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**Board of Education Study Session**  
Tuesday, October 21, 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. **WELCOME** President McDermott
2. **STUDY ITEMS**
  - A. Curriculum Adoption Process Dr. Noelle Converse 2
  - B. Population Analysis Committee Update Steve Hogan, Director Planning and Boundaries 16
  - C. Master Board Training
3. **EXECUTIVE SESSION: Litigation**
4. **ADJOURN**

\* \* \* \* \*

Complete texts of agenda are available at [www.graniteschools.org](http://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.

# Instructional Materials in Granite School District

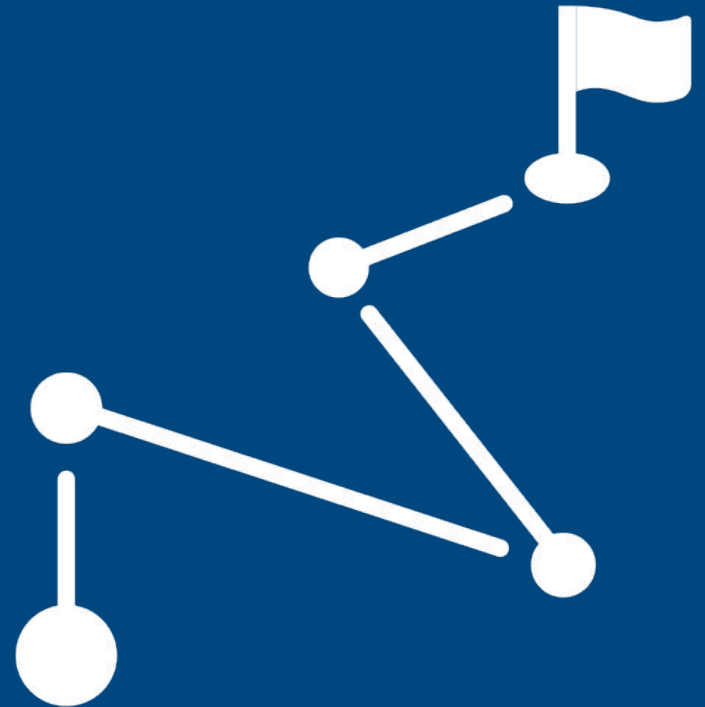
October 21, 2025 Board Study Session

Dr. Noelle Converse, Curriculum and Instruction Director



# Objectives

- Define **curriculum** under Utah state law, USBE rule and GSD district policy.
- Describe the **processes** and **resources** we rely on when selecting curriculum in GSD.
- Outline the upcoming curriculum adoptions in a **5-year timeline**.



# What does the term *“curriculum”* mean?

## Merriam Webster Definition

- “1. The courses offered by an educational institution.
2. A set of courses constituting an area of specialization.”



# What does the term “*curriculum*” mean?

## Utah Code Definition

“Instructional materials [are] resources used to support student learning, including textbooks, digital materials, videos, and online applications, per [Utah Code Section 53G-10-103](#).”



# What does the term “*curriculum*” mean?

Utah State Board  
of Education

“Instruction materials are any systematically arranged content in text, digital, Braille, or audio format used within the state's curriculum framework for public school courses...They are designed to facilitate learning and can be used by students, teachers, or both as principal sources of study.

[R277-469. Instructional Materials Operating Procedures.](#)”



# What does the term “*curriculum*” mean?

## Utah Core Standards

“As described in the Utah State Legislature’s [Title 53E-4-202: Core Standards for Utah Public Schools](#), the Utah State Board of Education (USBE) shall establish the core standards for Utah public schools that: Identify the basic knowledge, skills, and competencies each student is expected to acquire or master as the student advances through the public education system; and increase in depth and complexity from year to year and focus on consistent and continual progress within and between grade levels and courses.”



# What does the term “*curriculum*” mean?

## GSD Policy

**1. Instructional Materials** include any curricular materials centrally adopted in accordance with GSD Article X.A.6.Learning Materials, specifically defined in [Administrative Memorandum 140](#).

**ELA example:** Into Reading

**Math example:** I-Ready Math



# What does the term “*curriculum*” mean?

## GSD Policy



**2. Supplemental Materials** include materials not centrally selected by the district.

Schools and teachers may select additional instructional materials outside of the central adoptions in accordance with X.A.6.Learning Materials, specifically defined in [Administrative Memorandum 140](#).

**Examples:** Open Education Resources (OER), Bridges Math Intervention.

# How do we select Instructional Materials?

All instructional material central adoptions follow the GSD Instructional Materials Adoption process defined in Administrative Memorandum 140.

The content areas of ELA, Math, and Science have materials that are adopted district-wide.



# How do we select Supplemental Materials?

For other content areas, we use supplemental materials which consist of state approved open educational resources, resources adopted at the school level, and teacher chosen materials.

All supplemental material selections also adhere to the GSD Instructional Materials Adoption process defined in Administrative Memorandum 140.



# USBE Resources

## Instructional Materials Center

“The purpose of state recommendation of instructional materials is to provide the schools of the state the very best available core-related materials and to eliminate instructional materials that violate Utah Administrative Code or Utah State Board Rules.

[Recommended Instructional Materials System \(RIMS\) Searchable Database](#)



# USBE Resources

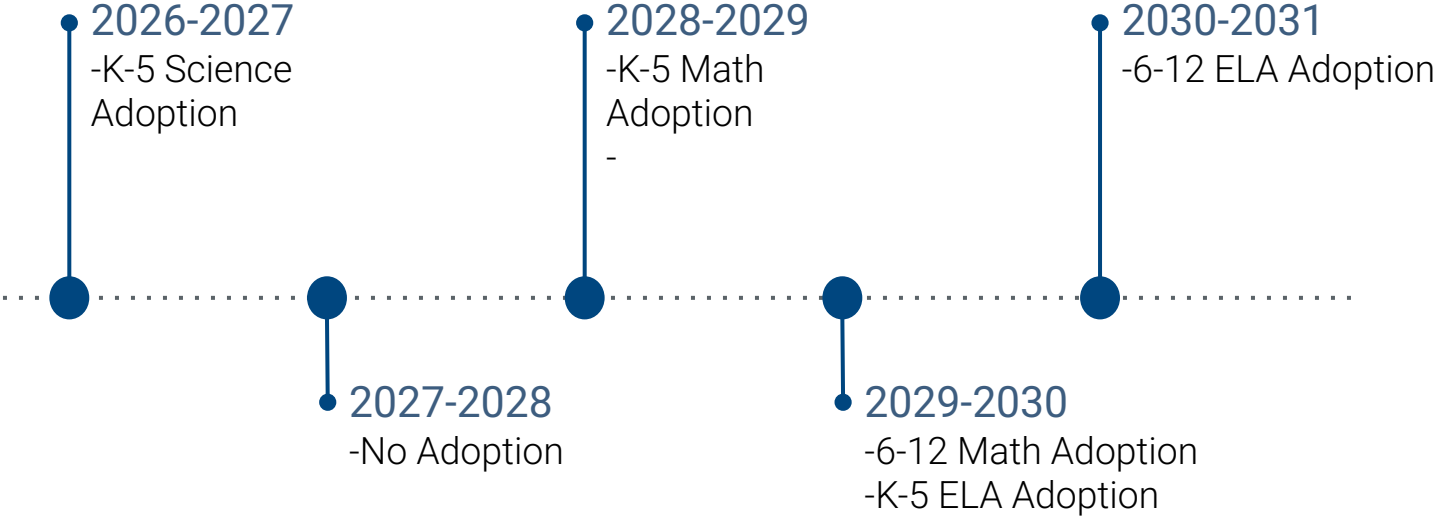
## Open Education Resources

“Effective resources are available to provide Utah teachers, students, and parents with materials that support the Utah Core Standards, instruction, and teaching. These resources are created by groups of content and teaching experts, including university faculty, district and school specialists, teachers, and The Utah State Board of Education staff.”

