



**SALT LAKE CITY**  
SCHOOL DISTRICT

# **BOUNDARIES & PLANNING UPDATE**

September 5, 2023

Brian Conley

Boundaries and Planning Director



# Our commitments through this process continue

- 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
- Attend to sustainability and environmental responsibility



# Objectives

- Review aims of boundary and population study
- Review actions to date, including identification of seven schools for further study
- Present the approach to further study
- Present next steps



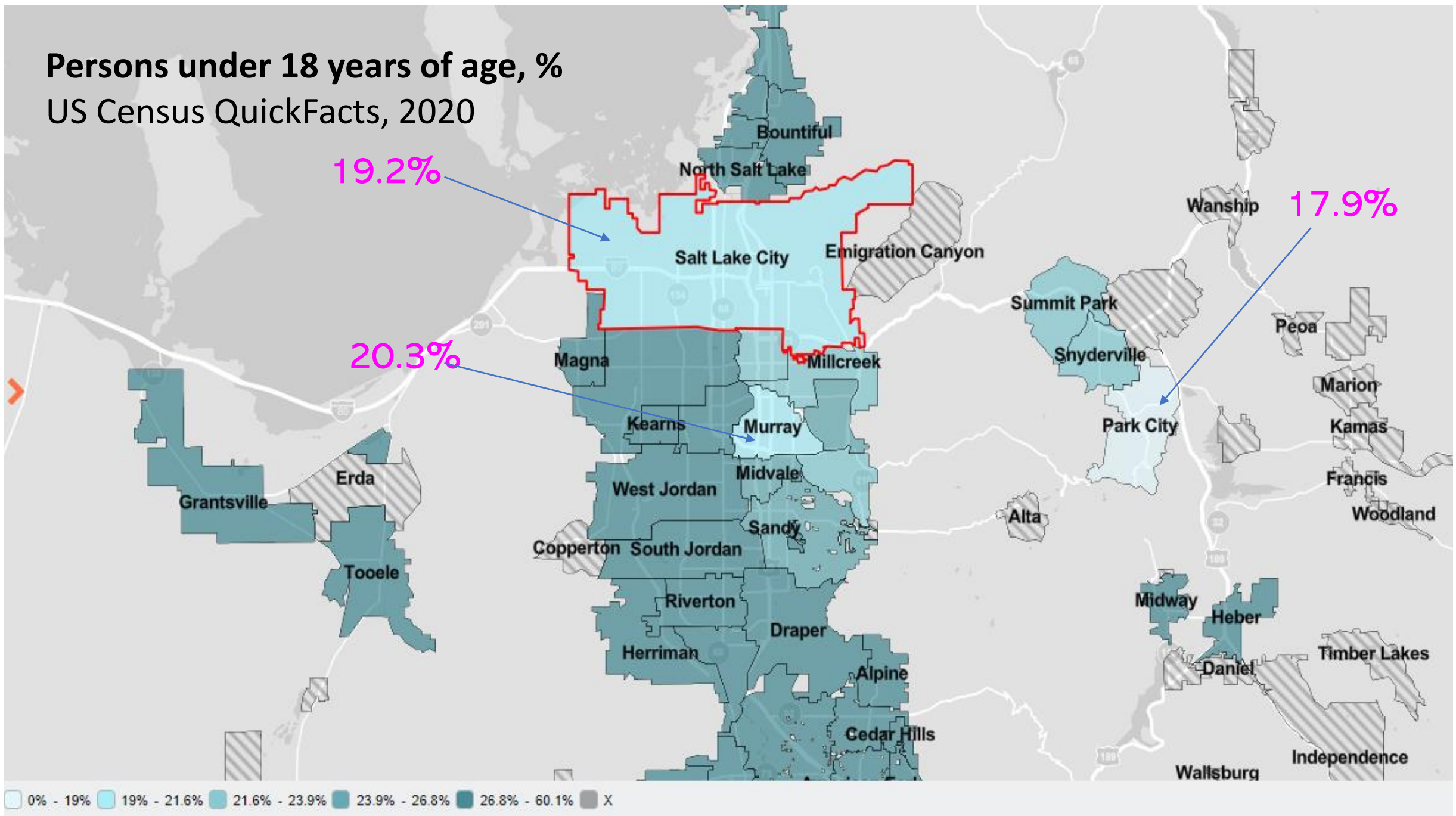
# Aims of Boundary and Population Study



# What is our reach?

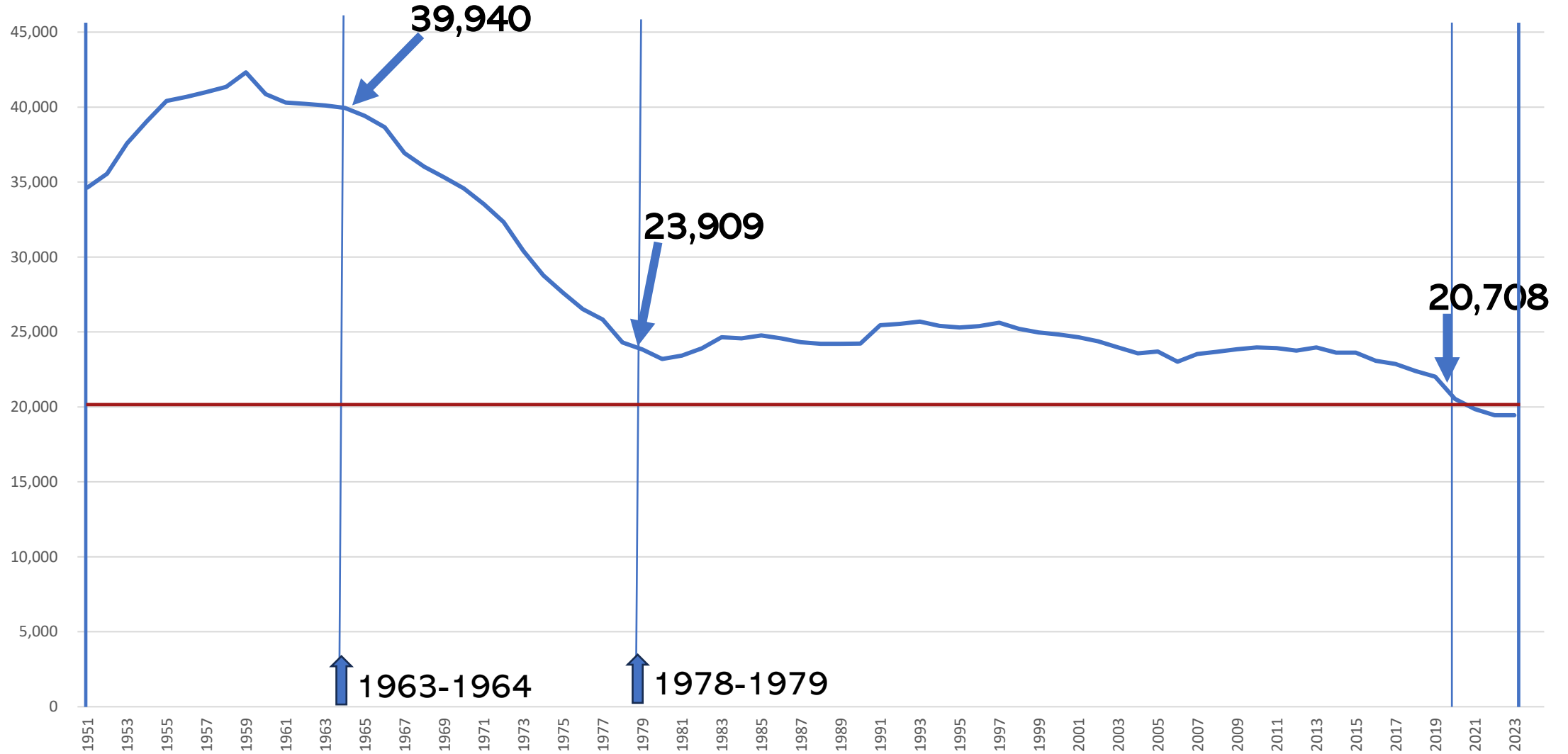
- 204,657 people live in SLCSD (2022 US Census Estimate)
- About 20,000 students in SLCSD
- About 30% of the people in SLCSD have a direct connection to our schools
- A high-quality school district impacts all residents
  - Students receive high-quality learning and education
  - Strong schools attract families
  - Inclusive schools build neighborhood trust
  - Strong districts attract business and industry support

