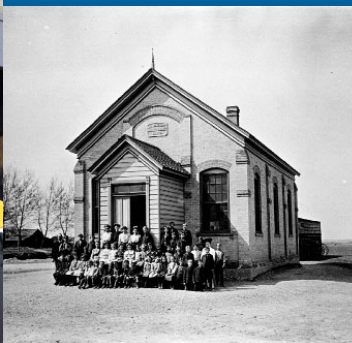


History of Granite School District

Volume 2:
1904 - Present





Granite School District

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Preface

As part of an American Bicentennial project in 1976, Granite School District published a book entitled *History of Granite School District 1904-1976 – It's Roots in Utah and American Education*. The 218 page book was written and compiled by Marie E. Gooderham, who at that time was working as a writer in the district's Office of Instructional Services. Prior to taking that assignment, she was executive secretary to two district superintendents – Elmer J. Hartvigsen and T. H. Bell. Dr. Bell later became the Commissioner of the United States Office of Education. The book was printed by the Granite Graphics Center, which was a vocational training center.

In 2010, the district's Communications Office accepted the assignment from retiring Superintendent Stephen F. Ronnenkamp to prepare Volume 2. Mrs. Gooderham and Patricia G. Sandstrom, who was a longtime member of the Granite School District Board of Education, prepared the document, "Progress in Granite School District 1975-80 – Education, the Quality Factory in Our Society." Information from that document has been woven into this volume.

Ben Horsley is the director of Communications. Michele Bartmess, a specialist in the Communications Office for 16 years prior to retirement in June 2010, accepted the assignment to write this volume. She was assisted in gathering information by Jana M. Klein, department secretary, who has done the lion's share of the research.

The volume was edited and compiled by Steven Powell, publications specialist in the Communications Office.

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Education in early America

A study of the struggles and accomplishments of the men and women who laid the foundation of the United States of America reveals that one of the most significant and unique characteristics of the new nation was its sustained effort to provide public education – particularly for children and youth. The author of the History of Granite School District 1904-1976 fittingly provided a review of some of the forces that helped form the structure of public education in America. Because that volume is out of print, much of the information has been contained in this text.

Forces shaping American education

Since colonial days, the educational process has been influenced by three forces used in transmitting knowledge, skills, and values. The first is political, expressed primarily in the creation and preservation of the form of government. The second, economic, was focused on the growth and development of an agrarian economy that gradually changed to become an industrial power of the world. Now, it is driven by technological advancement and a global economy. The third is social, which has resulted from the blending of many races and cultures striving to provide equal opportunity for all.

Woven through these forces is a constant drive to change, to improve, to renew. There are currents of disagreement between those who insist that the primary function of schools is to transmit an inherited body of culture and those who wish to focus attention on training in useful skills.

The constant flow of people from many lands has also been impactful. In early America, most useful or practical skills were acquired in workshops or on farms (within the family or through apprenticeship). Only a few gentlemen sought more learning than was required to read the Bible. But as society became more democratic, access to the schools spread and pressure grew for more practical curriculum directions. Citizens who begrudged spending extra tax dollars to equip their sons with fine writing skills were willing to pay fees to prepare them to become bookkeepers or mechanics or to learn other skills that would increase their earning power.

The idealistic Americans were not content to permit the very practical and useful subjects merely for what they were. They sought self-improvement, and this brought a melding of technical and traditional instruction in part out of the belief that a unified educational system ought to include all forms of learning, along with respect for culture. There was also belief that in a democratic society everyone should share in all things.

Throughout the years, educational institutions supported by public funds have proven willing to adapt to the needs and desires of the communities they serve. The first challenge was to overcome hostility from the artisans and farmers who argued that the best way to learn was in the shop or the field. The second demand came when literacy and the abstract came into the curriculum.

The continuous interplay within the educational system between utilitarianism and broad general education has remained perennial and traditional in the United States. The European concept drew a line between technical and vocational education, and education for entry into the university. They kept the two separate, but America saw the need to accommodate the two together. This influenced both types of instruction and kept the system accountable to society.

Educational foundations in the colonies

Of the 13 colonies, which became the Republic, all except Georgia were founded in the 17th Century. The homeland of the people was mainly the northern and western European countries, but the English were the masters of the colonies. Their language, customs, and traditions were adopted. Their education goals and religion were dominant in the early American communities.

In New England, the basic framework was established by the opening of the Federal period. It was locally controlled public education supported by taxes. Its aim was to provide a minimum amount of schooling for all children, regardless of gender, financial condition, or social class. Since that time, the struggle has been to extend the minimum upward, to equalize opportunity through broader financial bases, to maintain the separation of church and state, and to expand the curriculum to fit the needs of the times, conditions, and interests of a varied student

population. The New England colonies included Massachusetts, New Hampshire, Connecticut, and Rhode Island.

The difference between the New England pattern of public-supported town schools and the parochial and private school pattern of the Middle Colonies (New York, New Jersey and Pennsylvania) was not a result of chance. Although the Middle Colonies shared New England's religious concern for schooling, they were not in agreement as to which religion should control the schools. While they failed to develop a universal elementary school, they led in establishing the kind of practical schooling that would later dominate American secondary education.

There was a far closer resemblance to the English educational patterns in the Southern Colonies, which included the Virginias, the Carolinas, Maryland, and Georgia. Wherever possible, English traditions were preserved. Education was a private matter. While New England was providing education for all children, the planter aristocracy was providing for their own children according to their finances and their interest in education. Little was done to provide schooling for the poor.

The political force in education

From the beginning of the Colonial movement, government has been a central force in developing an educational system. The legislature of the Massachusetts Bay Colony chartered the first college in Colonial America in 1636 (Harvard), and three years later the first tax-supported public school was established. Another three years later, the first locally elected school board was formed.

The basic models for the governance of American education were created more than a century before the Revolutionary War. Two principles have emerged: educational institutions derive their authority to operate from governmental sanction; and local schools have some degree of local control.

The national educational system

Following the Revolutionary War, the nation's "founding fathers" made a commitment to the need for universal education and acknowledged that the federal government had the responsibility and the Constitutional authority to aid education. Presidents Washington and Madison

advocated federal participation in educational projects. To a lesser degree, Jefferson and Monroe sought to meet it by Constitutional amendment. In 1806, President Jefferson reinforced the Constitutional powers of Congress and suggested an amendment to specify education as a particular responsibility of Congress.

Thomas Jefferson had a strong influence in the development of the American public school system. In his age, mass education was regarded as a revolutionary idea, but Jefferson believed that public education was a necessary safeguard for liberty, and he was a strong advocate for establishing it in his home state of Virginia.

Jefferson envisioned school administration managed by a superintendent who would be in charge of teachers and would also be responsible for maintaining adequate standards in the schools. Educational plans varied, but there were basic themes that ran through them. Most were opposed to American youth going to Europe to complete their schooling. The Georgia legislature in 1785 decreed that anyone who went abroad to study for three years or more would lose their rights to civil or military service in Georgia for a period equal to the time spent in school abroad. Consequently, an American education would be preferred to an education in a foreign country.

Social influence on education

The evolving American schools after 1870 accepted as part of the curriculum another social function – to instruct students in a wide variety of modes of behavior from brushing teeth to safe driving. This shifted to the school some of the responsibility for developing standards on matters of health, hygiene, manners, and morals, which were formerly managed by home and church.

Several factors influenced the growth in the social consciousness of the schools. The movement of people from one part of the country to another, the influences of immigrants, and the growth of industrial centers in varied geographical areas brought changes that weakened family ties. Families became isolated in new communities, and the conventional pressures that had been a dynamic force in structuring American society lost strength in the new environment. Churches also lost some of their effectiveness in controlling the behavior of the young as well as old members, and new problems developed.

As authority drained away from the family and the church, parents welcomed the opportunity to transfer to others the responsibility of their offspring. The burden fell on the already overcrowded school program. Throughout early American history, no single group had the power to impose its preference upon the others.

Neutrality was a political necessity of public education systems, which could not risk the enmity of a bloc of voters or dissenters. As a result, deviant views are generally tolerated, since administrators and teachers are required to balance the certainty that they know what is good for their pupils against the need for taking account of the variety of opinions and views in a multi-cultured society.

The influence of the textbook

Since the beginning of public education in America, the textbook has been the primary instructional tool for learning. Textbooks have shaped the learning process in the United States and have greatly influenced the character of the nation.

The Bible was the first book read in schools. The first textbooks to be widely used were “spellers,” since words were seen as the beginning of learning. Readers came a little later. Following the outbreak of the Revolutionary War, English textbooks were considered to be un-American and obsolete, at least to the extent that they failed to portray the British in general as adversaries of the new nation. The role of the textbook broadened to function as an indoctrinator, and a layer of politics was placed on the more basic purpose of seeking to “improve the minds and refine the tastes” of young people.

Noah Webster was the most eminent textbook writer in America. He was considered a radical in his period – as, in fact, was the public education movement. He went so far as to advocate language reforms and to create an American language “as a brand of national union.” For many years a continuing stream of texts of all kinds flowed from his pen. His spelling book, published in 1793, was still in use in the 20th Century.

The contributions of the McGuffey texts were of great value, but their content was far above the comprehension levels of the young readers. In 1975, an analysis of the McGuffey series volume for second grade students showed the vocabulary to be at the eighth grade level. This would

suggest that the instruction was geared less to an understanding of the knowledge presented, with a weighting toward rote memorization.

Western America during the Revolutionary period and in the 19th Century

During the Revolutionary War when the 13 colonies were struggling for freedom from the oppression of the British crown, the western part of the North American continent was also undergoing change. This began when the Spaniards claimed large sections of the territory that later became part of the United States.

The first white men to visit the Utah region were likely in a small party of Spanish soldiers in the army of Coronado who ventured to the Colorado River in 1540. Research shows that this group came within the Southern Utah boundaries and then returned to headquarters in Cibola (now Zuni), New Mexico.

Dominguez-Escalante expedition

As the Spaniards continued their hold on Western America, they became more desirous of claiming additional territory. They were also anxious to find a direct route from Santa Fe, New Mexico, to Monterey, California. The Grand Canyon and the Colorado River were fearsome obstacles. The Native Americans were another barrier as they watched every movement of the explorers in the American wilderness.

The Spaniards knew that missionaries were more successful with the Indians than were the military forces, so they asked two Catholic priests to head a journey along the Grand Canyon and into the Utah area to determine whether it would be possible to establish a direct route to the California coastline. Father Dominguez and Father Escalante, missionaries dedicated to carrying the message of Christianity to the Native Americans, accepted the assignment and on July 29, 1776, set out on the expedition.

They journeyed north and west, passing through western Colorado, across the headwaters of the San Juan River north and west to Green River, above the present town of Jensen, then south and west to the Duchesne River and up to Strawberry Creek. Then they followed the

Spanish Fork River and reached the shores of Utah Lake – the land of Timpanogos – on September 23, 1776.

Since it was late in the season, their visit to the Utah area was largely limited to conversations with the native “Yutas,” who told them of a valley to the north in which there was a large salt lake. However, they were unable to learn of a route to western bodies of water, and the Yutas knew of no other explorers or settlers in the surrounding areas.

Disappointed and worried that the approaching winter would trap them in the area, the two priests and their party left the land of Timpanogos, returning home through what is now the Escalante Valley and then to the Colorado River and the Moquis Indian villages, and on to the Santa Fe.

Adventurers and explorers

In the early 19th Century, there were thousands of explorers and trappers who wandered through the western mountains and valleys – trapping furs and fishing in the abundant streams as well as searching for gold and other precious minerals.

Among the first of the rugged adventurers who opened the western area were Colonel James Bridger and his company. He was considered by his peers as the greatest scout, the best shot, and the foremost guide and hunter of the Rocky Mountains.

Between 1824 and 1825, Bridger and a company of about 700 hunters and trappers traveled by the South Pass into the Rocky Mountains until they found themselves at the headwaters of the Bear River. They followed the stream through the mountains until it entered the lake. Bridger carried an old map that showed an arm of the ocean extending inland, and when he found the waters of the lake were salty, he thought he had discovered an arm of the Pacific Ocean.

This encouraged him to explore the lake in boats hoping to move out to the Pacific, but he was disappointed. Later as his company moved south, they reaped their bounty in game food and fur-bearing animals since the fresh streams feeding into the lake produced foliage and vegetation that sustained an abundance of wildlife.

Historians believe the first party of white men to cross the South Pass came late in the fall of 1823. Headed by Etienne Provot, the party was sent from St. Louis by a fur company to hunt and trap in the Great Salt Lake and Utah Lake areas. When the party reached the vicinity of Utah Lake, several members were killed by hostile Indians.

It was reported that Chief Mauvaise Gauche used deceptive methods to disarm the trappers. Provot and four of his men escaped and later joined William A. Ashley in the valley of Green River. In the spring of 1825, the group crossed over to the present site of Provo and constructed a fort for protection against the Indians.

Captain Benjamin Bonneville and a company of 40 men set out to explore the Great Salt Lake in 1833. The purpose of the journey was to make surveys for maps and charts. Although elaborate preparations were made for the venture, the company was not prepared to exist in the regions lying north and west of the lake, and they were compelled to give up the expedition. They continued on to the Humbolt River, through the Sierra Nevada Mountains and finally reached Monterey, California, after intense suffering.

Captain John C. Fremont in 1843, the ill-fated Donner Party in 1846, and numerous explorers and trappers crossed this section of the western wilderness. Some sought gold, others were lured by the possibility of wealth by trading in furs, and many were seeking a new route to the Pacific Ocean.

The settlement of the Salt Lake Valley

The men and women under the leadership of Brigham Young who came to Utah in July 1847 had a far different purpose for their journey to the western frontier and to what became the Utah Territory. They were searching for a land free from persecution where they could build homes and communities and be free to worship as they chose.

The early days in the territory for the Mormon pioneers were austere. They lacked materials and equipment to establish themselves in the wilderness, but they were determined to succeed, and with perseverance they attained their goals.

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Influences on education in early Utah

When the Mormon pioneers entered what is now known as Utah, they settled in a section of Western America that was part of the Mexican Territory. A year later, 1848, the region was ceded to the United States by the treaty of Guadalupe Hidalgo and became known as the Utah Territory.

The settlers were prepared to face the hardships attached to living in a harsh and wild new territory and began at once to build homes, grow food, and become self-sufficient in the barren country.

Settlement plan

In laying out the “City of the Great Salt Lake,” the pioneers divided the property according to a prearranged plan. Each of the leaders selected blocks of property on which they were to settle their “companies.” The blocks of land were not the personal property of the pioneer leaders, but for giving or apportioning to members of their company. On these plots the pioneers built their forts and houses of logs fetched from the mountains, and they ploughed and planted crops that were to sustain life during the coming year.

The Utah Historical Society’s “The Valley of the Great Salt Lake” publication reports that the settlement mushroomed, and the “parent colony of the Great Salt Lake” numbered nearly 6,000 in the fall of 1848. A letter from a California gold seeker, printed in the New York Tribune, July 8, 1849, described the pioneer settlement thusly: “There was an abundance of mechanics’ shops, of dressmakers, milliners, and tailors, etc.; but they needed no sign, nor had they had time to erect one, for they were crowded with business. Beside their several trades, all must cultivate the land or die, for the country was new, with no cultivation but their own within a thousand miles. Everyone had his own lot, and built on it; everyone cultivated it,

“And the strangest of all was that this great city, extending over several square miles, had been erected, and every house and fence made, within nine or ten months of the time of our arrival; while at the same time,

good bridges were erected over the principal streams, and the country settlements extended nearly 100 miles up and down the valley.”

The settlers of Utah were chiefly a manufacturing people. The emigrants from Great Britain were skillful artisans, apprentice mechanics and colonies of manufacturers. But Utah was, out of necessity, founded upon an agricultural basis. The essentials of life were dependent upon the success in planting and harvesting crops that would sustain the people of the ever growing communities.

Journals kept by the pioneers explained how the colony was able to acquire badly needed merchandise and equipment. In those early years, there were thousands of parties traveling from the eastern United States and arriving in Utah en route to California. Often their food and other provisions were depleted, but their wagons were heavy with all kinds of merchandise and farm equipment. To ease the journey westward and to ensure adequate food and supplies for the remainder of their journey, they traded their burdensome possessions for the provisions they needed. This trading process was beneficial to both groups, and it helped stabilize the Utah Territory economy.

Since this band of people planned to be established permanently in the Valley of the Great Salt Lake, the welfare of present and future generations demanded careful planning and management, and the education of children and all others in the valley was a vital concern. Under the leadership of Brigham Young, an educational program was designed to provide educational opportunities for the growing families scattered throughout each settlement in the valley and in remote areas of the territory.

Instruction included religious education, writing, arithmetic, geography, and grammar. Reading was part of each subject. Music, art, dancing, and public speaking were also part of the program. These parochial schools were usually set up in religious meeting houses, which served as a center for all community activities. Tuition fees were charged, and although the large majority of the students were Mormon, children of nonmembers were permitted to attend.

Deseret Alphabet

One of the most unique educational efforts of the Utah pioneers was

an endeavor to fuse the “Deseret Alphabet” into written materials. Utah Historical Society publications reveal that within a few years of the pioneers’ arrival in the Salt Lake Valley, the Utah Territory became a melting pot for a diverse group of people.

During the colonization period and long afterward, in addition to immigrants from various states in the nation, the missionary efforts of the Church of Jesus Christ of Latter-day Saints (LDS, aka Mormon) brought a continuous flow of converts. Many of them traveled to “Zion” from Sweden, Denmark, France, Italy, Wales, Germany, Scotland, Ireland, Norway, and Nova Scotia.

The territory soon became a settlement of peoples of many languages and cultures. They drew together in clusters with converts of their native origin as they worked to establish themselves in a new land. Although verbal communication among those of different nationalities began slowly, it was not long before an understanding and unity grew among the settlers despite the language barriers.

However, learning to read and write English posed larger problems. The unique Deseret Alphabet held promise as a common denominator for written texts and communication. It was presented to people as a language tool that could be quickly mastered by children and adults of all nationalities. Through its use, all who desired to read could use the alphabet to learn the basics of reading and writing. It would promote a greater understanding of the dominant religion as well as the rudiments of general education for both young and old.

George Watt, an English Convert to the Mormon religion, was chiefly responsible for the alphabet. As a youth, he had become familiar with a system of phonography designed and advocated by Issac Pitman, author of a shorthand form that debuted in 1854. The Deseret Alphabet was first introduced in Utah in February 1859. The new type was first used in the Deseret News on February 9 and continued for six months.

Classes were organized in several communities, and a degree of success was attained in alphabet mastery. However, interest lagged, in spite of Brigham Young’s repeated insistence on the wisdom and utility of the system. As in the case of many ventures, the lack of funds proved to be a major deterrent. At one time, \$2,500 was allocated for the development and printing of books in the Deseret Alphabet characters, but it was

estimated that it would require about \$1 million to change all printing forms and print all the books that were needed in the Territory. These funds were not available.

At one time, Deseret University (now the University of Utah) was commissioned to prepare textbooks using the alphabet. Funding for the project was minimal, and only a limited number were printed. From 1860 to 1864, the Deseret Alphabet lost importance and was eventually forgotten. The death of Brigham Young in 1877 took away its greatest advocate.

There were a number of influences that curtailed the extension of the writing system. The people of the territory were pressured by various social, economic, and religious problems. The growing strength of non-Mormons had an impact on the educational structure in the territory, and the dominant church influence decreased significantly during the period preceding statehood.

Pony Express route through Utah

As the United States government included more territories under its flag, the need for swift and frequent communication grew. After several unsuccessful attempts to provide mail and newspaper communication by freighter – and later by stage coach – William Russell initiated the Pony Express system. Beginning in 1860, and continuing for 16 months, this independently owned, poorly financed system was operated with 80 expert riders, 400 fast and hardy horses and 190 relay stations.

Since the safe delivery of mail depended on speed of movement across the wilderness, the animal load was held to 165 pounds, allowing 20 pounds for mail, 25 pounds for equipment and 120 pounds for the rider. The riders traveled the nearly 2,000 miles from St. Joseph, Missouri, to Salt Lake City in six days and on to Sacramento, California, in seven. The route stretched from St. Joseph to the Platte and Sweetwater Rivers, on to the South Pass, across the Rocky Mountains to Salt Lake City, into the Nevada deserts, and finally across the Sierra Nevada Mountains into California.

The most dangerous section of the Pony Express route was in western Utah and eastern Nevada, the home of the Paiutes – considered the most hostile of the Indian tribes. This portion of the route was usually traveled by Mormon riders who were most familiar with the difficult terrain. The

Paiutes were apt to attack the single Pony Express rider in the wild and unprotected areas, and the experienced Utah riders were more successful at getting the mail through.

The main Pony Express relay station in the Salt Lake valley was at the Salt Lake House at 143 South State Street. It was also utilized by the freight and stage coach companies. The route continued south on what is now State Street to about 5600 South, on to the Point of the Mountain and west to Old Indian Fort.

In the fall of 1960, Dr. Howard R. Driggs, Utah educator and historian (1873-1963) and officer of the American Pioneer Trails Association came to Granite School District to place commemorative plaques on public buildings located along the old Pony Express route. Those included the first district office building located 3212 South State Street and Madison and Blaine Elementary Schools, located at 2465 South State Street and 41 East 3300 South respectively. Blaine was closed in 1971, Madison in 1977.

