

February 4, 2025

To: Board of Education

From: Board Policy Subcommittee

Subject: G-5: Administrative Procedures, District Reconfigurations and Long-Term School Closures and its Administrative Procedures.

The G-5: Administrative Procedures, District Reconfigurations and Long-Term School Closures were reviewed at the board policy subcommittee meeting on January 29, 2025, and the subcommittee recommended it be placed on the Report section of the upcoming board meeting.

These administrative procedures were significantly revised to comply with state law and to reflect the input from the stakeholder survey related to the district's prior process.

If you have any questions or need additional information on these administrative procedures, please contact the superintendent or the board president prior to 5:00 p.m. on February 4, 2025.

# G-5: Administrative Procedures

## District Reconfigurations & Long-Term School Closures



### REFERENCE

[Board Policy G-5: District Reconfigurations & Long-Term School Closures](#)

### DEFINITIONS:

**Special Enrollment Program:** A full-day academic program in which a parent opts to enroll the parent's student and that is offered at a specifically designated district school. The special enrollment programs within the district are its gifted or advanced learning programs and dual language immersion programs.

**Final Recommendation:** Adjustments to the configuration of district schools and/or long-term school closures that are being recommended to the board for adoption.

**Official Study List:** A list of schools that are being studied in a given year by the district. This list is culled from suggestions collected from patrons, employees, board members, and community sources throughout the year and approved by the board.

**Options Committee:** An ad-hoc committee, convened by the superintendent, whose charge is to suggest viable options for the board and community to consider.

**Recommended Option(s):** Proposed options that have received preliminary approval from the board to move forward in the process, which requires the superintendent or superintendent's designee to give notice of the proposed options and receive community comment in accordance with state law.

**Viable Option(s):** The option(s) recommended to the board by the options committee, after receiving input from the local school community council.

### PROCEDURES FOR IMPLEMENTATION

State law sets forth two distinct processes to be followed when a school district proposes changing school boundaries or closing a school. The time frames in these administrative procedures align with state law; however, nothing prevents the district or board from extending the length of any process.

When proposing to change school boundaries, state law requires a minimum of 30 days between when the board approves a recommendation for studying boundaries and when the board takes final action. During this time, potentially affected stakeholders will be notified, the district will disseminate its proposed boundary plan and hold at least one informational meeting, and the public will have an opportunity to comment at a board meeting and a public hearing. If the board approves any boundary adjustments, the new boundaries will not go into effect until the next school year.

When proposing to close a school, state law requires a minimum of 90 days between when the board approves a recommendation for studying schools for potential closure and when the board takes final action. During this time, potentially affected stakeholders will be notified, the district will disseminate its proposal and hold informational meetings, and the public will have an opportunity to comment at two board meetings and a public hearing. The board must approve any school closure before December 31, with the closure going into effect at the beginning of the next school year.

#### I. Procedures to be Followed During Each Year ~~infor~~ Which ~~Changes to Schoolan-Official- Boundaries~~ ~~iesy~~ ~~areStudy is Being Contemplated-and/or Conducted~~

##### A. Public input on proposed school boundary changesies

1. Concerns, suggestions, and questions may be raised by the public at any time during this process. Such communications should be directed toee the steps below to determine to whom to direct such input, i.e., principal, school community council ("SCC"), and/or superintendent and/or the superintendent's designee (hereafter the collectively-"G-5 Administrator").
2. Members of the public wishing to make a formal public comment to the board must sign up to speak during the public comment period of a scheduled board meeting. See, B-2: Administrative Procedures, School Board Meetings, Section II, Public Participation at Board Meetings.
- 2.3. The public will have multiple opportunities to provide input on any proposed school boundary changes during informal community information sessions, a designated public comment period in at least one board meeting, and at a scheduled formal public hearing.

##### B. Superintendent and/or G-5 Administrator recommendation~~The official study list~~

1. ~~At least 30 days prior to the board voting to change school boundaries~~~~Prior to the end of February~~, the G-5 Administrator will gather information to present to the board regarding possible school boundary adjustments.
  - a. ~~Prior to making any recommendation for boundary adjustments, the G-5 Administrator will meet with the principal and school community council ("SCC") chair of each school that might be affected by a recommendation to change school boundaries.~~
  - b. ~~An initial recommendation to adjust school boundaries will typically be based on:~~
    - i. ~~the district's identified need to equalize, to the extent possible, the enrollment at the district elementary, middle, and/or high schools; and/or~~
    - ii. ~~a school closure that necessitates new boundaries.~~
  - a. ~~In presenting this information to the board, the G-5 Administrator will have considered:~~
    - i. ~~School enrollment data, which may include, but is not limited to, declining or increasing enrollment data, future enrollment predictions, and the number of school choice applications.~~
    - ii. ~~Facility capacity and design, which may include if applicable consideration of the physical condition of buildings, maintenance/repair needs, utility costs, school utilization (enrollment vs. school capacity), and location.~~
  - iii. ~~School feeder patterns, which include studying the impacts on the network(s) rather than just a particular school site.~~
  - iv. ~~Federal, state, or court mandates, which may dictate certain actions to be taken by the school board and provide a time frame for taking such action.~~
    - v. ~~Demographics, which would include consideration of the racial, ethnic, and socio-economic status of the current school population. Consideration will be given as to whether an adjustment will increase, decrease, or maintain the demographic ratios at any affected school.~~
    - vi. ~~Community input, which will include gathering, to the extent possible, stakeholder feedback from parents, students, teachers, staff, employee organizations, local business leaders, district partners, school community councils, parent/teacher/student organizations, and other community members.~~
    - vii. ~~Student safety, including but not limited to the availability of safe walking/biking routes, crosswalks, pedestrian overpasses/underpasses, crossing guards, speed bumps, hawk lights, etc.~~
    - viii. ~~Transportation, which includes but is not limited to looking at the costs/savings related to transportation, and the capacity of the district to transport all affected students and arrive at school on time.~~
    - ix. ~~Geographic features of the district, including consideration of whether there are any natural boundaries, or major thoroughfares which cannot be crossed safely by pedestrians, as well as consideration for contiguity of the school zone, and alignment of the feeder patterns. Special programs, which may include, but are not limited to, consideration of the presence or absence of special education programs, English language learners, dual language immersion programs, and accelerated and gifted progr~~Financial implications, which may include consideration of operational costs, staffing, utilities, freed-up subsidies, facility re-utilization, and central office reduction.
    - x. ~~Student educational opportunities and academic performance, which may include data related to student proficiency and student growth.~~
2. ~~Subsequent to hearing the recommendation, and no later than 30 days prior to the anticipated board vote~~~~the end of February~~, an official study list will be approved by the board shall make and approve a motion to initiate the district sending the required notifications in accordance with state law.
  - a. ~~The district will notify the following individuals that the board is considering a boundary change:~~
    - i. ~~parents of students enrolled in the schools directly affected by the proposed boundary change, using email or the parent's preferred method of communication;~~
    - ii. ~~parents of students enrolled in other schools within the district that may be affected by the proposed boundary change, using email or the parent's preferred method of communication;~~
  - b. ~~At the same time, the district may send the notifications of the public hearing described in section I.D.1.b.ii.~~
2. ~~containing the school boundaries to be studied.~~
3. ~~From March to May, assigned staff will meet with each principal and SCC chair that is directly affected by the official study list, to generate a core set of options to be considered by the options committee.~~
4. ~~From May to June, the options committee will study the viability of core options focusing on the "safe, reasonable, simple, and cost effective" criteria in order to establish a list of viable options.~~

