



Board of Education Study Session
Tuesday, January 20, 2026 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. **WELCOME** President McDermott
- 2. **STUDY ITEMS**
 - A. Strategic Use of Technology Dr. Noelle Converse and Chris Larsen 2
 - B. Payroll Adjustment 2026-2027 Todd Hauber 65
- 3. **TRAINING**
 - A. Board Ethics 76
 - B. Open and Public Meetings 78
 - C. Community Council
- 4. **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.



Strategic Use of Technology during Instruction

January 2026

Contents of this Presentation

Live Presentation Slides and Demonstration

1. Effective Instructional Frameworks for Technology Integration

An overview of effective technology-embedded instructional frameworks, strategies, and approaches.

2. Effective Technology Use in Practice

Examples of impactful technology use in Granite schools.

Asynchronous Reference Slides

3. Technology Tools and Devices

An overview of vetted, approved, and adopted technology tools.

4. Teacher Technology Survey Data

Data reports from Utah's Digital Teaching and Learning survey.

5. Artificial Intelligence (AI) in Granite

Information regarding how Granite uses artificial intelligence in instruction.

6. Keeping Students Safe with Technology

Internet filtering, safety protocols, and monitoring for safe technology use.



Noelle Converse
Director of Curriculum and Instruction
nconverse@graniteschools.org

3

Christopher Larsen
Director of Educational Technology
cslarsen@graniteschools.org



01

Effective Instructional Frameworks for Technology Integration



Granite Educator Standard 3, Element 4

Element 4: Innovation and Technology

Intentionally selecting the use of technological and non-technological tools to enhance and deepen student learning, encourage creativity and innovation in learning, and facilitate students' appropriate use of available tools and resources to achieve desired student outcomes.

Indicators include but not limited to:

- Using technology to authentically engage students in the learning process.
- Providing students opportunities to use technology to demonstrate their understanding of the learning objectives using multiple modalities.
- Differentiating instruction by using technology to create scaffolds or extensions in order to meet the needs of all learners.
- Facilitating opportunities for students to create original work using technology tools to develop or demonstrate a deeper understanding of the learning objective.

Not Effective

- Technology is rarely used or does not contribute to student engagement in the learning process.
- Use of technology by students is minimal or very limited in scope and variety.
- There is little to no differentiation, or technology is not effectively used to support diverse learning needs.
- Opportunities for students to create original work using technology are rare or superficial, showing minimal understanding of the objectives.

Emerging Effective

- Technology use in class shows an attempt to engage students, but it is not consistent or effective in all settings.
- Students use technology for demonstration purposes, but often in limited formats or modalities.
- Some differentiation is evident, but the use of technology to scaffold or extend learning is inconsistent.
- Students occasionally create original work using technology, but these opportunities are limited and may not fully demonstrate an understanding of learning objectives.

Effective

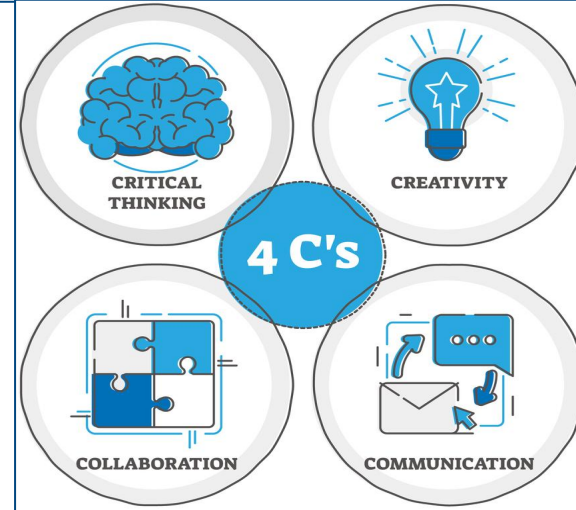
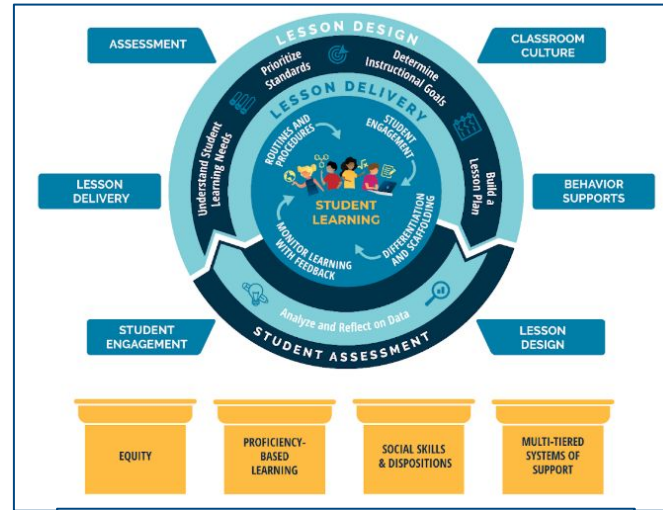
- Technology is used effectively to engage students, though some activities may still be traditional in nature.
- Students use technology to demonstrate understanding using multiple modalities, but with limited creativity or diversity.
- Instruction is differentiated using technology, providing adequate scaffolds and extensions, though not fully tailored to each learner.
- Students create original work using technology that meets learning objectives, though works may lack depth or sophistication.

Highly Effective

- Technology is used in innovative ways that significantly enhance student engagement and involvement in learning activities.
- Students consistently use technology in diverse and creative ways to demonstrate a deep understanding of the content.
- Instruction is highly differentiated with technology, offering multiple pathways for learning that are well-suited to the needs of all students.
- Students are empowered to create original, sophisticated works using technology, demonstrating advanced understanding and application of the learning objectives.



5 Key Instructional Practices that influence the Strategic Use of Technology in Granite School District



1. Creating a Culture of Regular, Confident Interactions

The foundation of Tier 1 instruction relies on the teacher establishing regular, positive teacher-to-student and student-to-student interactions so students are comfortable working, talking and learning together.



2. Thoughtful Selection of Lesson Approach and Intention to Meet Immediate Instructional Goals

Lesson Approach

- Explicit instruction-Model, Practice, Perform, Adjust
- Inquiry-based instruction-Explore, Discuss/Question, Firm Up/Clear Up)

Learning Intention

What do I want my students to **know** and **be able to do** as a result of this lesson?



3. Lessons Tasks that Aim for High-Cognitive Student Engagement

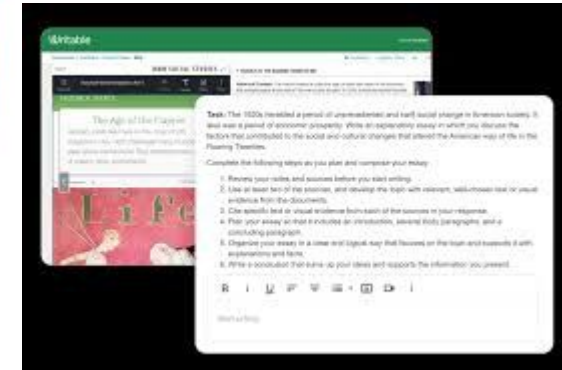
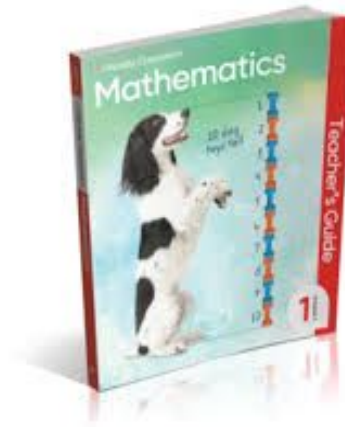
Engagement is defined by active thinking and creation rather than passive learning directed by the teacher or the screen. Instruction includes hands-on routines that require physical materials, discussion, and problem-solving. Students spend a good amount of time demonstrating learning through tactile projects, working math by hand, writing, scientific experiments, and discussion.



4. Transparent and Curated Content

Using instructional materials that are vetted for alignment to the core standards, evidence base, and accessibility to students and parents.

Teachers use a variety of physical and digital materials, including books, articles, primary source documents, models manipulatives, and associated digital tools to carry out their lessons.



5. Strategic and Targeted Technology Selection

Technology is intentionally selected for how it deepens learning in ways other tools cannot. Classrooms rely on low-tech common practices like teacher modeling, engaging with an observable real-world event, hands-on practice, and student reflection.

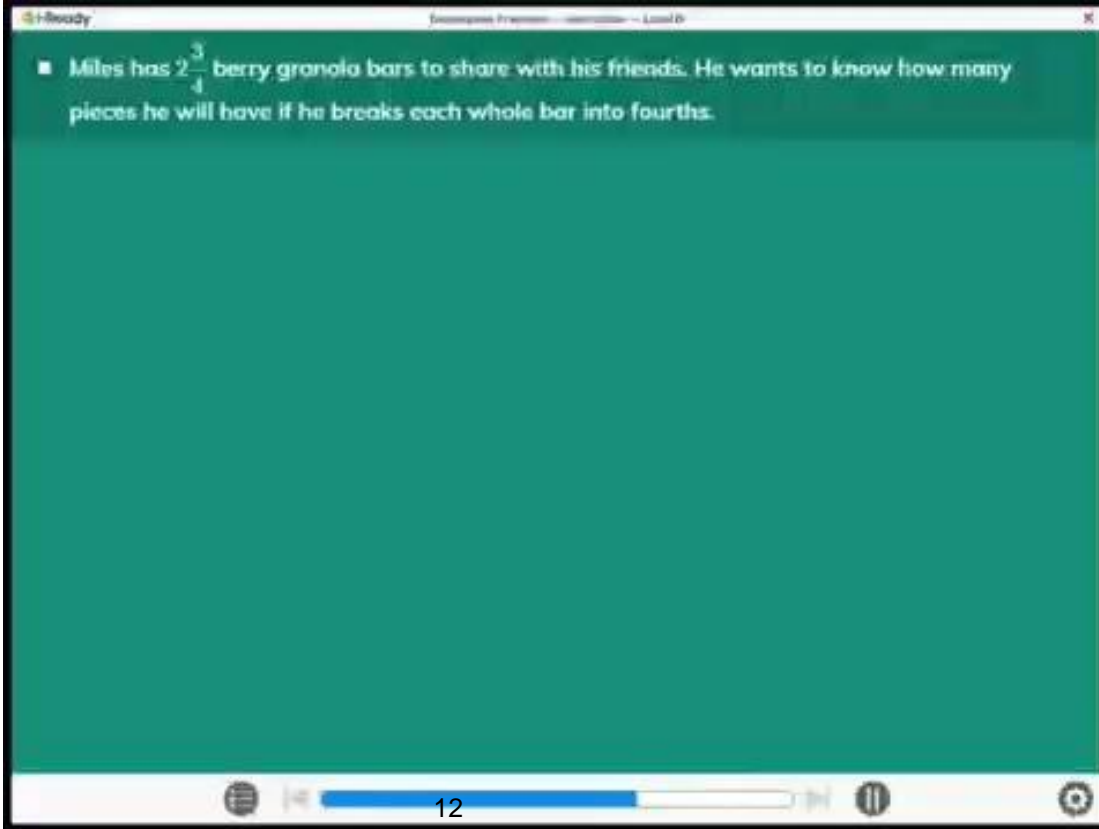
Digital tools are prioritized for assessment, modeling and simulations, personalized practice opportunities, etc.



Effective Use of I-Ready

Grade 4 Lesson 21

Teacher use of
Interactive
Tutorial
modeled for
students



The screenshot shows a math problem on a green background. The text reads: "Miles has $2\frac{3}{4}$ berry granola bars to share with his friends. He wants to know how many pieces he will have if he breaks each whole bar into fourths." Below the text is a large empty space for the student's answer. At the bottom of the screen, there is a navigation bar with a globe icon, a progress bar showing 12, and a settings icon.



Hands On I-Ready Activity

Grade 4 Lesson 21

“Try It” Component

**Problem
presented on a
slide and in the
student workbook
while students
interact with
tactile objects or
“manipulatives”**

TRY IT Make sense of the problem

Markers come in boxes of 8. For an art project, one group of students uses $1\frac{5}{8}$ boxes of markers, and another group uses $1\frac{6}{8}$ boxes. How many boxes of markers do the two groups use altogether?



4.NF.3c Add and subtract mixed numbers with like denominators, for example, by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction."

13

- What is the problem about?
- What are you trying to find out?
- What information is important?