Movement toward public education

Oscar Van Cott, the superintendent of schools in Salt Lake County in 1895, reported that during the period when the Mormon pioneers entered the valley until the death of Brigham Young in 1877, all schools were parochial. Efforts had been made to secure funding for public education, but each attempt ended in failure. The need for public education, however, became more apparent with each passing year.

The Salt Lake Directory and Business Guide in 1869 reported that there were 186 school districts in the Utah Territory and 226 schools. There were about 13,000 students on their roles. The total salary for the 306 teachers was \$61,839. The population of the territory was about 130,000. The schools were usually housed in LDS ward meetinghouses located in the numerous communities in the valley and were maintained by a teaching staff of one or two people.

Immigration – pressure for change

As the westward movement continued, explorers in the Utah Territory discovered minerals that could be mined for a profit, and the mining operations brought a steady stream of workers to the area. Eastern min-

ing interests became established. In the Bingham Canyon area there were claims owned by Samuel Newhouse and Thomas Weir. They produced gold in quantities that added luster and intrigue to the search for prosperity as workers mined the more abundant copper and silver ores found in the region.

The territory began to change as a diverse mixture and cultures were woven into the Mormon communities. Professional representatives of the Eastern interests along with skilled and unskilled workers moved into the valley with their families. As they worked to establish homes and provide opportunities for their children, the leaders of the groups organized the Liberal Party and began to press for free public education in the territory.

These concerns were voiced in Washington, D. C., and Congress looked for methods that could be used to provide public education in Utah. In 1887, Congress passed laws reorganizing the voting districts in the territory and consolidating all districts that were engaged chiefly in mining. That enabled the Liberal Party to elect representatives to the Territorial Legislature.

The cause of public education gained significance when Clarence E. Allen, a well-known attorney, was sent by Eastern mining interests to Bingham to take charge of mining engineering in that camp. He was elected to the Territorial Legislature as a representative of the Liberal Party. Mr. Allen wrote the first free public school bill, which was introduced into the legislature in 1888. This bill was defeated.

Taxation for education

During the 1888 legislative session, a school bill was introduced by another legislator, Heber J. Grant. This bill made provision for the various school trustees in the wards of the territory to levy a tax on property in the ward to maintain their schools. The bill was passed, but was later vetoed by Territorial Governor Arthur L. Thomas. Nevertheless, the bill had the effect of law insofar as giving authorization to levy taxes to obtain funds for education.

In 1888 the salaries for teachers who taught in the ward schools were paid from funds derived from taxes levied on property in the various wards. Oscar Van Cott, at that time principal and teacher in the Second

Ward in Salt Lake City, was the first person to receive salary from school trustees who raised money by public taxation of private property.

Free public school legislation

In 1889, Clarence E. Allen moved from Bingham into Salt Lake City and, as a member of the Territorial Legislature, continued his efforts to establish free public education. He revised and improved his school bill for introduction in the 1890 legislative session. The name of the bill was changed from the Allen Bill to the Collett Bill, which was named after a Democratic member from Uintah County. The bill passed, and The Act provided for a uniform system of free public education throughout the Utah Territory. Mr. Allen became known as the “Father of Utah’s free schools.”

The 1890 legislation provided for “cities of the first class, cities of the second class and free public schools for all children throughout the territory.” It also included provisions for boards of education to be elected by the people. The boards were given authority to appoint the superintendent of schools. David R. Allen was the first Salt Lake County Superintendent of Schools (outside of Salt Lake City Schools). Oscar Van Cott was the second County Superintendent, beginning his term in 1895.

Prior to 1890, all schools in Utah were known as “Ward Schools,” such as First, Second and so on. In Salt Lake County, outside of Salt Lake City, there were 36 wards: such as West Jordan Ward or School District Number 21; Draper, District Number 22; Farmers Ward, District Number 40 and so on. Each of the wards or districts was presided over by a body of three trustees – 60 in Salt Lake City and 108 in the remainder of the county.

Beginning in 1890, it required about two years to complete the consolidation of the 20 wards in Salt Lake City into a single district under a board of education. This work was accomplished by Superintendent Jesse F. Millspaugh, who was considered the “Father of Consolidation.” By 1896, the year of statehood, consolidation had proved itself in Salt Lake City, and was accepted as an important improvement over the former structure. It was not until nine years later that consolidation in Salt Lake County became a reality.

3

County schools consolidated and Granite District formed

County Superintendent Oscar Van Cott was charged with the responsibility to supervise the educational programs of county schools. He was dedicated to ensuring that each child would receive an opportunity to learn the basic skills and to acquire some grace and maturity in verbal expression and composition. He recommended that a copy of the Unabridged International Webster's Dictionary be placed on the desk of every school principal. He suggested that all children be encouraged to acquire dictionaries and be taught how to use diacritical markings, pronunciation, and meaning as well as spelling for the purpose of enlarging their vocabularies.

Mr. Van Cott opposed fads and recommended that all the “cardinal principles such as honesty, truthfulness, reverence, morals, temperance, virtue, and all others which are accepted by right-thinking people should be stressed in the public schools of Utah.”

The county superintendent was also a perceptive educator, and he saw a great need to improve and strengthen the instructional programs in the many small schools in the county. He was aware of the benefits that would accrue to children if a larger base of financial support could be made available for public education. This could be accomplished through a united community effort, and he took leadership to bring about the consolidation of the ward and district schools. He was convinced that the new organizational structure would enable the county to provide more equitable educational opportunities for all.

The crusade for consolidation

The following letter to Dr. John R. Park, State Superintendent of Public Instruction was part of Superintendent Van Cott's crusade to consolidate the rural and county schools:

Salt Lake City, Utah
November 16, 1896

Hon. John R. Park
State Superintendent of Public Education

Dear Sir:

In accordance with your request, I have the honor to submit the following special report of the Salt Lake County Public Schools, for the year ending June 30.

Nearly all the districts failed to run school for ten months and yet the trustees financial reports for the year show a balance on hand of \$10,092.40. This large amount, if in the hands of a board of education, could be used to strengthen the weak districts and to extend the average length of time that schools run.

Not all children enjoy the same advantages; not all schools run for the same length of time. Not all taxpayers pay the same rate; all these would find remedy in a consolidation of districts, controlled by a board of education.

District boundary lines present children, in many instances, from attending the school nearest them, and they are compelled to walk a mile or two to their own school.

High schools are needed. No single district could maintain one, but better buildings, better furniture, better apparatus, and the cost of all supplies will be lessened by that difference between retail and wholesale prices. Last but not least we would have better teachers.

I recommend, therefore, a school bill providing for the consolidation of all districts in counties like Salt Lake County into a single district, whose schools are to be maintained and controlled by a board of education.

Yours respectfully,

Oscar Van Cott
County Superintendent
Salt Lake County Schools

The recommendations were strongly opposed throughout the county, but during the term of County Superintendent B. W. Ashton (1900-1904), the pressure to consolidate school districts grew strong. In 1902, Mormon Church authorities formed the Jordan Stake, Granite Stake and Salt Lake City Stake out of what was formerly the Salt Lake County Stake. This introduced a new idea; namely to have a Jordan School District, a Granite School District and a Salt Lake City School District. That did away with the opposition, and the movement toward consolidation began to go forward.

County School Superintendent John W. Smith (1904-07) reviewed some of the actions necessary to bring about a reorganization of the educational system in Salt Lake County. He reported that a plan of school organization based on larger units than the school district was discussed in educational meetings during 1903-04, and was brought to the attention legislatures.

The Board of County Commissioners unanimously passed a resolution on December 4, 1904, designating Granite School District to include precincts 1, 2, 3, 4, and 5 in the county. They contained the formerly existing school districts 24, 25, 26, 28, 29, 30, 31, 32, 33, 36, 37, 28, 39, 40, 46, 48, 50, 53, 55, 59, and 64. The respective boards of trustees of the districts that were abolished by the resolution were directed to transfer all school district property, including books, accounts, contracts, apparatus, records, and improvements to the Board of Trustees of Granite School District to be held as school district property, according to law. It was willingly and promptly accomplished.

The consolidation divided the county into two school districts - Granite and Jordan. The division presented a new problem because people who lived in the region between Jordan and Granite were willing to be divided ecclesiastically, but they objected strenuously to being divided as to their public schools. The south part of Murray was attached to Jordan, the north part to Granite.

A census was taken of the adult population in the locality, the school population, and the taxable property and included an area large enough to form a city of the second class. Under the law, this allowed for a board of education elected by the people and the formation of Murray School District.

Description of Granite School District

Twenty-two small school districts were consolidated when Granite District was formed by the County Commission. County Superintendent Smith's annual report included the following description: "Granite embraces the territory adjoining Salt Lake City on the east, south, and west. The district comprises about three hundred square miles, is dumbbell in shape, the narrow portion being between Salt Lake City and Murray, and has a population of about 15,000 and a school population (in 1907) of 4,132."

The original plat of Salt Lake City set county lines along Ninth South, which became the northern boundary of Granite School District. This boundary was modified in June 1906 when the area between Tenth and Eleventh South and Fifth East and State Street was annexed to the city. The annexation process throughout the years has caused the district's boundaries to shift, with changes occurring mainly in the northern sections of the district. Legislation in 2006 allowed for annexations without impacting school boundaries, with several Granite Schools now located Murray City's boundaries.

The first Granite District organizational meeting was held at 2 p.m. on July 10, 1905, at Central School, Farmers Ward. The first board of education and officers included the following:

Amos S. Gabbott, president	Farmers
W. J. Horne, vice president	Granger
C. M. Sorensen	Sugar House
E. R. Morgan	Mill Creek
N. W. Erikson	South Cottonwood
Joseph Nelson, treasurer	Farmers
James E. Moss, clerk	Farmers

The newly established board was immediately confronted with administration problems. The County School Law of 1905 authorized the separation of the county area into Granite and Jordan school districts, but it called for the county superintendent to serve in a tri-role for the first two years after the districts were formed. John W. Smith served simultaneously as County Superintendent and as superintendent of Granite and Jordan School Districts from July 1905 to June 1907 when the office of County Superintendent of Schools ceased to exist, according to law.

Smith stated that the new law made it possible to make sweeping changes in school administration – thus enlarging the powers, authority, and responsibilities of school boards and school officers. This presented a variety of challenges for the fledgling Granite board. Board members were anxious to provide excellent educational opportunities for Granite's children and were concerned about the relations between the county superintendent and the Jordan board of education.

The Granite board decided it would have no professional connection with the county superintendent. It had chosen James E. Moss, a teacher with considerable experience, as clerk of the board, and agreed to confine his responsibilities with the board to three hours each day. This arrangement was helpful for Mr. Moss, who was anxious to complete his educational training at the university and obtain his bachelor's degree.

The board agreed to further strengthen its staff of educational leaders by appointing three school principals to serve as supervisors. Edwin Sheets was responsible for the northwest section; Preston D. Richards accepted responsibility for the northeast section; and B. W. Ashton supervised the southern section. Thus, in reality, Granite's educational program was not under the direct supervision of the county superintendent.

In September 1905, the board established rules on the duties of the superintendent. They required that the superintendent visit schools to observe scholars and to observe and advise teachers. He was to "pay attention to pupil classification, the course of studies, methods of instruction, and teacher discipline." He was also required to submit reports to the state superintendent as required by law and to meet with the Granite board as requested."

Compulsory attendance

School attendance was a problem in 1906, and the reasons students absented themselves from school differed. Superintendent Smith's 1907 report stated, "The compulsory education law has been enforced the last two years to the extent of increasing the attendance of public schools over 20 percent. Too many licenses to be absent are issued, however, to children of compulsory school age, and too many exceptions are made in the enforcement of the law."

"The children usually exempted from attendance are those who are in

the greatest need of education. Boys and girls from 12 to 16 years of age, in grades ranking from fourth to sixth, fall under one of the conditions where this law makes exemption from school attendance justifiable. A notice that the services of such child are necessary for the support of a mother or an invalid father is filed with the county superintendent, a request is made for a license to be absent and the license is promptly granted."

He continued with the observation that pointed to a need for social services. "The need for services of such child should not be a reason for exemption from school attendance. Where this condition exists, the burden of care and support should devolve on society in some of its organized forms and not upon the child of tender years and immature judgment," he suggested.

Course of study

Superintendent Smith reported that a uniform course of study was adopted by all of the state's counties. This course, with some modifications, was used in Salt Lake County.

School finance

The county superintendent believed that the state should assume more responsibility for funding school operations. He believed that the purpose of the law had nearly been accomplished by the trustees and board of education in Salt Lake County, and that it had operated within the limits of funds received. He also explained that the amount received from the state school tax, together with the county school tax, was insufficient to pay teachers.

According to his report, the cost of education was distributed in the following ratio: 25 percent state; 25 percent county; and 50 percent district. He recommended a more nearly uniform system of education with the state and county contributing 40 percent each and the district 20 percent. He also suggested that the basis for distribution of funds be set on school attendance rather than census, pointing out that this arrangement would aid in the enforcement of the compulsory attendance law.

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Secondary Education program established in Granite Schools

Local education agencies were slow to embark upon programs that would provide secondary education for the children of Utah. There are two probable reasons. First, the need for total family effort in the agrarian community to obtain the necessities of life diminished the interest in pursuing education beyond grammar school. Second, University of Deseret (later the University of Utah) provided a supplemental program designed to bridge the gap between the grammar school educational requirements and preparation for entry into the university,

The University of Deseret

School began at the University of Deseret on the second Monday in November 1850, with Dr. Cyrus Collins as instructor. However, the condition of its finances and the limited patronage it received quickly brought about its demise. In November 1867, it reopened under the supervision of D. O. Calder and was conducted chiefly as a commercial college. In March 1869, it was more fully organized under the superintendence of Dr. John R. Park as an institution for “scientific, normal and classical instruction.”

Although any student holding a certificate of graduation issued by the principal of a district school was entitled to enter first-year studies at the University of Deseret without further examination, the university program was also structured to assist the student who had not graduated from grammar school.

Students without certificates of graduation were permitted to enroll in the preparatory department of the university if they were at least 14 years of age – and if they could pass the admission examinations. The examinations covered the ability to sight read any portion of Bancroft’s Fifth Reader and to define important words. The university also required students to have a standard knowledge of grammar, arithmetic, and geography. Upon graduation from the preliminary course in the prepara-

tory department, students were permitted to advance to the university to pursue an education.

Through this flexible plan, young people who sought higher education opportunities found an open path, limited only by the extent of personal finances. However, the majority of the children in public schools found it necessary to discontinue their educational pursuits before or upon termination from grammar school. Thus there was a growing need for school systems to provide secondary education programs and facilities located within the local school district structure.

High schools in Utah

At the close of the 19th Century, there were no high schools outside of Salt Lake City and Ogden. In Brigham City, Nephi, and Richfield, the ninth and tenth grades were taught in conjunction with the grammar grades. County Superintendent Van Cott and his successor, B. W. Ashton, both recognized the need to extend education beyond grammar school. They recommended the establishment of high school facilities, citing a great need throughout the entire state.

Although the need for high school education was acknowledged by both the teenaged youth and their parents, they had other demands. They were hard pressed to operate their farms, harvest crops, and care for the livestock that supplied food and provided power to operate farm equipment. Schooling beyond grammar school was a goal out of reach and, at times, of little interest to the young people of the valley. A few ninth grade classes were established at the grammar schools, but lack of interest and financial considerations forced their closure.

B. W. Ashton was an experienced school administrator who served as County Superintendent of Schools 1900 to 1904. During the first two-year period after Granite School District was organized – when John W. Smith was county superintendent as well as Granite District superintendent – Mr. Ashton was assigned by the Granite Board of education to supervise a section of the school district. He became superintendent in July 1907.

His experience in the district made him aware of the pressing need to extend education beyond the grammar grades, and he became a forceful advocate in the movement. As superintendent, he had an opportunity

to work directly with students and parents of the communities in the district as he began secondary school programs. The board of education gave its full support to the effort.

Granite's high school program

The district's first successful high school program was established in 1906 in three sections. One was in Granger with C. W. Aldrich as principal-teacher; another in Mill Creek (District 39) with H. E. Steffenson as principal; and in Forest Dale with James E. Moss as principal. In 1907, the board of education consolidated the three sections of the high school into one section, which was located in the Scott Building on the north side of 3300 South (then called 14th South) and 500 East. This building remained in use as part of the Pioneer Craft House until it was sold to a private South Salt Lake foundation in 2007.

The ninth and tenth grade classes followed the instructional program developed by the University of Utah. At board request, Mr. Moss reported directly to the board as principal of the district's only high school. Superintendent Ashton worked directly with the elementary schools scattered throughout the district.

The location of Granite High School in the Scott Building was a temporary arrangement, and the choice of a permanent location became a divisive issue among board members. There was also wide disagreement among the people of several communities as to the most desirable location. The problem was further complicated when two board members moved away from the district, and the remaining board members were divided. Each wanted the permanent high school to be located near their home.

The problems were finally resolved, and board members agreed to purchase the property directly across the street on the southeast corner of 3300 South 500 East. Fifteen acres were purchased in 1909 at a cost of \$6,450, and the district united its effort toward establishing a high school. The new Granite High School was constructed in 1910 at a cost of \$38,215 for 12 classrooms. The Scott Building was also used for classroom space.

Murray sends students to Granite

As plans for the construction of the high school moved forward, the Murray School District board of education requested that the Granite board consider a proposition to consolidate the two school districts into one high school district. At a June 15, 1911, Granite Board of Education meeting, three members of Murray's board attended and asked the Granite officials to take action on the matter. The matter was deferred for further consideration.

On September 8, officials from both boards discussed the matter of tuition. A motion stating that "all Murray pupils who desire to register at the Granite High School would be received at the rate of \$20 each for the season of 1911-12." The boards worked together to obtain more satisfactory formulas for state support of high school education programs.

Programs at Granite High School

School programs were adjusted to accommodate agricultural and other demands of the community, and steps were taken to provide extension and summer work for students. The aim of the school was to develop good citizenship among students. Its courses were planned to provide a complete education – embracing the industrial, the cultural, and the social development of the individual.

Principal James Moss recounted some of the experiences at Granite High School that laid the foundation for the future. Students asked him to help establish the school's first football team. He called the beginning of high school athletics very austere compared to standards that later developed. Since no first-hand information was available for the new venture, articles in magazines written by athletic coaches in other states provided a base of information.

A small piece of land located near the high school provided a field for daily football practice for aspiring young athletes. The board approved the principal's request to hire Mr. V. Olsen as football coach. As their skills and confidence grew, the Granite team challenged the football team in Park City (at that time a booming mining center) to a football game. The game was played at a ball field in Murray, and Granite was victorious.

Basketball was another athletic activity at the new high school. Since there was no gymnasium, the students practiced at a roller skating rink located in what would become Nibley Park. During the summer the rink was an open pavilion, but in the winter the structure was enclosed with canvas. It was a chilling experience for the young athletes who sought to learn basketball skills in an unheated building. They wore clothing not usually seen on a basketball floor, and they lacked conventional basketball uniforms when they went into competition with other teams.

The first team competition was against the YMCA team in Salt Lake City. This encounter with a properly suited basketball team was a good experience for the Granite athletes and their supporters. Although they lost, the opportunity to meet with other athletes and their coaches opened avenues for future competition and training.

Growth for the first high school

From its beginning in 1906 with 57 registered students in three sections, the school enrollment had grown to 340 by 1914. The greatest rate of growth occurred between 1913 and 1914 when there was an increase of 58 percent over the previous year. Contributing to the rapid growth was action by the board of education to help pay for transportation of students living a certain distance from the school and the establishment of an automobile stage between Garfield and Granite.

Theological and historical studies approved

On March 8, 1912, Joseph F. Merrill met with the board of education to explore the matter of the Granite LDS Stake establishing a school near Granite High School for the purpose of theological and historical studies. The board indicated that the proposition would likely be favored so far as it did not conflict with regular high school work.

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Population, educational programs grow

Superintendent B. W. Ashton died suddenly on August 25, 1912. Charles H. (C. H.) Skidmore, a professor from Utah Agricultural College (now Utah State University), was named Granite District superintendent in October. Superintendent Skidmore stated that it was his earnest desire to “perpetuate all of the good that has come into the school system through years of practical experience and to introduce the latest and best that education has to offer.”

In 1914, Granite had 20 percent of the total number of children in Utah and one-fourth of Salt Lake County’s student population. District schools located west of State Street were Boone, North Point, Garfield, Magna, Whittier, Monroe, Hawthorne, Plymouth, Madison (located in Bennion), Morse, Burton, Saltair, Blaine and Carlisle.

Schools east of State Street were Parley, Wilford, Roosevelt, Sherman, North, Edison, Irving, Oakwood, Woodstock, Kimball, and Granite High School,

Old and new subjects

In his Superintendent’s Report for 1914, Skidmore classified “old subjects” being taught as reading, writing, spelling, arithmetic, grammar, geography, history, civics, and hygiene. “New subjects” included music, art, nature study, hand work, agriculture, home industrial work, manual training, sewing, and cooking. He said the new subjects “appeal to every normal pupil and serve as an attractive force to hold the child in school long enough for it to acquire a taste for most of the subjects.”