5. Prior to presenting the list to the board in July, the options committee will report its recommendation of viable options to each affected principal and SCC chair for their comment.

C. Establishing recommended option(s)

1. In July, information from the options committee and comment from each affected school is reported to the board.

2. In August, the board must approve any recommended options for boundary changes for further study.

a. If the board approves recommended options for further study, the following actions must be taken:

i. at least 90 days before approving a school boundary change, the district will notify the following individuals that the board is considering a boundary change:

(a) parents of students enrolled in the schools directly affected by the proposed boundary change, using email or the parent's preferred method of communication;

(b) parents of students enrolled in other schools within the district that may be affected by the proposed boundary change, using email or the parent's preferred method of communication;

ii. Salt Lake City Council members; and

iii. Mayor of Salt Lake City.

3C. In-depth study

1. Upon any board motion to consider boundary changes, the G-5 Administrator, district leadership, and key department personnel will begin an in-depth study of the factors listed below to draft an appropriate and safe school boundary plan.

a. School enrollment data, which may include, but is not limited to, declining or increasing enrollment data, and future enrollment projections.

b. Facility capacity, school utilization (enrollment vs. school capacity), and location.

c. Student safety, including but not limited to the availability of safe walking/biking routes, crosswalks, pedestrian overpasses/underpasses, crossing guards, speed bumps, hawk lights, etc.

d. Transportation, which includes but is not limited to looking at the costs/savings related to transportation, and the capacity of the district to transport all affected students and arrive at school on time.

e. Geographic features of the district, including consideration of whether there are any natural boundaries, or major thoroughfares which cannot be crossed safely by pedestrians, and consideration for contiguity of the school boundary.

2. The public will have an opportunity to review the proposed school boundary plan for a minimum of ten days. A copy of the plan shall be made available in each affected school and distributed to each affected SCC.

3. The district will also regularly post updates on its website and send communications to families using the district's standard communication platform/software.

D. Public Comment, Public Hearing, and Information Sessions

1. During the 30 day period, the board will provide an opportunity for public comment on the proposed boundary change:

a. during at least two-one public board meetings; and

b. hold a public hearing and provide public notice of the hearing in accordance with state law.

i. The notice of the public hearing shall indicate the school(s) which will be impacted by the proposed boundary change, and the date, time, and location of the public hearing.

ii. At least 30 days before the public hearing, the district will provide notice of the public hearing to:

- (1) parents of students enrolled in the schools directly affected by the proposed boundary change, using email or the parent's preferred method of communication;
- (2) parents of students enrolled in other schools within the district that may be affected by the proposed boundary change, using email or the parent's preferred method of communication;
- (3) Salt Lake City Council members; and
- (4) Mayor of Salt Lake City.

iii. The notice listed immediately above in Section I.D.1.b.ii.C.2.b.i., shall also be provided 10 days prior to the public hearing.

iv. The required notice must be published:

- (1) on the district's website;
- (2) on the Utah Public Notice Website;
- (3) at the district's community learning centers; and
- (4) on the front entrances of any potentially affected schools.

2. ~~e.~~ The ~~proposed boundary plan~~~~board-recommended options may will~~ also be presented at information sessions scheduled throughout ~~the 30-day period~~~~September and October~~.
- a. The number and location of the information sessions will be determined by the board.
- b. Notice of any open information sessions will be provided to parents of students enrolled in the schools affected by the proposed boundary changes.

1. ~~E. Board Agenda Items~~~~Adopting boundary changes~~

1. ~~In November:~~

- d.1. ~~one of t~~The required public comment opportunity~~ies~~ will be placed on a board agenda, and the G-5 Administrator will provide feedback from any information sessions for the board's consideration.  
~~the second required public comment opportunity will be placed on a board agenda, and the recommended options for boundary changes will be placed as a discussion item on the board agenda.~~
2. ~~In December,~~ the required public hearing will be held as part of the board's agenda, and the ~~proposed~~~~recommended options for~~ boundary ~~plan~~~~changes~~ will be placed as a discussion item on the board agenda.
3. If after discussing the ~~proposed~~~~recommended~~ ~~boundary plan~~~~options~~ the board determines to take action on a proposed boundary changes~~s~~, the ~~final~~~~recommendations~~~~options for boundary changes~~ will be placed on the action agenda for the next public board meeting.
4. Except in emergency situations, the following school year is the earliest any approved boundary change will take effect.