Effective Use of Writable

1. Students break into pairs.
2. Read the printed [Article](#) together and highlight/annotate information supporting the question "What is upcycling, and how could it help you have a greener holiday?"
3. Discuss in table groups (4 students); students must identify the specific text to justify answer.
4. Ask 2-3 students to share their group's response.
5. Log in to Writable and respond to the question with your own opinion using text evidence.

How Can You Upcycle Your Holiday?

Upcycling—reusing old or unwanted items in creative ways—is becoming more popular during the holiday season. Instead of throwing things away, people are finding ways to turn them into gifts, decorations, or useful items, which helps reduce waste and protect the environment. After reading the article, write a short summary that answers the question: What is upcycling, and how could it help you have a greener holiday?

In your response:

- Identify the main idea of the article
- Explain what upcycling is in your own words
- Include one example of how upcycling could be used during the holidays

Be sure to use complete, grammatically correct sentences.

B *i* U ↶ ↷ ≡ ≡ ☰ ☷ ⋮

Enter your response here.

CHECKLIST

1. I identify the main idea(s) and supporting details, and summarize text.

Submit

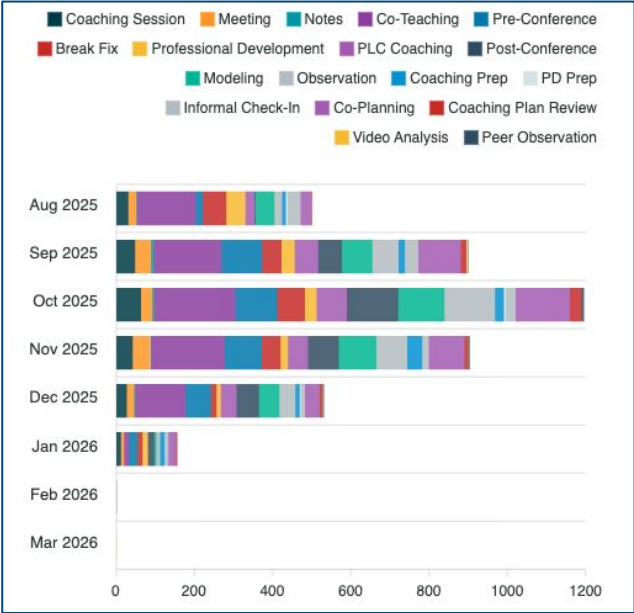
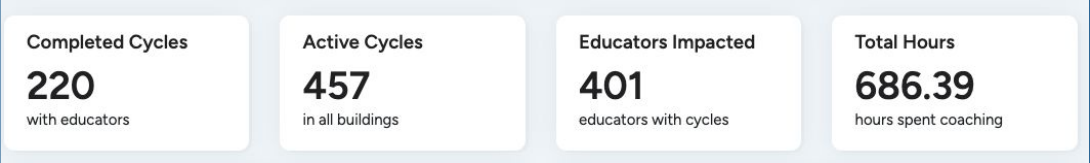
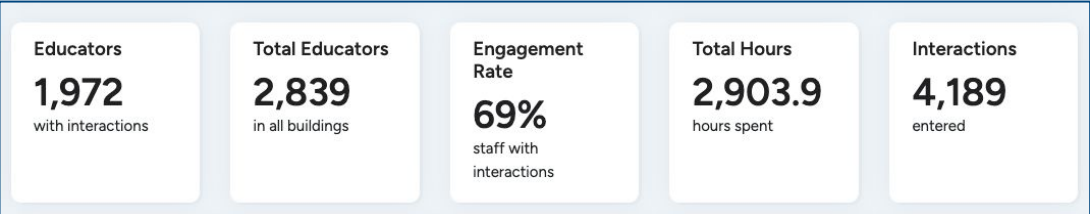
9-10.R.5: Cite relevant textual evidence to support analysis of what the text says explicitly as well as what inferences can be drawn from the text, including identifying where the text implies ambiguity. (RL & RI)

9-10.R.6: When reading texts, including those from diverse cultures, determine **two or more** main ideas, analyze the main **ideas'** relationship to supporting ideas, and provide an objective summary that includes textual evidence.



Technology Coaching in Granite

Technology Coaches (elementary) and Library Technology Coaches (secondary) provide technology integration coaching, co-teaching, professional learning, and support to all teachers. Below is a summary of technology coaching data for the 2025-2026 school year to date.



Learning First, Technology Second: Triple E Framework

Extend Learning	Instructional Strategies
<ul style="list-style-type: none">• Does the technology create opportunities for students to learn outside of their typical school day?• Does the technology create a bridge between school learning and everyday life experiences?• Does the technology allow students to build skills, that they can use in their everyday lives?	Turn & Talk
Enhance Learning	Co-Use
<ul style="list-style-type: none">• Does the technology tool aid students in developing or demonstrating a more sophisticated understanding of the content?• Does the technology create scaffolds to make it easier to understand concepts or ideas?• Does the technology create paths for students to demonstrate their understanding of the learning goals in a way that they could not do with traditional tools?	Gradual Release
Engage Learning	Interactive Modeling
<ul style="list-style-type: none">• Does the technology allow students to focus on the task of the assignment or activity with less distraction?• Does the technology motivate students to start the learning process?• Does the technology cause a shift in the behavior of the students, where they move from passive to active social learners (co-use or co-engagement)	I do, We do, You do
	Predicting
	Questioning
	Think, Pair and Share
	Guided Practice
	Visible Thinking Routines
	Monitoring



Technology coaches work with the staff and students at their schools to effectively use technology with students to **engage** them in learning, **enhance** learning with options that aren't possible without the use of technology, and **extend** learning in ways that relate to the student's real world.

Technology Coaches (Elementary)

17



Library Technology Coaches (Secondary)

Library technology coaches oversee the school's day to day operation of the **library**, as well as coaching in the effective educational integration of **technology** and **information literacy**.

They work with the staff and students at their schools to effectively use technology with students to **engage** them in learning, **enhance** learning with options that aren't possible without the use of technology, and **extend** learning in ways that relate to the student's real world.



Technology ISTE Student Standards

1.1 Empowered Learner

Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.

1.2 Digital Citizen

Students recognize the responsibilities and opportunities for contributing to their digital communities.

1.3 Knowledge Constructor

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

1.4 Innovative Designer

Students recognize the responsibilities and opportunities for contributing to their digital communities.

1.5 Computational Thinker

Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

1.6 Creative Communicator

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.

1.7 Global Collaborator

Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.



Effective Technology Use in Practice



Students connect their learning needs, strengths and interests to their goals and use technology to help achieve them and reflect on their progress.

Beginning and End of year goal charts

Tracking Literacy Data: Students used Google Sheets to help track and evaluate their progress towards their reading goals.

“I loved this coaching cycle because it really helped my students take ownership of their fluency progress monitoring. They became more independent and learned to self-reflect—identifying what to improve during months they didn't meet their goals and celebrating when they did. They also gained skills in manipulating Google Sheets data.”

Fluency Goals



Students explore digital footprints and their impact on future careers.

“My students better understand digital footprints and how it can impact them in a positive way. I can't wait to see them complete their portfolio for their externship, scholarships, and college admissions.”



Cameron's Learning Journey



About Myself

I am an aspiring musician who dreams of one day attending college and learning about Psychiatry. I am currently looking at Snow College as my first choice of Higher Education.

I am in 12th Grade and work as a lifeguard at KOPFC.

I love to play trombone, learn about chess and its theory, discuss philosophy and religion, and observe how people interact with one another.

Achievements



Strengths



Goals



Students manage their digital identity and understand the lasting impact of their online behaviors on themselves and others and make safe, legal and ethical decisions in the digital world.

Students unleashed their creativity with Adobe Animate and stop-motion videos—showcasing smart ways to stay safe online and be intentional with screen time!

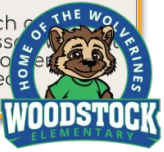


Reflect and Celebrate

Briefly describe the impact this coaching cycle had on your students or instructional practice.

1st Grade Internet Safety Lesson
Adobe Express Animate with Audio
Student Example #1

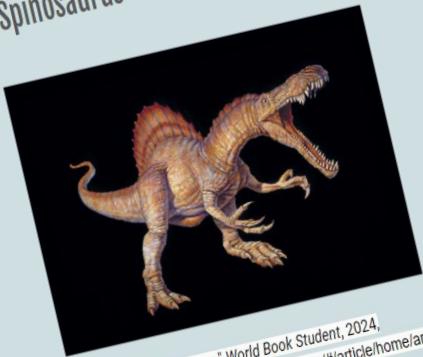
- My 1st graders learned about internet safety. They learned what personal information is, how to be kind online, and to tell a trusted adult if something makes them feel bad.
- Students enjoyed the Clicking Chicken book Joell shared with them.
- My students LOVED learning how to use Adobe Express Animate with Audio. They used these videos to explain what they learned from the lesson.
- Students did a great job making their videos. However, they need additional practice learning to upload them to Google Classroom.
- I plan to use Adobe Express Animate with Audio for other lessons.
- Joell Wilkins is an amazing tech coach. I never could have done this lesson without her. I look forward to doing another coaching cycle with her this year.



Students safeguard their well-being ²³ by being intentional about what they do online and how much time they spend online.

Dinosaur Name Spinosaurus

Picture of My Dinosaur



Citation

Ibrahim, Nizar. "Spinosaurus." World Book Student, 2024, www.worldbookonline.com/student-new/#/article/home/ar756802. Accessed 24 Sept. 2024.



backward-curving crest, and it stood as high as (10 meters) and had bumpy skin of scales

"Dinosaurs, Gale, 2016. Gale Elementary Online Collection. *Gale in Context: Elementary*. link.gale.com/apps/doc/DHWJBM149662443/ITKE?u=oninelibrary&sid=bookmark-ITKE&id=f6a5bc25. Accessed 24 Sept. 2024.

An interesting fact about my Dinosaur

Its ability to make loud noises and alert other *Parasaurolophuses*, helped protect it.

Citation

"Parasaurolophus." *Dinosaurs*. Gale, 2016. Gale Elementary Online Collection. *Gale in Context: Elementary*. link.gale.com/apps/doc/DHWJBM149662443/ITKE?u=oninelibrary&sid=bookmark-ITKE&id=f6a5bc25. Accessed 24 Sept. 2024.

Our 4th & 5th graders are research rockstars! They dig up facts like pros and give credit where credit's due—citation skills on point!

Students used Utah's Online Library to find resources, practiced paraphrasing and cited sources as they developed their dinosaur presentations.

Students use effective research strategies to find resources that support their learning needs, personal interests and creative pursuits.



Students evaluate the accuracy, validity, bias, origin, and relevance of digital content.



SUMMARY

SIFT Success

Many students consistently used the SIFT model to evaluate websites, with 12 students showing mastery in the skill.

Wild Curiosity

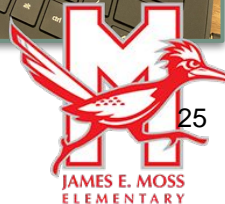
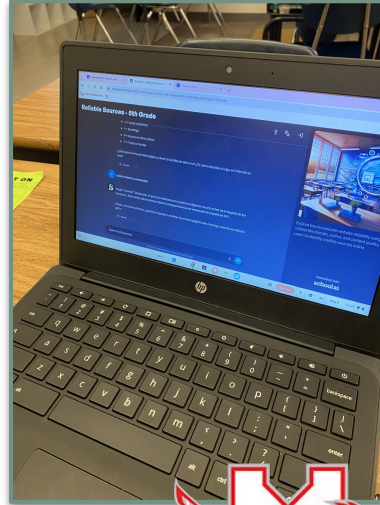
75 students preferred focusing on animal facts over the primary task of website evaluation, suggesting a need to align content with interests.

Breakthrough Moment

Ella demonstrated an 'ah-hah!' moment by independently applying



SchoolAI Student
Summary



25

From one coaching cycle to the next!
When a teacher spotted some misinformation in student animal reports, it sparked the perfect chance to introduce the SIFT method. With a little help from SchoolAI, students reviewed their work, spotted errors, and made corrections like pros!

Rattlesnake in the desert



Design Process + Minecraft = the perfect recipe for creativity! 5th graders brought Utah animals and habitats to life, while 3rd graders built structures based on area and perimeter—pixel by pixel!

Reflect and Celebrate

Briefly describe the impact this coaching cycle had on your students or instructional practice.

My student's starting their house journey on Minecraft Education!



Having fun!

I have always been nervous to implement Minecraft Education into my classroom because of two reasons. #1 I did not know how to use it and #2 I did not think there was enough learning in it.