# Persons under 18 years of age, % US Census QuickFacts, 2020





# K-12 Enrollment over time





# K-12 School closures over time

Edison (old)	1964
Oquirrh	1965
Grant	1966
Columbus	1968
Curtis	1968
Lafayette	1968
Jackson Jr.	1969
Garfield	1970
Grandview	1970
Hamilton	1970
Longfellow	1970
Matheson	1970
Southwest Jr.	1971
Boone School	1972
Lake Breeze Site	1972
Horace Mann	1973

Onequa	1973
Riverside	1973
Sumner	1973
Forest	1974
Irving Jr.	1974
Langford Site	1974
McKinley	1974
Highland Park (old)	1975
Northcrest Site	1975
Roosevelt	1975
Southeast Jr.	1975
Lincoln Jr.	1976
Douglas	1978
Jefferson	1978
Ensign (old)	1979
Webster	1979

Jordan Jr.	1982
South High School	1988
Lowell	2002
Rosslyn Heights	2002
Salt Lake Virtual	2023

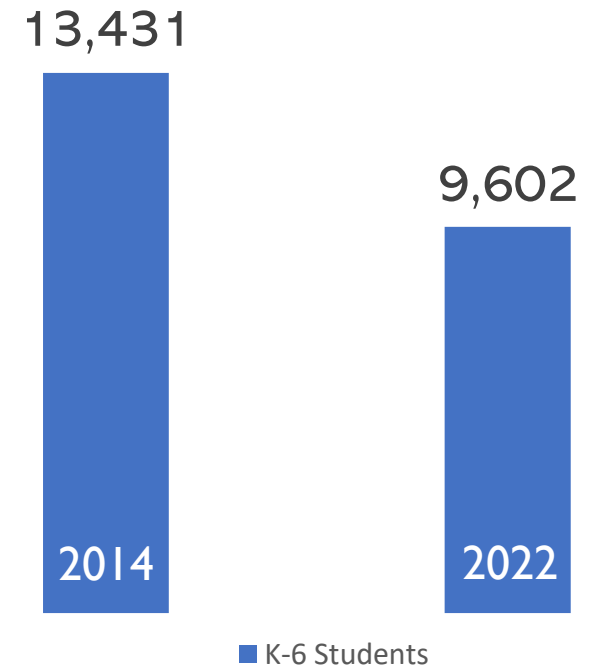
32 schools were  
closed between  
1964 - 1979





# Declining student population is an indicator that action is needed

- The district's **K-6 enrollment dropped by more than 3,800 students in eight years**
- This represents more than a 28% decline
- However, the district has maintained the same number of elementary schools





# Boundary and Population Study aims to:

1. Right-size our schools. We want to establish school boundaries that support a neighborhood student population at each elementary school that allows an average of three general education teachers per grade.
2. Ensure high-quality learning environments. Every elementary student needs and deserves the opportunity to learn in an appropriate and engaging setting.
3. Exercise fiduciary responsibility and allocate resources effectively.