F. ~~Parents of students enrolled in a school affected by a boundary change will have at least 30 days after the board approves any such change to file an open enrollment/school choice application.~~

G. ~~The boundary adjustment process outlined in this section will be followed when the district is proposing to relocate a special enrollment program.~~

## II. Procedures to be Followed During Each Year ~~infor~~ Which an Official Long-Term School Closure ~~Study~~ is being ~~Conducted~~ ~~Contemplated~~

### A. ~~Public input on a long-term school closure~~

- a. ~~Concerns, suggestions, and questions may be raised by the public at any time during this process. All such communications should be directed to the G-5 Administrator.~~
- b. ~~Members of the public wishing to make a formal public comment to the board must sign up to speak during the public comment period of a scheduled board meeting. See, B-2: Administrative Procedures, School Board Meetings, Section II, Public Participation at Board Meetings.~~
- c. ~~The public will have multiple opportunities to provide input on any proposed school closures during informal community information sessions, a designated public comment period in at least two board meetings, and at a scheduled formal public hearing.~~

### B. ~~G-5 Administrator recommendation~~

1. ~~At least 90 days prior to the board voting to close any school, the G-5 Administrator will gather information to present to the board regarding schools that should be considered for potential long-term school closure.~~
  - a. ~~Prior to making any recommendation to the board, the G-5 administrator will meet with each principal and SCC chair of a school that is being recommended for potential closure.~~
  - b. ~~The G-5 Administrator's initial recommendation will be based on a school meeting one or more of the following criteria:~~
    - i. ~~Five-year enrollment projection data indicates the building will be at or below 50% of capacity and surrounding schools will be at or below 65% of capacity.~~
    - ii. ~~Enrollment at an elementary school falls below 300 students.~~
    - iii. ~~General teacher standard FTE funds only allocate one teacher in at least two grade levels (grades 1 through 6) in an elementary school.~~
    - iv. ~~Estimated costs associated with all short-term repairs, building lifespan needs over the next five years, and/or addressing the structural safety issues is greater than 35% of the estimated cost of building a new school.~~
  - c. ~~Any school adjacent to a school that meets the criteria listed in II.B.1.b. may also be studied for potential closure.~~
2. ~~Special program facilities, for example, special programs, such as providing services for special education students, may require special facilities. Consideration will be given regarding the extent to which a large capital investment has been made in creating such special facilities and the costs associated with rebuilding those facilities elsewhere. Subsequent to hearing the recommendation, and no later than 90 days prior to the anticipated board vote, the board shall make and approve a motion to initiate the district sending the required notifications in accordance with state law.~~



- a. The board must make a separate motion for each school under consideration for closure.
- b. The district will notify the following individuals that the board is considering a school closure:
  - i. parents of students enrolled in the schools directly affected by the proposed closure, using email or the parent's preferred method of communication;
  - ii. parents of students enrolled in other schools within the district that may be affected by the proposed closure, using email or the parent's preferred method of communication;

### C. In-Depth Study

1. Upon any board motion to consider the long-term closure of a school, the G-5 Administrator, district leadership, and key department personnel will begin an in-depth study of the factors listed below to determine the viability and appropriateness of closing an identified school.
  - a. The factors to be considered are:
    - i. School enrollment data for the school and surrounding schools, which may include, but is not limited to, declining or increasing enrollment data, and future enrollment predictions.
    - ii. Facility capacity and design, which may include if applicable, consideration of the building's physical condition, maintenance/repair needs, utility costs, school utilization (enrollment vs. school capacity), and location.
    - iii. Transportation, which includes but is not limited to looking at the costs/savings related to transportation, and the capacity of the district to transport all affected students and arrive at school on time.
    - iv. Geographic features of the district, including consideration of whether there are any natural boundaries, or major thoroughfares which cannot be crossed safely by pedestrians, and consideration for contiguity of the school boundary.
    - v. Special programs, which may include, but are not limited to, consideration of the presence or absence of special education programs, English language learners, dual language immersion programs, and accelerated and gifted programs.
    - vi. Special program facilities, for example, special programs, such as providing services for special education students, may require special facilities. Consideration will be given regarding the extent to which a large capital investment has been made in creating such special facilities and the costs associated with rebuilding those facilities elsewhere.
    - vii. Financial implications, which may include consideration of operational costs, staffing, utilities, and facility re-utilization.
2. —The public will have an opportunity to review the in-depth study on school closure(s) for a minimum of 30 days. A copy of the study and a summary shall be made available in each school proposed for closure(s) and distributed to each affected SCC.
  - a. The district will also regularly post updates on its website and send communications to families using the district's standard communication platform/software.
3. Public Comment, Public Hearing, and Information Sessions
  - a. During the 90-day period:
    - i. the board will provide an opportunity for public comment on the proposed closures during at least two public board meetings; and
    - ii. hold a public hearing and provide public notice of the hearing in accordance with state law.
      - (1) the notice of the public hearing shall indicate the school(s) which will be impacted by the proposed closure, and the date, time, and location of the public hearing.
    - iii. At least 30 days before the public hearing, the district will provide notice of the public hearing to:
      - (1) parents of students enrolled in the schools directly affected by the proposed school closure, using email or the parent's preferred method of communication;
      - (2) parents of students enrolled in other schools within the district that may be affected by the proposed school closure, using email or the parent's preferred method of communication;
      - (3) Salt Lake City Council members; and
      - (4) Mayor of Salt Lake City.
    - iv. The notice listed immediately above in Section II.C.3.a.iii.B.2.C.2.b.i., shall also be provided 10 days prior to the public hearing.
    - iv. The required notice must be:
      - (1) published:
        - a. on the district's website;
        - b. on the Utah Public Notice Website;

(2) posted:

- a. at the district's community learning centers; and
  - b. on the front entrances of any potentially affected schools.
4. The proposed closure will also be presented at information sessions scheduled throughout the 90-day period.
- a. The number and location of the information sessions will be determined by the board.
  - b. Notice of any open information sessions will be provided to parents of students enrolled in the schools affected by the proposed closure.