After this coaching cycle I realized there is a lot of really cool things students can do on Minecraft and it made learning fun. My students had a great time building their homes and finding the area and perimeter. I feel much more confident using this platform in my classroom.

Use this space to share any external links (optional)

Click to add subtitle



Students know and use a deliberate ²⁶ design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.



Design constraints? No problem!
These students rose to the challenge—whether building animal habitats to meet specific criteria or crafting visuals with both physical and digital materials.



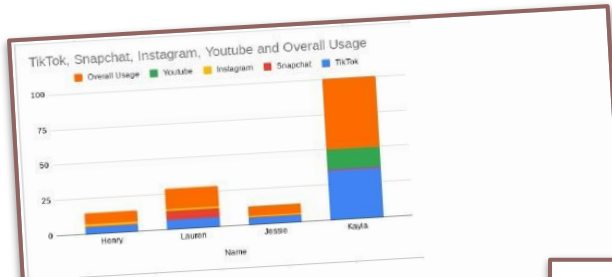
Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.



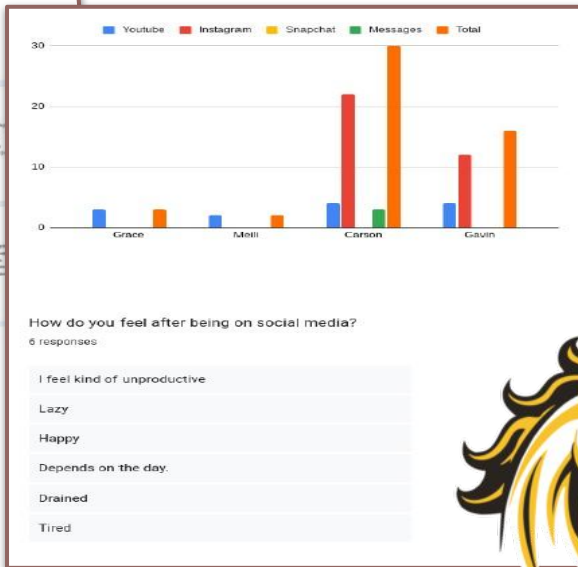
What was the goal you set out to accomplish?

(Instructional goal and/or student learning goal)

The students will collect data on social media usage using their phone data and survey questions. Analyze whether quantitative or qualitative data provides more information.



Mean: 19.6625
 Median: 11.025
 Mode: Don't have a mode



How do you feel after being on social media?
 6 responses

- I feel kind of unproductive
- Lazy
- Happy
- Depends on the day.
- Drained
- Tired



Students collect data or identify relevant data sets, use digital tools to analyze them and represent data in various ways to facilitate problem-solving and decision-making.



What was the goal you set out to accomplish?

(Instructional goal and/or student learning goal)

Students will draw a 10 frame card and then find the number pair up to 10 using the Beebots.

Students will learn sequence of steps by placing the cards in order to test their solution.



Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.

Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.



My technology coach was able to guide students through using Minecraft for Education with Hour of Code. We were able to watch as the students used their problem solving strategies to complete specific tasks. During this process, I was also trained as a teacher on the different ways I can utilize this program in my classroom. I was able to become more familiar and comfortable with the program.

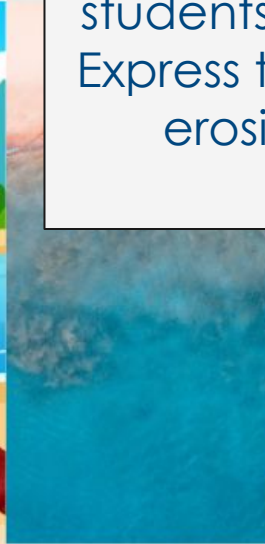
I was able to work by myself during the Ozobots. The students would complete a dividing decimal math problem in order to find the code to color for the Ozobots. My students worked on the paper code before getting the chance to test their abilities with the Ozobots. I was able to become more familiar with the Ozobots and how to best use them in my classroom to maximize student engagement and learning.





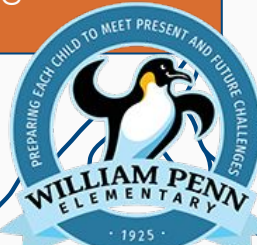
Erosion Instructional Videos

To sharpen their Science and Spanish skills, students became video creators, using Adobe Express to craft fun and informative clips about erosion. Science meets storytelling—¡en español!



Una manera que las dunas de arena forman es porque la agua poner mas y mas arena en la duna, la agua tener la aren de la bajo del oceano.

"I am excited for them to look at their models when it is time to review for RISE testing."

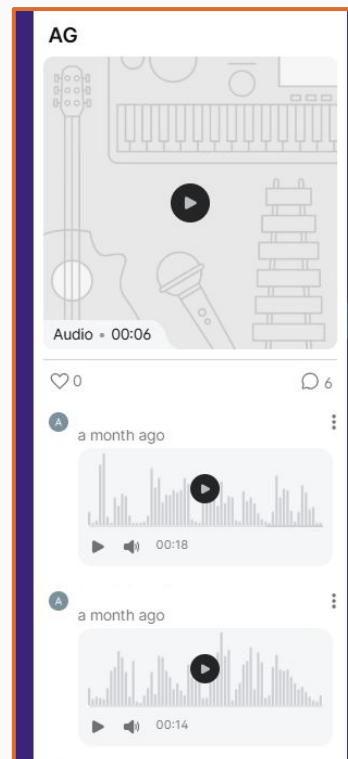
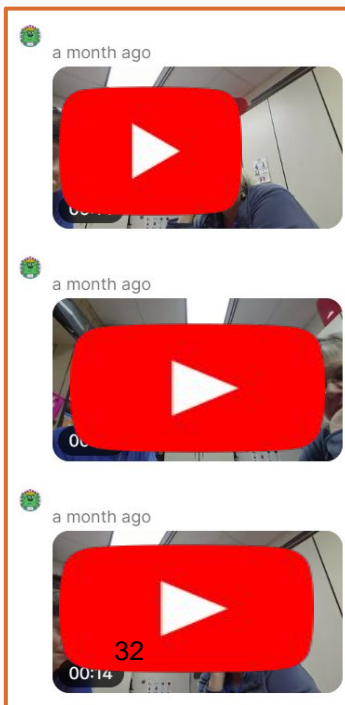


SLP Language Goals

- Student to student practice
- Document student progress



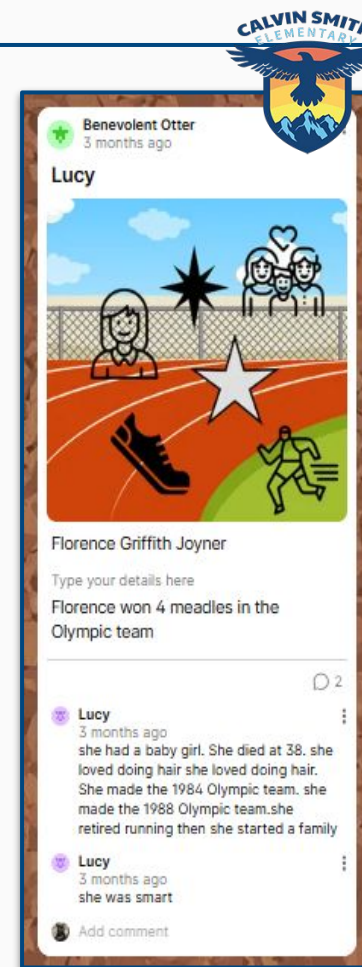
Having had the opportunity to use Padlet across different speech sessions, made me learn different ways to use this app to create more speech sessions. **The students actually loved being video recorded and enjoyed watching themselves back. They also began telling other group members what sounded great and/or working to help them improve their sentence structure.**





Padlet + Adobe + Bento Boxes

Students served up creativity for Women's History Month—using Padlet and Adobe Express to design visual Bento Boxes celebrating important women in history!





A simple drawing comes to life!

Students remixed their own designs and brought their turkeys to life using Scratch Jr.





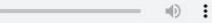
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The Hard Times Recordings

72 records returned

Interview with Children of People Who Went Through the Depression

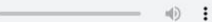
File Name: [terkel-a0a0k0-a.mp3](#)
Date: 1971
Summary: A montage of unidentified, young voices: Children of people who went through the Depression and their experience with their parents? frugality, fear, and economic striving.
Keywords: Depressions -- 1929, Change in lifestyle, frugality, fear, economic striving
Interviewer(s): Terkel, Studs
Interviewee(s):

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[Search Again](#)

Interview with Jimmy Sheridan

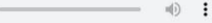
File Name: [terkel-a0a0k1-a.mp3](#)
Date: 1971
Summary: Interview with veteran Jimmy Sheridan on the veterans' plight and the bonus marchers.
Keywords: Sheridan, Jimmy, Depressions -- 1929, Veteran plight, Bonus marchers
Interviewer(s): Terkel, Studs
Interviewee(s): Sheridan, Jimmy

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[Search Again](#)

Interview with Edgar Yipsel (Yip) Harburg

File Name: [terkel-a0a0k2-a.mp3](#)
Date: 1971
Summary: Interview with Edgar Yipsel (Yip) Harburg, a songwriter who wrote about unemployment in "Brother Can You Spare Me a Dime".
Keywords: Harburg, Edgar Yipsel (Yip), Depressions -- 1929, Unemployment
Interviewer(s): Terkel, Studs
Interviewee(s): Harburg, Edgar Yipsel (Yip)

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[Search Again](#)

Students use collaborative technologies to work with others, including peers, experts and community members, to examine issues and problems from multiple viewpoints.

This lesson had a noticeable impact on my students' understanding of the Great Depression, particularly in making the historical concepts of economic downturn and human hardship relatable. **Listening to the audio recordings of firsthand accounts allowed students to connect emotionally with the material, bridging the gap between abstract economic concepts and the lived experiences of real people.** I observed increased engagement during the activity, as students actively listened, reflected, and completed their portfolio work with thoughtful responses. Many students commented on how the stories helped them better understand the ripple effects of poor financial practices and lack of regulation, as well as the resilience of people during such a difficult time.





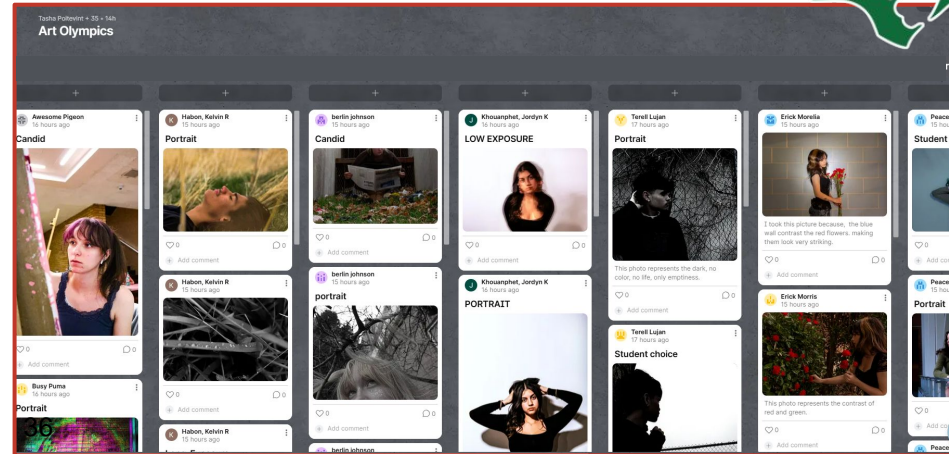
Students use collaborative technologies to work with others, including peers, experts and community members, to examine issues and problems from multiple viewpoints.



District Art Olympics

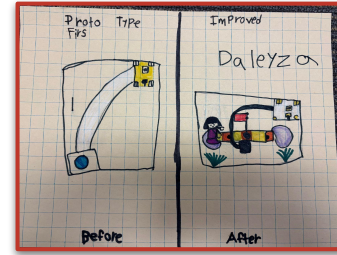
- Student from high schools across the district took photos and edited them in real time in front of an audience.
- These images were shared on a collaborative Padlet.

How could you replicate this in your school?






The goal of this project was to have the students work collaboratively to build and code a real object. Students had to build a specific carousel and code it to function like a real carousel.

Students use task or job medallions to help them stay on task and in their proper role. Each medallion or necklace is color coded to a task or roll. Each jobs last a set number of minutes than jobs rotate.