The report continued with the observation that not many teachers were capable of teaching the new subjects since some of them were not included in the normal course taken at the university. He pointed out that every subject should be taught properly, and added, “It is surely a mistake to urge a teacher to teach vocal music who cannot strike a tone.” He believed this emphasized the desirability of departmental work and called for special supervisors.

Funds for operation of schools

Superintendent Skidmore provided a summary of problems related to school finance. "For the financial support of a school system, the board of education is officially responsible. Its chief business is to get enough money to run the schools properly."

He said the schools bordering on the north and south of Granite School District had more money per capita to operate schools. Jordan District to the south enrolled 25 percent fewer students but had more money to operate its school system. Salt Lake, to the north, enrolled four times as many students as Granite, but had six times the money for the operation of schools.

Dr. Skidmore said the administration made a continuous study of all expenditures to ensure that good judgment accompanied each purchase or payment, thus bringing full benefit for each school dollar spent. He believed that "not parsimony, but economy" should be practiced throughout the district. If one cent per pupil per day were saved, it would amount to \$7,000 per year.

Percent of attendance

The superintendent reported that during the previous year, daily attendance represented 63 percent of the census and the total enrollment was 80 percent. He believed the first number was low because nearly all students completed eighth grade work at age 14 or 15, but the census included youth up to age 18.

He suggested that the great need in education was to awaken interest in students and increase the desire to remain in school.

Enforcement of compulsory attendance

The community supported a goal to keep students in school, and the Juvenile Court assisted in the effort. Board meeting minutes of October 7, 1913, reported an arrangement among Murray, Jordan, and Granite School districts wherein the districts paid \$50 per month to the court for work related to students in the three districts. Murray contributed \$5.80, Jordan \$19.85 and Granite \$24.35. The superintendents were to receive

monthly reports related to the court's work with students in their respective school districts.

A probation officer was employed by the court, with the salary paid by the school districts. The officer worked to help "wayward youths" and to assist in the enforcement of the compulsory attendance law.

A 1914 report from Judge Alexander McMaster of the Juvenile Court describes some of the strategies used to keep children in school. He stated, "In most cases of delinquency among children, a single visit to the home by probation officers is sufficient to bring about desired results, but there is an occasional case where a parent defies the school authorities and persistently refuses to send children to school; in such occasions drastic measures are necessary."

The spread of contagious disease

A problem that was constantly discussed in board of education meetings and superintendent reports was the spread of contagious disease. The board had an official policy governing the disinfecting of school buildings. Epidemic-ridden schools were frequently closed for a few weeks or months to decrease the spread of disease.

County Health Commissioner Dr. C. C. Snyder sent printed instructions to guide teachers. It stated, "Remember, a mild form of any contagious disease may give rise to a serious form in another person. The following diseases must be reported to the Board of Health: Scarlet Fever, Diphtheria, Membranous Croup, Smallpox, Whooping Cough, Measles, Chickenpox, Typhoid Fever, Tuberculosis, Cerebro-Spinal Meningitis, Leprosy, and Asiatic Cholera."

He further cautioned that no matter how well persons who have been ill may look and feel, they should be kept away from others until the house has been thoroughly fumigated by the Board of Health and the quarantine flag removed. Whenever a house was quarantined for scarlet fever, smallpox, or diphtheria, all public library books or public school books were to be turned over to the quarantine inspector. The Granite board required burning of all textbooks from homes that had been under quarantine. Principals were to supervise the burning and provide a report to the board.

There were specific regulations to be followed in the home during and after the quarantine period. Each contagious disease had a time schedule. Patient isolation stretched from 10 days for measles to five weeks for whooping cough. In addition to the strict quarantine regulations for the patient, other members of the family were kept in quarantine for varying periods of time, thus many healthy children were kept out of school to further control the spread of disease.

Board of education minutes showed that between 1905 and 1925 many schools were closed because of contagious disease. In at least one instance it was two months before the epidemic subsided and schools could be reopened. Health officials worked diligently to control the spread of disease. In cooperation with the County Board of Health and the district, trained nurses were employed to ensure that each pupil was visited once each week.

Buildings and grounds

Superintendent Skidmore reported that the rapid increase in school population made it necessary for the district to add between 8 and 10 classrooms per year. Most of the old school buildings that were in existence at the time of consolidation had either been abandoned or turned into play rooms or manual training shops. He also said that many cement walks had been laid, and a few school gardens were being planted.

Transportation

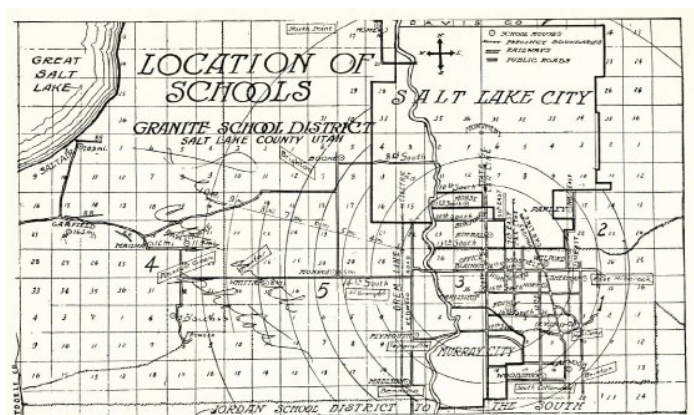
The superintendent's report also described the valley's transportation system. It included six railroads and five electric car lines that traversed the district. He felt there was a real need of at least one more line to run east and west. He described the main wagon roads as being good for country roads and noted that automobiles were running on State Street and 14th South (now 3300 South).

He stated, "Electric cars, automobiles, and aeroplanes have a tendency to annihilate time and space, but school wagons on bad roads have to grapple seriously with both. In describing student transportation, he said the longest distance traveled by teams and wagons over rather poor roads was about three miles. Salt Lake County's auto-truck carried more than 40 students to Granite High School each day over good roads, traveling a distance of about 17 miles.

The superintendent believed that first-class transportation would make the “schools as a social-center” idea more real, providing opportunity for young people from a large scattered section to gather in one place for purposes of education, culture, recreation, business, and amusement. His report concluded that it was a necessity that the state provide training to guarantee the intelligence and promote the integrity of its citizens. That could only be accomplished through a harmonized and articulated school system.

Fire destroys records

The district has no official records taken by the board of education between December 30, 1913, and December 30, 1916. Those records were destroyed by a fire in the vault. The information was reconstructed through reports issued by Superintendent Skidmore,



Granite School District map, 1914

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Impact of World War I conflict, federal programs emerge

The United States officially became involved in the World War I conflict in 1917. On April 13, the board of education passed a resolution calling for schools to stand ready to meet the country's need in every way. Students withdrawing for enlistment in the armed forces or for agricultural work would receive their regular credits. Interschool contests were dispensed with and physical directors were to provide physical training for students. The district asked the schools to pledge their support for county farm bureaus to help plans for increasing food production.

Young people in the communities made an important contribution to the war effort by assisting in raising and harvesting crops. John M. Mills was named superintendent in August 1917. In September, he reported that the heavy crops would demand "more labor than the market could supply."

The state labor committee asked that Granite High School and other schools furnish all the labor they could, even to the extent of closing schools from three to four weeks, if necessary. The board authorized the arrangement. Schools operated from 8 to 11 a.m. for several weeks. Skilled workers also served in areas of their expertise. The superintendent provided a list of the skilled employees of the school district for the U. S. War Department.

There was also a need to conserve fuel. In November, Superintendent Mills told the board that the government had placed restrictions on coal companies. They could not sell more than a 30-day supply coal. It was necessary to keep a close watch on all schools so it would not become necessary to close any school for lack of fuel to warm the buildings. Teachers and other staff were encouraged to take part in the Liberty Loan Drive, and on February 25, 1919, the board participated by authorizing the purchase of \$20,000 in Liberty Loan Bonds. During February, rooms in Irving and Kimball Schools were set aside for Red Cross work.

Community growth creates pressure for more facilities

The August 1917 school census summary showed the number of school children at 7,113, compared to an enrollment of 6,553 students the previous year – a growth rate of 9 percent. The Salt Lake City district was experiencing similar growth. In 1917, 65 Salt Lake City pupils were enrolled at Granite High School.

It was the western area of Granite School District that showed the greatest gain. A committee of residents from the Magna/Pleasant Green area appeared before the board on July 9, 1917, to explain the need for additional classrooms. They pointed out that an increase of more than 100 students in the Magna area would require placing students in grades one through five on a double session program unless an additional school was built in the area. They also asked the board to construct a junior high school for students who lived in the Magna area. They commented that many men who worked in Magna lived in Salt Lake City and other areas, but would move to Magna if school facilities were available.

The parents also believed that neither the school buildings nor the teachers were as good as those in other areas of the district; they also believed that Magna students always received second hand textbooks. They then asked that the school be held on a five-days-per week basis.

Board members denied that they had discriminated against the Magna area. The parents countered that no other schools had been on double sessions, but the board responded that Blaine School had been double sessions for the past six years and Kimball (later Madison) for several. The board agreed to investigate and do what it could to provide more classrooms for the Magna area.

In August 1917, the board named the new school to be constructed in Magna: Cyprus – meaning copper. On May 1919 bids were opened for construction of the 12-room school. Since then, the structure has been adapted several times according to the needs of the community, having been used as a grammar school, a junior high school, and finally a senior high school.

First federal education funding established

The first legislation to provide federal funds for public education was

the Smith-Hughes Bill passed in 1916. The legislation allocated funds for states to be distributed to local school districts. The federal allocations paid half of the expenses of conducting a program developed by the Department of Agriculture with the following guidelines:

- A four-year course must be outlined to include one half of the work in vocational agriculture
- The department must have at least \$600 worth of equipment
- The teacher or teachers must be employed year around

The program's goal was to prepare young people to improve their abilities to work on the farms and in the trades. Granite's board of education authorized participation in the program. It was expanded to include vocational education – namely agriculture, trades and industries, and home economics.

The Smith-Hughes funding made it possible for the district to provide more comprehensive training for students. The training received in the classroom and in related work experience helped in the war effort, but more important, it equipped young people for their life's work.

State Director of Vocational Education Francis W. Kirkham reported to the board of education in July 1918 that out of 22 million children in the nation, only one half continued in school until age 14, and of that group, two-thirds dropped out by age 16. Only 7.86 percent of grammar school graduates entered high school, and among the graduates, 1.85 percent entered college.

Mr. Kirkham explained that the Smith-Hughes funds could be utilized for vocational training programs to supplement academic subjects being taught in the schools. He stressed the importance of instruction pertaining to "health and morals as well as vocational education."

Transportation in the district

The railroad and street car systems operating in the county provided the chief mode of transportation for most residents. A number of teachers assigned to teach in the western section of the district commuted by train, and the train schedule frequently interfered with the daily schedule for opening and closing schools.

The sprawl of the district created a problem when Superintendent Mills attempted to make regular visits to schools throughout the school system. In an April 1918 board meeting, he commented on his travel about the district. He said that a trip to Plymouth School (1690 West 4800 South) took most of a day's time. He first had to take a streetcar to Salt Lake and from there the interurban train to the school.

The board discussed the transportation problem and agreed to reimburse the superintendent for travel expenses he had incurred during the past year. He said he would purchase an automobile to use for travel throughout the district. The board then approved an allowance for travel in the amount of \$400 per year.

Most of the students who lived in the area beyond the approved "walking distance" or without access to common carrier lines were transported to school in wagons operated by teamsters. A few other students were given allowances in lieu of transportation. During World War I, it was necessary to increase the teamsters' salaries because of the unusually high cost of hay and grain.

All teamsters were paid a basic salary of \$45 per month, and those who used their own wagons received an additional \$3 per month. Teamsters having round trips of more than five miles were paid an additional \$2 for each half mile beyond the five mile limit, but no part of the route could be considered more than once in making the computation. An additional 50 cents per month was paid for each half mile traveled on any route where gravel or dirt roads were used.

Among the 19 teamsters employed by the district, there were two women: Mrs. James Decker and Mrs. Lottie Gedge.

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Granite District in the 1920s

From 1919 to 1929, Granite District had three superintendents: J. T. Worlton served from July 1, 1919, to July 1, 1920; D. W. Parratt from July 26, 1920, to July 1, 1925; and Francis W. Kirkham from July 1, 1925 to July 1, 1929.

Beginning hot lunch programs

In November 1919, the board of education authorized the district's first hot lunch program, offering to "bear half of the expense of the necessary cooking utensils, dishes, etc., that may be required by any school that wishes to install equipment for serving hot lunch to the children. It is estimated that the total expense will not exceed \$50."

It was later reported in an edition of the Granite School News, "As part of the work toward bettering conditions for the school children, the Roosevelt School has been serving hot lunches daily. One of the patrons of the school has undertaken to prepare the food. She works in close touch with the principal and the school nurse which ensures the quality of the lunches."

M. E. Utz, supervisor of nurses, said, "The school is behind this movement, but it cannot succeed if parents do not support it. We know the food is wholesome and delicious, and that it makes toward stronger children, both physically and mentally. The money spent by most children for gum and cheap candies at the corner store would pay for school lunch."

Economy in use of school supplies

Although World War I had ended, economy measures touched every phase of the district's management system. In October 1919, Superintendent Worlton recommended that paper towels be supplied to elementary and junior high schools at the rate of two towels per student per week on requisitions made by principals and based on the number of children enrolled. It was estimated that this would cost \$2.65 per week per 100 students.

If principals and teachers in any building preferred the roller towel and could make satisfactory arrangements for laundering, they would have that option, as long as it didn't exceed the cost of paper towels.

Soliciting funds from children

The board established a policy on collecting money from school children after a county commissioner met with the board to discuss the matter of building a memorial bridge across Parley's Canyon. The commissioner asked for the schools to campaign for contributions from children to "promote civic pride" and pay for the bridge. The policy of no "collection of money from children for any purpose, without a special action of the board of education," gave direction for schools for many years.

Employment policy

In March 1920, the board adopted a statement of principles governing the selection of teachers:

1. The interests or needs of candidates seeking employment, the mere fact of former employment in the schools, or the place of residence of such candidates, shall not be considered as special qualifications for or claims upon appointment; however, in selecting persons to fill vacancies, the superintendent shall give preference among the lady candidates of equal qualifications to unmarried women and women who are on their own resources.
2. Except by special board action, no teacher shall be employed in the schools of Granite School District unless said candidate shall secure before the opening of the school year the regular legal certificate required to teach in the State of Utah. The lowest grade of certificate acceptable in this school district shall represent at least two full years of professional training beyond high school or its equivalent.

The 1920-21 salary schedule was adopted as basis of compensation for certificated teachers in elementary and junior high schools:

Experience	Salary
1	\$1,050
2	\$1,150

3	\$1,250
4	\$1,350
5	\$1,450
6	\$1,500
7	\$1,550
8	\$1,600
9	\$1,650
10	\$1,700

Schools operated from September 7 through May 20. Teachers reported on September 1 for three days of institute and general meetings. Holidays that were observed included Labor Day, Fair Day, Thanksgiving (two days), Christmas (one week, beginning December 20), New Years Day, Lincoln's birthday, Washington's birthday; Arbor Day, and Field Day, the last day before dismissal.

Financial problems

During the early 1920s, the district faced serious financial problems. Just prior to the beginning of the 1920-21 school year, Superintendent Parratt suggested to the board that serious consideration should be given to closing schools early – but that “every effort should be exerted to avoid that calamity.” The board's estimated expenditures for the coming year were expected to exceed resources by about \$34,000. Judging from past experience the amount could be considerably beyond that, the superintendent said.

He suggested that the board explore some possible solutions:

1. Can the board of education legally bond to help solve the short age?
2. Can the board legally borrow money as was done the previous year when an emergency arose after obligations were made?
3. In light of the financial market, would the board be able to borrow money even if it were authorized by the people of the district?

In November, Parratt reported that the total anticipated revenue for the school year would be \$491,119, with a deficit of \$135,281. Since the weekly cost of operating was \$7,639, it would likely be necessary to close school about February 4 unless additional funds were provided.

On November 16, 1920, the board called for a \$500,000 bond election on December 22 to raise funds for purchasing school sites, for erecting school buildings, making improvements to buildings, and supplying furniture and necessary apparatuses for Granite School District. When the board met on December 22 to canvass the vote tabulation, they found there was a negative vote of 797 to 580.

The board then authorized a bond election to be held on January 4, 1921, to determine if the district should be empowered to issue and sell \$150,000 in building bonds. That election was successful with 659 of the 1,142 ballots cast supporting the proposal.

The district's financial problems were further complicated by the county's transfer of an insufficient funds check to the district. The check was finally honored, and the board sought interest for the delay.

The growing financial problems were detailed by Superintendent Parratt at a board of education meeting on March 28, 1921. He explained that the state board of equalization and assessment was directed to levy annually a state tax for district school purposes as near as possible to \$25 for each person of school age, based on the school census. The tax was to be levied at the same time as other state taxes and apportioned to the school districts.

The result was that Granite taxpayers would be obligated to pay approximately \$180,000 into the state school fund, but the district would receive \$149,825. The new law meant that the district would lose even more than it had under the old law. This resulted in freezing salaries and eliminating summer work.

Board minutes reflect ongoing problems related to school finances, including Utah Copper Corporation successfully protesting taxes levied on the "tailings dump" from 1917 through 1919, which resulted in Granite District having to refund \$52,000 plus interest. Another budget crisis was dodged when National City Bank eliminated a law holding school districts harmless in such instances.

Jordan and Murray districts were suffering similar financial problems. In November 1922, the newly organized State School Boards Association was asked to propose changes in school law related to tax levy limits and keeping the taxing power with the school boards.

Granite District continued its reciprocal arrangement with Salt Lake City District permitting students to attend schools in the neighboring district. There were 318 Granite students in Salt Lake, 292 Salt Lake students attending Granite schools, including 251 at Granite High. Total district enrollment in 1922 was 5, 536.

District use of roads and the railway system

In the early years, the economy in the district was based mainly upon farming and mining industries. Families were largely confined to the community areas near their homes, and the need for extensive travel in the valley was minimal. Rail and streetcar transportation was quite adequate, reducing the pressure for improved community roads. The transportation schedules accommodated the major needs of the agrarian and mining communities.

The Twenties brought numerous changes. World War I influenced a surge in industrialization, and state and county governments were expected to increase efforts to provide more adequate travel arteries to serve the industries, towns, and farms located throughout the valley. Automobiles were being used in growing numbers for business and pleasure and travel by horse-drawn carriages continued.

The lack of adequate roads was a challenge for the district as it attempted to transport students scattered throughout many areas of the district. Board minutes reflect some of the issues:

On May 11, 1922, it was reported that “during three months of the present year the mud has been so bad on Mr. C. R. Reynolds’ route in the Woodstock district that he was obliged to use a team of three horses, and then found it very difficult to navigate.”

In September, Superintendent Parratt reported that Mrs. Dora Jacketta, teamstress in the Homer district on Redwood Road in the far north end of the district, was forced to travel about half the year on very difficult roads. He recommended that she be given a pay increase. Beginning in 1925, students in the Homer district were bused to Salt Lake City schools.

In July 1922 it was reported that nothing had been done on the paving of 3300 South from 300 to 700 East. The board agreed that the county

commissioners should be asked to take immediate action before schools opened in the fall.

Some transportation regulations provided travel allowances for students attending Granite High School. No allowance was available to students residing within five miles of the high school or within two miles of the one-fare rail streetcar routes line or within the Holladay or State Street car routes. An allowance of 10 cents per day was given to students residing five, six, or seven miles from the high school, or three, four, or five miles from the one-fair routes. Students residing eight, nine, or ten miles from the school or six, seven, or eight miles from the common carriers received 20 cents per day. No allowance was given to students living outside district boundaries.

Students in grades 11 and 12 residing in Magna and Garfield needed special consideration. The 30 students from Magna were transported on the Orem Railroad to Salt Lake City at a cost of \$8.90 for 20 round trips. The 10 students living in Garfield rode the Salt Lake and Los Angeles Railroad at a cost of \$1 per round trip. All of these students attended West High School under a reciprocal agreement with Salt Lake District.

After the Cyprus Grammar School was remodeled and became a high school in 1925, it was no longer necessary to transport Granite students to West High School. However, the district continued its arrangement with the railroad companies to transport the high school students who were reassigned to Cyprus High School.

Adult education and alternative programs established

Granite District found ways to adapt its programs to serve the educational needs of the diverse cultures residing within its borders. The mandatory requirement that children attend school, coupled with the unique problems of students who did not participate in regular school programs, resulted in development of alternative educational programs. Adult education also increased during this period.

Following World War I, the American Legion and other groups influenced the Utah Legislature to ensure that all immigrants in the state have an opportunity to “become American in character, and to assimilate the speech and some of the customs of the citizenry.”

The Americanization Act took effect in Utah on September 1, 1919. It required that every immigrant between the age of 16 and 45 who could not speak, read and write in English at a fifth grade level to attend evening classes for at least four hours a week until the necessary skills were acquired. The law included penalties imposed for violations of the act. Some funding was also provided.