D. Board Agenda Items

- 1. The required public comment opportunity will be placed on a board agenda, and the G-5 Administrator will provide feedback from any information sessions for the board's consideration.
- 2. The required public hearing will be held as part of the board's agenda, and the recommended school closure(s) will be placed as a discussion item on the board agenda.
- 3. If after discussing the recommended closures the board determines to take action on a recommendation(s), the recommendation(s) will be placed on the action agenda for the next public board meeting.
- 4. Any vote to close a school must occur prior to December 31 of the calendar year preceding the beginning of the school year in which a school closure takes effect.

The same process outlined in Section I shall be followed whenever a long-term school closure is being considered.

B. In addition to the factors outlined in Section I.B.1., if a long-term school closure is being contemplated, the G-5 Administrator will also consider:

- 1. Community and neighborhood identity, recognizing that having a neighborhood school can be an integral part of a neighborhood's identity and improve a family's sense of community. Consideration will be given to the availability of nearby schools to the ones being considered for closure, as having a nearby school can lessen the impact of displacement and increase the connection to a new school.
- 2. Special program facilities, for example, special programs, such as providing services for special education students, may require special facilities. Consideration will be given regarding the extent to which a large capital investment has been made in creating such special facilities and the costs associated with rebuilding those facilities elsewhere.
- 3. Environmental factors, for example, a school's surroundings may have changed since it was first opened. Zoning may have been relaxed to allow more businesses with increased traffic, or there might be new environmental hazards that now compromise the safety of the students at a school.
- 4. School designations, including whether the school has been identified for "comprehensive support and improvement," "targeted support and improvement," or "turnaround."

E. Because a long-term school closure will necessitate boundary adjustments, the district will have 60 days after the day on which the board approves a school closure to adjust school boundaries. if a long-term school closure is being contemplated, one comprehensive process will be run to address the school closure and boundary adjustment proposals. The boundary adjustment process will follow the timelines and procedures outlined in Section I.

F. Any proposed closure of a special enrollment program will follow the school closure process outlined in this section.

G. Any alternative or non-traditional school will be evaluated for closure using criteria specific to that site, such as whether the school is still serving its intended purpose, its enrollment, and whether it is fiscally responsible to maintain that site.

- 1. If the board votes to study whether such a school should be closed, the district will follow the timelines and provide the opportunities for public input outlined above.

**I.III. Extension of Timelines to be Followed in Special Circumstances**

1. In certain circumstances, including but not limited to when school buildings have been made unsafe or unsanitary due to a natural or man-made disaster, the board may vote to utilize an abbreviated process in order to change school boundaries or close a school.

- 1. In the event that a shortened process is necessary, the minimum requirements provided for in state law will be followed.
  - a. The shortened process will include the 120-day notification process, the opportunity for public comment at two board meetings, and public hearing requirements.

A. If the number of schools under consideration for closure or the scope of the boundary changes warrant additional time for study, as part of the initial recommendation the superintendent or G-5 Administrator can propose an extended process.

1. The statutory deadline that a school closure decision be made by the board prior to December 31 cannot be extended.
- C. If circumstances require the extension of any specific timeframe listed in these administrative procedures, the superintendent or G-5 Administrator will notify the board in an open and public meeting that a particular deadline has been extended due to extenuating circumstances. Any such extenuating circumstances will be explained in the board meeting.
2. ~~If the district determines that one of its virtual schools is no longer viable and contemplates its closure because no boundary changes are necessary, the following shortened closure process will be used:~~
  - a. ~~By April 15<sup>th</sup> of a given school year in which closure is contemplated for the upcoming school year:~~
    - i. ~~the district will notify parents of enrolled students that the board is considering closing the virtual school.~~
    - i. ~~Such notification will be made using email or the parent's preferred method of communication.~~
    - ii. ~~The district will notify Salt Lake City Council members and the Mayor of Salt Lake City of the proposed closure.~~
  - b. ~~The board will provide an opportunity for public comment on the proposed virtual school closure during at least two public board meetings; and~~
  - c. ~~The board will hold a public hearing on the proposed closure and provide public notice of the hearing in accordance with state law.~~

#### **IV. Grade-Level Reconfigurations within Schools**

- A. If the district determines that the grade levels being served within a school should be adjusted, the superintendent will make the applicable recommendation to the board.
- B. If the recommendation has the support of the board, the board will hold one public comment period during an upcoming board meeting to gather public input on the recommendation.
- C. Any decision to reconfigure grade levels within a school will be made prior to the end of March preceding the school year in which the reconfiguration will take effect.

#### **II-V. Decisions Related to District Facilities no Longer in Use as School Buildings**

For any unused school building, the following procedures will be followed to determine its future use. Potential options for an unused school property include: using the site to address a different district need, declaring the site "surplus property" and thus available for sale, or repurposing the site to benefit the district and community while still retaining ownership of the site.

- A. Immediate District Need
  1. Once a decision has been made to permanently close a school building, the district will determine if there is an immediate district need for the building.
    - a. An immediate district need means the district has a foreseeable need for new or additional space to meet the needs of district students, including for operating a district or school program or a special school, or to address a district operational space need.
      - i. In an open public board meeting, the superintendent will recommend to the board that a building be used to address an identified district need.
      - ii. During a subsequent public meeting, the board will provide time for public comment on both the identified district need and the site chosen to address that need.
      - iii. After receiving public feedback, the board will place the recommendation on an upcoming board agenda for a vote by the board.
- B. Determining Site Eligibility for Repurposing or Surplus
  1. If the district determines it has no immediate district need for the building, the district will conduct a feasibility study to understand the best uses for each site. The study can include:
    - a. A real estate analysis ("REA"). A REA will assess the current conditions of each site, such as assessing the existing condition of buildings and development allowed under zoning and other regulations. This phase could include an assessment of the development potential of each site, should its zoning be adjusted. A real estate market analysis can inform land uses that are in demand near each site, such as housing, retail, and small scale or creative office. Based on the development that is legally allowed, physically possible, and market feasible, a baseline land value will be identified; and
    - b. A financial and economic analysis ("FEA"). Using the baseline development assumptions identified during the REA, the FEA will define a creative and organized land use plan for each school site that meets the district's goals, is market feasible and ready for implementation. This phase of the project will refine potential commercial and community-focused uses of the sites and consider their impacts



on the surrounding community, with a goal of adding value for both the neighborhood and district. A detailed financial analysis and risk assessment for each proposed land use plan will validate that the plans are financially feasible.