Building:

	<ul style="list-style-type: none"> • Get the box of LEGOs. • Get the next piece out for the builder. 		<ul style="list-style-type: none"> • Build the model following the instructions.
	<ul style="list-style-type: none"> • Double check each step the builder does to make sure it's right. • Make sure no LEGOs fall on the floor. 		



37

Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

Computer Science Education

Liz 5th DLI English

I have quite a few students learning English and they all were completely engaged! It felt like for a moment there wasn't a language barrier and it was so exciting to watch! All of my students really loved it and can't wait for our next one!

Computer Science for All brings the power of coding and physical computing into K-5 classrooms through standards-aligned lessons.

Across Granite, **35 elementary schools** are integrating problem solving, design, and creative technology — not as a standalone course, but as a meaningful part of core instruction.

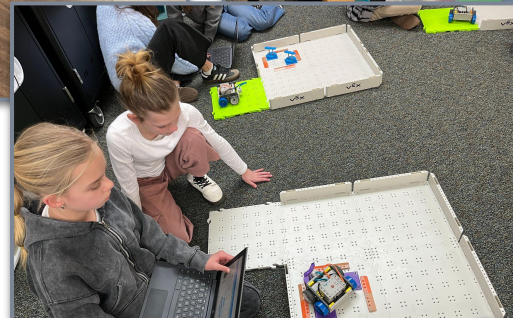
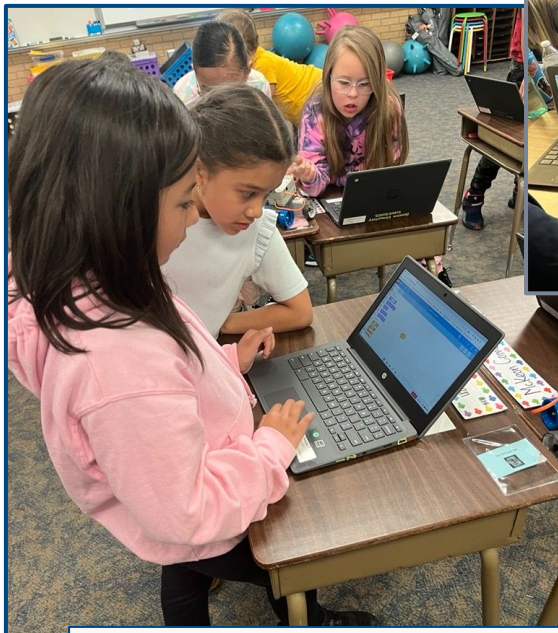


Kindergarten students animate equations.



Students use robots to reinforce sight words.





Using Scratch Jr or Scratch, students create animations through block-based coding. In this image, you can see the code a first grader created to animate the cycle of a day. ³⁹

Students aren't just building critical thinking and problem-solving skills — they're also learning how to work together, communicate clearly, and succeed as a team.



Technology Tools & Devices



Device Approaches in Granite Schools

Students are provided with Chromebooks to use for educational purposes. The approaches to providing Chromebook access to student vary by school. Here is a summary:

- **Elementary Schools:** Chromebook carts in classrooms, but do not send Chromebooks home with students.
- **Junior High Schools:** 9 junior highs have cart models without take home devices, 6 check out devices to students to take home.
- **High Schools:** All high schools check out devices for students to take home.



Adopted Technology Tools





































Granite provides a public-facing menu of adopted and approved tools for use in instruction. The menu can be found [by going here](#). Granite employees can access the menu by going to software.graniteschools.org.

The screenshot displays the Granite School District's Public Library website. On the left is a blue sidebar with the text "Granite School District's Public Library" and a "Manage PPL" button. The main content area is titled "Granite School District's Public Library" and features a search bar and navigation icons. Below these are eight product cards, each with an icon, name, description, and a status button. The status buttons are color-coded: green for "Adopted", yellow for "Allowed", red for "Reviewed & Denied", and orange for "Not applicable".

Tool Name	Status	Data Privacy Agreement
Canvas LMS	Adopted	Yes
4K Video Downloader	Allowed	No
95 Percent Group	Adopted	Yes
99Math	Reviewed & Denied	No
ABAS-3 Adaptive Behavior Assessment System	Allowed	No
Acadience Learning	Adopted	Yes
AcDelco Training	Allowed	No
Achieve3000	Allowed	Yes

Technology Tool Usage In Granite

Granite monitors technology tool usage across the district to ensure educators are using high quality tools and to monitor if funds allocated to technology purchases are being used efficiently. Below is a list of the most used technology tools for the 2025-2026 school year to date.

Rank ↑	Products	Company	Approval Status	Privacy Status	Educators	Students
1st	 Clever	Clever Inc.	● Adopted ▼	● Data Privacy Agreement ▼	 1,721	 34,690
2nd	 i-Ready	Curriculum Associates, LLC	● Adopted ▼	● Data Privacy Agreement ▼	 599	 29,875
3rd	 Google Slides	Google LLC	● Adopted ▼	● Data Privacy Agreement ▼	 3,133	 24,765
4th	 Google Classro...	Google LLC	● Adopted ▼	● Data Privacy Agreement ▼	 750	 26,885
5th	 Google Sites	Google LLC	● Adopted ▼	● Data Privacy Agreement ▼	 2,292	 23,035
6th	 Google Docs	Google LLC	● Adopted ▼	● Data Privacy Agreement ▼	 3,549	 21,632
7th	 Chrome Canvas	Google LLC	<i>not in library</i>	<i>not in library</i>	 576	 24,390
8th	 Focus School S...	Focus School Software LLC	● Adopted ▼	● Data Privacy Agreement ▼	 3,746	 20,323
9th	 Adobe	Adobe Inc.	● Adopted ▼	● Data Privacy Agreement ▼	 1,632	 20,916
10th	 Kahoot!	Kahoot!	● Allowed ▼	● Data Privacy Agreement ▼	 937	 20,868
11th	 Blooket	Blooket LLC	● Awaiting Tags ▼	● Noncompliant ▼	 515	 20,995
12th	 Panorama Edu...	Panorama Education	<i>not in library</i>	<i>not in library</i>	 1,205	 20,159

Time Spent on Chromebooks by Level

Student Time Spent on Chromebooks (Time Powered On)	
Elementary School	59 minutes per day
Junior High School	77 minutes per day
High School	84 minutes per day
District Average (all levels)	71 minutes per day





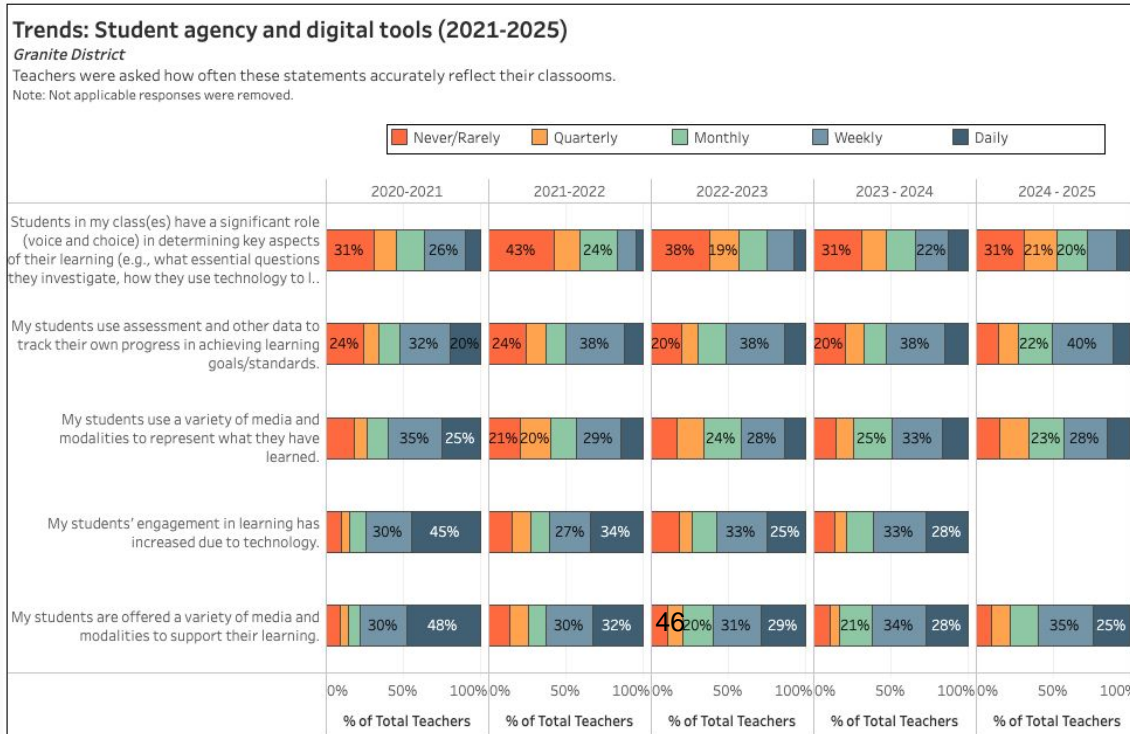
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Teacher Technology Survey Data

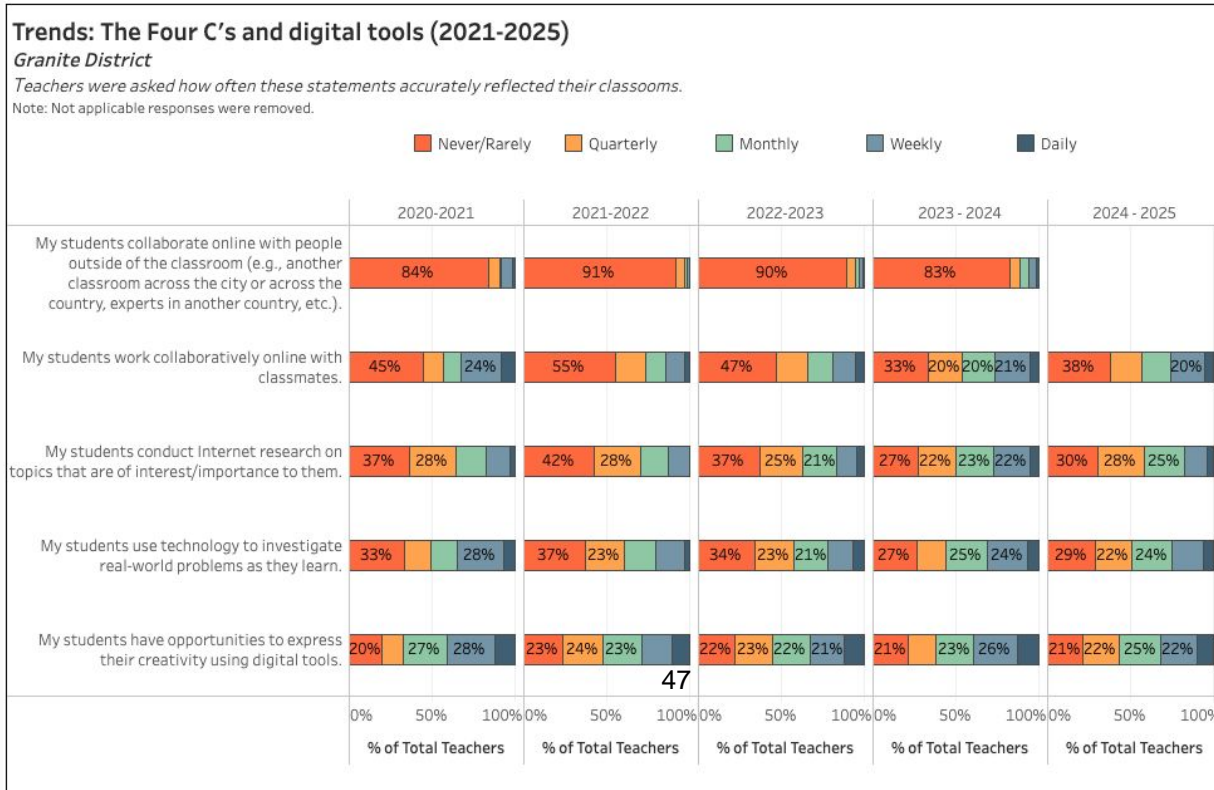


Teacher Use of Technology

Trends in Technology Use from 2020-2025. Source: Utah State Board of Education (USBE) Digital Teaching and Learning (DTL) Teacher Survey