[Open Education Resources](#)



# 5 Year Curriculum Adoption Timeline



In Granite School District (GSD) we are committed to full transparency, and to providing a clear understanding of why, when and how the district office, schools, and individual teachers select and use curriculum and content resources as tools to teach the Utah core standards in compliance with Utah laws and rules.



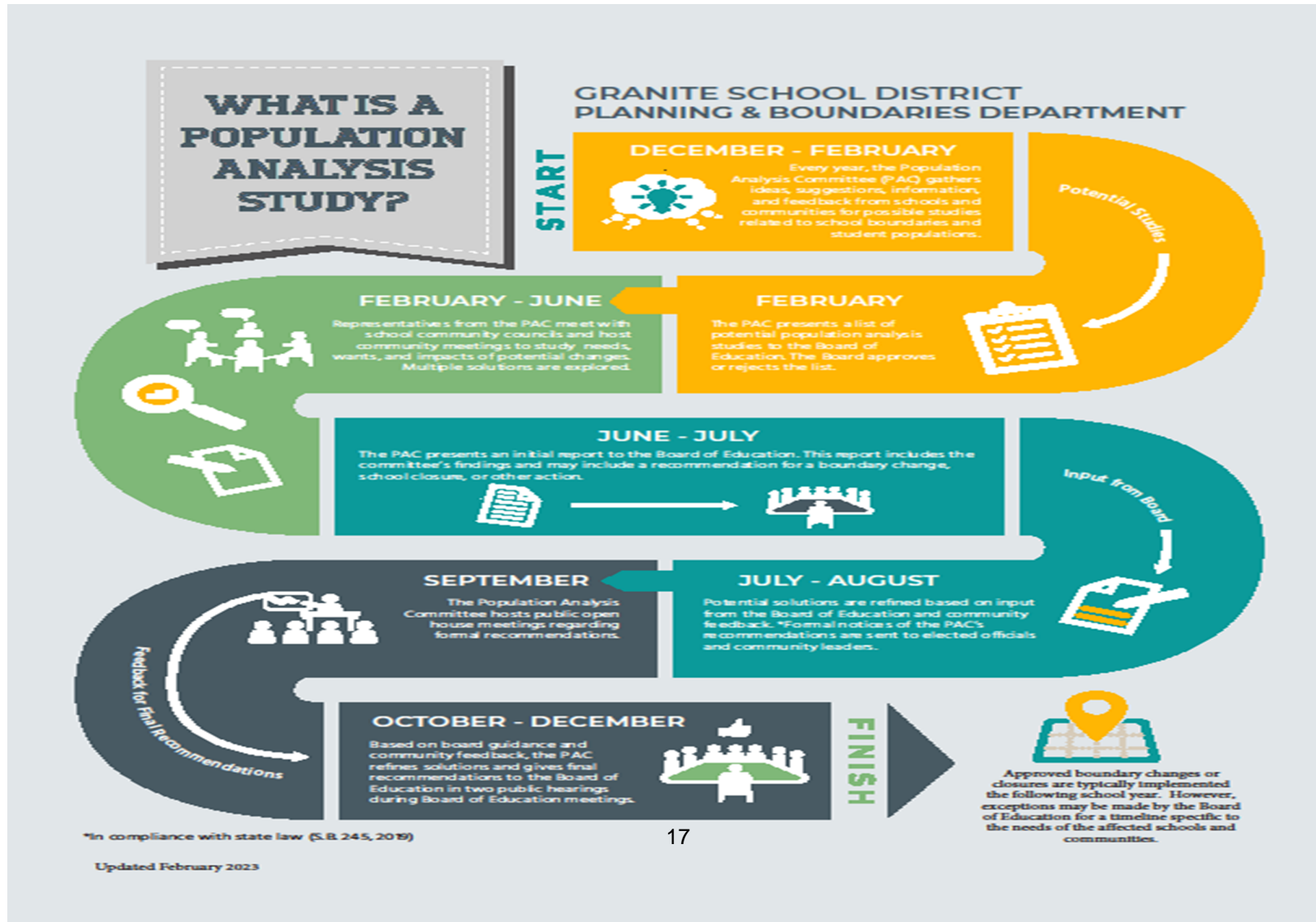
# ***GSD Board Study Session***

***October 21, 2025***

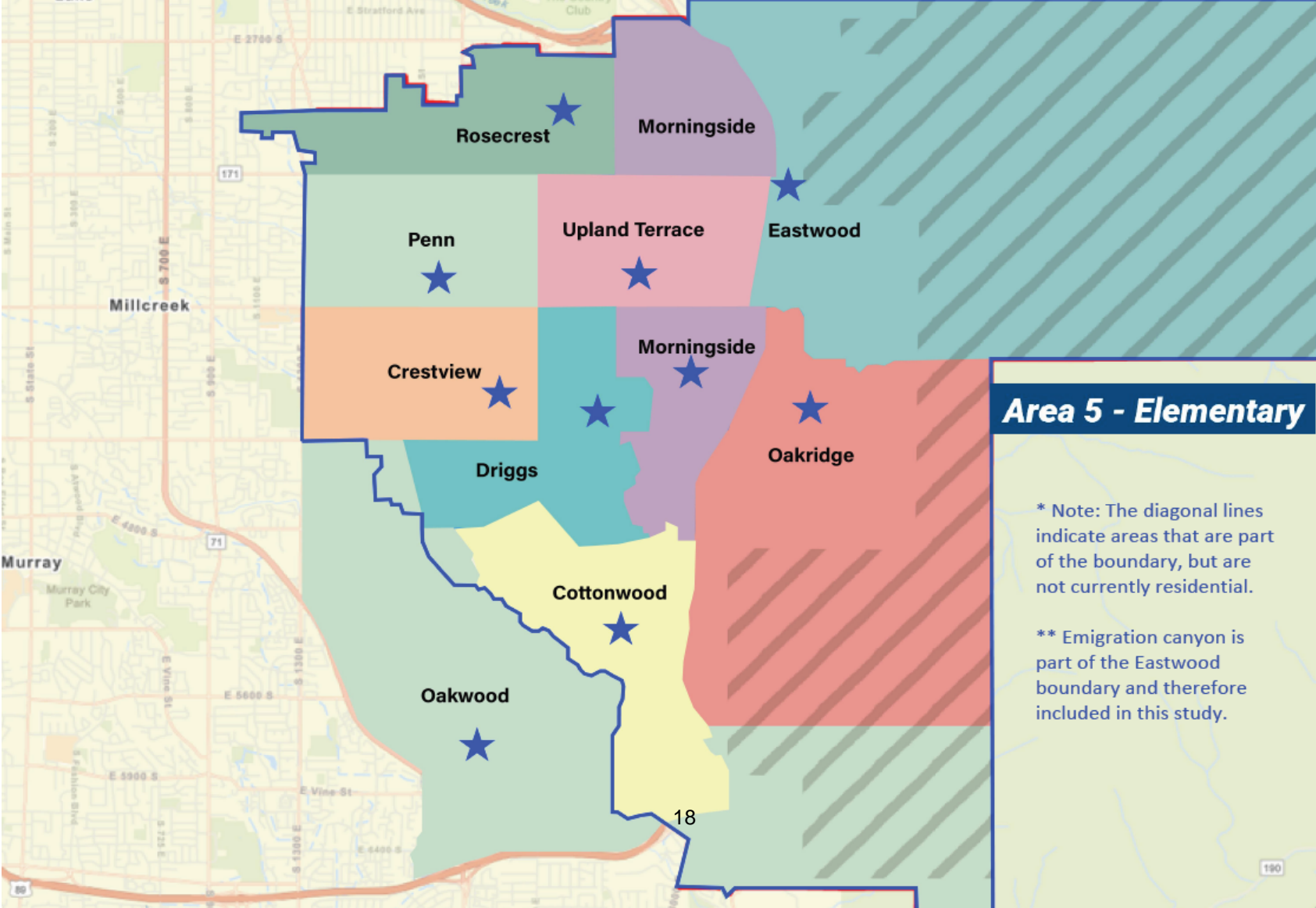
## **Elementary Boundary and Closure Study**

**Area 5**

# The GSD Study Process



# Area 5 - Elementary



## Area 5 - Elementary

\* Note: The diagonal lines indicate areas that are part of the boundary, but are not currently residential.