The act placed an added responsibility on the school district to provide educational opportunities for the many immigrants who had established themselves in several communities of the district to work in the copper industry in the Magna-Garfield area.

Superintendent J. T. Worlton encouraged community support of programs to assist in the naturalization of immigrants residing in the district. Teachers offered instruction in Americanization in evening classes held from 7 to 9 p.m. in Garfield and Magna. There was an enrollment of about 200. Teachers were paid \$1.50 per hour for teaching the classes.

Vocational classes were the most readily accepted of the available programs. Since mastery was vital to continued employment and livelihood, adult students succeeded in these programs, which drew large numbers of participants. In January 1923, the Utah Copper Company asked the board to consider offering mechanical drawing classes in the Magna area for an anticipated enrollment of 500 men. The board responded that it could not employ the instructor, but it would make a building available for classes, free of charge.

As years passed following World War I, there was less fervor for education classes for immigrants to work toward Americanization. The Act became ineffective, and its failure was publicly acknowledged. Nevertheless, adult education had been established as part of public education.

Special evening classes for students

Special programs for school-age students were another responsibility of the school system. The programs were established according to need. In February 1923, a committee of 15 people from the Monroe district who “had been apprehended by the Juvenile Court for not keeping their school age children in school” met with the board and a representative of the court. The purpose was to make arrangements for children from the

Monroe School who had not been attending school to take classes and meet the education requirements.

The parents were willing to see that their children attended the night school. The board agreed to offer the classes with the stipulation that every child be compelled to attend; failure to attend would result in the child being referred back to the court for legal action.



District offices, 1915



Granite administration, 1915

8

Junior high school program organized

Growth throughout the district placed considerable stress upon the board of education to provide more classroom facilities.

Crowded schools

The Magna community continued to pressure for more classrooms. In a board meeting during the winter of 1924, community representatives reported that every classroom was filled to capacity and the population was still growing. The Utah Copper Company reported that 92 more houses would be built in Magna and Garfield. The community asked that a new building be built to house the senior high students.

Superintendent Parratt reported that the average number of students per teacher at Webster School was 40. Hawthorne School faced a similar situation. In March 1924, he provided a report on housing facilities throughout the district. All schools were overcrowded. Blaine and Madison could accommodate the heavy enrollments in their areas, but Magna required additional classrooms. The board agreed to purchase portable buildings for temporary relief.

Enrollments continued to accelerate, and there was continuing emphasis on the need to provide facilities and programs for students in grades seven, eight and nine. A committee from the Holladay area attended a board meeting to ask that more adequate junior high facilities be made available for children living on the east side of the district.

Junior high school plan established

In August 1927, the board invited Philo T. Farnsworth, supervisor of grammar and junior high education, and principals from throughout the district to discuss the housing problems. Board President Alma Swenson asked for recommendations concerning junior high policy and a building program for the east side of the district. Funds were limited, and it most likely would not be possible to do all of the needed building. However, the program could establish a foundation for future plans.

The principals recommended a 6-3-3 plan of school organization – six years of grammar school and three each for junior high schools and high schools. Except for adding kindergarten, that organization model remains in effect today. The principals also suggested that it would be best to build two units as a nucleus for the junior high school program as soon as possible.

Survey conducted

The board sought services from Dr. Leroy E. Cowles from the University of Utah to conduct a survey of the district, considering all factors relevant to the location of school buildings. He was paid a \$250 honorarium and received clerical assistance. The report, completed in 1928, included only the portion east of the Jordan River.

The report stated, the junior high school is distinguished by:

1. A Separate building in which to house the seventh, eighth, and ninth grades, or at least two of these grades.
2. A separate staff of teachers.
3. The recognition of individual differences in capacities, tastes, and purposes in the organization and conducting of class work.
4. A program of studies differing from the course of study found in the like numbered grades of the traditional school in America.
5. A partial or complete departmental organization of subject matter and teaching.
6. The organization of a limited number of curricula, each containing groups of constant and variable elements.
7. Certain electives to be chosen by pupils under guidance.
8. A definite and effective plan of pupil guidance.
9. Promotion by subjects.
10. Organization and administration of student activities in accordance with the needs and interests of adolescent pupils.

Dr. Cowles continued with an explanation that if the standards were used, the most superficial examination of Granite schools would indicate that “there is not a junior high school in the district, and that whatever is accomplished in the way of junior high school objectives is done by overcoming great difficulties in the organization, equipment, and buildings.”

In summary, Dr. Cowles said the building of homes in Salt Lake City had been toward the mountains and southward, and many new homes had been constructed along 1300 and 1500 East streets and in the Highland Drive region. He predicted that more building would take place along the paved highway to and beyond Holladay.

Board minutes reflect several observations.

1. On the east side of the district, there are two general areas of population, one centered in the region of Holladay, the other in the region of Granite High School.
2. There are 617 Granite District pupils attending school in other districts, 317 attending Salt Lake City public schools.
3. There are 146 more Granite children attending Salt Lake schools than Salt Lake students attending Granite schools. Salt Lake will probably require Granite to take care of these children.
4. During the 1927-28 school year there was a very small percentage of the children making special promotions, and a relatively large number were not promoted. This indicates a rigidity of grading and a lack of opportunity for the child.
5. The great lack in all buildings was in the matter of special-use rooms.
6. In all buildings most of the rooms were used to their capacity and some were very much overcrowded.
7. Even with the most skillful manipulation, it would be impossible to provide for very many more pupils in the present buildings.
8. Building operations have increased more on the east side than on the west side since 1924.

Dr. Cowles made the following recommendation:

1. Granite District should definitely execute its junior high policy.
2. Plans should be projected for a number of years in advance and whatever building undertaken now should conform to the ultimate plan.
3. There should be two junior high schools erected, each planned to ultimately house 800 or 900 students.
4. One building should be erected in the general neighborhood of the present Granite High School and should house seventh,

eighth, and ninth grade pupils residing between the Jordan River and 1300 East.

5. The other school should be established in the general neighborhood of Holladay and should house the seventh, eighth, and ninth grade students residing east of 1300 East.
6. For the best educational advantages of the children, neither junior high school should be housed in connection with any other school.
7. The junior high school is recommended as a means of relieving the condition of retardation and rigidity of grading as revealed in this study.
8. The rooms vacated in the grade school buildings by removing junior high school pupils should be used to relieve the congestion in overcrowded rooms and to serve as "special rooms."
9. It is recommended that no more money be spent in attempting to fit the grade school buildings for a little junior high school work. This is temporizing and is not a good policy.
10. Besides adequate classrooms there should be a number of special rooms, including offices, teachers' rooms, lunch room, library, auditorium, gymnasium, art room, science laboratory, and others.
11. If it seems absolutely necessary at the present time to establish a junior high school in connection with an existing building, it should be done as a step toward a definite segregation later on.

Changes to begin the junior high program

The board accepted the survey and agreed to establish two junior high schools as recommended by Dr. Cowles. Granite Junior High School was to be constructed adjacent to the existing high school. And Irving School was to be changed from an elementary facility to a junior high school.

Beginning in the 1928-29 school year, junior high school classes were eliminated from seven of the elementary schools, leaving Garfield, Cyprus, Monroe, Plymouth, Madison, Blaine, and Irving Schools along with Granite High School with classes of students in the junior high grades. Bids were reviewed for the construction of Granite Junior High School on April 23, 1928. The facility was dedicated and opened in December 1928.

Junior high program schedule

In October 1928, Superintendent Francis Kirkham reported that the junior high school schedules were organized to begin at 8:45 a.m. and to close at 3:30 p.m., with six one-hour classes. Each afternoon class was shorted five minutes to provide a 30-minute open period for band, orchestra, glee club, and other extracurricular activities or supervised study by home room teachers.

The board objected to the early start. They believed that the early start added burdens for mothers in getting children ready for school. They also objected to the early closing hour for school, since some schools were dismissing at 3:05 p.m., and the teachers were leaving shortly thereafter. It was the consensus that teachers should not leave school until after 3:30 p.m.

Junior high schools' unique problems

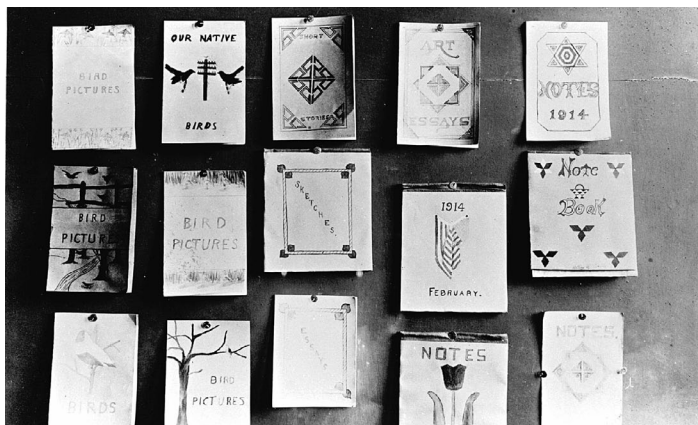
Superintendent Kirkham in early 1929 discussed with the board some of the problems associated with the education of students in junior high schools. He said that the most difficult teaching assignments in public education were in the departmental work of junior high schools where classes were larger than in senior high schools. Practically all students who dropped out for "work, failure, or maladjustment usually reached seventh, eighth, and ninth grades and dropped out before reaching the tenth grade," he reported.

Shortly after the beginning of the second semester in 1929, the superintendent reported to the board an analysis of the junior high school results of the Stanford Achievement Tests. The results had been presented to each junior high school and discussed in meetings with teachers and principals. The standardized tests helped each teacher examine the relative standing of their pupils in the various subjects.

He suggested that the results showed that the homogenous grouping of pupils had been effective, but there were indications of too rapid promotion of students in certain classes. He also said that the study showed marked trends of "over-ageness" in a large number of pupils. It was believed that the data pointed to "the necessity of the next important work of this district: the adaptation of the curriculum to the individual needs of the pupil."

Superintendent Kirkham said that an effort was being made to check on student failures early in the year to prevent disappointment later and to prevent students from dropping out. Teachers were expected to prepare a list of students failing in any subject and advisory teachers were encouraged to assist those students individually.

The board also adopted a policy related to junior high graduation exercises. They should be minimized as related to high school graduations, but exercises should be held to bring more patrons into the schools. Student works in art, sewing, manual arts, cooking and other classes were to be showcased.



Class projects, 1915

9

The challenges of the Great Depression

The 1920s had marked a decade untouched by war or territorial expansion, but historians agree that what happened to the nation during the Twenties had as much impact on the future of the nation as did the wars and expansion of earlier years.

The period featured feverish real estate speculation unprecedented in history, especially in the eastern part of the country, along with the desires of man to amass fortunes overnight, which caused wild speculation in the Stock Market. The dawn of the age of mechanization and automobile and air travel, coupled with the modernization of homes and industries, brought to many an affluence and personal freedom that had never before been experienced in America. But the Stock Market crash in October 1929 brought the nation to its knees with a sickening thud, and the crippled republic found itself sliding into the Great Depression of the early Thirties.

The Depression and Utah education

The Utah State Superintendent of Schools 1930 report on public education referred to the economic problems schools were experiencing throughout the state. In many districts, teaching staffs were reduced, budgets for books and supplies were cut to a minimum, and the purchase of much needed equipment was indefinitely postponed.

The curtailments affected the junior high schools more seriously than any other programs. Due to the demand to reduce expenditures, several districts planned to eliminate instruction in the arts, including music, drawing, shop work and home economics. Those courses were considered the very backbone of the junior high curriculum. The report noted that “it is in the concrete and vital activities those courses provide that the early adolescent finds the meaning of principles learned in academic classes.”

“When properly correlated with academic subjects – mathematics, social studies, and science – courses in industrial arts, fine arts, and music af-

ford pupils opportunities to discover vocational possibilities and interests that last a lifetime and make an intelligent and worthy citizen.” He expressed hope that when the “economic slump” was over such courses would be restored in schools where they were being eliminated.

Granite District and the Depression

Calvin S. Smith, who was appointed Granite superintendent on July 1, 1929, issued a report on problems in Granite School District. Between 1921 and 1932, the school census increased by 44 percent to 8,678 children, despite numerous boundary changes that placed Granite students within the Salt Lake City District.

In budgeting for the 1931-32 school year, the limitation of funds coupled with increasing enrollments made it necessary to discontinue all school building construction. Teacher salaries were reduced by 13.5 percent, and the purchase of instructional materials was severely limited. Additionally, the school term was shortened by two weeks.

Families in the communities were also carrying the burden of the Depression, and many breadwinners were out of work. Dr. Smith found that senior high school students were unable to obtain textbooks and supplies because of poverty. He said it was “practically useless to require children to come to school because books and supplies were essential to the method of teaching. The lack of funds prohibited experimentation with visual education and radio education, although several schools were able to procure radios. Those students benefitted from the programs of the National School of the Air and the Damrosch Music Application programs.

United Granite copes with the Depression

The district’s administration, along with the instructional and support staffs, was united in purpose and sensitive to the many needs of district patrons during the Depression years, which demanded the best efforts of every individual.

On January 7, 1932, Superintendent Smith reported that he had received a request from government leaders for Granite teachers to contribute two percent of their salaries for unemployment relief. The matter was presented to teachers for their consideration. Teachers agreed to do

so for a three-month period. It was understood that recipients of the unemployment “relief” money would be asked to perform assignments in or about the school. Donations from Garfield School were used to buy milk for the students.

To assist district patrons in the utilization of free time, adult education classes were offered two nights each week. Many men were working only part time in the mills. Available classes included machine shop, principles of electricity, bookkeeping, salesmanship, typewriting, and English. The classes were especially popular in the Magna area.

Efforts to improve education quality

Despite the economic conditions, the district maintained a focus on the excellence of its education programs and student achievement. Superintendent Smith led an effort to lift achievement scores and build mastery in all subject areas. A 1926 survey conducted by the United States Commissioner of Education revealed that most of Utah’s grades were below the national norm.

Statewide tests administered following the report confirmed the findings, although the state education agency did not assume that median scores on the “accomplishment” tests were reliable indexes of the quality of education in several districts. However, district surveys and local studies showed a high correlation between the scores on the state tests and the national standardized tests.

Granite focused on a program to improve educational programs and raise the achievement level of students. In May 1931, Philo T. Farnsworth, educational programs supervisor, reported on improvement in test results between the 1927-28 and 1930-31 school years. Students made significant improvements at every grade level 1-9, especially in language arts and arithmetic. Spelling scores were very high at all levels.

Libbie Edward, supervisor of primary grades, discussed with the board the district’s testing program. She described a good teacher as one who stimulates each pupil to use his or her own mental equipment to the limit. The improvement of classroom instruction is founded on teacher growth. She said that the purpose of the testing program was to provide teachers with a definite measure of their work and of the progress of the children during a designated period.

Included in the test program were a close study of grade requirements, a careful diagnosis of individual difficulty, and an assessment phase to test the effectiveness of remedial drill work. She said the procedure helped eliminate purposeless drill work and provided an accurate measure of the work students do. It also supplied teachers with data for proper grade placement and for progressive remedial measures while presenting a record of group and individual achievement.

A survey of Granite District schools

Despite the limitations and burdens of the Depression, Granite moved forward to improve its occupational and educational programs. The State Department of Public Instruction participated in the endeavor. The Utah State Board of Education in 1933 prepared a publication that helped to identify problems and offered suggestions for improvement.

The survey included a summary of the mixed occupations of people residing in the district. The north and central portions of the district comprised a typical suburban community. More than a third of the children residing therein came from families with moderate incomes. In the eastern part of the district were many of the palatial homes of city and business executives. The western portion of the district encompassed mills and smelting activities of the Utah Copper Company, the American Smelting and Refining Company, and the metal trades industry.

There were 23 schools in the district, 13 serving students in grades 1-6; five with grades 1-9; two with grades 7-9; one for grammar and junior high grades, and two senior high schools with grades 10-12.

The survey reviewed the types of school organization and administration. Three types were identified: (1) the autocratic or line type of administration; (2) ultra-democratic administration wherein all major policies and managerial measures are established by common consent; and (3) line-and-staff plan whereby the superintendent approves tasks proposed by supervisors and principals up and down the line. In this arrangement, each staff member is given freedom and initiative consistent with the needs of the situation and the welfare of the system.

The study found Granite was aligned to the third option. The survey found the line-and-staff plan to be the most preferred, since the tendency

in professional circles was to avoid the two extremes – the autocratic and ultra-democratic.

Responsibility of the board and superintendent

The report included a statement on the roles of the board of education and the superintendent and recommendations for improvement of the line-and-staff plan. The board and superintendent had ultimate responsibility for the operation of schools. While tasks and functions could be delegated and assigned, the ultimate responsibility could not be.

It was suggested that the supervising principal should be the supervisor of instruction in the school building in all subjects, except those for which there was a special supervisor. It was recommended that the supervisor of primary grades be assigned to oversee all work in grades one through six, and be called the supervisor of elementary education. The supervisor of grammar grades and junior high schools was to be reassigned as supervisor of secondary education with authority to correlate and integrate the work in grades seven through twelve.

Student achievement reviewed

In 1932, the superintendent reported on the student achievement data gathered in the surveys of student achievement by an independent team of experts. Work in the primary grades was “well up to the national standards, and in some instances above the norms.” In the middle grades and junior and senior high schools, the scores were somewhat below the norms, especially in English instruction.

The study attempted to identify the cause. It was believed that the inadequacy of scholastic preparation of many secondary teachers was a major factor. The study suggested that recent changes in state standards dealt with quantity rather than quality in terms of time spent and credits earned. The report continued that deficient scholarship had been observed in many subjects, but there was a pressing for more thorough training in English.

The “training should include a thorough mastery of pronunciation, spelling, grammar, and composition. The teacher training institutions should be charged with the responsibility of permitting no one to enter

the teaching profession with inadequate scholarship in these branches of the mother tongue," the report said.

The summary of the study emphasized that standard test data from six years of district school records showed a definite and consistent upgrading of secondary scholarship, but for every subject tested, students in junior and senior high schools tested below the established norms. Recommendations for improvement included finding ways to maintain skills acquired in elementary schools and expanding curricula in secondary schools, better coordination among various departments, and finding alternatives to formal and textbook-bound instructional techniques.



Playground activities, 1915

10

New programs forged by economic, social and political forces

Franklin D. Roosevelt was elected President of the United States in 1932. Many believed it was an appropriate symbolic choice for a nation of people in need of courage to move forward. The President had battled back from a crippling attack of polio and became an emblem of courage that spirited a clarion call to Americans, the force of which stimulated and united the citizenry as it worked its way out of the Depression.

“Action” was once again an American byword. Among the initial steps taken was to restore faith in the value of the dollar; and Congress moved quickly to act on a variety of bills that would take the nation into the New Deal era.

Federal programs

The new federal programs were numerous. The Public Works Administration (PWA) provided funds for immediate work on projects such as constructing roads, bridges, post offices, tunnels, and public buildings. The Federal Emergency Relief Administration (FERA) helped feed and house the unemployed and the Works Progress Administration (WPA) furnished labor opportunities. The Civilian Conservation Corps (CCC) put thousands of young men to work in national and state forests planting trees, fighting fires, and building dams.

The changes in the nation between 1934 and 1938 had a long-range effect upon American life. New and lasting relationships were created between federal and local governments and directly between the federal government and the citizenry. The Social Security Act of 1935 collected money from employers to provide pensions for workers who reach retirement age, as well as financial assistance to widows, orphans, the blind, and others who needed help.

Federal funds for education

Although Granite District had used federal funds for the Smith-Hughes

vocational education programs and the Smith-Lever farm-youth club work since 1912, the district held back from participating in the new federal programs designed to build the economy. Statewide there were more than \$3 million spent on schools and education in Utah between November 1933 and August 1936. Twenty-nine Utah school districts received the money. Granite was not a participant.

Superintendent Calvin S. Smith reported to the board in June 1936 that teacher salaries were less than their living costs. There was a provision in the law that a board of education could petition to have the State Tax Commission and the State Board of Education fix a levy not to exceed two additional mills. However, the superintendent felt that it was of no value because of public antagonism to increasing property taxes.

That may have prompted the district to become a participant in the federal programs. The workers in the WPA improved a number of school buildings. Woodstock was renovated and repainted. Electrical wiring was overhauled, plumbing and heating systems were improved, roofs shingled, recreation courts added, playgrounds rebuilt, and other projects completed to make school plants more efficient.

The second phase of the Public Works Administration program began in April 1938. The Granite High School auditorium/gymnasium complex was constructed. Additions to Holladay and Monroe Elementary Schools were completed, and Irving (Olympus) Junior High and Cyprus High School were built with WPA funding.

During 1938, the WPA and National Youth Administration provided financing for an adult education program, a recreation program, and a book repair program in the district. In addition to providing a source of income for families in the community, district programs were improved by these projects. A number of women were employed to repair school textbooks, thus extending the life of instructional materials. The program took several years to complete.

Students were employed to assist in the recreational programs and help sweep and clean school buildings. More than 100 young people were paid for these jobs and some learned skills that would prepare them for job opportunities upon completion of high school.