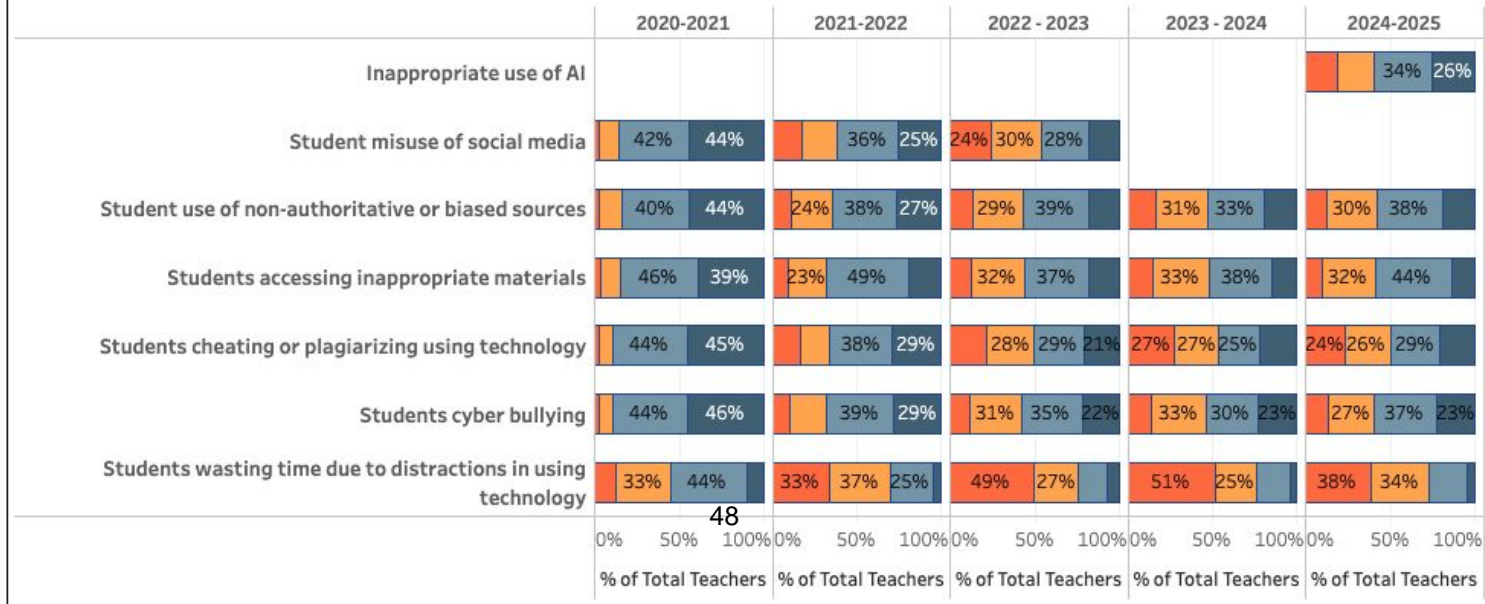
Teacher Use of Technology Continued



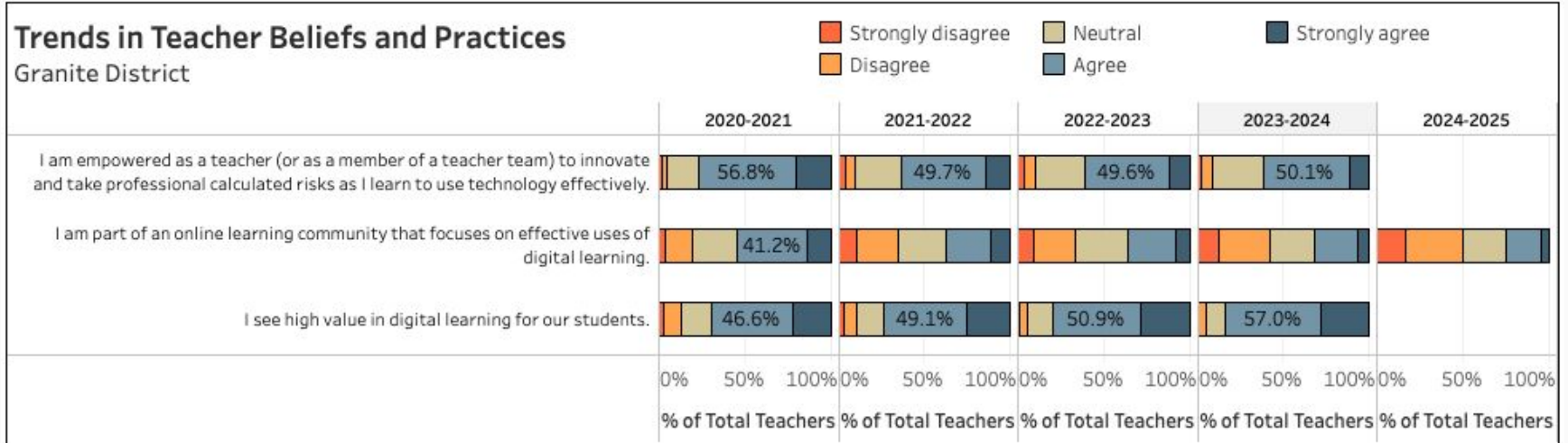
Teacher Use of Technology Continued

Trends: Teacher perspectives on severity of cyber issues

Granite District



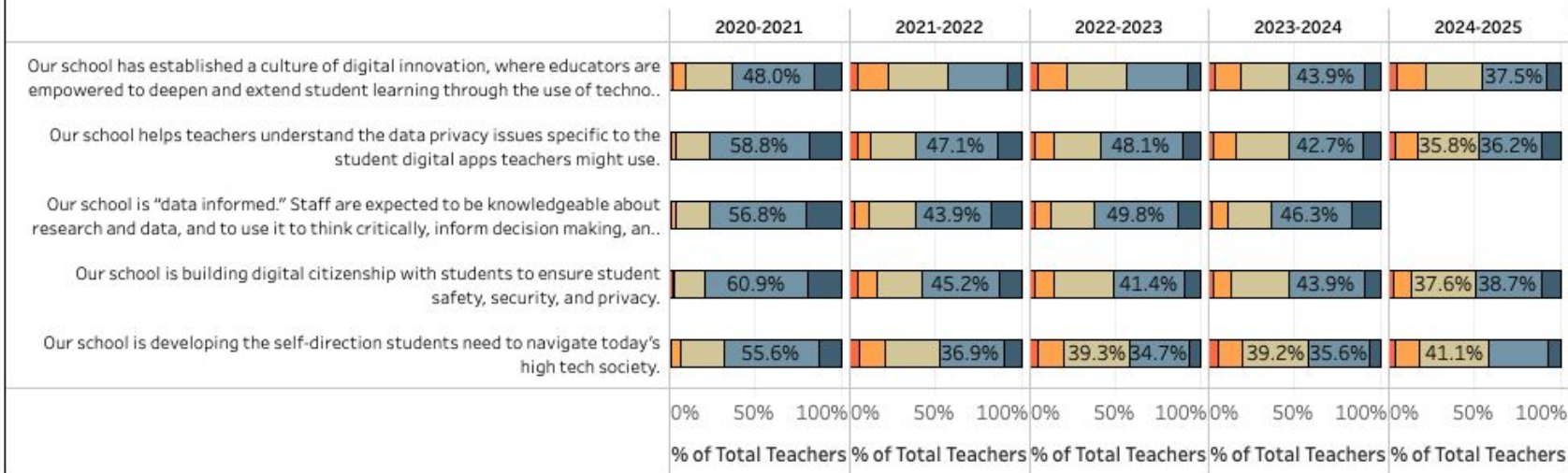
Teacher Use of Technology Continued



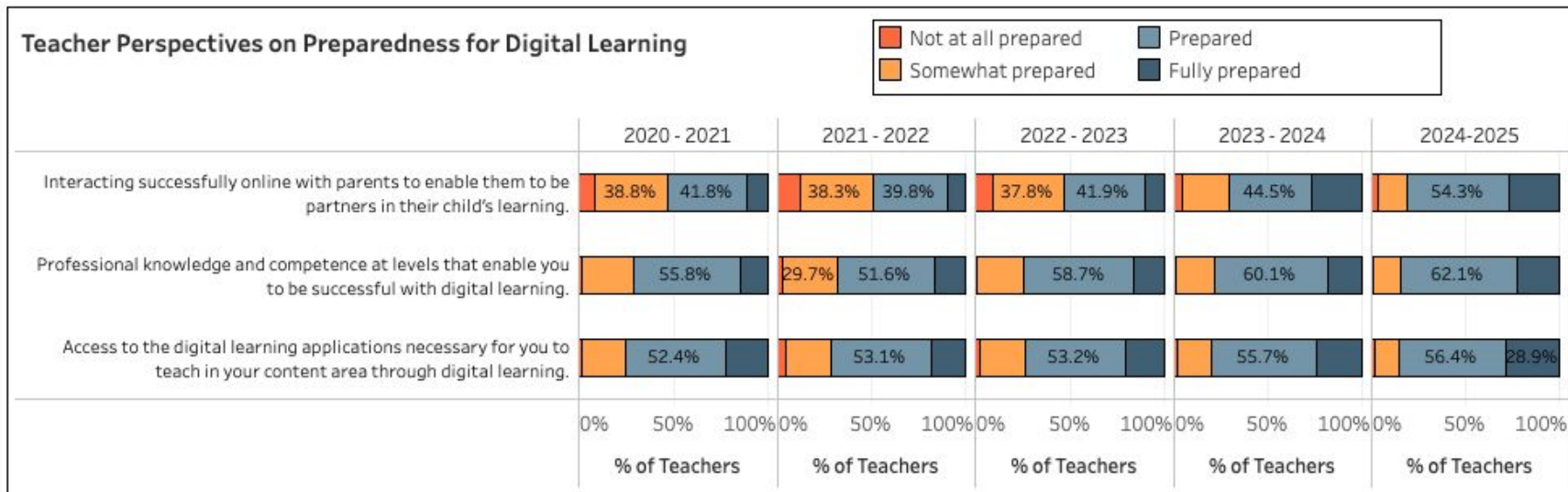
Teacher Use of Technology Continued

Trends: Teacher Perspectives on Digital Culture

Granite District



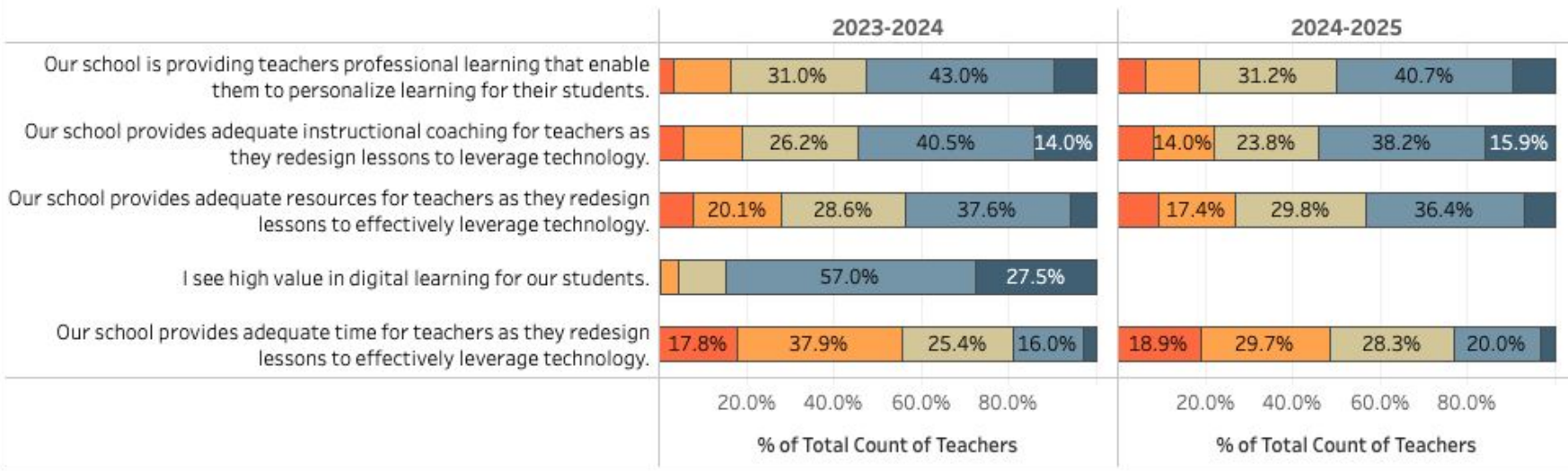
Teacher Use of Technology Continued



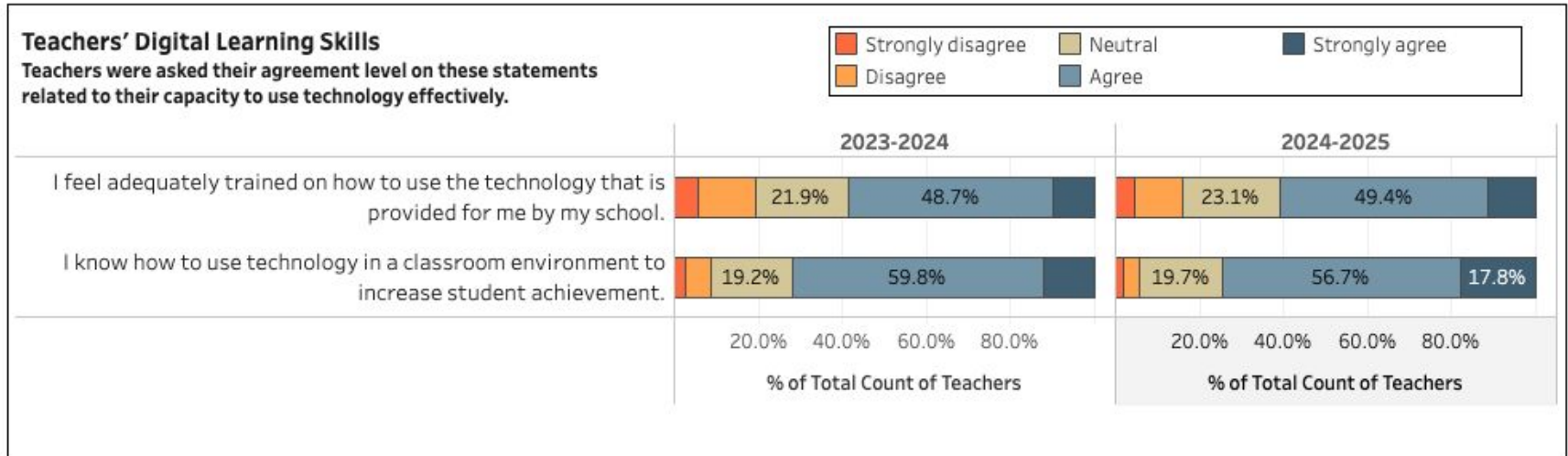
Teacher Use of Technology Continued

School Support for Digital Learning

Teachers were asked their agreement level on these statements related to their school's support for effective technology use.