\*\* Emigration canyon is part of the Eastwood boundary and therefore included in this study.



# *Factors Considered in a Boundary Change or Closure*

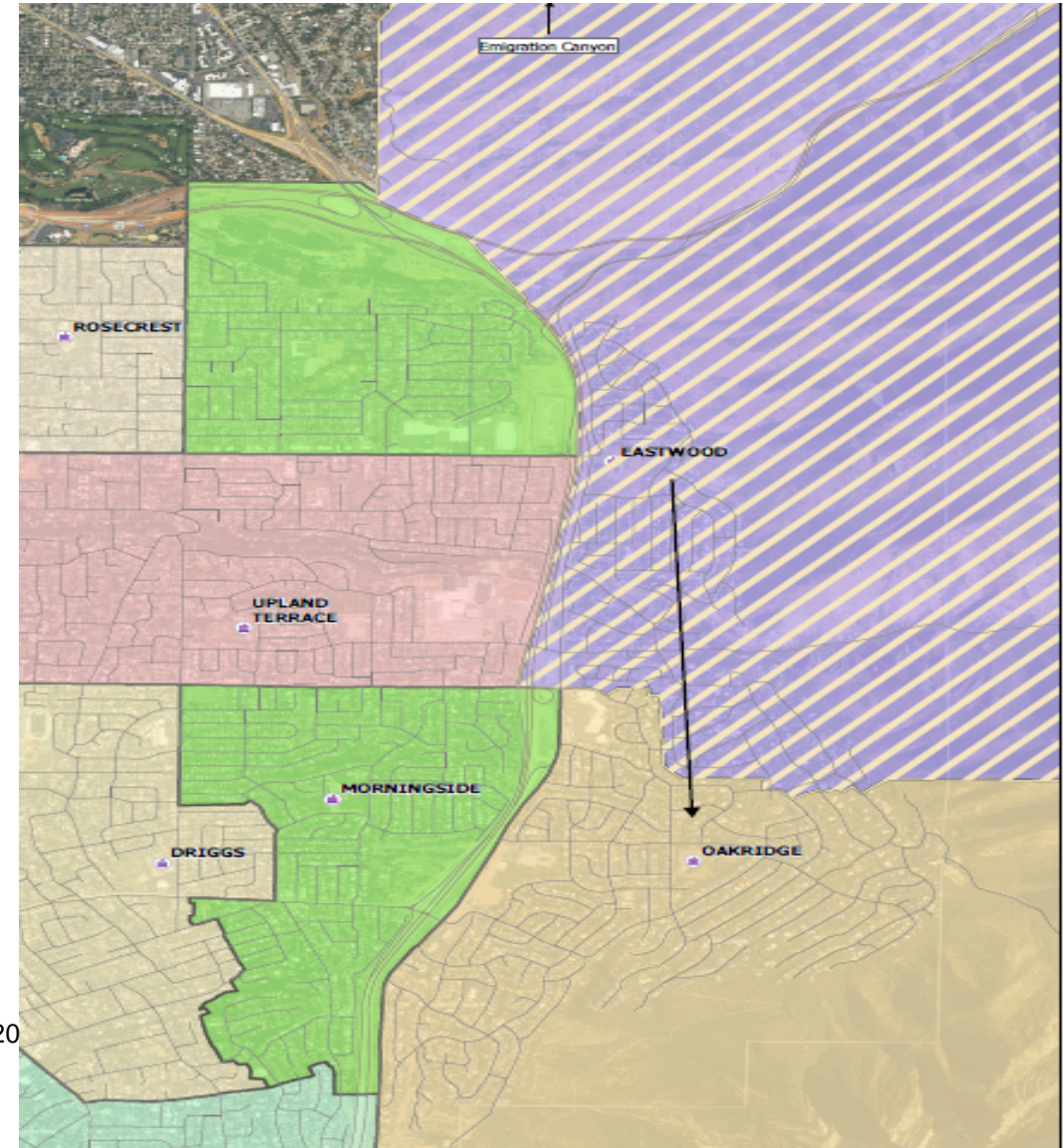
**Include, but not limited to:**

- ❖ **Current and Future Enrollment**
- ❖ **School Programs and their Impacts**
- ❖ **Facility Condition (FCI)**
- ❖ **Contiguous Boundaries**
- ❖ **Transportation**
- ❖ **Safest Walking Routes**
- ❖ **Efficiency of District Resources and Fiscal Considerations**
- ❖ **Other Factors Unique to the Study Area**



# Proposed Eastwood and Oakridge Merger

- The Eastwood campus would be closed and merge with Oakridge
- Oakridge is more centrally located for *most* students in the new boundary
- Closer to Churchill, which enhances vertical articulation (PLC's and IB)
- Larger building capacity at Oakridge
- Pick-up and drop-off more of a challenge at Eastwood as enrollment is increased
- Oakridge's internal ADA access
- Gold STEM designation would remain



# Current Classes – Eastwood and Oakridge

2025-2026  
School Year

**SCHOOL NAME: Eastwood Elementary**

Grade	Teacher Name	No. of Students	Grade TOTAL
Kindergarten			
OEK	Teacher 1	16	31
OEK	Teacher 2	15	
First Grade			41
	Teacher 3	21	
	Teacher 4	20	
Second Grade			42
	Teacher 5	27	
	2nd/3rd grade split (Teacher 6)	15	
Third Grade		11	39
	Teacher 7	28	
Fourth Grade	Teacher 8	36	36
Fifth Grade			51
	Teacher 9	25	
	Teacher 10	26	
<b>Total K-5 Enrollment</b>			<b>240</b>

2025-2026  
School Year

**SCHOOL NAME: Oakridge Elementary**

Grade	Teacher Name	No. of Students	Grade TOTAL
Kindergarten			
OEK	Teacher 1	26	26
OEK			
First Grade	Teacher 2	27	27
Second Grade			48
	Teacher 3	23	
	Teacher 4	25	
Third Grade			45
	Teacher 5	22	
	Teacher 6	23	
Fourth Grade			44
	Teacher 7	33	
	4th / 5th grade split (Teacher 8)	11	
Fifth Grade		19	53
	Teacher 9	34	
<b>Total K-5 Enrollment</b>			<b>243</b>



# Merging Eastwood and Oakridge

Granite's newest high achieving Elementary School



# *Enrollment Projections 2026-2027*

- **The new combined school enrollment: 486 students**
  - 218 K-2
  - 268 3-5
- **FTE:**
  - $218 \div 24 = 9.08$  FTE
  - $268 \div 27.25 = 9.83$  FTE
  - **Total: 19 FTE**



# Class Size in the combined school

**Available FTE: 19**

- **Kindergarten: 59 students - 20 per class = 3 FTE**
- **1<sup>st</sup> Grade: 68 students - 23 per class = 3 FTE**
- **2<sup>nd</sup> Grade: 91 students - 23 per class = 4 FTE**
- **3<sup>rd</sup> Grade: 86 students - 29 per class = 3 FTE**
- **4<sup>th</sup> Grade: 86 students - 29 per class = 3 FTE**
- **5<sup>th</sup> Grade: 96 students - 32 per class = 3 FTE**