2. When the feasibility study is complete, the district will present to the board the recommendation for each site to either repurpose the site or declare it surplus property.

C. Surplus Property

1. If the feasibility study suggests that it is in the best interest of the district to sell the property, the superintendent or designee will recommend to the board that the property be declared "surplus" in accordance with Utah Code §53G-4-901.
2. If the board declares a site to be surplus property, the district will give written notice to the appropriate eligible governmental entities that the property is available for purchase.
  - a. The notice shall comply with the requirements outlined in Utah Code §53G-4-902.
3. If the eligible governmental entities forfeit their right to purchase the surplus property, the board is no longer obligated to sell the surplus property to an eligible entity.
4. Any sale of surplus property to an eligible entity must comply with state law and only be used for one of the statutorily identified purposes.
5. If the board sells surplus property to an eligible entity, the sale proceeds may only be used for bond debt reduction or school district capital facilities.
6. School sites or buildings may only be conveyed or sold by a board resolution affirmed by at least two-thirds of the school board members.

D. Site Repurposing

1. A recommendation to repurpose the site will feature a land use plan for each site that is founded on the facility, regulatory, market, community need, financial, and risk assessments conducted. The land use plans are intended to ensure that each repurposed site continues to serve as a community asset while offering value and enabling the district to advance its academic, staff recruitment, and other objectives.
  - a. As the district identifies a development recommendation for each site, the district will offer informal community feedback opportunities, which may include hosting community meetings and smaller focus groups to hear from community members and stakeholders.
2. If the board supports the development recommendation, during at least one subsequent public meeting, the board will provide time for public comment on the development recommendation.
  - a. The district will use a variety of communication methods to ensure that the public is aware of the development recommendation and upcoming opportunity for public comment during a board meeting. The district will also provide frequent updates, details and timelines on a district's Site Repurposing webpage.
3. If the board determines to move forward with the development recommendation, the district will follow the correct procurement process ("PP") to receive proposal submissions for each site that align with the development recommendation.
  - a. The PP will outline the district's concept for the property and the criteria, including benefits to the community, that must be met by any proposals.
  - b. The PP serves as an invitation to potential partners to submit proposals on how they would like to fulfill the request outlined in the PP.
  - c. A review committee, comprised in accordance with state law, will evaluate all submissions based on how well they meet the criteria and priorities outlined in the PP.
  - d. Based on the outcome of the PP, the superintendent or designee will make a final recommendation to the board on which submission should be awarded a contract to repurpose a site.
    - i. All decisions related to repurposing a site, including options for long-term lease or partnership will be voted on by the board in an open and public meeting.

E. Timeline

The determination on whether to sell or repurpose a site may be a multi-year process; the district will provide frequent updates of where it is in the process for each site and projected timelines on a district Site Repurposing webpage.

F. Upkeep of Properties

Closed school properties will be maintained throughout the year (including building and grounds maintenance). Buildings will be regularly monitored by district personnel and local law enforcement.

No district employee or student shall be subjected to discrimination in employment or any district program or activity on the basis of age, color, disability, gender, gender identity, genetic information, national origin, pregnancy, race, religion, sex, sexual orientation, or veteran status. The district is committed to providing equal access and equal opportunity in its programs, services and employment including its policies, complaint processes, program accessibility, district facility use, accommodations and other Equal Employment Opportunity matters. The district also provides equal access to district facilities for all youth groups listed in Title 36 of the United State Codes, including scouting groups. The following person has been designated to handle inquiries and complaints regarding unlawful discrimination, harassment, and retaliation: Tina Hatch, Compliance and Investigations/Title IX Coordinator, 406 East 100 South, Salt Lake City, Utah 84111, (801) 578-8388. You may also contact the Office for Civil Rights, Denver, CO, (303) 844-5695.

# G-5: Administrative Procedures

## District Reconfigurations & Long-Term School Closures



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### REFERENCE

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### PROCEDURES FOR IMPLEMENTATION

State law sets forth two distinct processes to be followed when a school district proposes changing school boundaries or closing a school. The time frames in these administrative procedures align with state law; however, nothing prevents the district or board from extending the length of any process.

When proposing to change school boundaries, state law requires a minimum of 30 days between when the board approves a recommendation for studying boundaries and when the board takes final action. During this time, potentially affected stakeholders will be notified, the district will disseminate its proposed boundary plan and hold at least one informational meeting, and the public will have an opportunity to comment at a board meeting and a public hearing. If the board approves any boundary adjustments, the new boundaries will not go into effect until the next school year.

When proposing to close a school, state law requires a minimum of 90 days between when the board approves a recommendation for studying schools for potential closure and when the board takes final action. During this time, potentially affected stakeholders will be notified, the district will disseminate its proposal and hold informational meetings, and the public will have an opportunity to comment at two board meetings and a public hearing. The board must approve any school closure before December 31, with the closure going into effect at the beginning of the next school year.