# Right-sizing our elementary schools will:

- Increase within-school choices for students and families
- Provide effective collaboration structures for teachers
- Allow for special school programs in all schools and district programs in some
- Minimize split classes
- Increase the efficient and effective use of the district's financial resources, including taxpayer dollars

*We want a high-quality seat for every student*



# Previous Actions of Boundary and Population Study



# Previous actions

## July 2022 – February 2023

- The district reviewed data and generated potential study list of schools for Board consideration.

## February 2023

- Board approved study of all elementary schools for potential boundary change, including possible closures.
- Interim Superintendent Bates appointed Brian Conley as Director of Boundaries and Planning and members of the Boundary Options Committee (BOC).

## March – June 2023

- Director met with 700+ people in 58 meetings. More than 300 people watched the meetings online.

## July – August 2023

- Director reported BOC recommendations regarding viable options for further study.
- Board approved a list of seven schools for further study for potential long-term closure.



# How the Boundary Options Committee (BOC) came to recommendations

BOC looked at all 16 considerations in G-5:  
Administrative Procedures, District  
Reconfigurations & Long-Term School Closures  
for 27 elementary schools



# Considerations (alphabetized) in G-5: Administrative Procedures, District Reconfigurations & Long-Term School Closures

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



# How the BOC came to recommendations

- Evaluated data
- Considered community feedback
- Created to holistic assessment of schools





# How the BOC came to recommendations

Primary distinguishing features that led to deeper discussion included:

- Community Learning Centers
- Building age, capacity, and learning environment conditions
- School enrollment in general education programs
- Neighborhood student population (assuming district programs could be placed in other sites)
- Major thoroughfares and geographic features that limit movement of students to nearby schools



# Schools for further study:

## Emerson Elementary

- Among district's oldest buildings
- Among lowest general education enrollment and residential student population
- Poor natural light in classrooms, many without windows
- ADA challenges on campus
- Limited number of classrooms
- Small campus footprint
- Proximity to nearby schools as alternative sites
- Limited onsite parking



# Schools for further study:

## Hawthorne Elementary

- Among district's oldest buildings
- Among lowest general education enrollment and residential student population
- Limited number of classrooms
- Adjacent to major thoroughfare (700 East)
- Small campus footprint
- Proximity to nearby schools as alternative sites



# Schools for further study:

## M. Lynn Bennion Elementary

- Among district's oldest buildings
- Among lowest general education enrollment and residential student population
- Only one classroom per grade level in 6 of the 7 grades
- Limited number of classrooms
- Near major thoroughfares (400 South & 700 East)
- Small campus footprint
- Limited onsite parking



# Schools for further study:

## Mary W. Jackson Elementary

- Among district's oldest buildings
- Lower general education enrollment
- All grades with just one general education class (non-DLI class) per grade
- Poor natural light in classrooms, some without windows
- Proximity to nearby schools as alternative sites



# Schools for further study:

## Newman Elementary

- Lower general education enrollment and residential student population
- Limited opportunity for future growth based on location on district border
- Limited number of classrooms
- Proximity to nearby schools as alternative sites



# Schools for further study:

## Riley Elementary

- Among lowest general education enrollment and residential student population
- Location next to busy commuter streets
- Limited opportunity for future growth based on location to industrial development
- Proximity to nearby schools as alternative sites



# Schools for further study:

## Wasatch Elementary

- Among district's oldest buildings
- Among lowest residential student population
- ADA challenges on campus, especially with two property sites
- Poor natural light in some classrooms
- Location next to busy commuter street
- Small campus
- Limited onsite parking





# Approach to Further Study



# Approach to further study

1. Group G-5 considerations into five primary categories that represent critical principles that will guide the development of recommendations to the Board.
2. Compile and evaluate additional data related to each of the categories.
3. Evaluate implications of closing the schools recommended for further study and subsequent boundary configurations.
4. Ultimately, the district will take a holistic approach to determine which schools to recommend for closure. Through this approach, we will balance needs across the district to best serve our students.