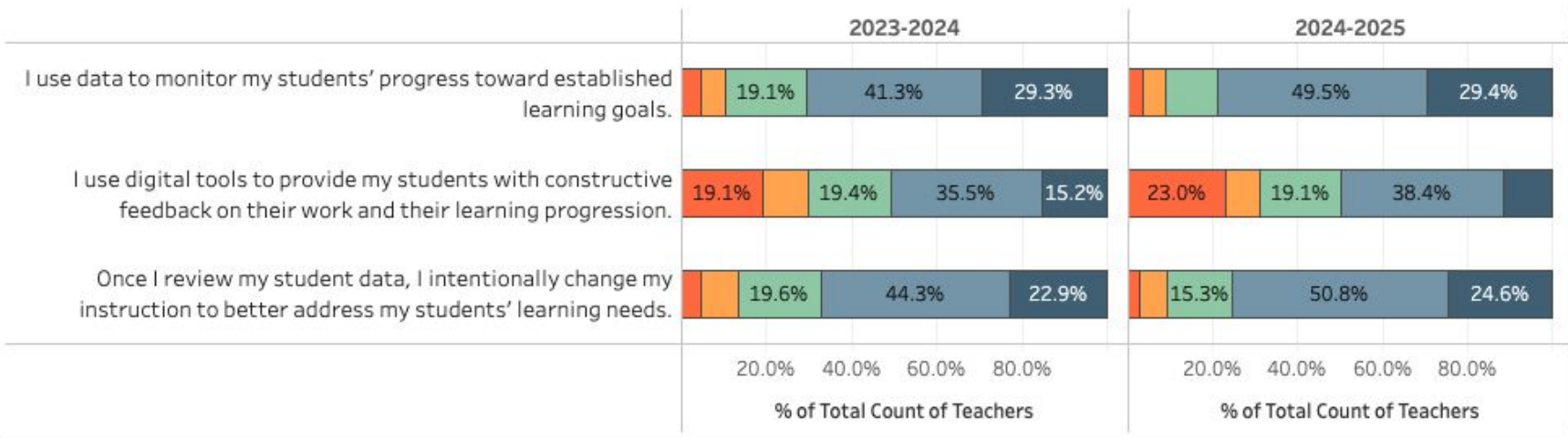
Teacher Use of Technology Continued



Teacher Use of Technology Continued

Data-Informed Instruction

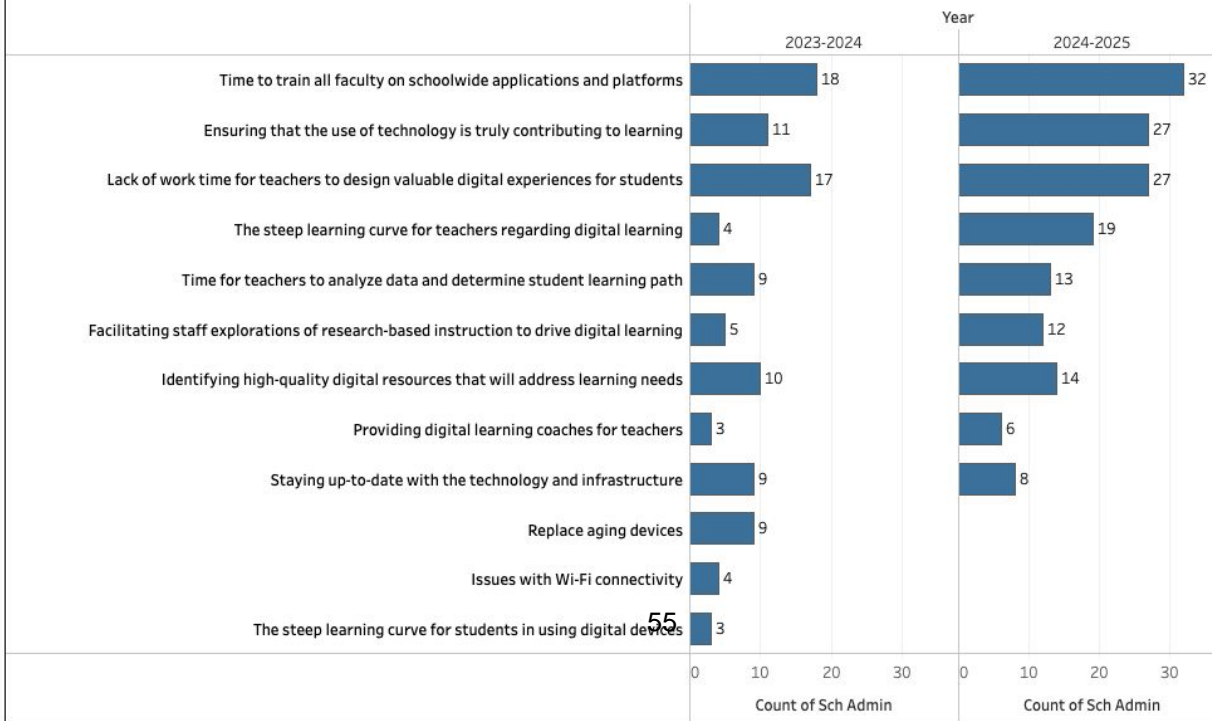
Teachers were asked how often they used data in their instructional practices.



Challenges in Implementing Digital Learning

Granite District Challenges in implementing digital learning:

School administrators identified five of their top challenges in implementing digital learning in schools:





Artificial Intelligence (AI) in Granite



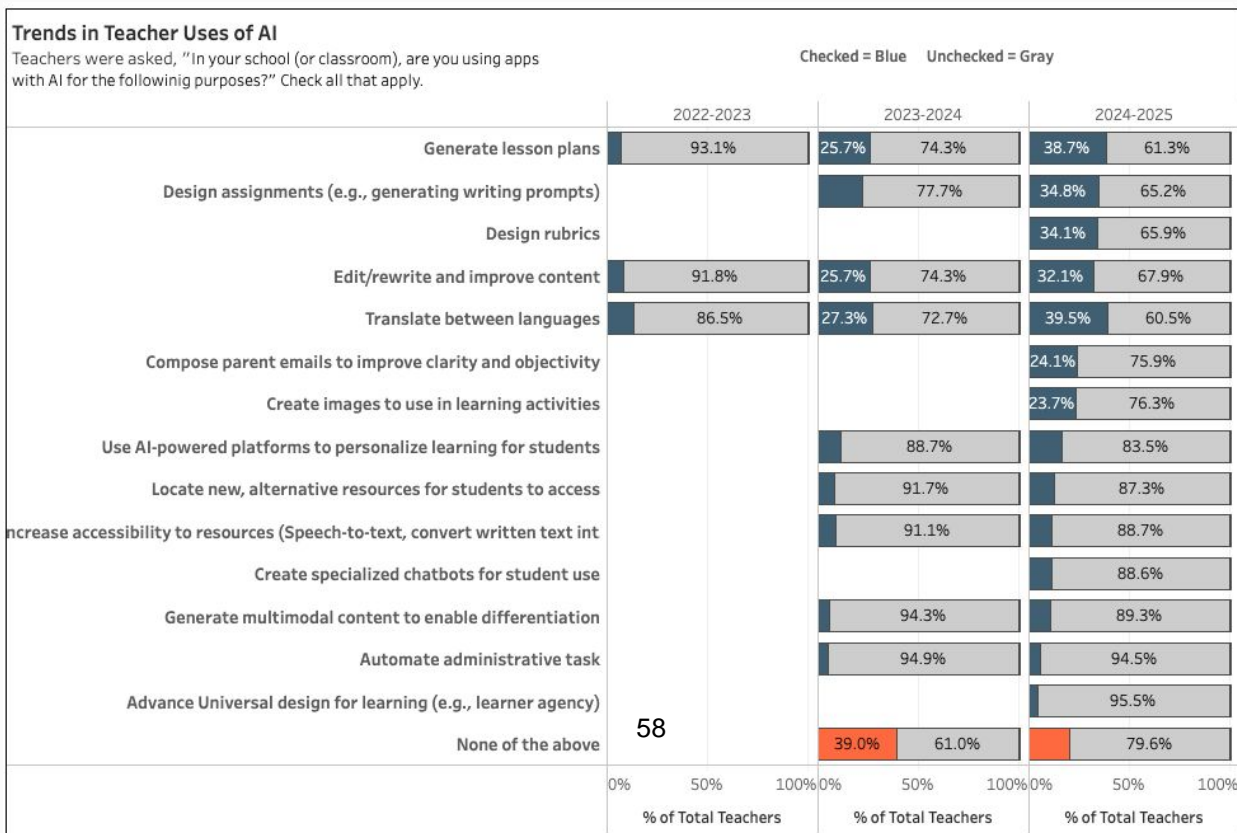
Artificial Intelligence (AI) in Granite

Granite follows the Utah State Board of Education's recommendations and best practices outlined in the *Artificial Intelligence Framework for Utah P-12 Education: Guidance on the Use of AI in Our Schools*.