#### I. Procedures to be Followed During Each Year in Which Changes to School Boundaries are Being Contemplated

- A. Public input on proposed school boundary changes
  - 1. Concerns, suggestions, and questions may be raised by the public at any time during this process. Such communications should be directed to the superintendent's designee (hereafter the "G-5 Administrator").
  - 2. Members of the public wishing to make a formal public comment to the board must sign up to speak during the public comment period of a scheduled board meeting. See, B-2: Administrative Procedures, School Board Meetings, Section II, Public Participation at Board Meetings.
  - 3. The public will have multiple opportunities to provide input on any proposed school boundary changes during informal community information sessions, a designated public comment period in at least one board meeting, and at a scheduled formal public hearing.
- B. Superintendent and/or G-5 Administrator recommendation
  - 1. At least 30 days prior to the board voting to change school boundaries, the G-5 Administrator will gather information to present to the board regarding possible school boundary adjustments.
    - a. Prior to making any recommendation for boundary adjustments, the G-5 Administrator will meet with the principal and school community council ("SCC") chair of each school that might be affected by a recommendation to change school boundaries.
    - b. An initial recommendation to adjust school boundaries will typically be based on:
      - i. the district's identified need to equalize, to the extent possible, the enrollment at the district elementary, middle, and/or high schools; and/or
      - ii. a school closure that necessitates new boundaries.
  - 2. Subsequent to hearing the recommendation, and no later than 30 days prior to the anticipated board vote, the board shall make and approve a motion to initiate the district sending the required notifications in accordance with state law.
    - a. The district will notify the following individuals that the board is considering a boundary change:

- i. parents of students enrolled in the schools directly affected by the proposed boundary change, using email or the parent's preferred method of communication;
    - ii. parents of students enrolled in other schools within the district that may be affected by the proposed boundary change, using email or the parent's preferred method of communication;
  - b. At the same time, the district may send the notifications of the public hearing described in Section I.D.1.b.ii.
- C. In-depth study
  - 1. Upon any board motion to consider boundary changes, the G-5 Administrator, district leadership, and key department personnel will begin an in-depth study of the factors listed below to draft an appropriate and safe school boundary plan.
    - a. School enrollment data, which may include, but is not limited to, declining or increasing enrollment data, and future enrollment projections.
    - b. Facility capacity, school utilization (enrollment vs. school capacity), and location.
    - c. Student safety, including but not limited to the availability of safe walking/biking routes, crosswalks, pedestrian overpasses/underpasses, crossing guards, speed bumps, hawk lights, etc.
    - d. Transportation, which includes but is not limited to looking at the costs/savings related to transportation, and the capacity of the district to transport all affected students and arrive at school on time.
    - e. Geographic features of the district, including consideration of whether there are any natural boundaries, or major thoroughfares which cannot be crossed safely by pedestrians, and consideration for contiguity of the school boundary.
  - 2. The public will have an opportunity to review the proposed school boundary plan for a minimum of ten days. A copy of the plan shall be made available in each affected school and distributed to each affected SCC.
  - 3. The district will also regularly post updates on its website and send communications to families using the district's standard communication platform/software.
- D. Public Comment, Public Hearing, and Information Sessions
  - 1. During the 30-day period, the board will provide an opportunity for public comment on the proposed boundary plan:
    - a. during at least one public board meeting; and
    - b. hold a public hearing and provide public notice of the hearing in accordance with state law.
      - i. The notice of the public hearing shall indicate the school(s) which will be impacted by the proposed boundary change, and the date, time, and location of the public hearing.
      - ii. At least 30 days before the public hearing, the district will provide notice of the public hearing to:
        - (1) parents of students enrolled in the schools directly affected by the proposed boundary change, using email or the parent's preferred method of communication;
        - (2) parents of students enrolled in other schools within the district that may be affected by the proposed boundary change, using email or the parent's preferred method of communication;
        - (3) Salt Lake City Council members; and
        - (4) Mayor of Salt Lake City.
      - iii. The notice listed immediately above in Section I.D.1.b.ii, shall also be provided 10 days prior to the public hearing.
      - iv. The required notice must be published:
        - (1) on the district's website;
        - (2) on the Utah Public Notice Website;
        - (3) at the district's community learning centers; and
        - (4) on the front entrances of any potentially affected schools.
  - 2. The proposed boundary plan will also be presented at information sessions scheduled throughout the 30-day period.
    - a. The number and location of the information sessions will be determined by the board.
    - b. Notice of any open information sessions will be provided to parents of students enrolled in the schools affected by the proposed boundary changes.
- E. Board Agenda Items
  - 1. The required public comment opportunity will be placed on a board agenda, and the G-5 Administrator will provide feedback from any information sessions for the board's consideration.

2. The required public hearing will be held as part of the board's agenda, and the proposed boundary plan will be placed as a discussion item on the board agenda.
  3. If after discussing the proposed boundary plan the board determines to take action on a proposed boundary changes, the recommendations will be placed on the action agenda for the next public board meeting.
  4. Except in emergency situations, the following school year is the earliest any approved boundary change will take effect.
- F. Parents of students enrolled in a school affected by a boundary change will have at least 30 days after the board approves any such change to file an open enrollment/school choice application.
- G. The boundary adjustment process outlined in this section will be followed when the district is proposing to relocate a special enrollment program.

## **II. Procedures to be Followed During Each Year in Which an Official Long-Term School Closure is being Contemplated**

