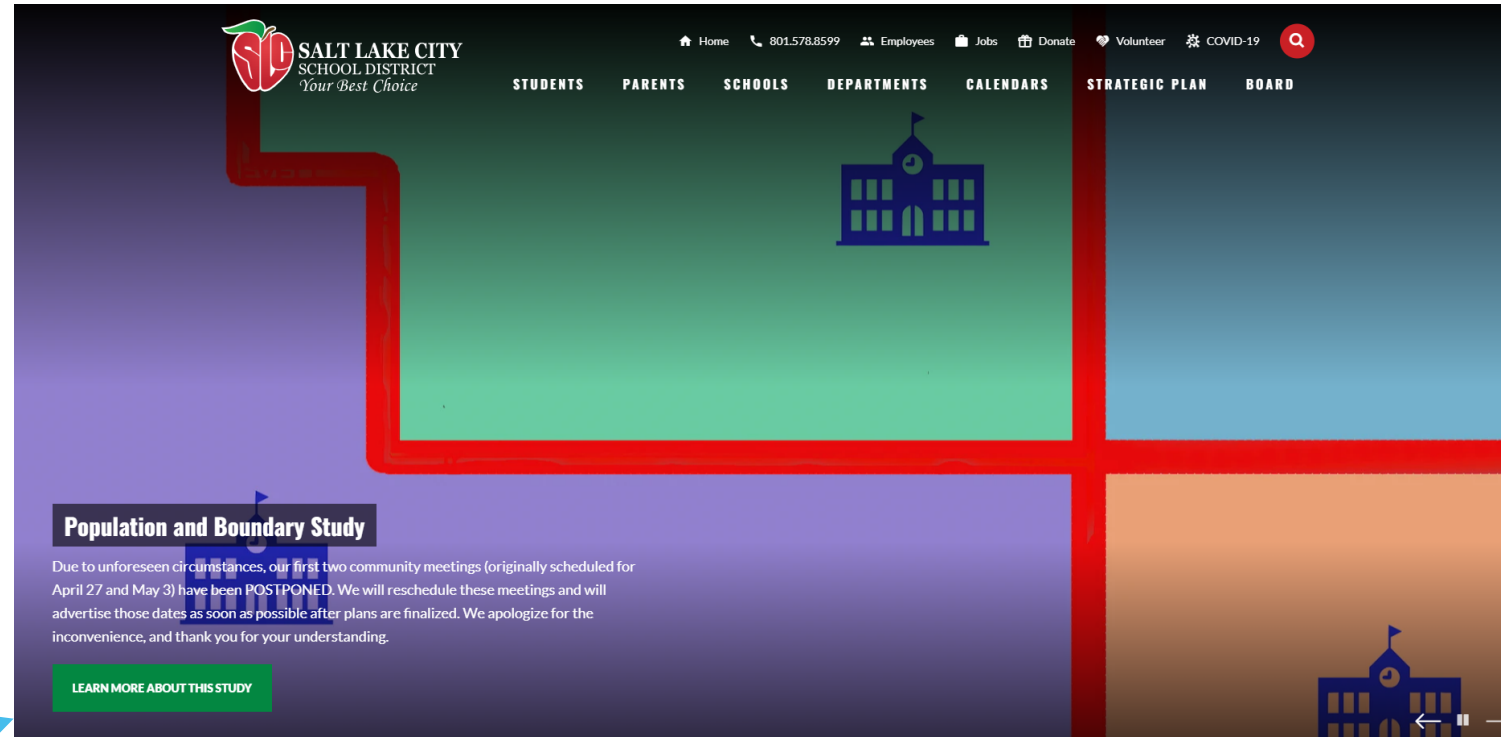
Approved changes, reconfigurations, or long-term closures are implemented on a timeline specific to the needs of the affected schools and communities.

UPCOMING COMMUNITY MEETINGS

- Monday, May 22 @ 5:30 p.m.
Glendale Public Library (*1375 South Concord, SLC, UT*)
- Tuesday, May 23 @ 5:30 p.m.
Salt Lake City Main Library (*210 East 400 South, SLC, UT*)
- Thursday, May 25 @ 5:30
Clayton Middle School (*1470 South 1900 East, SLC, UT*)
- Thursday, June 1 @ 5:30 p.m.
Northwest Middle School (*1730 West 1700 North, SLC, UT*)

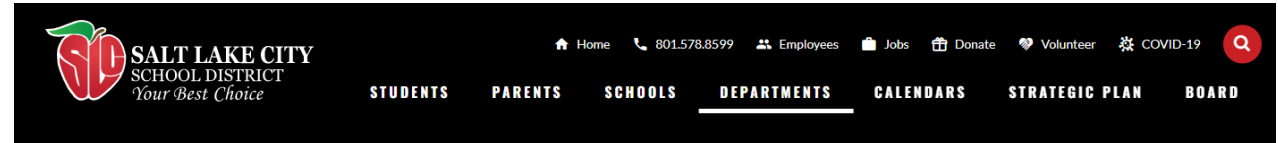
FIRST-HAND INFORMATION SHARED WITH ALL BOARD MEMBERS:

1. Go to slcschools.org.
2. Click on the green button in the bottom left-hand corner when you see this graphic on the home-page scroll.



FIRST-HAND INFORMATION SHARED WITH ALL BOARD MEMBERS:

3. Now click on the “SEND US YOUR COMMENTS” button.
4. Fill out the online form (in English or Spanish)



Population and Boundary Study

The Board is currently engaged in a Population and Boundary Study. During a public meeting in February, the Board approved a recommendation from Superintendent Bates and his Cabinet to study ALL district elementary schools, divided by quadrants, for possible boundary realignment or school closure. The directive to study all elementary schools may be surprising, but we know a change in one school community may impact neighboring schools. It's important for the district and Board to take all factors into consideration when making decisions that may lead to possible boundary changes or possible school closures.

Per [Board Policy G-5](#), this careful process spans two school years. Over the next few months, our new Director of Boundaries and Planning will meet with school community councils, principals, and others, and receive input from community members and stakeholders as they examine the "study list," which consists of all district elementary schools. The Options Committee will bring options and potential solutions to the Board, and there will be open houses and opportunities for public comment in the fall. A decision could be made by the Board in December 2023 or January 2024.

Other Resources

SEND US YOUR COMMENTS

PRESENTATION FROM BOARD
MEETING ON FEB. 7, 2023

POLICY G-5 GRAPHIC - SHOWING
TIMELINE OF STUDY PROCESS

Excellence and Equity: every student, every classroom, every day

COMMENTS QUESTIONS

Excellence and Equity: every student, every classroom, every day



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