**24 Total = 19 FTE total**



# TSSA – LAND Trust

• TSSA allocation for 486:	\$84,782.62
• LAND Trust allocation for 486:	\$78,173.71
<b>Total Funds:</b>	<b>\$162,956.33</b>

**Additional FTE to lower class size: \$105,000 (average)**

**Leaving \$57,956.33 for supplies, PD, family engagement, coaching, paras, etc.**

**(Smaller schools do not generate enough soft money to add FTE and these additional items. Their entire budget is not enough for a 1.0 FTE.)**



# Academic Excellence

- **Proficiency: Average across all tested subjects is a combined 77%**
  - This ranks this school amongst the highest in the state
- **Growth: Average across all tested subjects is a combined 68%**
  - This ranks at or above superior on Utah's accountability model



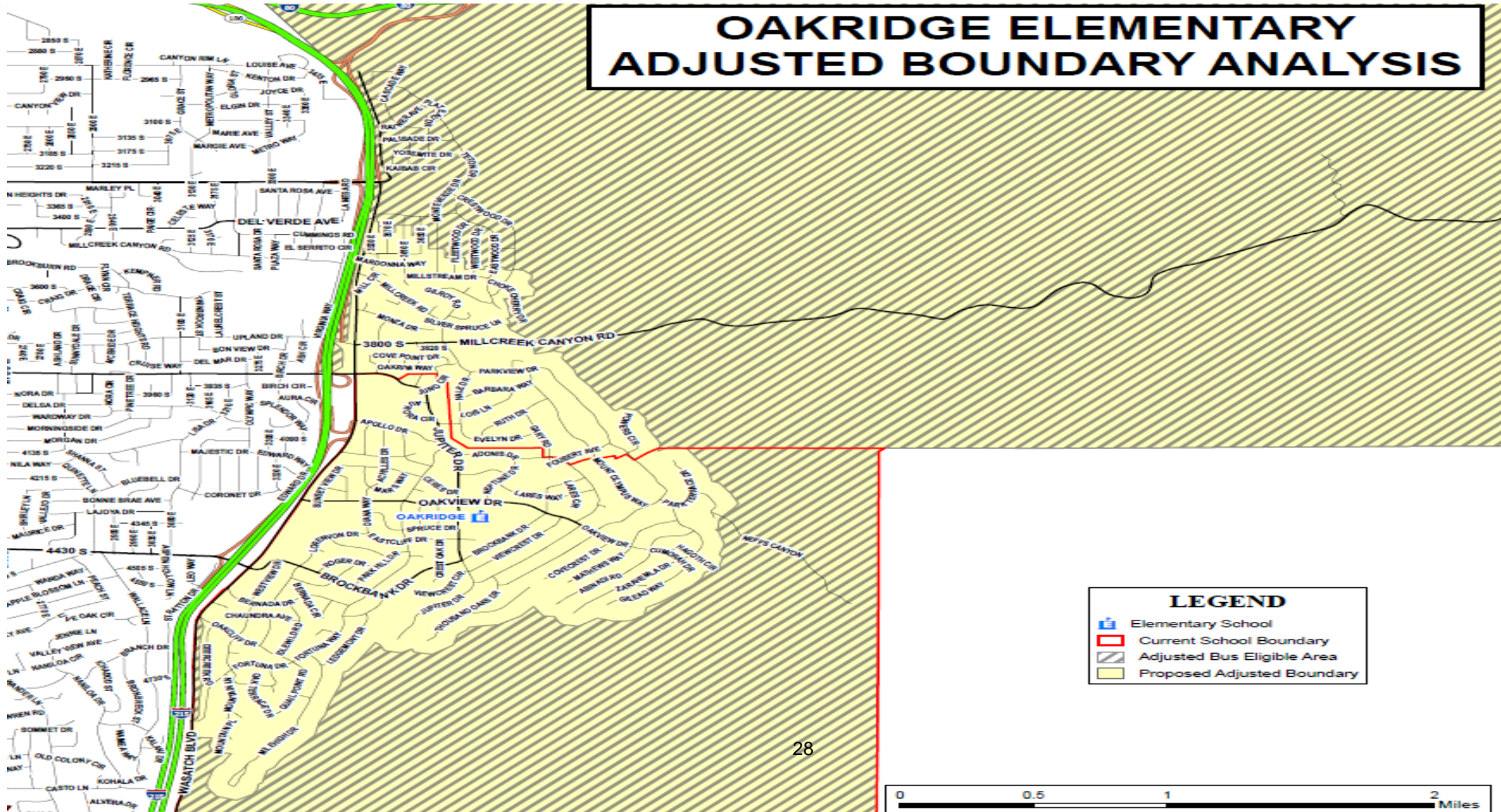
# School Systems of Support and

## Improvement

- **PLCs – 3-4 in every grade level for enhanced collaboration**
- **Choice – School/families have choice in teacher/student fit**
- **Committees/Responsibilities – 19 people to share the load**
- **Bus/Recess – Additional teachers and itinerant staff to share the load**
- **Fund Raising – Larger community base to share the load**
- **Friendship/Experience – Recess and informal activities involve larger groups that provide enhance opportunities for all students**
- **Cohort Size – Developing alongside 60-100 classmates provides enhanced experiences in learning inside and outside and improves transition to Jr. High**