Early school lunch programs

The board and administration of Granite School District have always acknowledged that nutritious meals are a vital addition to a school system's education program. As early as 1919, hot lunches were served in the schools. The programs were managed by the individual school principals. In those days, lunches were prepared by mothers in their homes and carried to the school at lunch time. Later, kitchen facilities were added to some schools.

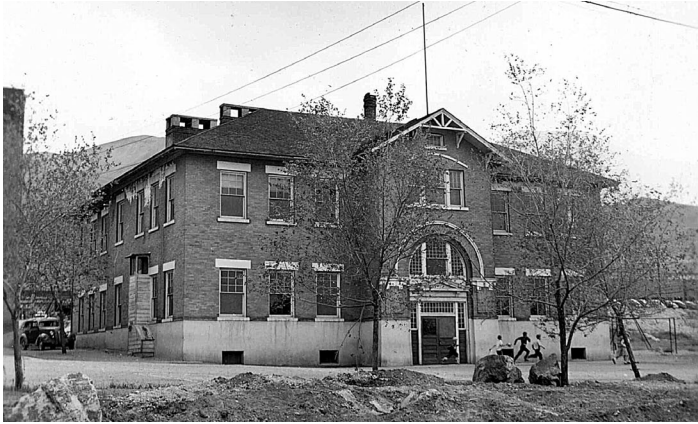
The need for lunchroom facilities and lunches for school children gained importance during the Great Depression when the financial status of a majority of families was altered significantly. In a large number of homes there was no source of income. Many families could not provide children with the necessities of life, and there were numerous children whose diets were severely lacking in nutritional requirements. It then became mandatory that public officials assume some responsibility to ensure that children received the basic foods needed to maintain health.

Federal funds were made available to provide manpower and some limited assistance to operate the program. District support was generous, and the community gave full support to the endeavor. Superintendent Smith reported in August 1937 that during the previous year lunches were provided in most of the schools through the WPA. In anticipation of needs for the upcoming school year, 11 acres were planted with beans, corn, and other vegetables. A canning center was established at Granite Junior High School where 25,000 cans of vegetables were preserved for use in the school lunch program.

Later, federal funds were used to establish cannery equipment, and a building was rented to house the cannery, which was operated by the State Education Agency. The cannery was used by several school districts. Leroy Hillam, a teacher at Granite High School, was director of garden projects and district use of the cannery.

Superintendent Smith retired on July 1, 1939, after 10 years at the helm. He was replaced by Philo T. Farnsworth, who had been serving as assistant superintendent. Dr. Farnsworth, was a cousin of Philo T. Farnsworth, who is credited with inventing television. When a school named for the former Granite superintendent was dedicated in 1967, a portrait was unveiled to hang in the school foyer. The educator's widow pointed

out that it was of the scientist, not the educator. The discrepancy was quickly rectified.



Garfield Elementary, 1949



Cyprus High School gymnasium, 1949

On December 7, 1941, America officially entered the worldwide conflict that would be known as World War II. Japanese aviators wiped out much of the United States Navy's Pacific fleet with an early-morning surprise attack on Pearl Harbor in Hawaii. Congress immediately declared war on Japan, and the U.S. soon joined the conflagration that had been raging in Europe and other nations for several years. Its impact was extensively felt in all walks of life throughout the nation until and beyond the war's official end in 1945.

Economy improves

The burgeoning war industries that were established along the Wasatch Front provided numerous work opportunities for both men and women. The number of working mothers increased substantially, and on September 7, 1943, Granite District became a participant in a program to provide wartime child care facilities. The program was terminated on September 30, 1945.

The federal government discontinued its program that provided WPA labor in the school hot lunch kitchens in January 1943. Upon recommendations from Superintendent Philo T. Farnsworth, the district adopted its own school lunch program. During the years that followed, the board of education added either school lunch rooms to schools or remodeled existing school rooms to accommodate school lunch equipment. Some federal Food Distribution Administration funds were provided, allocated through the state agency.

In March 1944 the district was able to purchase the cannery equipment used to provide food for the lunch program. It rented the building which housed the equipment and in May 1946 purchased the building and additional property at 3180 Eldredge Street for \$8,000. School Food Services remained at that location where construction on a new building was completed in 2011. The central kitchen program for providing school lunches was approved in 1946. Lucien H. Bates was supervisor of the experimental program, and the building that housed school lunch facilities was named in his honor. The new concept in school lunch foods

preparation and distribution proved successful and has continued to the present day for elementary schools.

Student aid

The Granite School District Welfare Association was organized in 1939. It was a nonprofit, noncommercial corporation made up of civic-minded citizens of the district. It was established as a “Community Chest.” The executive officers of the association were authorized to organize entertainment programs and to use school facilities, placing the programs before the public. The proceeds paid the costs of eye exams, purchase of refractions, and essential dental work for needy children attending district schools.

The school community developed a keen interest in the altruistic program. In 1941, in addition to the local school fundraising programs, the Horace A. Sorenson Edgemont Horse Show brought in \$2,013, resulting in a total of \$3,673 collected. Mr. Sorenson was a member of the Granite Board of Education and served as president from 1930 to July 1944. The revenue from the horse shows and horse follies provided substantial assistance for the student welfare program for many years.

Later, the name of the District Welfare Program was changed to Student Aid Association, which was the precursor to the Granite Education Foundation that was established in 1988. These programs have always been supported by the local schools, businesses, parent teacher associations, and other representatives of the community at large.

Granite goal's – excellence

Granite is a large school district, even by national standards. It covers a wide geographical area, and within its boundaries are a variety of cultures and people of all socioeconomic levels. Despite its size and the varied interests of its patrons, the boards of education and administrators have maintained a continuous liaison with the subcultures and with the communities. While national emergencies and community problems have been numerous, district programs have responded to community needs.

Nevertheless, Granite's primary role has been consistently directed on building excellence in education. In 1942, Superintendent Farnsworth reported that even though the district had maintained the fastest growing

school population for several years running, its schools had won numerous awards in music, essay, debate contests, and commercial work.

Achievement tests showed students achieving above national standards in English, algebra, and geometry, and graduates were ranked well above average at the state universities. The achievements became a stimulus for further improvement. Student testing data was being used to guide remedial teaching that would become an integral part of school curriculum.



Holladay School, 1949



District offices, 1949

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Postwar growth and change

David Gourley was named superintendent in July of 1944. A year later, World War II was nearing its end. He was the tenth superintendent. Born, raised, and educated in Utah, he had served as Alpine District's superintendent and as state assistant superintendent of public education. The next years in Granite District were marked by a population growth rate unequaled in the state or nation.

Populations increase

Enrollments in Utah public schools had increased at a steady rate from 91,666 during fiscal year 1904-05 to 141,600 in 1944-45, an increase of 54 percent in 40 years. For Granite, the growth rate was higher – from 4,258 in December of 1904 to 9,895 in the 1944-45 school year, an increase of 123 percent. Following World War II and continuing through 1989, the district grew at an even more accelerated pace. Industrial development mushroomed following the war.

The unprecedented growth in enrollments became the district's major concern during Mr. Gourley's 13-year tenure. The enrollment grew from 9,795 to 25,503 during those years, an increase of 160 percent. The state enrollment increased 39 percent, to 196,938.

Buildings, instructional programs studied

The superintendent recognized the need for support and assistance from the entire staff to meet the challenges associated with growth. He appointed a committee of district administrators, supervisors, and others to study secondary education and secondary school building facilities in other areas to determine the adequacy of Granite's programs and buildings. The committee agreed to select teachers and form subcommittees that would discuss specific problems.

Committee members visited schools in central and northern Utah. They investigated written sources of information to obtain new ideas about modern school building construction as well as instructional needs in

the variety of subjects taught in secondary schools. The committee held numerous meetings to analyze findings and prepare reports.

Junior high objectives

The final report identified specific objectives for junior high schools. The committee pointed out that one phase of the educational program that had been neglected was the education of boys and girls between ages 11 and 16. It was believed that since this phase of a student's growth marks the transition from childhood to young adulthood, school offerings should be unlike the elementary school (superimposed control) but not like the high school (self-control). There should be an adjustment period between these extremes of control.

The report suggested that the basis of education at these ages should be broadened, with enrichment experiences added to the curriculum. In addition, subjects should be added. Historically, teachers had been selected from either elementary or high school training and experience backgrounds. The committee said that neither of those philosophies met the needs of junior high schools. It suggested that only teachers who have been specifically trained for junior high students should be selected.

The recommendations called for greater coordination between elementary and high schools in the development of skills and abilities, providing a more satisfactory environment for exploratory contacts in many fields of interest, and developing the physical body and moral character. Students should have opportunities to develop leadership capabilities, individual differences should be recognized, vocational education should be available, and there should be counseling and guidance that would give direction and purpose to life.

Among the objectives related to high school was a charge to make secondary school experiences free and universal, even compulsory up to age 18. The system should transmit to youth the rich heritage of Americanism and the responsibilities of citizenship. Each high school student should be accepted as an individual with unique abilities and interests. They should receive training and experiences that prepare them for their future lives.

Schools should provide leadership and fellowship opportunities that help the student find a place in society where abilities and training can

be fully utilized, thus bringing personal satisfaction and happiness. Extra-curricular activities should be provided to nurture talents and interests. Educators should set an example to give youth an idealism and integrity that will build an ennobling life, the report stated.

Recommendations on building construction

The committee recommended that there should be frequent consultation with architects and builders in all planning and construction phases of school building projects. Teachers, principals, parent-teacher organizations, civic clubs, and other organizations should be invited to participate in planning for all proposed school buildings.

The committee also called for a selection of competent architects who were experienced in school planning so that each building would be functional and well built. Buildings should be planned to allow ease of expansion without a reduction in efficiency of the education process. Adequate storage should be provided, and the design should permit independent use of various units within the building.

The committee further suggested that the buildings be acoustically treated, and that additional study be given to the possible use of “electric eye” lighting controls so that lights would be automatically shut off when not needed in the classroom. The use of glass blocks and sky-lighting could permit borrowed light from classrooms to hallways and corridors.

Also proposed was use of a variety of colors in classrooms to reflect aesthetic and utilitarian considerations. School buildings would be limited to no more than two stories, and there should be a separate gymnasium and auditorium for each school. Adjustable seating equipment would allow a range of flexibility. School sites should have a planned landscaping program and adequate parking areas.

Granite’s building programs

One of the early projects in the district after the report was issued involved placing the existing buildings in good repair. The scarcity of materials and labor handicapped progress, but the buildings and grounds division was persistent in its work to accomplish the goal. The district began to purchase additional sites at Granite High School and the future Olympus High School site was enlarged.

Overcrowding in the schools and the anticipated enrollment increases made it imperative that the board of education move forward with the building program despite concern over increasing costs of building materials and labor.

By fall of 1947, Libbie Edward School was completed along with additions to Oakwood, Holladay, and Sherman Schools, and it was possible to move children out of their temporary classrooms into churches to relieve some of the overcrowding.

The completion of Valley and Brockbank Junior High Schools in 1948 and 1949 took some of the pressure off the need for classrooms in the western section of the district, but the providing classroom space to meet pupil needs in the central area was challenging. The student-teacher ratio throughout the district was 40 to 1.

The construction of Central Junior High School and the addition of Lincoln School provided some relief, but there was a need for more classroom space at Roosevelt and William Penn Schools. There was also a growing demand for a high school in the eastern section of the district.

Community involvement

It was apparent that representatives from business, industry, and governmental agencies needed to be informed and encouraged to become involved in the district's effort to secure sufficient funding for the school building program. On January 12, 1951, Superintendent Gourley met with representatives of taxpaying groups to discuss funding the proposed building program. The group included representatives from Kennecott Copper Company, Union Pacific Railroad, Utah Power and Light, American Smelter and Refining, the Utah Taxpayers Association, and Granite Board Member F. B. Stillman and Dow P. Brian, clerk of the board of education.

All members of the group favored the board of education moving forward with proposed plans for the construction of a new high school and a new elementary school along with additions to Granite High School and Oakwood Elementary School. The group also agreed to petition the Utah State Legislature to authorize school districts to seek a mill levy vote for emergency school building programs.

On May 22, 1951, Superintendent Gourley reported that he had been appointed by Governor J. Bracken Lee to the Temporary School Building Survey Commission along with M. W. Harris, executive secretary of the Utah Taxpayers Association. The commission was asked to study the school building needs of school districts throughout the state. Sixteen districts had applied for emergency state aid for school building or remodeling. They included Cache, Davis, Duchesne, Emery, Garfield, Kane, North Sanpete, Rich, San Juan, South Summitt, Tooele, Washington, Wayne, Ogden, Logan, and Murray.

He also reported that R. B. Baker and N. W. Clayton of Barker Engineering Firm had been appointed by the commission to study the structural safety of each school building in Utah. They were instructed to use standards that were developed at Ohio State University and prescribed by the Utah State Board of Education as a guide.

A complex formula was developed for the Survey Commission to determine what resources would be required and what funding sources were available, including raising the mill levy and bonding. All districts within the state were surveyed, except Jordan, where no building need had been computed.

First Kearns school

On April 1, 1952, a group of citizens from Kearns met with the board of education to discuss the possibility of a school being constructed in the Kearns Township. Kearns was established during World War II as an air force cadet training center. The area was growing rapidly, and 155 students were being bused from that area to district schools.

Superintendent Gourley responded that many schools in the district were overcrowded despite the construction of new buildings and additions to older buildings. New building projects were under way, and the board agreed to work together to assist the Kearns community. A month later, the superintendent and Board President Calvin S. Smith visited the Kearns Township and inspected a theater building that had been offered to the school board to be renovated into a school facility.

They reported that the building could be converted into classrooms for children in grades 1-4, and it could be ready for occupancy for the coming school year. The board authorized the administration to negoti-

ate with the Kearns Township representatives to purchase the property. The building was the first elementary school facility in Kearns, located at 4065 West 5215 South. Later, in 1956, the building was remodeled again and an additional facility was constructed for use as Kearns Junior High School.

Other building needs

In a meeting held October 7, 1952, Superintendent Gourley reported on anticipated enrollments for the near future. He said it would be necessary to proceed with construction of Hill View School, an addition to Kearns Elementary School, and a new school in the Chesterfield area. Additionally, the anticipated enrollments in Magna called for an addition to Cyprus High school.

In order to educate all school age children during the period of escalating enrollments it was necessary to operate some schools on double sessions, with one group of children attending school from 7:45 a.m. to 12:15 p.m., and another group attending school from 12:45 p.m. to 5:15 p.m. Each session was taught by separate corps of teachers and support staff.

State emergency school building aid

The findings of the State School Survey Commission revealed there was a growing need for the state to assist local school districts in their construction programs. The State Emergency School Building Aid law provided \$2 million per year in 1952 and 1953. Qualification for the funding stated, "A general improvement and possible equalization of school building facilities throughout the state, on a long-range basis, is most desirable and should receive serious consideration from the Legislature. Great need for additional buildings has been imposed on some districts in the state as a result of rapidly increasing enrollments and migration of population. Notable among these are suburban districts such as Davis and Granite."

Granite continued its efforts to provide adequate school facilities for all children of the district. A successful \$3 million bond election held in April 1954 provided funding for West Kearns and Canyon Rim Elementary Schools, Evergreen Junior High School, and additions to Sherman and Oakwood Schools.

A bond election held on April 20, 1954, authorized the district to maintain the state-supported voted leeway program. Under this program, the state contributed an amount sufficient to guarantee \$4 per weighted pupil unit for each mill raised locally, not to exceed 10 mills, as voted by the people.

Granite School District did not receive state emergency school aid funds until 1957. Formal application for the funds occurred after the legislature allocated \$1.5 million for state building aid for school districts. The first state building allocation was utilized to pay for part of the construction costs on the Eastwood and David Gourley Elementary Schools. (David Gourley School was named following Mr. Gourley's tenure as superintendent ended in July 1957.)



Granite District Warehouse and Old Frame Shop, 1949

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Educational and cultural programs introduced during growth years

Despite the time-consuming burdens and the administrative responsibilities of a rapidly growing school district, Superintendent Gourley provided strong support to the emergence of educational and cultural programs. The district nurtured the development of numerous projects and activities that helped enlarge the base of learning experiences for children and adults residing in the district.

Greek language classes

In January 1945, Leo C. Glangas received permission to teach a Greek language class for children of Greek immigrants living within the district. The class was conducted two evenings a week at Magna's Webster School. Other language classes were taught in subsequent years. In a board meeting on February 18, 1947, Superintendent Gourley recommended that the board approve a request that allowed classes open to the public with a charge for instruction. Sessions were held at Webster from 4 to 6 p.m. If the classes continued beyond 6 p.m., it was necessary to pay for required custodial services at the school.

Fine arts organization

In February 1945, Superintendent Gourley organized a fine arts committee whose purpose was to arrange for fine arts programs to be presented at the district's two high schools. Committee membership included representation from the PTA, various district service clubs, district administration, and the board of education. The program was to provide opportunities for both adults and students. It was named the Granite Arts Association.

During its first year, the program was particularly successful. More than 1,500 adults from the community purchased memberships. The first concert series included 10 programs for adults and children, and there were three matinee performances attended by 6,000 children from Granite and Murray School Districts.

The second year more than 8,000 children attended the matinee performances. Membership purchases brought in sufficient revenue to pay all expenses and a substantial cash balance remained for the next year's program. Famous artists such as Mischa Elman, Andre Segovia, Eleanor Steber, and Raoul Robin of the Metropolitan Opera presented concerts.

In February 1949, Dr. O. C. England, who chaired the association, reported to the board that the association had some major concerns related to officers of the association being liable if an accident were to occur, potential financial losses, and the non-corporate status of the organization. He suggested that the board consider contributing funds to be used for operations and asked that the board sponsor the organization as part of the district's adult education program. The board agreed to do so and to contribute \$1,000 for a five-year period commencing with the 1948-49 school year.

The concerts were held annually, but with the passing years management and financial problems began to accrue. On March 7, 1967, the board of education approved a \$2,000 contribution to the Granite Arts Association, but in 1968 called for the program to become self-sustaining. The association sponsored four programs instead of six. The 1968-69 concert series proved to be the last.

Its termination was probably due to several factors, but the decrease in public support most likely resulted from an increase in cultural entertainment opportunities that were available throughout Salt Lake County. The growth of the colleges of fine arts at the University of Utah and Brigham Young University made available a wide variety of programs with easy access. Pioneer Memorial Theater, Kingsbury Hall, Promised Valley Playhouse, the Utah Symphony, and other artistic groups offered an excellent selection of programs.

This significantly reduced the need for Granite School District to continue the Granite Arts Association. Other programs had a higher priority in the district's limited budget, and the association was dissolved.

District arts festival

The first annual district-wide arts festival was held March 17 and 18, 1948, at Granite High School. Twenty schools participated in the event. The first evening included a musical concert by school choruses and

orchestras. The public was also invited to visit the different buildings on the campus to see demonstrations and exhibits of arts, handicrafts, home economics, upholstery (adult education classes), baking, and industrial arts. Elementary schools showcased work in weaving, puppetry, clay modeling, leatherwork, rug making, knitting, and soap carving.

Agricultural exhibits and paintings and drawings in all types of media covered the walls of the gymnasium. More than 3,000 school patrons visited the two-day exhibit. No other school activity was more enthusiastically received by students and teachers as it stimulated artistic endeavors in every classroom in the district.

In 1950, a new policy was initiated concerning student participation in district-wide music/art festivals. A district art festival would be held every other year and a music festival on alternate years. The music department continued to assist with the art festival by providing brief vocal and instrumental programs. As patron and student interest in these spring activities grew, the music concerts were presented in three different areas of the district over a three-week period. In the spring of 1957, six concerts were presented. Around 20,000 patrons listened to thousands of students from 25 elementary schools, seven junior highs, and three high schools.

Pioneer Craft House

On October 17, 1949, the board of education approved a proposal to discontinue use of the Scott Building located on the northeast corner of 3300 South as a shop area for the Granite Junior High industrial arts program. The board then approved use of what was the first Granite High School facility for the high school and adult education arts and crafts programs. The building was named the Pioneer Craft House.

In January 1951, school officials and board members discussed with Glenn J. Beeley needed improvements to the building. Mrs. Beeley reported on plans for operation of the facility. Business firms and citizens throughout the area had contributed funds and materials to use in improving the building. The board appropriated \$1,000 toward the renovation. It also determined that operation and management of the Pioneer Craft House would be controlled by the Granite Board of Education under the supervision of district administration.

The Pioneer Craft House program was established with Mrs. Beeley as director and continues to provide a wide variety of cultural training in arts and crafts. Authentic displays of crafts from culture throughout the world have been featured. In 2008 the board of education sold the building and turned over its management to a private foundation.



Bus fleet, 1953



School lunch inventory, 1953

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School-age population growth and construction of new schools

Utah's economic setting

A board of education acts as an arm of state and local government as it assumes responsibility for providing, maintaining, and operating schools to educate the children residing within each school district. Several factors add challenges to this responsibility. They are largely related to the problem of finding an adequate tax base for revenues needed to operate the system.