- A. Public input on a long-term school closure
- a. Concerns, suggestions, and questions may be raised by the public at any time during this process. All such communications should be directed to the G-5 Administrator.
  - b. Members of the public wishing to make a formal public comment to the board must sign up to speak during the public comment period of a scheduled board meeting. See, B-2: Administrative Procedures, School Board Meetings, Section II, Public Participation at Board Meetings.
  - c. The public will have multiple opportunities to provide input on any proposed school closures during informal community information sessions, a designated public comment period in at least two board meetings, and at a scheduled formal public hearing.
- B. G-5 Administrator recommendation
1. At least 90 days prior to the board voting to close any school, the G-5 Administrator will gather information to present to the board regarding schools that should be considered for potential long-term school closure.
    - a. Prior to making any recommendation to the board, the G-5 administrator will meet with each principal and SCC chair of a school that is being recommended for potential closure.
    - b. The G-5 Administrator's initial recommendation will be based on a school meeting one or more of the following criteria:
      - i. Five-year enrollment projection data indicates the building will be at or below 50% of capacity and surrounding schools will be at or below 65% of capacity.
      - ii. Enrollment at an elementary school falls below 300 students.
      - iii. General teacher standard FTE funds only allocate one teacher in at least two grade levels (grades 1 through 6) in an elementary school.
      - iv. Estimated costs associated with all short-term repairs, building lifespan needs over the next five years, and/or addressing the structural safety issues is greater than 35% of the estimated cost of building a new school.
    - c. Any school adjacent to a school that meets the criteria listed in II.B.1.b. may also be studied for potential closure.
  2. Subsequent to hearing the recommendation, and no later than 90 days prior to the anticipated board vote, the board shall make and approve a motion to initiate the district sending the required notifications in accordance with state law.
    - a. The board must make a separate motion for each school under consideration for closure.
    - b. The district will notify the following individuals that the board is considering a school closure:
      - i. parents of students enrolled in the schools directly affected by the proposed closure, using email or the parent's preferred method of communication;
      - ii. parents of students enrolled in other schools within the district that may be affected by the proposed closure, using email or the parent's preferred method of communication;
- C. In-depth study
1. Upon any board motion to consider the long-term closure of a school, the G-5 Administrator, district leadership, and key department personnel will begin an in-depth study of the factors listed below to determine the viability and appropriateness of closing an identified school.
    - a. The factors to be considered are:
      - i. School enrollment data for the school and surrounding schools, which may include, but is not limited to, declining or increasing enrollment data, and future enrollment predictions.



- ii. Facility capacity and design, which may include if applicable, consideration of the building's physical condition, maintenance/repair needs, utility costs, school utilization (enrollment vs. school capacity), and location.
  - iii. Transportation, which includes but is not limited to looking at the costs/savings related to transportation, and the capacity of the district to transport all affected students and arrive at school on time.
  - iv. Geographic features of the district, including consideration of whether there are any natural boundaries, or major thoroughfares which cannot be crossed safely by pedestrians, and consideration for contiguity of the school boundary.
  - v. Special programs, which may include, but are not limited to, consideration of the presence or absence of special education programs, English language learners, dual language immersion programs, and accelerated and gifted programs.
  - vi. Special program facilities, for example, special programs, such as providing services for special education students, may require special facilities. Consideration will be given regarding the extent to which a large capital investment has been made in creating such special facilities and the costs associated with rebuilding those facilities elsewhere.
  - vii. Financial implications, which may include consideration of operational costs, staffing, utilities, and facility re-utilization.
2. The public will have an opportunity to review the in-depth study on school closure(s) for a minimum of 30 days. A copy of the study and a summary shall be made available in each school proposed for closure(s) and distributed to each affected SCC.
  - a. The district will also regularly post updates on its website and send communications to families using the district's standard communication platform/software.
3. Public Comment, Public Hearing, and Information Sessions
  - a. During the 90-day period:
    - i. the board will provide an opportunity for public comment on the proposed closures during at least two public board meetings; and
    - ii. hold a public hearing and provide public notice of the hearing in accordance with state law.
      - (1) the notice of the public hearing shall indicate the school(s) which will be impacted by the proposed closure, and the date, time, and location of the public hearing.
    - iii. At least 30 days before the public hearing, the district will provide notice of the public hearing to:
      - (1) parents of students enrolled in the schools directly affected by the proposed school closure, using email or the parent's preferred method of communication;
      - (2) parents of students enrolled in other schools within the district that may be affected by the proposed school closure, using email or the parent's preferred method of communication;
      - (3) Salt Lake City Council members; and
      - (4) Mayor of Salt Lake City.
    - iv. The notice listed immediately above in Section II.C.3.a.iii., shall also be provided 10 days prior to the public hearing.
    - iv. The required notice must be:
      - (1) published:
        - a. on the district's website;
        - b. on the Utah Public Notice Website;
      - (2) posted:
        - a. at the district's community learning centers; and
        - b. on the front entrances of any potentially affected schools.
4. The proposed closure will also be presented at information sessions scheduled throughout the 90-day period.
  - a. The number and location of the information sessions will be determined by the board.
  - b. Notice of any open information sessions will be provided to parents of students enrolled in the schools affected by the proposed closure.
- D. Board Agenda Items
  1. The required public comment opportunity will be placed on a board agenda, and the G-5 Administrator will provide feedback from any information sessions for the board's consideration.

2. The required public hearing will be held as part of the board's agenda, and the recommended school closure(s) will be placed as a discussion item on the board agenda.
3. If after discussing the recommended closures the board determines to take action on a recommendation(s), the recommendation(s) will be placed on the action agenda for the next public board meeting.
4. Any vote to close a school must occur prior to December 31 of the calendar year preceding the beginning of the school year in which a school closure takes effect.
- E. Because a long-term school closure will necessitate boundary adjustments, the district will have 60 days after the day on which the board approves a school closure to adjust school boundaries. The boundary adjustment process will follow the timelines and procedures outlined in Section I.
- F. Any proposed closure of a special enrollment program will follow the school closure process outlined in this section.
- G. Any alternative or non-traditional school will be evaluated for closure using criteria specific to that site, such as whether the school is still serving its intended purpose, its enrollment, and whether it is fiscally responsible to maintain that site.
  1. If the board votes to study whether such a school should be closed, the district will follow the timelines and provide the opportunities for public input outlined above.

### III. Extension of Timelines

- A. If the number of schools under consideration for closure or the scope of the boundary changes warrant additional time for study, as part of the initial recommendation the superintendent or G-5 Administrator can propose an extended process.
  1. The statutory deadline that a school closure decision be made by the board prior to December 31 cannot be extended.
- B. If circumstances require the extension of any specific timeframe listed in these administrative procedures, the superintendent or G-5 Administrator will notify the board in an open and public meeting that a particular deadline has been extended due to extenuating circumstances. Any such extenuating circumstances will be explained in the board meeting.