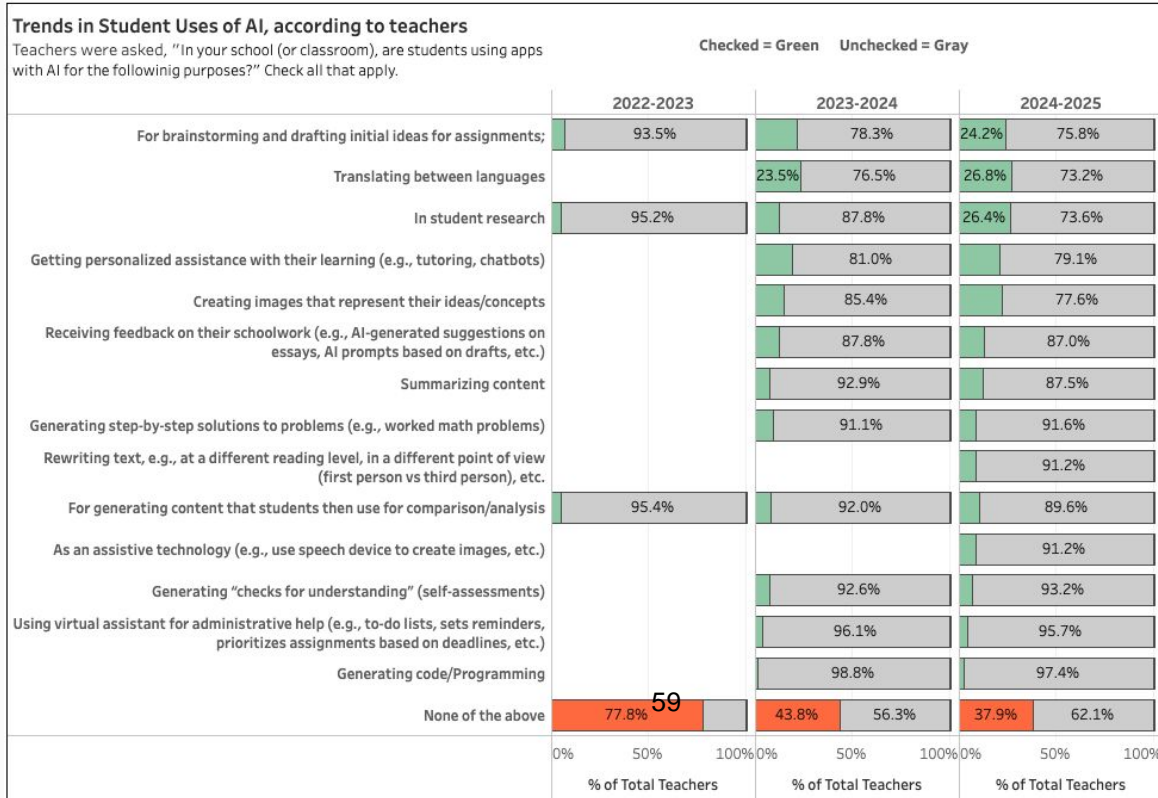
- Granite uses web filtering to block student access to all AI tools that are not educational.
- Granite has adopted three AI tools for student use that are protected, safe, and have student data privacy protections in place.
 - SchoolAI
 - Google Gemini
 - Google NotebookLM



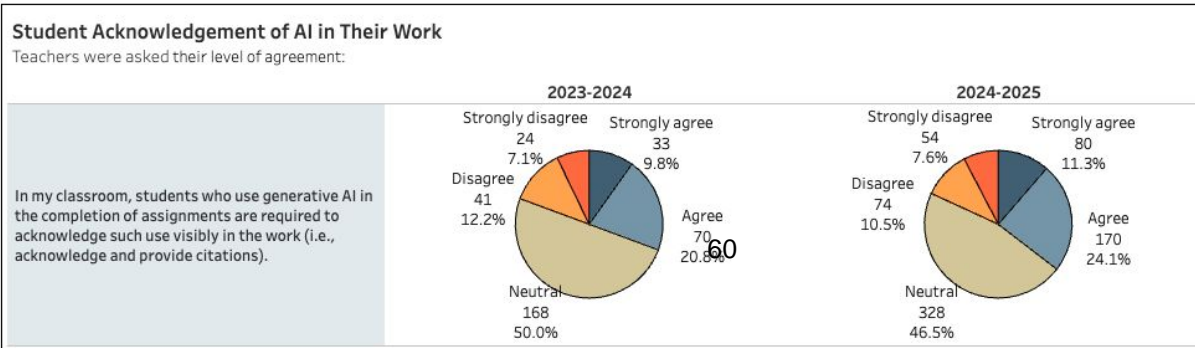
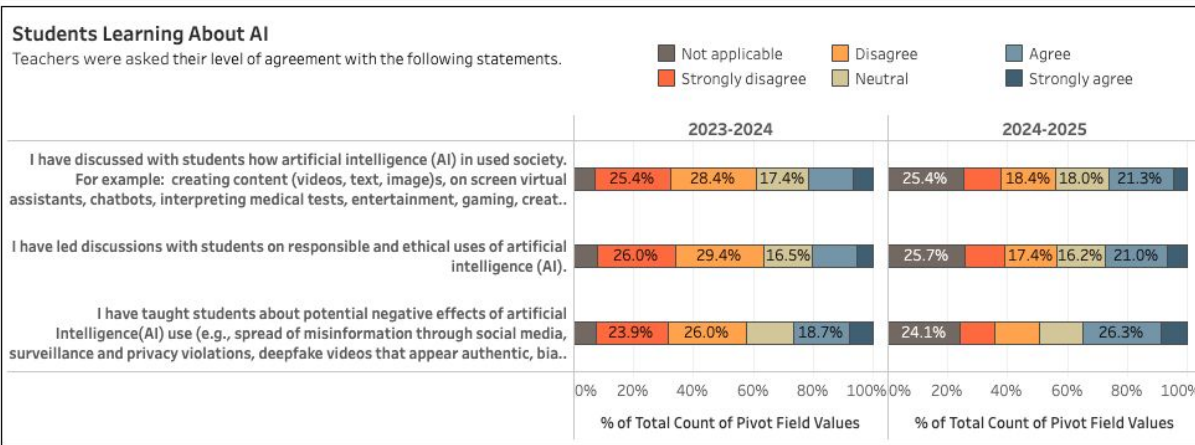
Teacher and Student Use of AI



Teacher and Student Use of AI



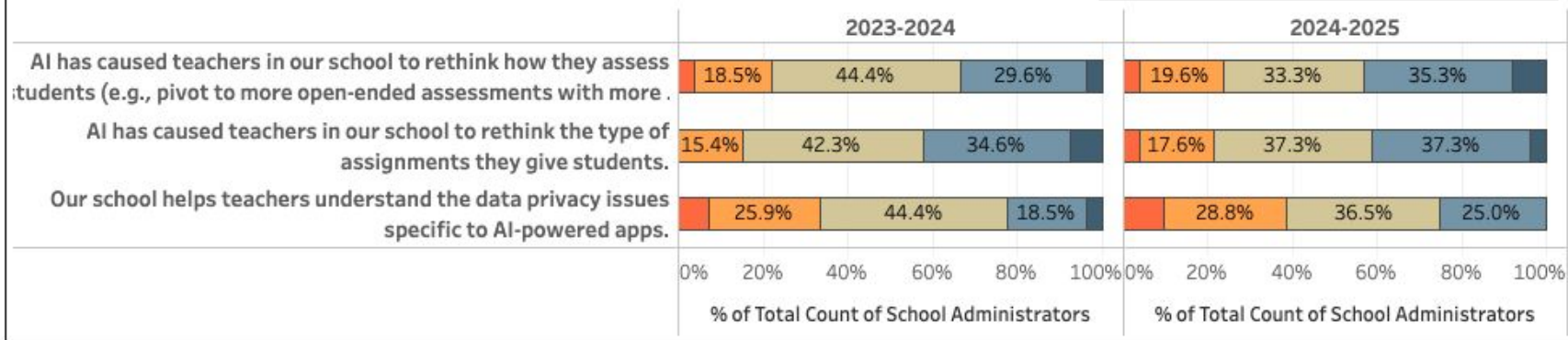
Teacher and Student Use of AI



Teacher and Student Use of AI

Classrooms Changes Driven by AI

Administrators were asked their level of agreement with the following statements.





0
5

Keeping Students Safe with Technology



Keeping Students Safe Online

Granite takes the following active measures to ensure student safety when using technology tools.

- **In-class Real-time Monitoring**
 - LanSchool Air
- **Content Monitoring, Flagging, and Reporting within Google Tools**
 - Bark for Schools
 - Monitors and flags content containing reference to weapons, violence, self-harm, suicidal content, depression, profanity, drug/alcohol, bullying, sexual content, body image, and hate speech.
- **Internet Filtering Both at School and at Home**
 - iBoss
 - iBoss categories all websites. Filtering can be applied to each category.
- **Security and Privacy Settings**
 - Google Admin Console
- **Student Data Privacy**
 - LEARN Platform
 - USBE Guidance

<u>Blocked Categories</u>
Students
Adult Content
Alcohol/Tobacco
Dating/Personals
Drugs
Gambling
Guns/Weapons
Malware
Porn/Nudity
Hacking
Swimsuit
Scams/Spam
Violence/Hate
Web Proxies
Spotify
Snapchat
Tik Tok
Games (Educational Allowed)



Keeping Students Safe Online

Granite takes the following active measures to ensure student safety when using technology tools.

Continued

Google and Chromebook Settings in Granite

APP/TOOL	K-2	3-6	Jr. High	Sr. High	Additional Information
Gmail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> ON	K-8 can only email within Granite
YouTube	<input type="checkbox"/> OFF	<input type="checkbox"/> OFF	<input type="checkbox"/> OFF	<input type="checkbox"/> OFF	Students can watch embedded videos in Canvas or Google Slides shared by teachers
Browsing History Lock	<input checked="" type="checkbox"/> ON	<input checked="" type="checkbox"/> ON	<input checked="" type="checkbox"/> ON	<input checked="" type="checkbox"/> ON	Students can't delete browsing history
Drive/File Sharing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> ON	K-8 can only share within Granite
Google Chat	<input type="checkbox"/> OFF	<input type="checkbox"/> OFF	<input type="checkbox"/> OFF	<input type="checkbox"/> OFF	
Google Classroom	<input checked="" type="checkbox"/> ON	<input checked="" type="checkbox"/> ON	<input checked="" type="checkbox"/> ON	<input checked="" type="checkbox"/> ON	Within district only
Personal Login	<input type="checkbox"/> OFF	<input type="checkbox"/> OFF	<input type="checkbox"/> OFF	<input type="checkbox"/> OFF	Students can't use personal Gmail accounts on their district Chromebook.
Google Play	<input type="checkbox"/> OFF	<input type="checkbox"/> OFF	<input type="checkbox"/> OFF	<input type="checkbox"/> OFF	Students can only download pre-approved apps
Google Ads	<input type="checkbox"/> OFF	<input type="checkbox"/> OFF	<input type="checkbox"/> OFF	<input type="checkbox"/> OFF	
Google Voice	<input type="checkbox"/> OFF	<input type="checkbox"/> OFF	<input type="checkbox"/> OFF	<input type="checkbox"/> OFF	
Google Search Console	<input type="checkbox"/> OFF	<input type="checkbox"/> OFF	<input type="checkbox"/> OFF	<input type="checkbox"/> OFF	SafeSearch is locked in place



Payday Adjustment

Board Study Session, January 20, 2026



Agenda



1. Why the need for a change
2. The new schedule
3. Who will participate
4. Next Steps



What are we doing

The District is changing the timing of the 24 equal pay schedule cycle

- For **12 month employees** to July 23 through July 8, instead of July 15 through June 30.
- For **11 and 10 ½ month employees** to August 8 through July 23, instead of August 15 through July 31.
- For **9, 9 ½, 10 month employees** to September 8 through August 23, instead of September 15 through August 31.



How Did We Get Here

Several years ago, the District went from paying employees on a Monthly basis to a Semi-Monthly basis.

This caused all 12 month employees to be paid in advance of the actual reporting pay period.



Why are We Making a Change

- To correct past practice of paying 12-month employees in advance of actual time worked.
- To avoid final payout confusion and frustration for 12-month employees.
- To reduce the delay in receiving the first installment payment for other contract employees.
- To better align paydays with school breaks throughout the year.



Employee Participation

Classification	Counts		
Superintendency	8		
Board Members	7		
Adiminstrators	210		
Middle Managers	96		44
Teachers	0	3	3217
Secretaries	117	94	58
ESP	510		443
Total Contact	948	97	3762
	Supervisory	ROTC Instructors	Nurses
	Dist Office Secretaries	Jr. High Secretaries	Teachers
	Hg School Princ Sec		Counselors
	Custodians		Pyscologists
	Maintenance		Secretaires
	Police Officers		Bus Drivers



Additional Support

- Opt-in 25 Pay Period Schedule



Communications

PAY DATE CHANGE FAQ

1. Why is the District switching pay dates?
Four primary reasons: 1) To correct past practice of paying 12-month employees in advance of actual time worked, 2) To avoid final payout confusion and frustration for 12-month employees, 3) To reduce the delay in receiving the first installment payment for other contract employees, and 4) To better align paydays to the school year.
2. Will I receive less money than I currently receive?
No. You will not receive less money under your full annual contract amount. The change in the timing of when you receive your paycheck. The change to the new pay dates – for teachers and all other employees – means that for 12-month contract employees it will be one week later.
3. Will my paycheck be less because of the change in pay dates?
No. Employees still receive their full annual contract amount. The timing of the first installment amount does not increase or decrease due to a change in pay dates.
4. Will this change my contract dates?