Since the state's public education system is dependent on taxable sources for revenue, governmental ownership of large sections of land within a state limits the areas that can be taxed for state revenue. Utah ranks second in the nation in the percentage of land under federal control, approximately 70 percent of the 84,000 square miles. Another eight percent is under state or local ownership, severely impacting the primary tax base for funding education.

State income tax is a key source of education funding, but the combination of a high birth rate and tax credits for large families presents a challenge. The ratio of public school students per taxpayer is highest in the nation, and Utah ranks dead last in the amount of money spent per student, less than half the national average. That has resulted in large class sizes and lower teacher salaries. In times of economic stress, education funding has suffered, resulting in program cuts and low employee morale.

Elements in the economy

The major elements of Utah's economy have changed during the years since statehood. In the early years, agriculture and related activities were the main source of income for Utah citizens. The discovery and development of mineral resources brought the mining industry into prominence. It stimulated the growth of related industries, which had an impact on

the development of service enterprises such as transportation, merchandising, communication, and financial institutions.

The depression years, and later the World War II period, brought the growth of governmental functions, projects, and payrolls to a level where government activity became the most important element in the state's economic pattern. The economic changes altered significantly the source of income and makeup of the labor force. In 1929, only 7.4 percent of the personal income was derived from government payroll and 10.6 percent from manufacturing.

By 1964, manufacturing had become the second largest source of personal income in the state. Trade, service industries, and construction accounted for a larger share than in previous years, while the income from mining, transportation, and farming showed substantial declines. The largest source of personal income was derived from governmental agencies in 1964 when 25 percent of Utah's workforce was employed by federal, state, or local governments. In 2010, during a nationwide recession, health care and government were the main sources of income in Utah.

It can be reasoned that the variety of governmental agencies plays a dichotomous role in the state budgeting process. Governmental ownership of Utah lands cuts deep into the amount of tax revenue utilized to perform the functions of state government, but the state has increased its dependency on governmental payrolls to stabilize the economy, and government employees are paid with tax dollars. Boards of education and state officials are impacted by these facts as they seek funds for maintenance, operations, and construction of schools.

Granite's growth in the Sixties

Elmer J. Hartvigsen was named superintendent on July 1, 1957. During his entire 14-year term of office the student population increased rapidly. It climbed from 24,500 in 1957 to 63,000 in 1971 (157 percent). The certified staff increased from 965 to 2,595. The annual budget for operating and maintaining schools grew from \$7 million in 1957 to \$37 million in 1971.

The district's assessed valuation was lower than that of neighboring districts and the ratio of operational funds per student was smaller because

of the large number of family dwelling units compared to industrial and business enterprises. However, the district was able to maintain an excellent education program, despite its austere budget. Funding of the maintenance and operational budget was assured by the state uniform school fund formula, which guaranteed minimum state support for school districts if they adhered to state eligibility requirements.

Granite's capital outlay program

The district's population explosion brought an additional demand for a massive school building program. This represented a great challenge for the superintendent and board of education, since the capital outlay portion of the budget was not based on a uniform school fund allocation. Money from the uniform school fund could not be transferred from the maintenance and operations budget for capital needs.

The board of education and administration worked closely with parent-teacher organizations, parent groups, and the business community to make requests for additional tax support. Those appeals were met with positive responses from the citizenry, and several successful bond elections provided \$73.2 million to be used for new school building construction, remodeling and modernization of buildings, site purchase and improvement, and purchase of furniture and equipment.

State assistance

The Utah legislature accepted responsibility for the state to help with school building construction, and it allocated funds to assist school districts with their building construction programs. Beginning in 1957 Granite's construction revenue was increased by funds from the State Emergency School Building Act of 1951. In 1961, the legislature established the State Building Aid program, which was more restrictive than the program it supplanted, but did offer considerable funding assistance to Granite (\$15.4 million through 1971).

Although the state allocations provided important assistance for the building program, the continuous unwavering support of the citizenry of the district raised nearly 83 percent of the more than \$80 million utilized for the district's building programs over a 13-year period. Some federal funding was also obtained for special construction projects such as those for handicapped children.

During Superintendent Hartvigsen's tenure, 29 elementary schools, 5 junior high schools, and 4 high schools were completed. Two facilities for unique training and educational opportunities for handicapped children were erected. The district established Mill Hollow, a mountain retreat offering on site environmental and biological learning experiences for students. A new school lunch facility, a warehouse, district maintenance shops, and school bus shops were also added to accommodate the numerous service programs necessary for the operation of the district. A new administration building was built in South Salt Lake to house the staff needed to manage the district's now massive school system.



Blaine School, 1960

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Expansion of educational programs during the Fifties and Sixties

While Assistant Superintendent Orvil C. England was directing the district's ponderous construction venture, Dr. Kenneth C. Farrer was working to improve the instructional program. Even though student test scores showed achievement levels comparable with other districts in the state, the supervisory staff continuously worked to find new and better ways of presenting information to students.

The administration was sensitive to community and parent concerns about education. In 1959, it was learned that there was growing unrest among some parents about the methods of teaching reading. Dr. Farrer met several times with a group of people who identified themselves as Citizens Committee for Better Schools. The group requested that the district make changes in reading instruction practices.

Reading curriculum study

Dr. Farrer's 1959-60 report to the superintendent stated, "At midyear the unrest was sufficient to cause us to enlarge the elementary language arts curriculum committee into a full-fledged district curriculum study of reading in the elementary school." Nine district patrons, including the president of the Granite Council of the Parent Teacher Association, six elementary school teachers, and four district supervisors met weekly to formulate recommendations for programming reading instruction in elementary schools throughout the district.

At the conclusion of the series of meetings, a plan evolved calling for selection of nine schools to test the effectiveness of basal reading programs adopted by the Utah State Office of Education. They were to be used in the classroom specifically designed by the publishers. A segment of patrons strongly opposed the proposal, preferring a highly identified program of phonics instruction as an independent part of the reading program.

The curriculum committee rejected that idea with the explanation that

the district should first test the effectiveness of the phonics program as part of the basal series. In a meeting in May 1960, the board of education accepted the recommendation of the Elementary Language Arts Committee, clearing the way for a test situation in nine elementary schools for the 1960-61 academic year.

The nine-school experiment proved so successful that the board authorized the district administration to proceed with the same basic reading design in all elementary schools. District curriculum leaders believed that the use of one of the state-approved basic reading series with its parallel and supplementary reading activities and study books, diagnostic and achievement testing materials, and audio-visual programs would constitute an important part of the reading skill-building process. Each school principal and faculty chose the basic reading materials to use for a four-year period.

Later, data from the Stanford Metropolitan Achievement Test scores showed that the reading program was highly satisfactory, and student achievement was above the test norms. While the citizen group continued to press for establishing articulated phonics programs, state educational officials, the PTA, University of Utah, the Granite Education Association, and others helped reaffirm the board's confidence in the district reading program. The group gradually discontinued its pressure.

Programs for handicapped children

During his tenure as Assistant State Superintendent of Public Instruction Granite's new Superintendent, Elmer J. Hartvigsen, served on numerous committees assigned to study problems of handicapped children. He advocated greater support for education and training programs. In 1955, the Utah Legislature passed a law providing funding for educating the handicapped. Mr. Hartvigsen was a member of the state committee that developed the original standards for educational programs and established requirements for certification of special education teachers.

The state board of education adopted the criteria and directed local school districts to establish classes and operate programs for handicapped children. The standards included guidelines for education of children with intellectual, emotional, motor, speech, hearing, and visual handicaps and for children with learning disabilities.

When Mr. Hartvigsen became Granite superintendent on July 1, 1957, there were two classes for handicapped students, both housed at Blaine Elementary School. During the 1958-59 school year, he began a modest effort to broaden the district's special education program by employing a remedial reading teacher assigned to Valley Junior High School and two speech therapists on the special education staff.

In 1959, the superintendent established a separate department for special education under the direction of Dr. Hilda B. Jones. Under her leadership the program moved forward over the next decade. The staff grew to 204 certificated educators who provided specialized services and education for children with diverse kinds of disabilities. Granite gained wide recognition as a district that provided excellent programs for special education students.

Handicapped day care programs

In January 1969, the legislature placed a new responsibility on public education. It transferred the Division of Welfare Services day care centers for the handicapped to local school districts. The law also established an evaluation process required for exemption of some students from school programs, assigned responsibility for diagnostic services to the State Division of Health, and outlined other provisions and responsibilities.

Granite accepted the responsibility to continue operation of the Granite Training Center, a rented facility located in the school district, which had been operated by the Division of Welfare. In this facility, children with multiple handicaps were trained to become independent in self-care skills, work habits, social adjustment, and understandable speech.

The responsibilities placed upon the district by the new law made it mandatory that the district continue to expand its programs in order to accommodate the needs of the large number of children with multiple handicaps.

Habilitation center established

Dr. Jones took leadership in the venture to obtain federal funding to assist in the construction of a new habilitation center for the training of young people who had multiple handicaps. This utilitarian training center houses a cafeteria, a greenhouse, a laundry, carpentry shop and

other programs used to train the students in a variety of jobs where they can gain meaningful employment. The building was named for Dr. Jones following her death.

Hartvigsen School

The district completed construction of a centrally located school designed and equipped for mentally disabled and other handicapped children in 1972. The school was named for Superintendent Hartvigsen, who had completed his tenure as superintendent in 1971. Self-contained classrooms large enough for 10 to 12 children offered an ideal training environment for a corps of team teachers. The students are bused from throughout the district and have moderate to severe conditions and range in age from 5 to 21. In 2011, the district announced plans to build a new Hartvigsen School on the Taylorsville High School campus. The building opened for the 2013-14 school year.

Special education

Special education efforts are also directed for educable students and emotionally challenged students in their home schools. The program is designed to minimize labeling of students, reduce transportation costs, serve a larger number of students, and meet federal guidelines.

Granite Youth Symphony

In October 1957, the board of education approved the organization of the Granite Youth Symphony Orchestra. A group of district instrumental music teachers believed that musically gifted boys and girls should have greater opportunities to develop their talents. The committee felt that participation in an orchestra of this type would present a greater challenge for students and motivate them to improve their musicianship. They also suggested that the symphony activities would increase cultural experiences for students, stimulate community appreciation for orchestral music, and encourage young people to continue in music education.

An advisory committee gave support to the new organization with representation from district administrators, the PTA, and community service organizations. Within a short time, the community and student responses were overwhelming supportive. In 1974, to accommodate the large number of students desirous to join the Granite Youth Symphony,

the West Valley Youth Symphony was organized. The two orchestras had a separate schedule of performances, but combined forces in the summer for rehearsals, performances, and an annual concert tour. Later the high school orchestras were combined, and a junior high symphony was organized.

The Granite Youth Symphony has performed summer concerts throughout the United States and in Canada every year. Each year, the superintendent receives letters from people where the student musicians perform praising both the quality of the music and the deportment of the orchestra members.

Community and adult education

Granite School District began offering evening classes after the passage of the Americanization Act took effect in September 1919. The act required that every immigrant residing in Utah ages 16 to 45 who was unable to speak, read, and write English at a fifth grade level attend evening classes for at least four hours each week. The program gradually expanded to include classes in a variety of vocational subjects. The Americanization classes gradually disappeared, but the desire for adult education classes has continued to the present day.

In 1951, a summary of classes included upholstery, sewing, psychology, world affairs, and making lamp shades. Program supervisor Ernest Clayton suggested that in the future the district offer classes providing credit that could be accumulated toward meeting the requirements for high school graduation. That suggestion became reality in the 1958-59 school year with 21 students completing the requirements.

As years passed, the program grew. Known as Community Education and Basic Education Program in 1975, it was known later as Adult and Community Education for many years, then as Granite Peaks Lifelong Learning. Each year, thousands of children and adults participate in a wide variety of programs in the arts, workforce certification, technology, sports, recreation and fitness, English as a Second Language, cooking, CPR, photography, health and wellness and many others, as well as remedial and enrichment courses. Each year, the program holds winter and spring commencement exercises where several hundred graduates receive diplomas for high school completion.

Classes are held at Granite Connection High School, which is the district's hub for online, blended, and alternative face-to-face courses for 9-12 students.

Mill Hollow Center

During Mr. Hartvigsen's administration, one of Granite's most unique educational programs was initiated. An outdoorsman and a science specialist originated the idea of an outdoor education center during the early Sixties. Representatives of the United State Forest Service and a member of the Utah State Board of Education discussed with the board the benefits that could be derived from an outdoor science program for public school students.

The concept generated support from others, and proponents decided to invite a local school district to develop an outdoor learning center. Granite was subsequently selected as the experimental district. Dr. Ronald S. Beckstrom, supervisor of the district science programs, viewed it as an exciting opportunity, and the administration and board of education shared the enthusiasm for an exploratory summer program in outdoor science education.

Providing assistance were the Utah Fish and Game Department, the Soil Conservation Service, the Bureau of Land Management, and the U. S. Forest Service.

During the first summer in 1964, two classes of secondary students, each consisting of 30 boys, participated in the science program. In 1965, classes were added for girls. In the first two years, students were housed at Wolf Creek in buildings that had been constructed for U. S. Forest Service employees. In 1966, those buildings were torn down, and it became necessary for the district to construct its own facilities. This provided an opportunity for vocational education students to learn their craft over a span of six years. Soon the Mill Hollow Outdoor Education Center was completed.

Mill Hollow is located approximately 65 miles west of Salt Lake on a beautiful site, approximately 8,900 feet above sea level. Snow covers the property for more than half of each calendar year. A sparkling stream flows along the eastern perimeter of the property, and the area is lush with many forms of plant life. A variety of mammals and birds frequent

the area, which is also rich with fossils from the Cambrian and Quaternary Ages.

Each year approximately 3,600 students are bused to Mill Hollow for a three-day, two-night adventure amid the pine and aspen forests. Elementary schools determine which grade levels from third through sixth participate. Virtually every elementary student in the district has an opportunity to participate at least once. Certified teachers emphasize environmental education and integrate language arts, visual arts, and math to enhance the study of biology, geology, astronomy, and social studies. Students are housed in cabin dormitories with restrooms, and meals are prepared by an experienced kitchen staff. The facility is made available on weekends for company retreats, family reunions, leadership seminars, and community outings. There are also winter accommodations for 8 to 10 people for a primitive camping experience.

Since its inception Mill Hollow has served in excess of 250,000 students and district patrons.



Maintenance shops, 1968

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Pursuit of excellence in the early Seventies

In 1970 enrollments began to stabilize, which allowed the administrative staff to reduce the focus on construction of schools to provide adequate housing for students. The district began to redirect the center of attention toward increasing administrative and support services between the central office and the schools, offering new programs and modernizing others.

The change of focus began during the last years of Superintendent Hartvigsen's administration and gained momentum during T. H. Bell's tenure, which began September 15, 1971. Dr. Bell came to the district from the United States Office of Education. His tenure extended to July 1, 1974, when he resigned to become U. S. Commissioner of Education. He went on to become President Ronald Reagan's Secretary of Education.

Reorganization of administrative staff

Among the significant actions taken by Superintendent Bell was to reorganize the management system and change the responsibilities of the central administrative staff. He believed that under the system he inherited, where the superintendent's span of control called for working directly with 71 school units, was too broad.

On October 19, 1971, the board of education approved his proposed reorganization plan that would permit administrative staff members to give more attention, direction, and leadership to principals and individual schools. The superintendent would be freed up to deal with large matters and more substantive items that required attention.

The management staff was reorganized into five units. Unit one, the immediate Office of the Superintendent, included one administrative head for business matters, school-community concerns, and legislative matters. Unit two was comprised of the business administrator/treasurer, general

record keeping, system-wide accounting, purchasing, and receipt and disbursement of district funds.

Unit three included the Office of Instructional Services, with pupil personnel, special education, library/media services, and other instructional services. Unit four included the Office of Administrative Services, with personnel, plant operation and maintenance, school transportation, school food services, modernization of existing buildings, and new buildings.

Unit five had the major responsibility for the operation of district schools. The district was divided into three geographic sections, called complexes, and the schools in each complex were administered by an assistant superintendent. Each succeeding superintendent has made changes in the administrative management system.

Dr. Bell counseled each of his three assistant superintendents responsible for the complexes to build effective and supervision links within the schools. He recommended that they hold monthly management and review sessions with school principals and work with administrative, instructional, and business services divisions to build a more effective management team.

Management by objectives

The superintendency designed a system of management by objectives for the administrative supervisory staff to use as a guide in their work. Performance priorities were set for financial management, purchasing, pupil accounting, computer support services, budgeting, school building renovation and construction, plant maintenance, building security, and school services systems.

The performance priorities of the Office of Instructional Services included the preparation of position papers setting forth guidelines, development of a curriculum framework, and analyzing student test data to provide technical assistance to improve classroom instruction. Other priorities included involving teachers in curriculum development and in-service training and fusing career educational concepts to help students prepare for life following the public school experience.

The assistant superintendents also worked with key district leaders to

build an instructional support system for teachers, providing expert advice and assistance in the purchase of items needed in specialized areas of instruction. Dr. Bell believed that the management by objectives system made the planning and execution of school operations more universally understood. The system helped focus more attention on the results of educational efforts and brought a sense of unity and teamwork in the schools.

The superintendent developed a set of performance priorities that reflected some of the district's needs. Materials were sent to the schools with the suggestion that if a school saw a more urgent educational need for that year's objective, it could establish its own performance priorities based on that need.

Performance objectives suggested by the superintendent included: (1) correction of basic study skill deficiencies, (2) improving instruction by the use of parent volunteers to decrease teacher workloads, (3) a drop-out prevention program, (4) an outreach program to communicate with families experiencing difficulties, (5) improving school attendance, and (6) career education.

A step-by-step procedure to guide implementation of each performance priority was included. Schools were asked to develop a statement procedure to guide implementation of the performance priority. The guide recommended that each school develop a concise statement of the performance priority objective that explained the problem and identify the procedures to reach the desired goal and prepare a list of persons responsible for each step. Anticipated outcomes were to be identified along with an assessment.

The invitation to the individual schools to identify problems and goals met with affirmative responses from principals and teachers. A compilation of MBO projects in elementary schools included:

- Improve achievement levels in all subjects
- Improve reading skills
- Improve writing skills
- Improve spelling skills
- Improve math skills
- Improve science skills
- Improve social studies skills

- Develop physical education programs
- Build self-discipline skills
- Improve communication among staff and with parents and others
- Build citizenship
- Improve attendance
- Develop talents, creativity, and thinking skills
- Involve parents in volunteer programs
- Learn about the world of work
- Learn respect for adults, peers, personal property, and property of others

The secondary school professional staffs developed the following sets of objectives:

- Improve school attendance
- Improve student attitudes and behavior
- Develop social skills
- Build citizenship
- Improve math skills
- Improve English skills
- Improve social studies skills
- Improve science skills
- Improve speech
- Improve spelling skills
- Improve academic achievement in all subject areas
- Develop realistic career goals
- Learn a second language
- Be an informed consumer
- Know how to utilize audio-visual materials

Not all goals were attained, and some achievement levels were not reached. The professional staff generally met the negative outcomes with a renewed search for other methods that would bring about the desired improvements. Detailed reports on each MBO project, including methods of implementation and assessment, were submitted to the respective assistant superintendent of each complex. The assistant superintendents held evaluation conferences with school principals. The process permitted a free flow of ideas between administrative officers as they worked to improve student performance.

Vocational education broadened

Dr. Bell's tenure saw an increased focus on vocational education. In October 1971, the board approved including home building construction projects. Representatives of the Utah State Board of Education, the Granite board, the Home Builders Association of Greater Salt Lake, the State Advisory Council for Vocational Education, high school principals, and district office administrators investigated similar programs in other states and assessed benefits that could accrue to Granite District students.

They agreed that the home construction program would help participants become workers in a productive society. Students would integrate the knowledge and skills acquired in on site building projects. They would participate in pre-planning and site survey, as well as all phases of actual building construction, including concrete work, masonry, plumbing, electrical wiring, plastering, finish work, interior decorating, landscaping, and others. They also participated in financial record keeping and necessary accounting functions through the final sale of the finished product.

The first-year projects included enclosing the area under the Granite High School football stadium bleachers to provide storage for athletic field equipment, providing an instructional area for the district's vocational masonry class. Students from Skyline and Olympus High Schools constructed a home; another was built by students from Granite and Cottonwood High Schools. Students from Granger, Cyprus, and Kearns High Schools built a dormitory at the Utah Boys Ranch.

Funding for the program came from two main sources. Vocational education money paid for the costs of instructional salaries, tools, and equipment. The ongoing building costs were managed through a special district account, and upon sale of the homes, the district account was reimbursed.

The projects permitted other vocational education students to become involved in work-related experiences. Homemaking students utilized their training in interior decorating, and distributive education students used skills in salesmanship, acting as hosts for annual open houses held to market the homes to the public.

The home building program, which has received national accolades, continues, though the recession years and collapse of the real estate market at the end of the first decade of the new century caused a scaled down program for several years.

During the summer of 1972, the central office printing division was adapted to provide job training for high school students who planned to enter the graphic arts trade. The program continued to function until the age of technology called for each high school to provide training in those areas.