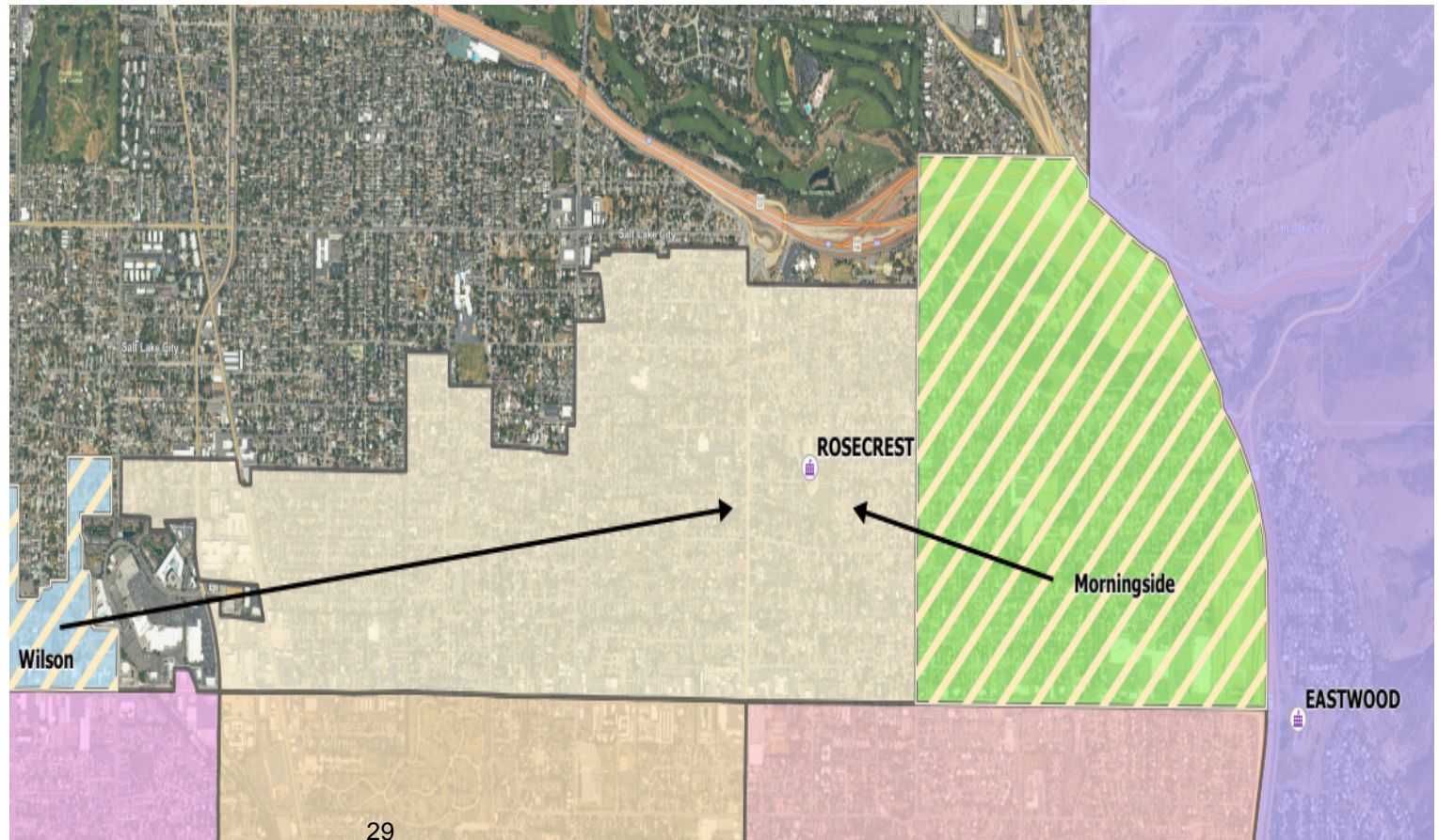


# Oakridge Busing Eligible Map

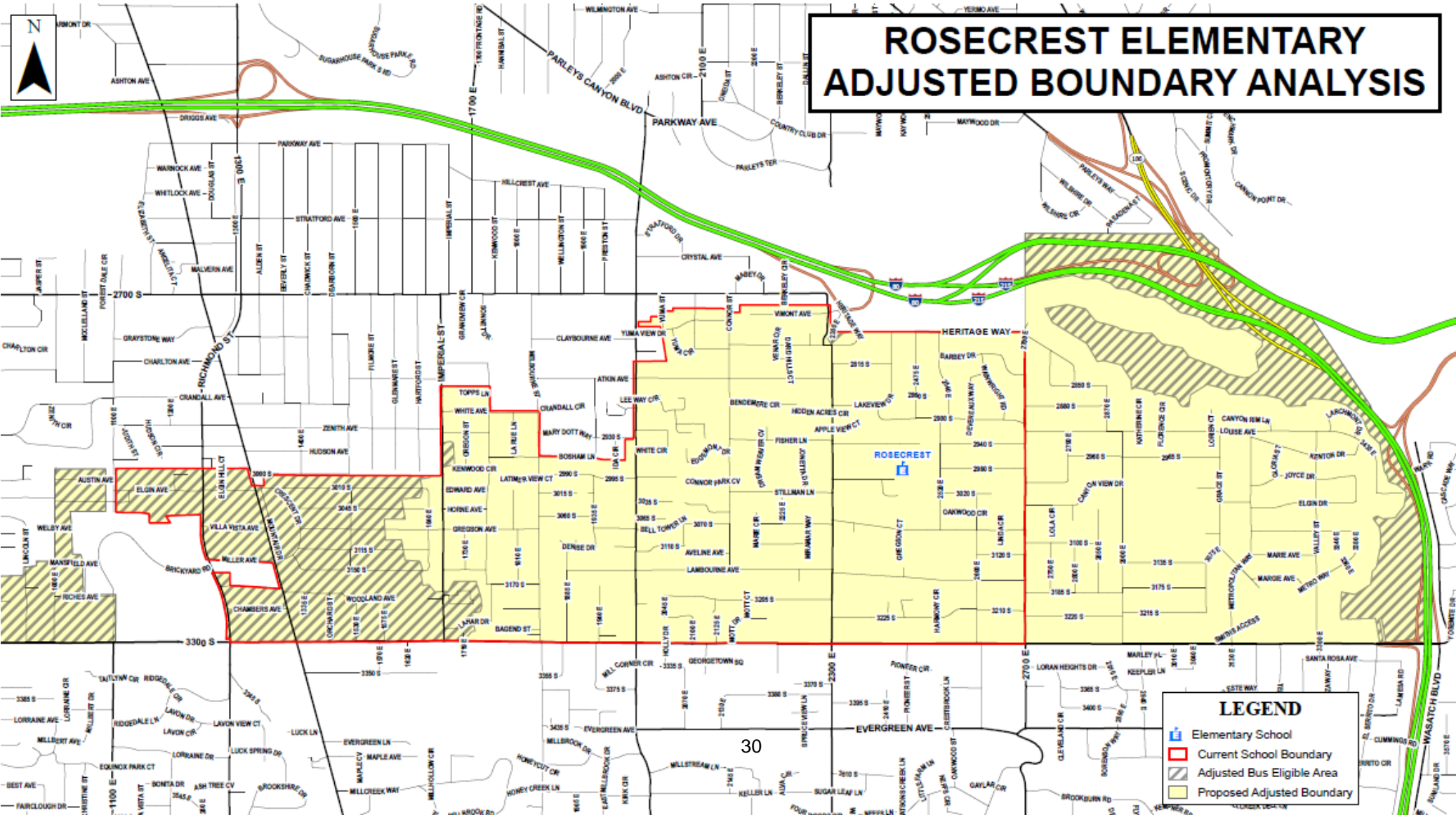


# Proposed Boundary Changes to Rosecrest

- **Makes geographic sense for the non-contiguous portion of Morningside and increases Rosecrest by ~40 students**
- **Wilson boundary - creates a clean feeder to Evergreen and Olympus and also adds another ~15-20 students to Rosecrest**