# Categories of considerations representing critical principles

The five categories are:

1. Student enrollment and residential population
2. Proximity and availability of neighborhood schools
3. Building and learning environment quality
4. Strategic placement of district-wide programs for equitable access
5. Community input and stakeholder feedback



# Category 1 considerations and their use in decision making regarding closure

## Student Enrollment and Residential Population

Enrollment data

Student residential population and enrollment

- Number of resident students
- Number of students who live within a one-mile radius
- Total number of students enrolled
- Past enrollment trends—resident and overall
- Projected enrollment trends—resident and overall
- 3-Year Cohort Survival Rate for each grade



# Category 2 considerations and their use in decision making regarding closure

<b>Proximity and availability of neighborhood schools</b>	
Student safety	<p>Student safety, especially as related to safe walking routes, is of primary consideration.</p> <ul style="list-style-type: none"><li>• Consider how to reduce the number of students who must cross major thoroughfares in walking to and from school</li><li>• Consider walkable alternatives</li><li>• Anticipate possible transportation needs</li></ul>
Transportation	<p>Further study current district and city transportation services and the transportation that may be needed if a school is closed and students require transportation to a nearby school.</p>
Geographical features	<p>Further study major thoroughfares and natural boundaries that may impact student safety and transportation needs (goal of reducing the number of students who must cross major thoroughfares in walking to and from school)</p>



## Category 2, con't.

<b>Proximity and availability of neighborhood schools</b>	
Environmental factors	Further study whether any environmental factors—such as pipelines or high voltage power lines—may have been added near schools (since school construction) Possible changes to zoning laws that have increased local traffic patterns
Community and neighborhood identity	Proximity of other elementary schools and the desire to provide walkable alternatives for students and families, to the extent possible, to support neighborhood schools and neighborhood identity along with the sense of community



# Category 3 considerations and their use in decision making regarding closure

## Building and learning environment quality

Facility capacity and design

- Remaining useful life of buildings (projection)
- Unique features of classrooms (the technological capacity/ innovative educational features and the natural lighting in the classroom)
- Current physical condition and capacity of building and site
- Known upcoming repair/replacement needs
- Potential ongoing maintenance needs
- Ability of all students to have reasonable and equitable access to a school's campus
- Facility needs of any school becoming or remaining a hub school



## Category 3, con't.

### Building and learning environment quality

Facility  
capacity and  
design

- Number and square footage of classrooms
- Increased or decreased reliance on portables (if that school remained open)
- Amount of sufficient and appropriate off-street parking safety for staff and community visitors
- Adequacy of existing drop-off/pick-up and bus loading areas
- Current condition/adequacy of HVAC systems
- Condition/presence of vestibules to support safety initiatives
- In-depth look at the school's energy efficiency





# Category 4 considerations and their use in decision making regarding closure

Strategic Placement of District-Wide Programs for Equity and Access	
Special programs	Considerations regarding facilities, staffing needs, and past assurances will be given to how the movement of a district program (i.e., special education hub, extended learning program, dual language immersion) from a school designated for closure may impact the students within that program
Special facilities for special programs	Consideration will be given to the learning environment and facilities created for special programs, particularly special education programs, and the availability of quality learning spaces for those programs in the current school or in an alternative setting



# Category 5 considerations and their use in decision making regarding closure

Community Input and Stakeholder Feedback	
Community input and stakeholder feedback	Community input is of primary consideration. As parents share support for their local school or concerns about it closing, we are applying their cares and concerns, as applicable, to all schools on the list for further study. In this way we balance the feedback we are receiving regarding one school to apply to all schools, even those where parents have not been able to voice their concerns at board meetings or in other planned meetings.