Today's students have opportunity to take a variety of high tech and other courses at the Granite Technical Institute, a state-of-the-art, world class facility that was established when the district acquired its new district office in South Salt Lake City. Thousands of students come to the facility each day for training that sends them to the workplace with industry certification in a variety of fields.

National award claimed

In 1972, Granite was one of three districts in the nation to receive a national award in the National Education Association/Thom McAn competition. The award was presented to the board of education in recognition of its outstanding support of the education of special needs students. The construction and operation of the Habilitation Center (now Hilda B. Jones Center) was singled out.

Silent alarms installed

In December 1972, the board granted Dr. Bell's request to install a silent alarm system in district buildings. A central monitoring system conducts continuous surveillance and dispatches information to a security center. The information is then transferred to security personnel who investigate the school. Dr. Bell's request came after intensive study of systems utilized throughout the nation to curtail theft and vandalism.

Dial access instructional system

Superintendent Bell believed that a dial access instructional system would make available to each teacher in the system a multi-media machine system of stimulating audio-visual programs relevant to instruction-

al activity in the classroom. The system was installed in several schools on an experimental basis. School principals supported the program, which was approved by the board for all schools in December 1973. The cassette system had numerous advantages when compared to the 16mm film projectors then in use.

Early childhood education

Granite School District and Los Angeles Unified School District were granted federal funding in 1973 to supplement a program in home-based early childhood education. The one-year \$200,000 grant was to be implemented in two Granite schools and four in Los Angeles. Granite served as the fiscal agent in a joint management system.

The program was based on the premise that the home is the first center in a child's life and therefore has the greatest influence on the child's success or failure. Parents are the child's first and most important teachers, but not all parents are prepared to accept this important responsibility. Some have innate and intuitive qualities and basic understanding of the parenting role. The large majority, however, must acquire the skills needed to create a home environment that nurtures high levels of mental and physical child development.

The federally funded program was designed to offer training of disadvantaged parents of preschool children in the skills and techniques of home-based early childhood education. The project included social services and community resources that were provided according to the needs of individual families.

Dr. Bell resigned his position in June 1974 to become United States Commissioner of Education. On July 16, Dr. John Reed Call was named superintendent.

Alternative education meets variety of student needs

The years between 1976 and 1980 were marked with growing requests for schools to meet a wide range of student needs. Out of those came the alternative school concept. Depending on the definition assigned to alternative schools, Granite School District has provided variations of the alternative school program to help students with extraordinary problems for more than four decades.

The first alternative program that assumed its own identity was the Diversified Satellite Occupations Program, commonly referred to as DSOP. It began in 1970 under the direction of Dr. Call, who was then an assistant superintendent. During its first year, the program was held at three separate locations—serving the east, west, and central portions of the district. Upland Terrace Elementary School housed the DSOP program on the east side; the central program was installed at Blaine Elementary; and a leased building near Granger High School was used for the west program. Each program was staffed with two teachers who focused on basic academic and occupational skills.

A three-year federal grant provided funding for establishing the program. When the funding was exhausted, the branch programs were combined in two relocatable buildings located just south of the district administrative offices. Two years later, the new Plymouth Elementary School was completed, and the alternative programs were relocated to the old Plymouth School where it continued until 1984 when it moved to the former Central Junior High School location.

Simultaneous to the opening of the alternative school at the old Plymouth site, two relocatable buildings were constructed near the Redwood Multipurpose Center in West Valley City to serve junior high school students in alternative programs. In-school alternative programs were also established in 1974 where students could receive needed services without leaving their home school.

In 2000, a three-way school building switch was orchestrated that result-

ed in a new facility for the alternative school. Lincoln Elementary School on 500 East and 3900 South was in serious need of replacement, having been constructed in 1923. Nearby Granite Park Junior High School became Lincoln Elementary. Granite Park students and the school name moved to the former Central Junior High School site, which had been renamed Central High School and was serving as the alternative school. A new building was constructed on the Lincoln site and became the Granite Peaks Life Long Learning Center, housing community education programs and Granite Peaks High School, the alternative school that serves students from throughout the district in grades 9 to 12. In 2013, the school was renamed Granite Connection High School.



Webster School, 1972

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Board of education rules and regulations revised

Following his appointment as superintendent in 1974, Dr. John Reed Call placed high priority on revising the Rules and Regulations of the Board of Education. Byron Fisher, district legal counsel, was asked to examine the lengthy document to ensure the legality of its contents and to fuse into the document new education laws passed by the legislature.

The board received copies of the document in the summer of 1975 to review for corrections and to suggest additions and deletions. A final draft was published and distributed in February 1976. It was prepared in loose leaf format so it could be kept current as rules, regulations, and policies were modified. A similar updating process was undertaken in the early 2000s under direction of Superintendent Stephen F. Ronnenkamp, with the documents published online. Adjustments are now made immediately following board action and published online.

The 1975 document was divided into sections with specific, detailed information on the role and responsibilities of the board of education and superintendent as well as business management, office of administrative services, office of instructional services, area responsibilities, certain management procedures, and miscellaneous rules, regulations, and policies.

The educational program

Dr. Call and the board placed the greatest emphasis on instruction. The Rules and Regulations document focus on instruction stated:

“The Granite School District is committed to the concept that quality education involves a continuous pursuit of academic excellence. Therefore, it is the goal of the instructional program to provide continuous intellectual growth and skill development opportunities for all children in independent learning, intelligent decision making, social interrelations, and acquisition of meaningful knowledge.”

“Since improved instructional approaches and techniques are the products of careful study, planning, programming, budgeting, and cooperative action on the part of principals, district instructional staff members, and teachers, the improvement of instruction is a major responsibility of all educators. Personal involvement in the educational process brings many benefits. The act of goal setting requires a careful look at students and places in perspective the outcomes to be achieved in relationship to student abilities and the expectations of the school and the community. “In the final analysis, however, it is the teacher who is the key to the successful fusing and meshing of the educational goals into the various facets of the instructional process to produce the desired results in the learning and developing student.”

“If the educational process is adequate, the learner should acquire the basic skills and knowledge necessary to seek information, to present ideas, to listen to and interact with others, and to use judgment and imagination in understanding and resolving problems. The learner should understand the basic principles of the American heritage and have knowledge of the many countries of the world, their cultures and philosophies. Upon completion of schooling, the student would be ready for next steps in preparing for a career, with a commitment to continuous learning experiences and personal growth. The learner should also be able to use leisure time in positive and satisfying ways.”

District office divisions

The Office of Instructional Services was a division of the district’s operational system. It was responsible for research, program development, in-service training, student and program evaluation, and coordination of special kinds of programs, including community education. Responsibilities included curriculum development and planning and procedural functions relating to the total district such as report cards, state guidelines, and scheduling. Others were direction of local, state, and federal categorical programs, student support services, and technical assistance, which included media, library, and instructional equipment, along with research and evaluation.

The OIS included numerous departments: Curriculum Development and Planning; Educational Systems; Procedural Functions; Physical Education and Recreation; Intramurals and Athletics; Career and Vocational Education; Special Education; and Community Education.

In planning curriculum, the district used materials approved by the Utah State Textbook Commission. Considerable research and analysis went into making curriculum changes, monitoring experimental projects, and providing in-service training when new programs were implemented. The OIS developed a district coordinated list of novels and plays teachers could use for in-class study, which was approved by the board of education.

The department of Educational Systems provided supportive services for student instruction, including technical assistance with registration, instructional equipment, facilities, and processes. It was also responsible for educational data processing, computer-assisted instruction, instructional equipment systems such as video cassette programs, district-wide evaluation and testing, all media services, and the Mill Hollow program.

The Procedural Functions department facilitated programs that required district-wide uniformity, including student manuals, report cards, graduation, and school accreditation. It assisted in communicating directives from the state board of education and information from universities and private enterprise. Another responsibility was overseeing ongoing categorical, federal, state, and cultural projects.

Procedural Functions also assumed a leadership role in conjunction with the School Facilities Division in planning for new school buildings and additions to existing buildings. During the development of preliminary drawings and final specifications, conferences helped to ensure that the facilities contained the basic components to support effective learning and the necessary space for programs and educational procedures. Instructional Services Division specialists were called on for input.

Meeting student needs

Curriculum planners considered physical education, recreation, intramurals, and athletics an essential part of the total education program that made significant contributions to students' physical well-being. Physical education is a planned sequence of experiences in a variety of activities, beginning with basic movements and skills and progressing toward complex skills in sports, dance, aquatics, and other forms of human movement.

Intramurals and athletics are an outgrowth of the physical education

program. They are considered extracurricular activities and accommodate students with specialist interests. Schools provide ample opportunities for students to participate in intramural and recreational activities. Interscholastic athletic programs are also available to boys and girls who are sufficiently skilled.

Throughout its history, Granite School District has worked closely with Salt Lake County's Recreation Department to provide facilities for recreation programs.

The department of career and vocational education was responsible for the growth and development of programs that were both meaningful to students and responsive to community needs. To this day, this requires development of appropriate instructional programs, diagnosing and assessing employment trends, keeping current funding sources, preparing budgets, and managing categorical vocation funds. Another task is providing equipment and supplies for educational programs.

The special education program focused its work on students with physical and mental disabilities and other learning challenges. Throughout the years, federal laws have been established that greatly impact providing for the educational needs of these students. In 1974, programming included educational diagnosis, resource teachers in all schools, and coordination of services with district centers and community agencies.

The department was also responsible for developing curriculum, keeping informed on funding sources, and preparing budgets based on categorical funds as well as selecting and providing instructional equipment and materials.

Under Superintendent Call, adult programs were expanded and combined with a large variety of classes and activities that were referred to as Community Education. Evening high school classes were available for persons needing high school credit. Classes were offered in basic adult education, homemaking, early childhood education, special interests, and the Head Start program. Senior citizens clubs were also supported by the district.

The Community Education Department planned and managed a variety of categorical funds and worked cooperatively with day schools and the community at large to meet the needs and desires of the community.

The Pupil Services department encompassed several areas and disciplines to support the needs of individual students. These included psychologists, social workers, special needs counselors, and guidance counselors. Student advocacy services were provided by itinerant personnel and by cooperative planning teams. The department also oversees school admittance, exemptions, and special permits.



Supply Warehouse, 1972



Pioneer Craft House, 1972

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Focus on curriculum

In the summer of 1975, the curriculum division began a project to develop district-wide instructional guidelines in grades 1-12. The proposed guides were to be related to Utah state goals and structured within the framework set by policies of the Granite School District Board of Education.

Just before that work began, a kindergarten guidelines booklet that was published in 1974 was revised. Modifications set forth methods of teaching children in all ranges of the continuum—from the child not ready to accept reading instruction to those ready for more advanced phases of the kindergarten instruction program.

To develop the instructional guidelines, staff members from the Office of Instructional Services, teachers, school principals, and others met in study sessions throughout the summer to discuss a variety of materials gathered from state and national school systems and agencies. They identified areas of need unique to the Granite system, creating goals and objectives for an instructional framework.

The staff reached general agreement that the guidelines should be broad enough to give general direction with some leeway for individualization to meet the needs of each student. The comprehensive system was to be composed of subject area and grade-level content. Its purpose was to provide information and clarify programs, serve as a guide for scope and sequence by subject area, and include information on district resources in the areas of cultural education, special education, and pupil services. It was expected to serve as a guide to the community as to what is taught in Granite schools.

The writing of the materials was a time-consuming process. In late summer of 1977, the first document in the series, a working draft of Elementary Instructional Program: Blueprint for Learning, was provided for teachers at the preschool institute. It included guidelines for reading, language arts, arithmetic, social studies, physical education, and health.

A second section of the booklet gave background information on pupil

services, home and hospital instruction, cultural awareness, career education, achievement testing, library/media circulation, teacher labs, and community education. A second edition of the entire document was given to teachers in 1979.

A similar comprehensive publication entitled Secondary Instruction Program was completed for teachers in August 1977. Included were guides for use in teaching business, English, language arts, health and physical education, driver education, homemaking, industrial and vocational education, foreign languages, mathematics, music, science, and social studies.

In 1978, the junior high science section was revised. A new version of seventh grade guides was distributed in 1980, and the writing sections on senior high English were rewritten and distributed later in 1980. Continuous revisions were made as change was suggested by both research and differing needs of the curriculum as well as state-mandated programs.

Junior high study

In May 1974, the board of education approved a recommendation from principals and district administrators that the educational program in the district's 13 junior high schools be studied in depth. A study group was organized and assigned to make recommendations for change and/or improvement.

The initial portion of the study involved a needs assessment that was completed during the 1974-75 school year. Staff conducted more than 300 interviews and consulted with teachers, principals, students, parents, and district office specialists to obtain background information. He conferred with secondary education specialists at the Utah State Office of Education and the universities to obtain pertinent information on successful junior high school programs.

Data was carefully reviewed and grouped into 37 areas of concern. These were then classified into six general areas for further analysis. Included were courses of study, strengthening the teaching position, home/school communication, operational and scheduling patterns in schools, study activity programs, and human relations skills. A study guide, *Contours of Concerns*, was prepared to include more detailed reports in each study area.

In September 1975, the project took another action step when six subcommittees were established with membership from school principals, district office staff members, teachers, parents, and students. Each subcommittee was assigned to study one area of concern and to prepare recommendations. A final report was presented to the board of education on June 1, 1976, and approval was given to begin implementation in a systemic, step-by-step approach.

Beyond the basics

Utah law in the Seventies mandated that the metric system be taught in public schools. In January 1977, the state board of education placed a higher priority on the requirement by including it in the graduation requirements. The district provided in-service for teachers and examined math textbooks to make certain that metric concepts were included. Program guidelines were structured to make metric units appropriate for each grade level. Eventually the requirement was dropped when the nation refused to buy in.

A comprehensive music education program was aimed at helping all students build a relationship with music that gives satisfaction and personal growth for a lifetime. It focused on developing vocal techniques and skills. Other instruction called for cultivating the ability to make artistic judgment, building an avenue of self-expression by creating and making music alone and with others, and experiencing appreciation, understanding, and enjoying music.

Guidelines were developed to integrate music with other instruction. Music specialists from throughout the state worked together to create a course of study for general, vocal, and instrumental music for elementary and secondary schools.

In 1975, the legislature passed a law that required all public schools to give instruction on the essentials and benefits of the free enterprise system. This, too, became a requirement for high school graduation. In 1977, the state provided some funding assistance to purchase materials for use in law-related education courses, economic education, and free enterprise system classes for all three education levels. The business community stepped forward to assist with obtaining materials.

Social studies programs related to some of the required teaching. Among

the programs piloted were a free enterprise leadership course, consumer math classes, consumerism, and money management.

Early in the 1970s, the Utah legal community inaugurated a program to teach the principles of constitutional democracy and to further the legal profession's assertion that the American system of justice does work.

The program was based in Salt Lake City schools, and satellite programs gradually moved to other districts. Olympus High School was the first Granite school to participate.

Students learned about legal issues, civil, moral, ethical, and values-based education, legitimate authority, law enforcement, the jury system, and much more. Public support led the state board of education to adopt the program as a social studies course entitled Law in a Free Society, with state money funding the instruction. It had the enthusiastic support of Governor Scott M. Matheson.

Title IX effect on facilities and physical education

Although the Title IX amendment to the United State Civil Rights Act was enacted in 1964, it took another amendment in 1972 to include sports activities for women. In August 1974, the board of education instructed the administration to prepare a list of items needed for girls' physical education programs. The board used the recommendations as a guide for examining plans and specifications for physical education facilities to ensure compliance with Title IX.

In 1975, the Utah Legislature provided categorical funding to employ six itinerant teachers to assist regular classroom teachers in physical education instruction. A number of philosophies accompanied the establishment of physical education programs' role in the development and education of children. Included was the assertion that an individual's "play life" is as important as any other part of life. The connotations of play take on a different meaning when "child's play" is compared with "adults play."

The primary concern of the elementary program was to help each student form a positive self-image based upon his or her values. The philosophy was that play promotes relationships and is a social learning process. District staff prepared health and physical education guidelines

for elementary and secondary instructional programs and conducted teacher in-service workshops.

Bilingual-bicultural education programs

Bilingual-bicultural programs were initiated in 1974 when four school districts—Granite, Tooele, Ogden, and Salt Lake—formed a consortium and obtained a five-year federal grant to fund provisions of the Elementary/Secondary Education Act related to educating immigrant children.

In Granite District, the main focus was on the Hispanic culture which included more than 17,000 persons in the Salt Lake metropolitan area. It was also the largest single minority group in Utah public schools, with about a 10 percent average in all schools, though a few schools had a rate of 50 percent. Major concerns were a very high dropout rate and low achievement scores for students with Hispanic surnames.

The federal grant provided for bilingual-bicultural programs in 15 consortium schools. In Granite, the focus was on pilot programs in two elementary schools—Webster and Madison—where the program was introduced in first grade. Webster's enrollment included 33 percent Spanish surname students; Madison's percent was 20. Both schools had large enrollments of disadvantaged students.

The primary aim of the program was to help children develop greater competence in the use of English as well as their native language. Granite's total target student population included in the broad aspects of the program was 2,600. One of the main keys to the success of the program was parent and community involvement.

Major goals for children included use of their native language without fear of ridicule, use of English and the native language with a competence level indicative with the age group, student and parent attendance at school functions, participation in programs related to each culture on appropriate holidays, and improved achievement levels.

There has been extensive growth in such programs since the first programs were offered in 1974. In 1976, the district made major staff and housing commitments to implement a variety of multicultural programs, including providing English as a Second Language programs for students and community education programs for adults. The number of students

needing such services increased annually, as did the languages spoken in their homes. By 2011, more than 43 percent of the district's student population was composed of ethnic minorities, with more than 30 percent Hispanic. An estimated 67 languages had significant representation in district schools, with several schools having more than 50.

Growth of Title I programs

Meeting individual student needs has always been a challenge welcomed by public education. State and federal funding provides support for many programs, but local districts also assess their community's needs and desires to ensure that students have options as they journey through the system. Superintendent Call and his administration worked tirelessly to find funding and to assist licensed educators in the quest to provide a well-rounded education system.

In November 1965, the board gave the district permission to enter the Title I program administered by the Utah State Board of Education under the federal Elementary/Secondary Education Act. The project was initiated to provide funding of children in economically depressed areas. The money was designed to supplement the regular education program, especially to assist students in speaking, listening, reading and writing, mathematics, and language arts. The amount of money a district receives is based on numbers of low income individuals residing in the district boundaries.

Title I requires parental involvement in an advisory capacity. School personnel and parent advisory committees collected data to determine what education needs were most critical and at what grade levels. In 1974, reading and mathematics were the focus of the Title I programs at 13 elementary schools and one junior high school.

Modifications in the program are ongoing at the federal and district levels. In 1977-78, services in the basic skills area of reading, language, spelling, penmanship, and mathematics were dispersed to 576 students in 19 classrooms. By 2011-12 there were 21 schools receiving Title I funding.

In the 1970s, career education was relatively new to America's public schools and was often misunderstood. The goal of Granite's early career education program was to establish closer cooperation between schools and the world of work and to help students understand how they were related. Vocational and technical education was established as a career path option, with opportunities to explore a variety of programs.

Superintendent Call promoted emphasis on helping students realize that there was dignity in all types of work and touted the need for all students to acquire work skills. Having a chance to spend time actually working at a job under school supervision helped students set career goals and acquire competency, technical skills, attitudes toward work, and understanding the workplace.

Through the ensuing decades, career education evolved as industry needs and technology advances dictated. Groundwork was laid for some amazing opportunities that would emerge in the new century when the Granite Technical Institute was established during the tenure of Superintendent Stephen F. Ronnenkamp.

Industrial arts career exploration

An industrial arts career exploration program was established in the early Seventies at the junior high school level. It revolved around a cluster concept to provide individualized, student-centered hands-on learning experiences. The clusters included construction, manufacturing, and industrial communication.

The exploration curriculum incorporated career-related information, activities, and profile development. The development concept emphasized the relationship of a variety of occupations to data, identification of likes and dislikes, and how to enter a profession. Students were encouraged to begin formulating a career identity.

A consortium of seven Utah school districts developed the program – including Granite, Davis, Iron County, Logan, Nebo, Washington, and

Weber – with assistance from the Technical Education Department at Utah State University, under the direction of the Utah State Board of Education. Later, Granite teachers and staff members redesigned the modules and implemented them in all junior high schools. All programs were available to boys and girls, and language arts and mathematics were fused into the course work. Several districts adopted the Granite model.

In November 1976, 15 of Granite's cluster units were displayed at the United States Commissioner of Education's National Conference for Career Education held in Houston, Texas.

Job placement training

In the early days of career education, the district implemented several programs that provided opportunities for students to receive hands-on experiences that would prepare them for entry into the workplace. Several high schools had demonstration classrooms complete with motorized check stands, cash registers, and other equipment to simulate job-like conditions. Students learned various aspects of employment in the grocery industry. They were trained in check cashing and charge card procedures, making change, figuring state taxes on purchases, and spotting shoplifters.

The district office staff provided a data processing class during evening hours. Students used actual computer equipment, focusing on keypunch theory and practice. Granite was the first Utah district to offer an American Enterprise Leadership course, beginning in the 1977-78 school year.