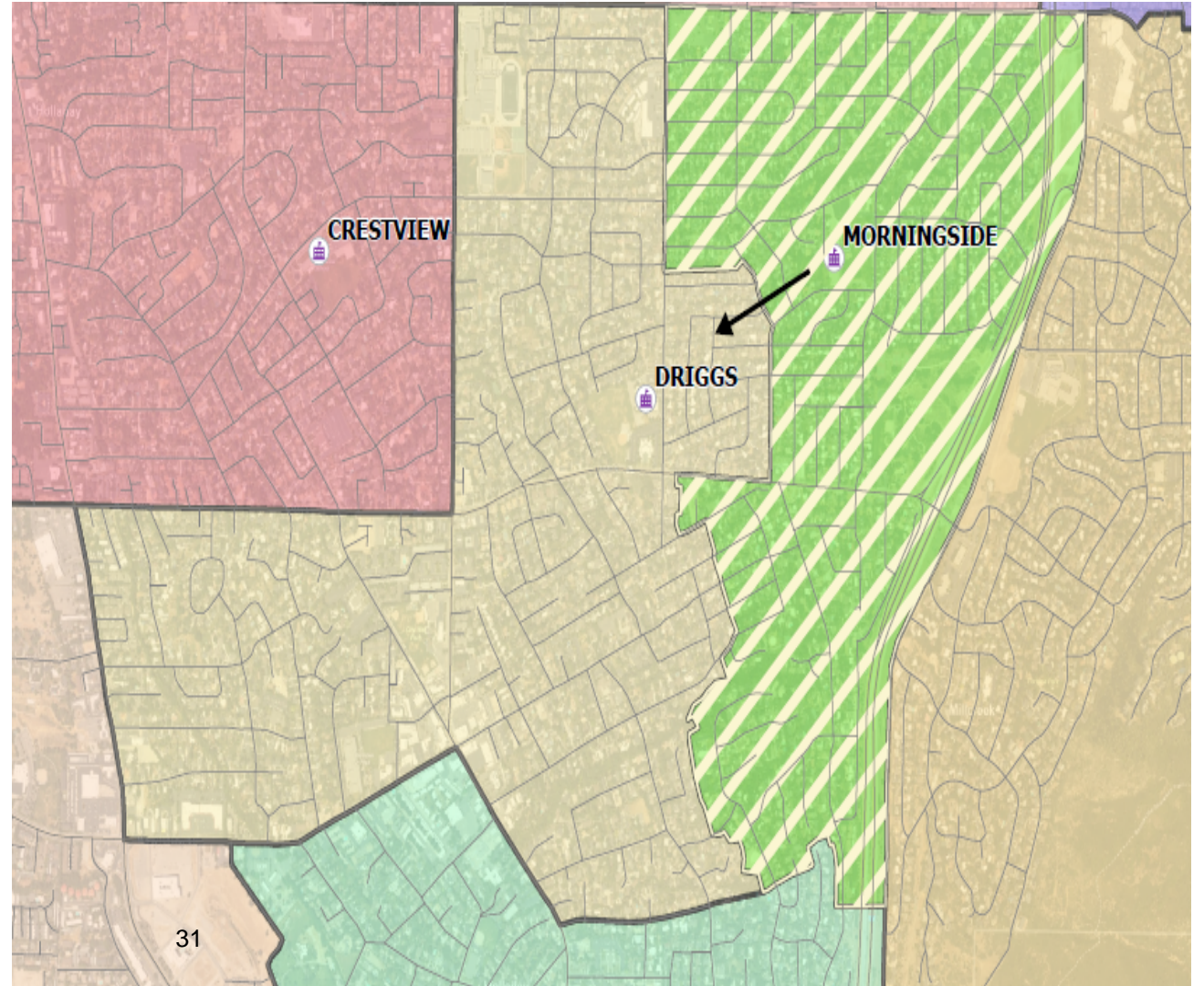
# Rosecrest Busing Eligible Map



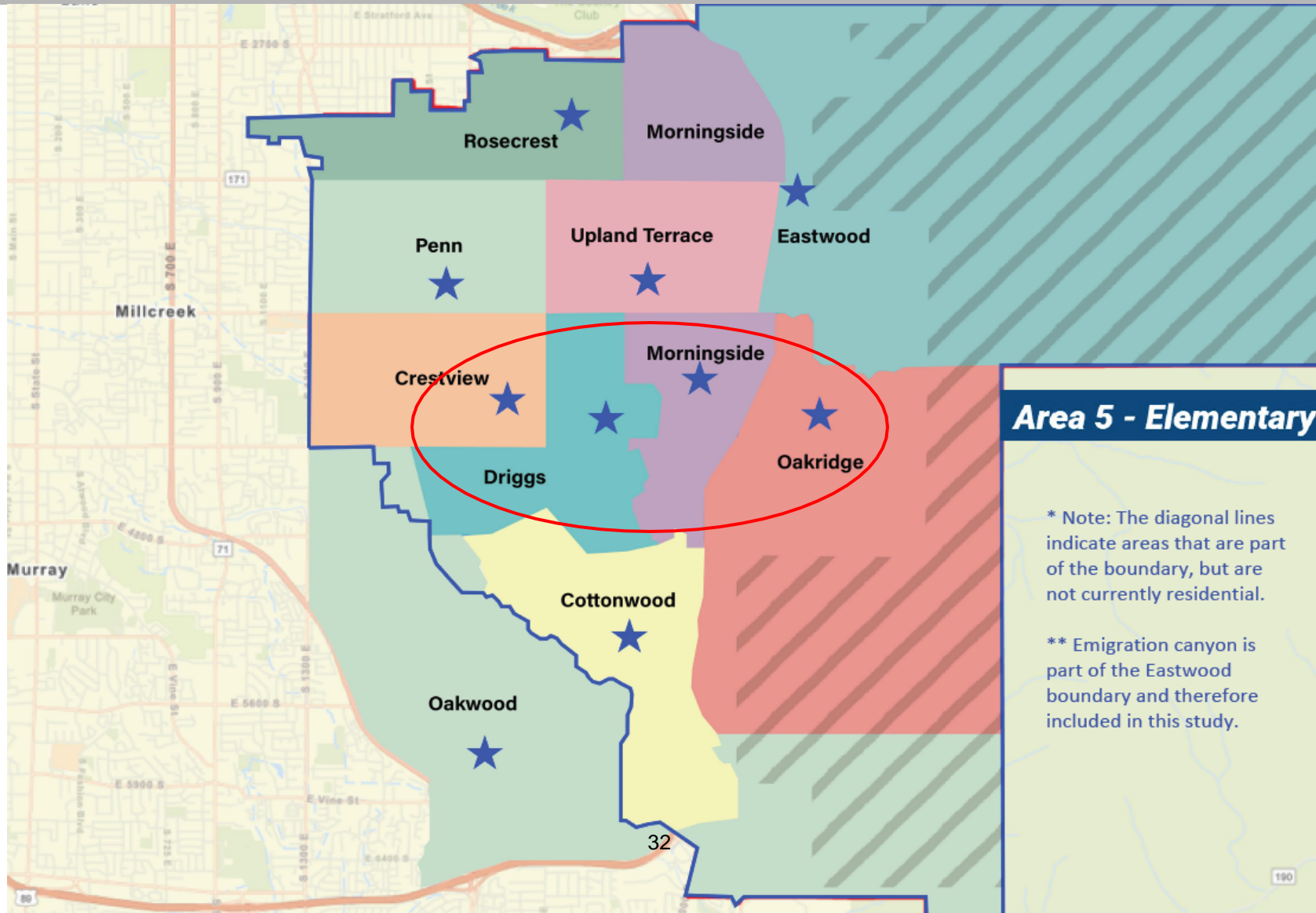
# Morningside Closure

## Why?

- Lower *in-boundary* School Utilization %
  - Non-Contiguous boundary
  - Lower FCI
  - School Cluster (next slide)
  - Impact on traditional classes
  - Helps balance out enrollment in other schools
- 
- All Morningside students from this area would become boundaried to Driggs Elementary
- 
- No Jr High boundaries changes



# Schools in Close Proximity



# Current Classes – Morningside

2025-2026 School Year	SCHOOL NAME: <b>Morningside Elementary</b>		
Grade	Teacher Name	No. of Students	Grade TOTAL
<b>Kindergarten</b>			
OEK	Traditional	24	69
OEK	Traditional	23	
OEK	Traditional	22	
<b>First Grade</b>	French	29	97
	French	29	
	ALC	26	
	Traditional 1st/2nd grade split	13	
<b>Second Grade</b>		4	81
	French	26	
	French	25	
<b>Third Grade</b>	ALC	26	110
	French	27	
	ALC	30	
	Traditional	27	
<b>Fourth Grade</b>	French	27	117
	French	26	
	ALC	31	
	Traditional	33	
<b>Fifth Grade</b>	French	22	94
	French	22	
	ALC	29	
	Traditional	21	
		33	
<b>Total K-5 Enrollment</b>			<b>568</b>