PAY DATE CHANGES

Beginning the 2026-27 school year,
Granite School District pay dates will be the **8th and 23rd** of each month.
If a payday falls on a weekend or holiday, payday is moved to Friday or the closest day prior to the holiday.

WHY IS THIS HAPPENING?

- ☑ Reduces time gap between when new contract employees begin work and when they receive their first paycheck.
- ☑ Reduces time gap between when teachers begin work for the school year and when pay begins.
- ☑ Eliminates the Winter Recess pay gap. Currently, pay in December occurs on the 15th and (roughly) the 20th. This creates a large pay gap between the final December pay date and the January 15 pay date.
- ☑ Minimizes other holiday pay conflicts. Many holidays occur in the middle and end of the month. Moving pay dates to the 8th and 23rd helps eliminate those conflicts.

HOW WILL THIS AFFECT ME?



Potential Policy Changes

Article IX.A.1.e. Payment of Salaries

A. Procedures for the Payment of Salaries

1. Paychecks will be made available to employees on the last District working day of each month, except as may be otherwise provided below.
2. Employees who work in non-school locations will receive a semi-monthly paycheck on the 15th of each month or the preceding Friday, if the 15th falls on a Saturday or Sunday. This check is in addition to the end of the month paycheck listed in #1 above. Substitute teachers are also paid on the 15th of the month.
3. A contract employee who begins employment after the first normal working day of each year will receive the first paycheck within five working days following the next regular payday. The first paycheck will be computed by multiplying the number of days worked through the first payday by the employee's daily rate of pay. The balance of the employee's estimated annual earning will be divided equally over the remaining paychecks.
4. A contract employee terminating employment before the final normal working day of each year will receive the final paycheck within five working days following the next regular payday.



Next Steps

Questions



CONFLICT OF INTEREST/FINANCIAL DISCLOSURE

Board members must meet the requirements of the Utah Public Officers' and Employees' Ethics Act, Utah Code Ann. §67-16-1 *et seq.* Board members shall disclose annually any direct or indirect financial interest that they have in any corporation or business that furnishes goods or services to, or otherwise does business with the District and/or any transaction made with the District in which the board member or a close relation to the board member has a financial interest. These requirements are designed to prevent a board member from being placed in a position where her/his interest in public schools and her/his pecuniary interests might conflict. Board members shall strive to avoid any appearance of a conflict of interest even if a conflict may not actually exist.

CONFIDENTIALITY

Board members may have access to confidential information and records pertaining to students, parents or guardians, patrons, employees, contractors, volunteers, retirees, donors, or other individuals or entities associated with the District. The information board members have access to may contain sensitive financial information, personal information of patrons, personally identifiable student information, and other sensitive information. All such information is protected by state and federal laws. Board members shall sign the confidentiality agreement required by all district employees.

Board members agree to access, use, and/or disclose confidential information only as required and permitted in performing their assigned duties, including oral, written, or electronic communications or documents. Some confidential information may be shared with district employees, volunteers, affiliates, or contractors on a "need-to-know" basis. However, board members shall not misappropriate or misuse confidential information at any time and shall safeguard confidential information. If a board member becomes aware of a breach of confidential information, the board member shall report the breach to the superintendent immediately.

BOARD MEMBER CODE OF CONDUCT

Board members agree to abide by the commitments and ethics articulated in District Policy Article II.C., the district's code of conduct for educators in V.C.14., and with educator standards articulated in Utah Administrative Code R277-217. Additionally, board members agree to refrain from conduct that would constitute a violation of basic causes for disciplinary action for district employees as outlined in District Policy Article IX.A.4.C. and conduct that is discriminatory, harassing, or retaliatory as outlined in District Policy Article V.C.1. Abiding by these basic standards of conduct will engender trust and respect for board members and the office they occupy.

Further, to promote a strong working relationship, board members will:

1. Endeavor to be on time to board meetings and participate fully.
2. Notify the board president and superintendent, with as much advance notice as possible, when the board member cannot attend a meeting for professional or personal reasons.
3. Make requests for information or add topics to the agenda through the board president or vice president (see Article II.D.).
4. Be familiar with the issues and read the materials provided in advance of the meeting in order to be fully prepared to discuss issues and take action on agenda items.
5. Address questions or concerns with the board president and the superintendent in advance of the board meeting to avoid surprises and unnecessary conflict.
6. Approach each issue with an open mind and show respect for diverse opinions.
7. Refrain from introducing issues not on the board agenda during the board meeting.
8. Refrain from repetitive discussion on an agenda item that needlessly lengthens a meeting.
9. Avoid dominating debate, thereby denying colleagues an equal opportunity to discuss the matters at hand.
10. Participate in continuing education activities and, after attending a conference, workshop, or convention paid for by the District, provide a report to other board members for the benefit of the Board.
11. Have the courage to share personal perspectives but respect the perspectives and intentions of others and defer to the ultimate decisions of the Board.
12. Respect the role and decision-making authority of the superintendent in communications with constituents and colleagues, both public and private.
13. Attend school or district PTA, community council, and other meetings according to your assignments, ability, and interest. Listen and respond, as appropriate, but avoid dominating the discussion or advancing personal agendas.
14. Support the role of the superintendent at board meetings by deferring to the superintendent's expertise as appropriate, asking for clarification on agenda items, allowing the superintendent time to provide adequate follow-up on questions and concerns, and request permission of the board president before asking questions of anyone in the audience.
15. Follow through on assignments.
16. Maintain civil dialogue by speaking respectfully and listening carefully to others.
17. Maintain in confidence conversations of a sensitive nature with fellow board members, the superintendent, and staff.
18. Take concerns and complaints to the superintendent and appropriate administrators, and refrain from trying to resolve concerns and complaints unilaterally.
19. Refrain from gossiping or speaking negatively about patrons or district personnel.



Utah Open and Public Meetings Act

Utah Code Title 52, Chapter 4

Intent

- The OPMA ensures that board business, including deliberations, is conducted, and actions are taken by the board in the open



The Utah Supreme Court has held that deliberations in a judicial or quasi-judicial matter may be held in private and are exempt from the Open Meetings Act. Once a decision has been made, the public body must announce it in a public meeting.

- Common Cause of Utah v. Utah Public Service Commission (Utah 1979).

Training

- Annual training on OPMA is required



“The presiding officer of the public body [Board] shall ensure that the members of the public body are provided with annual training on the requirements of this chapter.” U.C.A. 52-4-104

Meetings

- Meetings describe convening the board by an individual with authority to convene the public body: (1) with a quorum present (2) to discuss, deliberate, receive public comments, and act upon a matter over which the board has jurisdiction or advisory power
- *A meeting is not a meeting if: (1) no funds are expended, (2) discussion is only for the purpose of administrative or operational matters where no formal actions are taken, and/or (3) it constitutes a chance or social gathering*

Proper Notice

- At least 24 hours notice of date, time, place
- Include an agenda that is reasonably specific
- Posted to pmn.Utah.gov and district website (newspaper no longer required)
- Post annual schedule on pmn.Utah.gov; we also post to our website
- With a majority vote, the board may convene an emergency meeting without 24 hours notice to discuss matters of an urgent nature if: board gives as much notice as practicable, majority of board approves the meeting, attempts are made to notify all members of the board

Agenda Items

- Agenda must provide reasonable specificity to notify the public as to the topics to be considered
- Each topic must be listed as a separate agenda item – potential closed session items should be identified
- Board meeting should adhere to the agenda properly noticed to the public; board shall not take final action on topics not on the agenda
- Board may discuss an item raised by the public not listed on the agenda at discretion of President but cannot take final action



Public Participation

- “A meeting is open to the public unless closed”; includes work or study sessions and site visits
- The district generally allows public comment if a patron signs up in advance
- Public comment is required in public hearings for school closures, boundary changes, budget hearings, tax increases (truth in taxation), and bond ballot measures
- Members of the public who disrupt an open meeting may be removed and can be charged with a class B misdemeanor

Minutes and Recordings

- Minutes and Recordings are public records under GRAMA
- Minutes and recording required unless meeting is a site visit and no vote is taken
- Recordings must be complete and unedited with full open session, labeled with date, time, and location, and posted to pmn.Utah.gov within 3 days
- Draft minutes must be made available within 30 days, and approved minutes shall be posted and made available 3 days after adopted



Minutes (cont.)

- Written minutes constitute the official record of all actions taken, and must include:
 - Date, time and place of meeting
 - Names of members present and absent
 - Substance of all matters proposed, discussed or decided by the board and may include a summary of member's comments
 - Record, by member, of all votes taken
 - Names of public members offering comments with a brief summary of the substance
 - Information requested by a member to be made a part of the minutes

Electronic Meetings

- Electronic meetings may be convened in which some or all members attend through electronic video connection, audio connection, or both (the district has a policy)
- Notice of electronic meeting shall be provided to members at least 24 hours in advance
- Means for a connection, an anchor location, and space for the public to attend are required
- Note: board members may participate in an open meeting by telephone; participating telephonically is not the same as conducting an electronic meeting



Email/Electronic Communications Outside Board Meetings

- Nothing in this chapter shall be construed to restrict a member of a public body from transmitting an electronic message to other members of the public body at a time when the public body is not convened in an open meeting.
- Do not engage in group discussions outside board meetings (with a quorum) and be careful about “responding to all”
- All electronic communications are subject to GRAMA – including texts



Texts

“Based upon the oral and written arguments of the parties, the Committee is not convinced that Respondent does not possess records that are responsive to Ms. Henderson’s records request. It is reasonable to conclude that Commissioner Maryboy was texting individuals during the April 2, 2019 public San Juan County Commission meeting, and since the texts could have been created by Commissioner Maryboy in his public capacity as a Commissioner for San Juan County, as opposed to his capacity as a private individual, the text messages may be considered “records” under GRAMA pursuant to Utah Code § 63G-2-103(22)(a).”

- Henderson v San Juan County, Case 19-33 (Records Committee)

Questions to Consider

- Are we communicating about official business?
- Will we be taking a vote on this matter?
- How many board members are involved in the communication?
- Is it a quorum, or is this a series of communications through electronic means that totals a quorum?
- Is there any evidence of trying to circumvent the spirit of the law?
- Are these emails or text messages public records subject to disclosure pursuant to GRAMA?



Closed Meetings

- The board can conduct closed meetings in limited circumstances to discuss one or more of the following:
 - An individual's character, competence, or health
 - Pending or imminent litigation
 - Matters of acquisition or sale of real property (water rights)
 - Deployment of security systems
 - Investigations of alleged criminal conduct
 - Certain deliberations and decision making involved in procurement

Closed Meetings (continued)

- Requires a quorum be present and a 2/3 vote of board members in an open meeting
- The board shall announce the reason for closed meeting, take a vote to close the meeting by name, announce the location of closed meeting, and record the foregoing in the minutes
- No resolution, rule, regulation, contract, or appointment may be approved in a closed meeting
- The board cannot discuss competence or physical or mental health of a person applying to fill an elected position or a midterm vacancy

Closed Meetings (continued)

- The board can decide who attends a closed meeting; the individuals present must be disclosed on the recording
- Information gathering and final action must be performed in open meeting while deliberation and the process of decision making can be performed in a closed meeting
- A recording must be kept unless the purpose is to discuss the character, professional competence, the physical or mental health of an individual, or security systems; in those cases, the board chair may sign an affidavit affirming the purpose of the meeting
- Minutes may be kept but are not required

Common Mistakes

- Conference calls, email correspondence, and text messages that constitute a quorum
- Failing to cite a reason for a closed meeting or closing a meeting for a reason other than those designated
- Attempting to take final action in closed meeting—must be done in open meeting
- Disclosing information learned in a closed meeting (or in the course of accessing confidential information)

Potential Penalties

- The recording of a closed meeting may be made public
- Final actions of the board may be voided by a court if OPMA is violated, although a violation can be “cured” by discussing the voided action and taking a public vote in a subsequent meeting (Ward v. Richfield City (Utah 1990))
- A public employee who intentionally violates closed meeting provisions or intentionally abets for advises a violation may be charged with a class B misdemeanor (up to \$2,500 fine and up to six months in jail)
- May be responsible for court costs and attorney fees
- Corrective action must commence within 90 days after the discovery of violation (30 days if involves bonds, notes, or debts)

A vibrant tropical beach scene with several palm trees leaning over a white sandy shore. The water is a clear, bright turquoise color, and the sky is a deep blue with scattered white clouds. The overall atmosphere is bright and sunny.

Questions?