# Approach to Boundary Adjustments



# Considerations and Their Use in Decision Making Regarding Boundary Changes

Consideration	Use in Decision Making Regarding Boundary Changes
Enrollment data	In determining boundaries, the district will aim for a range of neighborhood enrollment between 400 and 550 students
Facility capacity and design	The increased or decreased reliance on portables for the neighboring schools will be considered (if a particular school closed)
Demographics	The impact on Title I funding and CEP (Community Eligibility Provision) status will be considered
Community input and stakeholder feedback	As parents share support for their local school or concerns about boundary changes, we will be looking at whether those concerns and issues are applicable to any of the other seven schools. In this way, we balance the feedback we are receiving to apply to all schools, even those where parents have not been able to voice their concerns at board meetings
Student safety	Student safety, especially as related to safe walking routes, is of primary consideration
Transportation	We will further study current transportation services and future needs related to possible boundary adjustments



# Boundary Change Considerations, con't.

Consideration	Use in Decision Making Regarding Boundary Changes
Geographical features	Related to student safety and transportation, we will consider major thoroughfares and natural boundaries that may impact the safe passage of students to and from school.
Special programs	Special programs will be placed in schools that have the capacity to house the maximum of one special program along with a robust neighborhood population.
Financial implications	The district will assess the impact of boundary changes on transportation needs and costs.
Community and neighborhood identity	Consideration will be given to the proximity of schools and the desire to provide walkable alternatives for students and families to the extent possible.
Special facilities for special programs	Consideration will be given to the learning environment created for special programs, particularly special education programs, and the availability of quality learning space for those programs.
Environmental factors	These factors will be considered as they relate to student safety at school and in walking to and from school.



## Next Steps for Further Study



# Actions to date

## Boundaries and Planning Director has:

- Met with the seven principals and district area directors to discuss school data, share additional information, and listen to concerns
- Met with district administrators for idea sharing and brainstorming necessary components of transition planning
- Met with Information Systems and Buildings & Grounds

## Communications Executive Director has:

- Met with Salt Lake Community Network (neighborhood community council chairs)



# Next steps to gather additional data

1. Compile and evaluate additional data related to each of the categories
2. Capture and analyze all data listed in tables above
3. Analyze implications of school closure and boundary configurations
4. Identify obstacles that can't be overcome if a school is closed
5. Create plan for transitions, as needed
6. Update Board at October and November board meetings
7. Update district website with additional information





# Population and Boundary Study

PAGE UPDATED: September 1, 2023

## INFORMATION MEETINGS

Mark your calendars now, and join us for the upcoming information meetings about our population and boundary study. The district is studying seven elementary schools for potential closure and the remaining district elementary schools for possible boundary changes. You are welcome to attend any of the meetings.

- Meeting #1: Tuesday, September 12, 6-8 p.m.  
at SLCSE-Bryant Middle School
- Meeting #2: Saturday, October 7, 9-11 a.m.  
at Glendale Middle School
- Meeting #3: Wednesday, October 18, 7-9 p.m.  
at Northwest Middle School
- Meeting #4: Saturday, October 21, 9-11 a.m.  
at Franklin Elementary  
(This meeting will be conducted in SPANISH.)
- Meeting #5: Wednesday, October 25, 7-9 p.m.  
at Hillside Middle School

[SEND US YOUR COMMENTS](#)

- ▶ [FAQ and Timeline](#)
- ▶ [Related Policies and Administrative Procedures](#)
- ▶ [Past Community Meetings and Feedback](#)
- ▶ [Demographic Studies](#)
- ▶ [District Data](#)



# Board-approved information meetings

1. Tuesday, September 12, 6:00-8:00PM at SLCSE-Bryant Middle
2. Saturday, October 7, 9:00-11:00AM at Glendale Middle
3. Wednesday, October 18, 7:00-9:00PM at Northwest Middle
4. Saturday, October 21, 9:00-11:00AM at Franklin Elementary (this meeting will be conducted in Spanish)
5. Wednesday, October 25, 7:00-9:00PM at Hillside Middle

*Language translation and child care  
will be provided at all meetings*



# Our timeline



## 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.



# Continuation into fall...



## **JULY 2023**

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



## **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.



Comments & Questions