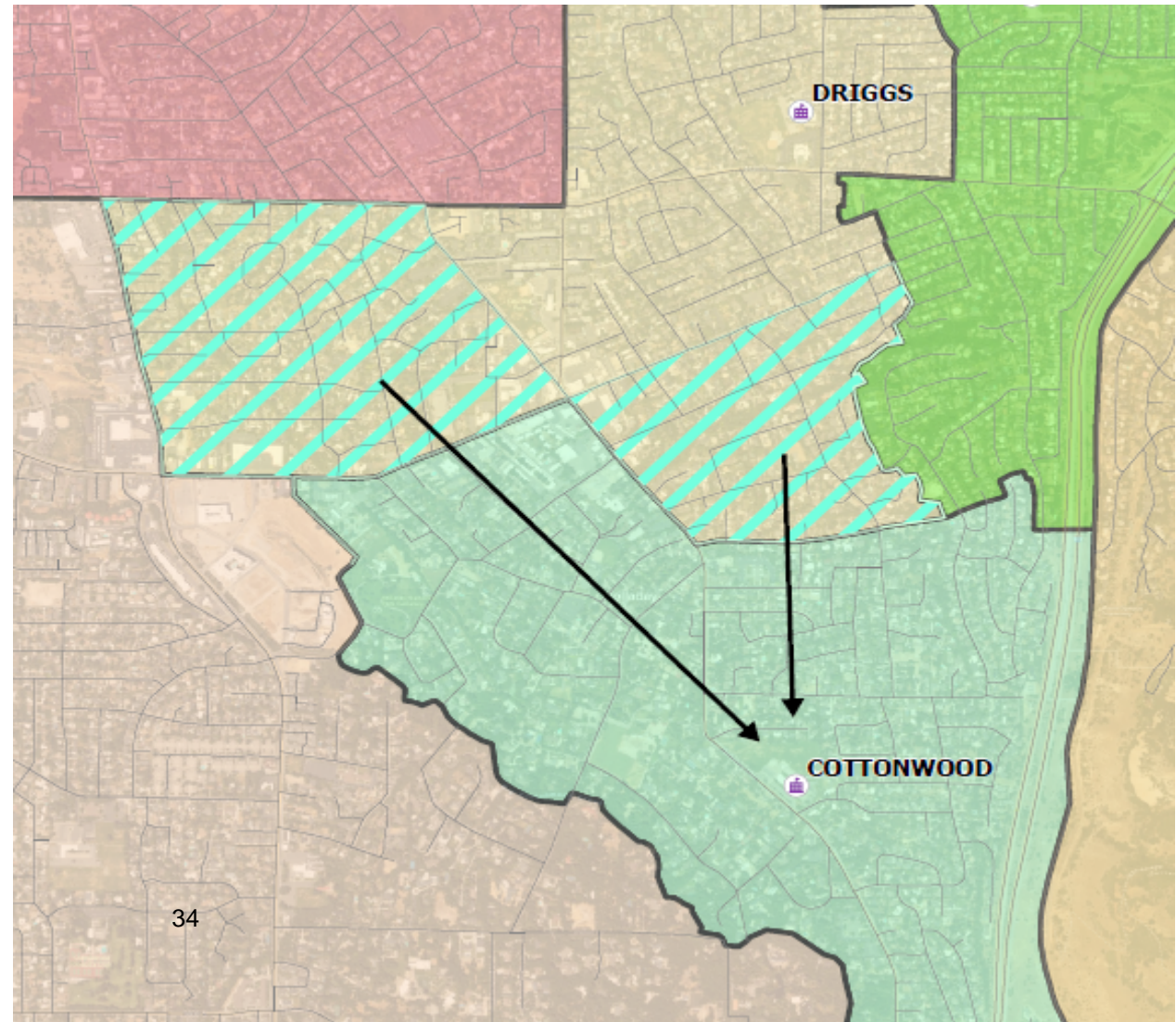


# Driggs to Cottonwood Boundary Change

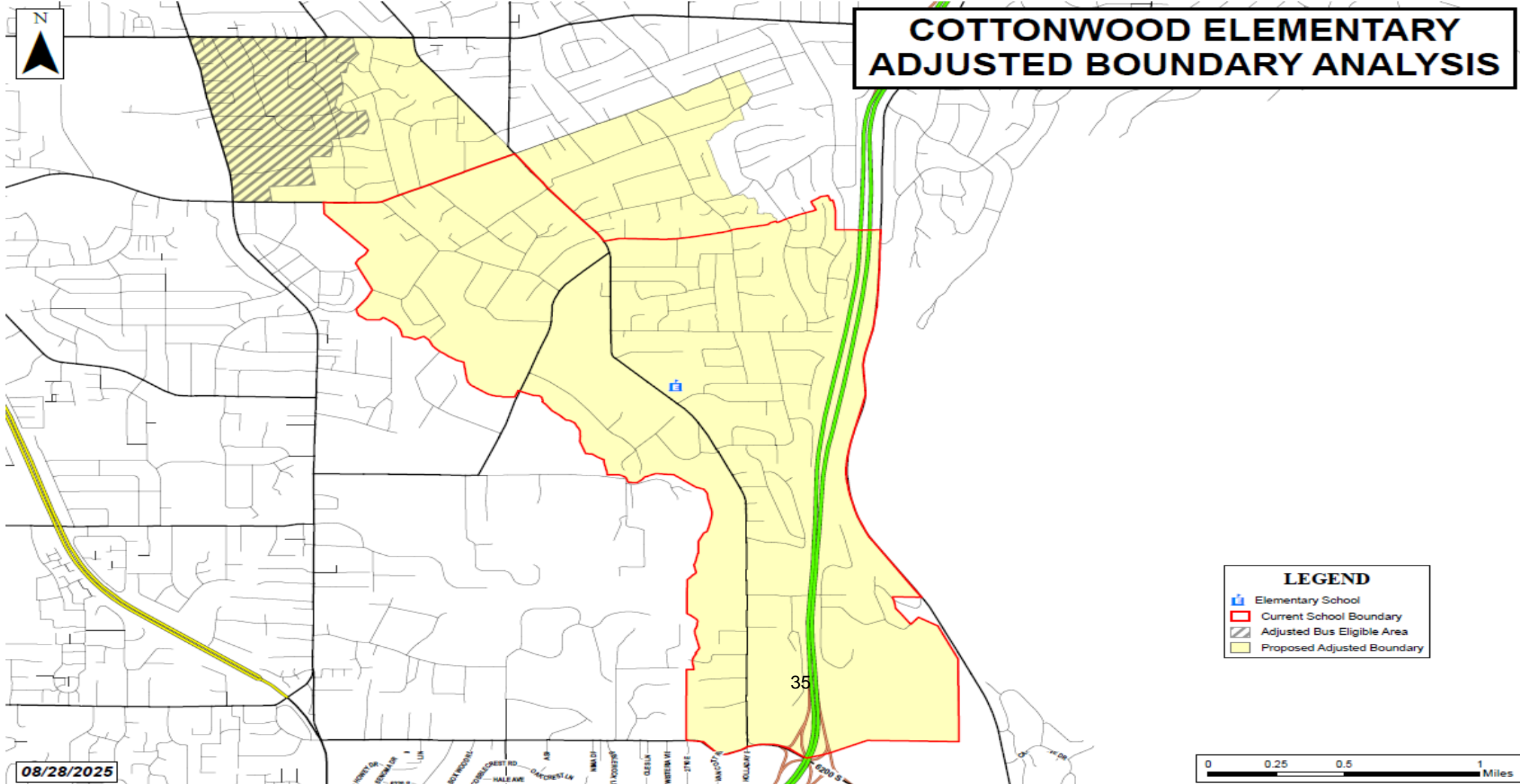
- **Two areas of Driggs would become boundaried to Cottonwood**