### IV. Grade-Level Reconfigurations within Schools

- A. If the district determines that the grade levels being served within a school should be adjusted, the superintendent will make the applicable recommendation to the board.
- B. If the recommendation has the support of the board, the board will hold one public comment period during an upcoming board meeting to gather public input on the recommendation.
- C. Any decision to reconfigure grade levels within a school will be made prior to the end of March preceding the school year in which the reconfiguration will take effect.

### V. Decisions Related to District Facilities no Longer in Use as School Buildings

For any unused school building, the following procedures will be followed to determine its future use. Potential options for an unused school property include: using the site to address a different district need, declaring the site "surplus property" and thus available for sale, or repurposing the site to benefit the district and community while still retaining ownership of the site.

- A. Immediate district need
  1. Once a decision has been made to permanently close a school building, the district will determine if there is an immediate district need for the building.
    - a. An immediate district need means the district has a foreseeable need for new or additional space to meet the needs of district students, including for operating a district or school program or a special school, or to address a district operational space need.
      - i. In an open public board meeting, the superintendent will recommend to the board that a building be used to address an identified district need.
      - ii. During a subsequent public meeting, the board will provide time for public comment on both the identified district need and the site chosen to address that need.
      - iii. After receiving public feedback, the board will place the recommendation on an upcoming board agenda for a vote by the board.
- B. Determining site eligibility for repurposing or surplus
2. If the district determines it has no immediate district need for the building, the district will conduct a feasibility study to understand the best uses for each site. The study can include:

- a. A real estate analysis ("REA"). A REA will assess the current conditions of each site, such as assessing the existing condition of buildings and development allowed under zoning and other regulations. This phase could include an assessment of the development potential of each site, should its zoning be adjusted. A real estate market analysis can inform land uses that are in demand near each site, such as housing, retail, and small scale or creative office. Based on the development that is legally allowed, physically possible, and market feasible, a baseline land value will be identified; and
  - b. A financial and economic analysis ("FEA"). Using the baseline development assumptions identified during the REA, the FEA will define a creative and organized land use plan for each school site that meets the district's goals, is market feasible and ready for implementation. This phase of the project will refine potential commercial and community-focused uses of the sites and consider their impacts on the surrounding community, with a goal of adding value for both the neighborhood and district. A detailed financial analysis and risk assessment for each proposed land use plan will validate that the plans are financially feasible.
2. When the feasibility study is complete, the district will present to the board the recommendation for each site to either repurpose the site or declare it surplus property.
- C. Surplus Property
  1. If the feasibility study suggests that it is in the best interest of the district to sell the property, the superintendent or designee will recommend to the board that the property be declared "surplus" in accordance with Utah Code §53G-4-901.
  2. If the board declares a site to be surplus property, the district will give written notice to the appropriate eligible governmental entities that the property is available for purchase.
    - a. The notice shall comply with the requirements outlined in Utah Code §53G-4-902.
  3. If the eligible governmental entities forfeit their right to purchase the surplus property, the board is no longer obligated to sell the surplus property to an eligible entity.
  4. Any sale of surplus property to an eligible entity must comply with state law and only be used for one of the statutorily identified purposes.
  5. If the board sells surplus property to an eligible entity, the sale proceeds may only be used for bond debt reduction or school district capital facilities.
  6. School sites or buildings may only be conveyed or sold by a board resolution affirmed by at least two-thirds of the school board members.
- D. Site Repurposing
  1. A recommendation to repurpose the site will feature a land use plan for each site that is founded on the facility, regulatory, market, community need, financial, and risk assessments conducted. The land use plans are intended to ensure that each repurposed site continues to serve as a community asset while offering value and enabling the district to advance its academic, staff recruitment, and other objectives.
    - a. As the district identifies a development recommendation for each site, the district will offer informal community feedback opportunities, which may include hosting community meetings and smaller focus groups to hear from community members and stakeholders.
  2. If the board supports the development recommendation, during at least one subsequent public meeting, the board will provide time for public comment on the development recommendation.
    - a. The district will use a variety of communication methods to ensure that the public is aware of the development recommendation and upcoming opportunity for public comment during a board meeting. The district will also provide frequent updates, details and timelines on a district's Site Repurposing webpage.
  3. If the board determines to move forward with the development recommendation, the district will follow the correct procurement process ("PP") to receive proposal submissions for each site that align with the development recommendation.
    - a. The PP will outline the district's concept for the property and the criteria, including benefits to the community, that must be met by any proposals.
    - b. The PP serves as an invitation to potential partners to submit proposals on how they would like to fulfill the request outlined in the PP.
    - c. A review committee, comprised in accordance with state law, will evaluate all submissions based on how well they meet the criteria and priorities outlined in the PP.
    - d. Based on the outcome of the PP, the superintendent or designee will make a final recommendation to the board on which submission should be awarded a contract to repurpose a site.

- i. All decisions related to repurposing a site, including options for long-term lease or partnership will be voted on by the board in an open and public meeting.

- E. Timeline

The determination on whether to sell or repurpose a site may be a multi-year process; the district will provide frequent updates of where it is in the process for each site and projected timelines on a district Site Repurposing webpage.

- F. Upkeep of Properties

Closed school properties will be maintained throughout the year (including building and grounds maintenance). Buildings will be regularly monitored by district personnel and local law enforcement.

No district employee or student shall be subjected to discrimination in employment or any district program or activity on the basis of age, color, disability, gender, gender identity, genetic information, national origin, pregnancy, race, religion, sex, sexual orientation, or veteran status. The district is committed to providing equal access and equal opportunity in its programs, services and employment including its policies, complaint processes, program accessibility, district facility use, accommodations and other Equal Employment Opportunity matters. The district also provides equal access to district facilities for all youth groups listed in Title 36 of the United State Codes, including scouting groups. The following person has been designated to handle inquiries and complaints regarding unlawful discrimination, harassment, and retaliation: Tina Hatch, Compliance and Investigations/Title IX Coordinator, 406 East 100 South, Salt Lake City, Utah 84111, (801) 578-8388. You may also contact the Office for Civil Rights, Denver, CO, (303) 844-5695.