**~ 70 students west of Holladay Blvd**

**~30 students south of Murray  
Holladay/Apple Blossom Ln**



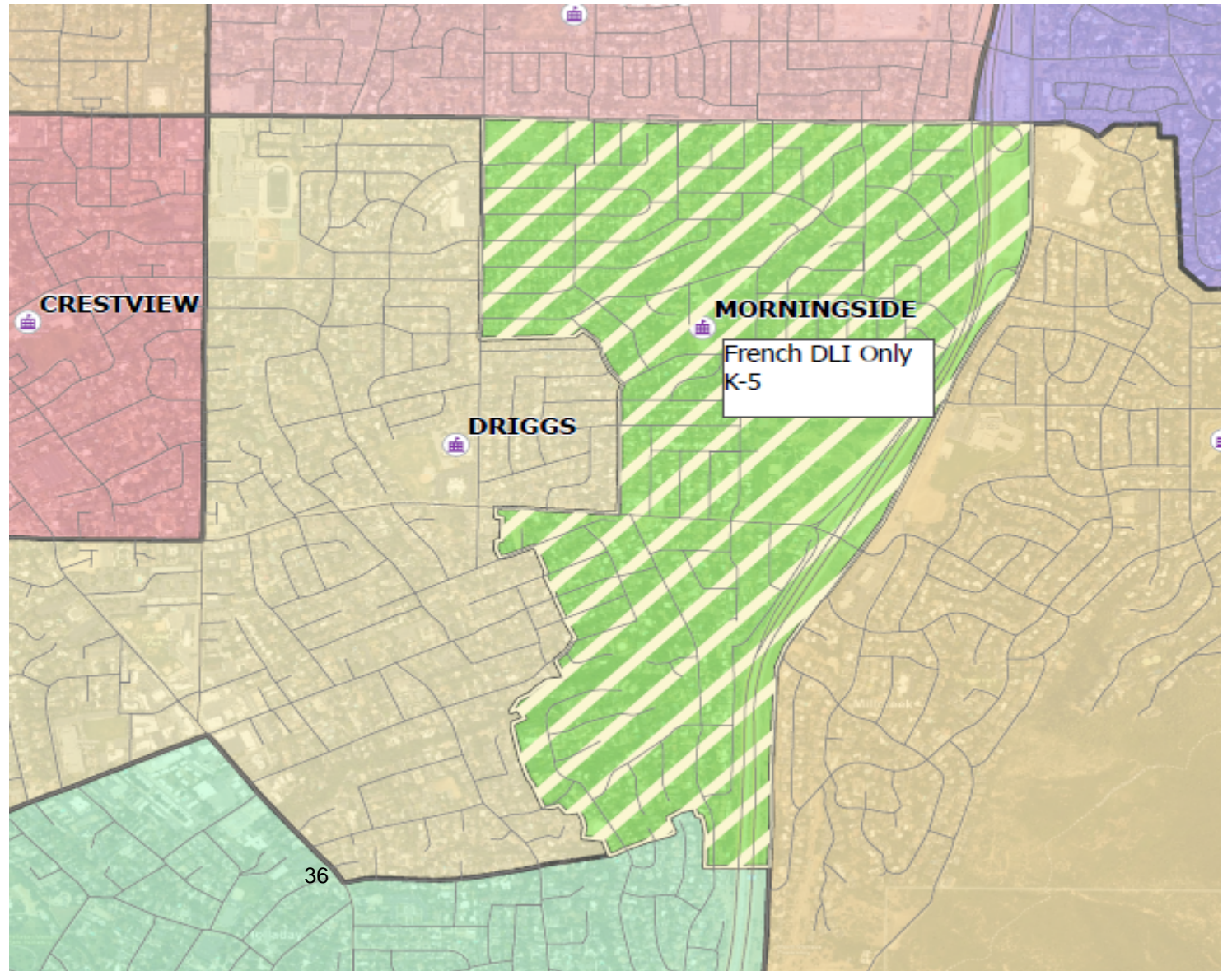
# Cottonwood Elem Busing Eligible Map



# French DLI 'Stand-Alone'

➤ French DLI would become a stand-alone program at the Morningside building.

➤ K-5



# *Update to Original ALC Recommendation*

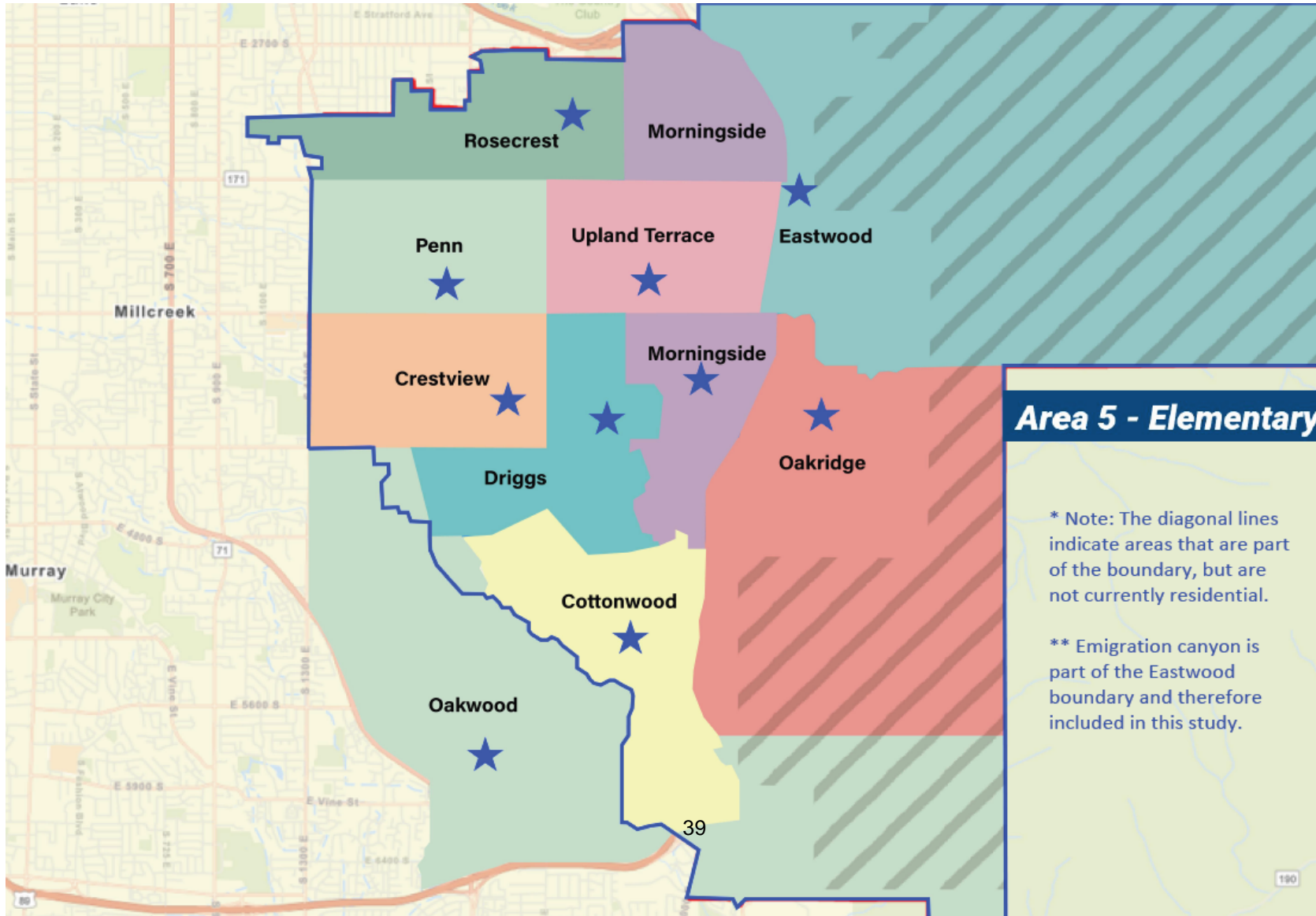
...the Board and District would like to study these programs further, including the potential of expanding and enhancing the services we provide to our advanced learners. As a result, we have decided to no longer pursue the consolidation of the programs currently housed at Woodstock and Morningside Elementary schools. Instead, the District will maintain two separate program locations on the east side of the district, with the program at Woodstock remaining in its current location, and a new location for the Morningside program, is yet to be determined.



# *ALC Remains at Morningside*

- **ALC would remain at the Morningside campus *with* French-DLI**
- **Allows ALC to keep the 9:05 start time and doesn't require another school to potentially change a start time**
- **ALC and French-DLI can continue to share transportation resources**
- **No other school is impacted while an ALC study is completed**
- **Keeps proximity to Churchill, the natural French-DLI feeder**
- **All siblings of ALC and DLI students would have priority at Driggs**

# Area 5 - Elementary



# *Discussion*