In a meat-cutting class at the Habilitation Center, students were trained in cutting, weighing, grinding, and packaging various kinds of meats as well as identifying various kinds and qualities of meats and their prices. The packaged meats were sold to patrons and employees at reduced prices.

Homemaking education

In 1971, homemaking education gained new stature when the board of education appointed a steering committee to study the district's program and make recommendations for improvement. The recommended changes focused on five areas:

- Expanded emphasis on human relationships as they relate to family living, including management of time, energy, and money to reach family goals. Consumer education was also stressed. The committee called for increased coeducational opportunities. The occupational aspects of home economics were to include a World of Work home economics program in junior high schools. High school cooperative classes were introduced in a variety of subject areas designed to prepare students for employment in interior design, child care, clothing, and foods.
- Enlarged and updated facilities along with funding to be set aside to meet specific needs.
- Individualized instruction to meet the needs of students from diverse backgrounds.
- Flexible scheduling and staffing to strengthen home economics education.
- Improved visibility and image for home economics programs with the idea that the family is a basic unit of society and has a profound effect on the social and political advancement of the nation.

The district immediately began to implement the recommendations, adding classes in a variety of areas directed toward quality of life. In addition to traditional foods, clothing, and parenting, students could access training in money management, family relationships, and occupational opportunities.

Community education

The district's Adult and Community Education program grew by about 25 percent between 1974 and 1978. The greatest increase was in the adult population enrollments, with a 31 percent increase from 313 to 490 in the number of adults obtaining high school diplomas.

The numbers of children, teens, and adults taking non-credit recreational and special interest classes also increased by more than 11,000 to 45,871 during that period of time. The Community Education program was quick to respond to desires expressed by special needs groups, including offering discussion groups and classes for single parents. The department created close ties with the Family Service Society, the Easter Seal Society, and the Salt Lake County Recreation Department.

Mentally and physically handicapped individuals made up a large special needs group. An intern from Brigham Young University helped establish a variety of classes and programs with assistance from the Mental Retardation Association and other groups. Offerings included swimming instruction, speech therapy for the deaf, and physical activity classes. Programs continued to grow in scope and numbers.

Guidance programs

Beginning in 1974, the district began to expand counseling and guidance programs for all students. Initially, the Utah Legislature funded an elementary guidance program, allowing for expanding the staff from 3 to 18. The legislative mandate required that elementary guidance be a preventive program and that the state funding not be used to supplant existing services. Thus, the program was geared to meet the developmental needs of all students as opposed to programs funded by Special Education money, which focused on students who needed remedial services and long-term counseling.

The elementary guidance staff worked with individuals, small groups, and total classrooms in areas that included problem solving, self-awareness, and peer interaction. The program became an integral part of the education system.

A junior high school classroom guidance program, funded by Title IV of the federal ESEA mandates, was initiated in the 1976-77 school year. The primary focus of the program was to work with teachers in implementing subject area principles such as solving problems, decision making, communication skills, and self-management. The program supplemented ongoing counseling programs at each school to meet the needs of all students.

In addition to assisting with the actual teaching of the guidance materials, Title IV staff conducted in-service classes for teachers to help them identify student behavior and make appropriate responses in the classroom setting.

Pupil services teams

In 1974, pupil services teams extended their work into all secondary schools. The teams included psychologists, social workers, school coun-

selors, and other itinerant staff. School psychologists became an integral part of pupil services in all schools. The teams were effective in changing the image of school psychologists from that of a person who does testing to that of a professional who possesses a broad range of skills.

In addition to diagnosis and testing, the skill set included intervention techniques, behavioral management, group and individual counseling with students, family counseling and parenting classes, and in-service of and consulting with the teaching staff. Psychologists were actively involved with social workers in classroom work using new curriculum and materials approved by the board. The teams also worked with Special Education programs and with clusters of elementary schools



District offices, 1976

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Education for special needs children and youth

In 1975, the United States Congress passed Public Law 94-142, guaranteeing the availability of Special Education services to handicapped children and youth. The law assured fair decision making in providing programs for all special needs children ages 3 to 21. Utah State law also provides eligible handicapped children the right to a free, appropriate public education. Every school district in Utah must provide the services for residents of their residents. It further requires that parents and school personnel cooperate in an Individualized Education Plan (IEP) for each child.

District compliance with programs for students with special needs

After the law was passed, the district began immediately to work on compliance. Plans were developed to provide the facilities necessary to house children not already being served in existing special education programs.

As early as 1955, the district began providing programs for “trainable” children. By 1969 when the Utah legislature replaced the responsibility of educating children with special needs from day care centers to local school districts, Granite was already prepared to make the change.

The Granite Training Center was the first facility used to serve “trainable” children with special needs. The location of the facility was changed twice, first to Upland Terrace Elementary School and then to East Millcreek Elementary. Upon completion of Hartvigsen School in 1973, all children with special needs and youth unable to be mainstreamed into regular classrooms were bused to the new facility.

After the federal law was passed, the district faced the challenge of informing parents of its contents. Children already served by the district were easily contacted, but media and other communication outlets were used to spread the word. This brought a rapid increase in enrollment. Hartvigsen was not three years old before the student body had outgrown the building. Federal funds and other monies were secured

to enlarge the facility. A bond election passed in 2009 included plans to construct a new facility adjacent to Taylorsville High School, which is now closer to the district's population center.

Student progress is evaluated annually by teachers, psychologists, therapists, and other school personnel. Recommendations for change are discussed with parents or guardians, and changes occur only with parental consent. The law calls for each child to grow socially and intellectually in the least restrictive environment.

All records are confidential, and only persons authorized by the school as having a legitimate interest have access to them. Parents, of course, have full access. The IEP goals are set for the student to meet his or her highest potential. Changes are not always to a mainstream classroom at another school. There are many possibilities. A student may be ready to move into a pre-vocational program or another program.

Preschool intervention for children with special needs

During Dr. Call's tenure, the district supported a home-based program to help meet needs of handicapped preschool children and their parents. Project PITCH (Preschool Intervention and Training for Children with Handicaps) was available to all children with special needs ages 1-5 who were residents of the district and not being served by another agency.

The program was housed at Churchill Junior High School. The staff included Special Education teachers, social workers, and occupational and physical therapists. Staff members went to homes and worked with parents and guardians on a personally prescribed program for the child. They would leave materials and would check every other week to assess progress, make changes, and give further instructions.

The PITCH program helped both children and parents prepare for formal education at the age of 5 and provided the child with a head start on early development. The program gave way to a special education preschool program that was housed in various locations throughout the district where children attended three days a week, and was a precursor to a program that currently serves thousands of children who need a boost in kindergarten preparation.

Special education programs remain one of the most highly regulated

education programs. State and federal guidelines must be religiously followed or sanctions will be imposed. A higher WPU follows special education students. Many are medically fragile and require one-on-one assistance from an aide. Special education student/teacher ratios are much lower than in regular programs.

Special education teachers are among the most skilled and devoted educators in the system. For example, quoting from the March 28 edition of the *Granite School District Newsletter*:

“Each year, the staff at Hartvigsen School takes students on a tour of the world, providing touching and tasting experiences coupled with displays and demonstrations about countries where staff members have lived in or visited. Each stop includes an activity and opportunity to try native foods. Students found themselves in Pacific Islands, South and Central American nations, and the Orient. They also had a new experience in their own country.”

“The visit to the United States highlighted the Kwanzaa celebration that spotlighted the African American culture. Although Kwanzaa has been observed for more than two decades, it is only now gaining widespread attention from the media. The observance at Hartvigsen highlighted many of the cultural and historic contributions African Americans are making.”

“Principal Lynda Simmons says International Day is a much anticipated event at Hartvigsen each year. Students at all achievement levels really respond to the variety of sensory opportunities. Our staff works extremely hard to make this a meaningful and exciting event for each child.”

The Jones Center

The Hilda B. Jones Center, was constructed in 1969 at 382 East 3605 South. Its purpose was to provide a vocational training environment to give special education students to gain work-maturity skills and specific job skills.

In addition to the training, high school students in the Transition Program receive to make them more marketable in the workforce, they are supported by trainers as they are integrated into a work environment. Through the years students have received training in meat cutting, floral

arranging, hotel housekeeping, food services, baking, retail, and many others. The students spend a portion of the school day in their home schools working toward a high school diploma.

A full service café is located at the Jones Center where students do the cooking, serving, and cleanup. Prior to the district offices moving to the Granite Education Center, the café, located just across a parking lot from the old offices, had a thriving lunch business from employees. In the new offices, the Jones Center operates a gift shop and employees can also pick up orders of flowers, bakery items, lasagna, enchiladas, and other food items prepared at the Jones Center. The general public also frequents the Jones Center for catering items and flowers.

Current offerings for students include banquet services, bakery, food preparation, computer lab, floral, pantry, and work opportunities at businesses such as Kmart, Smiths Markets, Hancock Fabric, U.S. Novelty, and a greenhouse.

Other services available to the students are GIFTS and GATE. The GIFTS (Gaining Independence for Transition Services) program serves students ages 18-22 who qualify for special education services. They have not received a diploma, but continue to work toward it.

GIFTS is directed by a certified teacher. Paraeducators assist students in developing vocational and life skills designed to prepare students to take on independent adult roles. Students are placed in the community at job sites where they receive hands-on vocational training. They also receive mobility training, including UTA/TRAX use, street crossing, and Stranger Danger.

GATE (Granite Adult Transition Education) helps students prepare for what comes next after they turn 22. It is directed by licensed teachers working closely with a full staff of paraeducators who endeavor to expand students' horizons. The GATE philosophy is that every student, no matter how severe his or her disabilities, is capable of living, working, and recreating in the community.

The goal is to help students become as independent as possible. Key components of the program are discovering and developing students' innate talents and interests, developing employability skills, and refinement of social and behavioral skills. Students increase independence

by using public transportation, develop other independent living skills, and increasing their circle of friends and social networks. Staff members collaborate with parents and adult service providers to ensure the best possible outcomes for students.



Mill Hollow, 1976



Kearns High School, 1976

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Employee relations

The Granite Teachers Association, later known as the Granite Education Association, was organized in 1920. The early period was one of rapid growth. The principal aim of the association from the onset was bettering work conditions, salaries, and benefits commensurate with other states.

During the latter half of the 1920s, association leaders conducted research on salary schedules. They organized a credit union for teachers, one that would loan money to district personnel at a lower than average interest rate. In the early days, the association had no overhead. Meetings were held in homes and schools.

The leadership in 1945 focused on closer relationships among the associations throughout the state, especially in the Salt Lake area. They organized a meeting of representatives from Granite, Jordan, Murray, Salt Lake, and Tooele and formed the Wasatch Front Education Council. Its main focus was to promote closer working relationship among the presidents.

Following World War II, districts found themselves facing a teacher shortage. Few of the returning servicemen were entering the profession. Classes were crowded and equipment was scarce. Salaries were problematic because there was no collective bargaining or established salary schedules. Individual teachers were paid whatever they could talk the superintendent into paying them. Those issues brought salaries to the forefront, and a salary schedule was established during the 1945-46 school year.

Setting standards

Another issue was that 50 percent of the teachers were not certified, including the president of the Utah Education Association, who was teaching on a letter of authorization. With the help of the Granite association, standards were set and certificates were issued. There was an immediate improvement in teaching performance. In 1958, the association worked

with the district to get medical benefits for employees, spouses, and dependents that were paid in full by the district.

In 1963, the association adopted Granite Education Association as its official name and negotiated the written right to be the sole bargaining agent for educators in Granite District. In 1964, the board of education adopted the negotiation agreement and the Faculty Representatives Handbook was written. A legislative program was initiated in 1966 to elect men and women to lead the association who would work for the teaching profession, not against it.

The Professional Agreement was adopted in 1968. It remains a contract today. The association was granted a voice on the Granite District Certification Committee, which approved evaluation applications for what are now called lane changes. Also established were School Building Committees, which have principals and teachers working together to solve issues related to working conditions.

The 1960s were fruitful for district/employee relations, with negotiations of the professional agreement, a generous sick leave policy, insurance benefits, salary increases, lower class size, compensatory time for parent/teacher conferences, and other benefits.

Difficult times

The 1970s were not as peaceful. It was an era of a more aggressive attitudes between GEA and the district. These attitudes were reflected throughout the country where there were riots, strikes, and sit-ins. In 1970, the final year of Elmer Hartvigsen's tenure as superintendent, the district endured a four-day strike, delaying the start of the school year. It signaled the beginning of a divisive relationship between GEA and the district that would continue through Dr. Bell's tenure and into Dr. Call's.

Seven months of negotiations prior to the start of the 1975-76 school year failed to produce a contract settlement. In mid-August, an impasse was declared. Teachers returned to school without contracts while a federal mediator worked with the negotiations teams. In October, teachers staged a five-day strike. Following the settlement, an alternate calendar was approved by the board of education to make up the days and meet

the state's 180-day student attendance rule. Part of the settlement included planning time for teachers.

It was during this period that GEA joined with the Utah Education Association (UEA) and the National Education Association (NEA) to form the United Teaching Profession (UTP). The Granite association secured sufficient funds to hire a full-time executive director trained in negotiations and advocacy. Initially, the creation of the position further strained relations between the district and the association.

In 1980 another impasse was called, but a federal mediator was able to help settle the contract issues by June. A new ratification procedure was put in place in 1982 by GEA that required a majority vote of the entire GEA membership before a new contract proposal was accepted. Several times during this decade, the negotiations were not completed until mid-summer.

In 1983, the district sent a certified letter to teachers calling for them to sign their contract in front of the principal. The association viewed this as an attempt to circumvent GEA. Teachers unified and refused to sign, strengthening GEA's position. However, teacher morale was at a low point. Legislative funding was frequently deemed insufficient to meet many educational needs, including salaries.

On September 22, 1989, during Dr. Loren Burton's tenure, teachers statewide staged a Friday walkout followed by a one-day strike on Monday to protest another anticipated shortfall in education funding. In Granite, the day was made up on teacher workday in November. From the point of view of the teacher associations, the action had its desired effect in the following legislative session, which resulted in one of the largest funding increases of the decade. Also approved were changes in the retirement system that granted teachers two percent for every year they taught in Utah schools.

Collaboration

During Dr. Burton's years as superintendent, the district and GEA began to work toward a more collaborative relationship, recognizing that more progress could be made working together for the common good. Superintendent Stephen F. Ronnenkamp also maintained a collaborative relationship with the association, which Dr. Martin Bates is continuing.

That attitude has served the district and its students well during a series of financial roller coaster rides that continue to this day.

Other employee groups

Traditionally the salary settlement negotiated by GEA and the district team has been extended to all contract employees. In the mid-1970s, the Granite Classified Employees Association was organized to ensure that the working conditions issues of those employees who are not teachers could be heard. The district negotiates with what is now known as the Granite Educational Support Professionals Association and is part of a statewide group that helps workers attain licensure and other enhancements.

District leaders also hold meet-and-confer sessions with the Granite Association of Educational Office Professionals, which was organized in 1952. In the beginning they were called the Granite Association of Educational Secretaries. The Granite leaders were responsible for reviving a statewide organization that had folded. It is now a thriving organization. The association has helped improve opportunities and working conditions for office professionals.

The district still negotiates with only with GEA, but teachers can join other organizations such as the American Federation of Teachers.

Working together

The district employee groups often involve themselves with issues that require engaging the public. In 2007, the Utah Legislature passed a law to provide tax vouchers for parents who send their children to private schools. The public demanded an opportunity to vote on the issue. Placing the matter on the ballot required that 92,000 registered voters sign petitions. Time was short, but with the Utah Education Association and other groups taking the lead in gathering signatures, the issue reached the ballot.

In October, the board of education passed a resolution to reject private education vouchers. It stated:

“Whereas the Board of Education believes that the receipt and expenditures of public funds constitutes a solemn trust;”

“Whereas the expenditures of public funds for education require public accountability both in terms of how the funds were spent and reporting the results of those expenditures;”

“Whereas children should not be discriminated against because of their race, religion, gender, disability, or otherwise for enrollment or other opportunities in schools funded by the public; and”

“Whereas public schools in Utah receive less funding per child than any other state in the country;”

“Now Therefore, the Board of Education of Granite School District urges the public to reject HB 148 Education Vouchers by voting No on State Referendum 1; and”

“Now Therefore, the Board of Education encourages the public to thank Legislators for the efforts of the past few years and encourage them to continue those efforts so Utah children can have resources on par with those of their peers around the country.”

The voucher plan was defeated by a 3-1 margin.

Employee groups also helped influence district patrons to pass bond elections, including the most recent in 2009.



Media Center, 1976

Budget woes a common trend

If there is a common thread in the 11 decades of Granite School District's history, it is related to adequate funding. Perusing board minutes in virtually every decade shows that balancing the budget is rarely an easy task, even in times of prosperity. Unquestionably, Utah's number one education challenge is funding.

The Utah Constitution once called for all of the state income tax revenue to fund the day to day operations of public education, based on the numbers of students enrolled in each district. Property taxes are used mostly to fund "brick and mortar." In the last half century, federal funding has also been available – with strings attached.

Impact of constitutional amendment

Prior to 1996, individual and corporate income taxes were entirely dedicated to funding K-12 public education. In 1996, voters approved a constitutional amendment to allow higher education to also be funded from income tax revenues. Since that change, the Legislature has appropriated an increasing share of income tax to higher education while simultaneously reducing higher education's funding from the state general fund and adding funding of charter schools to the mix. According to the Utah Foundation, a private research organization, the funding of public education has declined significantly since 1995, linked to property tax reductions and ongoing transfer of income taxes to higher education, and most recently to the declining economic situation.

Since 1988, Utah has ranked last in the nation in per-pupil spending. In 1960, Utah ranked 37th; 40th in 1970; and 46th in 1980. The low ranking is partly the result of the high proportion of children to the general population. Utah once suffered from a highly publicized "education paradox." The state spent a higher proportion of personal income on K-12 public education than most other states while also spending less per pupil. The gap was largely explained by a unique demographic makeup with very high birth rates and a very young population.

Funding 'effort' declines

During those times, Utah's "funding effort" ranked as high as eighth nationally, about \$60 per \$1,000 of personal income. However, by the late 1990s the paradox lessened as the funding effort declined. By 2009, the education paradox no longer existed, according to the Utah Foundation analysts. Utah was still last in the nation for per-pupil spending, but the funding effort had fallen below the national average to under \$48 per \$1,000.

The decline in the funding effort that began in the late 1990s coincided with a moderate decline in Utah's overall tax burden. Thus, in part, Utahns spent less of their incomes on education because they were spending less on state and local government overall. But other forces also pushed the funding effort lower. The state began to shift spending growth from education and all other spending categories to health and human services, transportation, and law and order.

Four major changes in tax and budget policy in the 1990s had an impact on Utah's funding effort for public education. Three of those policies dealt with property taxes. During the 1980s and even in the late 1970s, Utah legislators faced a great deal of taxpayer discontent over property taxes. In 1985, the Truth in Taxation act was passed, placing pressure on local agencies to reduce property tax rates when property values rise.

During the 1990s, property values began rising at a fast pace, and calls for more property tax reform resulted in significant changes that affected school financing. At one point the state was experiencing budget surpluses and rapidly growing income tax revenues offset the property tax decline. However, the change in the constitution and an unstable economy resulted in an ever-widening gap in per pupil expenditures.

Although there was a drop in the birth rate in the 1990s, Utah's population has increased, and schools are now faced with an influx of students that heretofore has not been effectively addressed. Growth in the economy would have a positive impact on school funding if a higher funding effort was reinitiated and maintained.

More challenges

The low per pupil expenditure has also resulted in the highest class sizes

in the nation. The pupil-teacher ratio for 2009 was 22.88 compared to the national 15.38 average. An influx of refugees and other students whose native language is not English has placed a burden on providing services that students and teachers require.

Comparative low pay for teachers is also an issue because fewer college students are opting for a teaching career. In Granite District, the average teacher salary in 2009 was \$47,274. The national average was \$54,819. From 2008 to 2011, most teachers did not receive pay increases. Districts were forced to reduce preparation and teacher training days, resulting in a pay decrease for many. New curriculum requirements were imposed, and class sizes increased even further. There has been a movement among some state lawmakers to base teacher pay on test scores. Morale continues to drop.

Utah also has the lowest administrative costs in the nation at \$65 per student. Granite's is even lower at \$39. Utah's 2009 per pupil expenditure was \$6,255. In contrast, New York spent \$18,000; the national average was \$10,297. In 2008, Utah spent \$4,571,248,381 on public education, compared to the \$11,712,033,839 average.

To rise from last place in the ranking would be fiscally daunting. In 2009, analysts pointed out that to climb to just one rank higher than 50th place Idaho, Utah would have to spend about \$392 million. That would represent an 11 percent increase in education funding. To rise to the middle of the states, from \$6,356 to \$10,499 would have required more than \$1.4 billion in additional funding — a 63 percent increase.

In 2009, 12.6 percent of Utah's school revenue was from federal sources, 52.5 percent from state sources, and 34.8 from local sources. Traditionally in Utah, public opinion polls have showed strong support for public education, and taxpayers have expressed support for more adequate financial support, even expressing willingness to pay higher taxes.

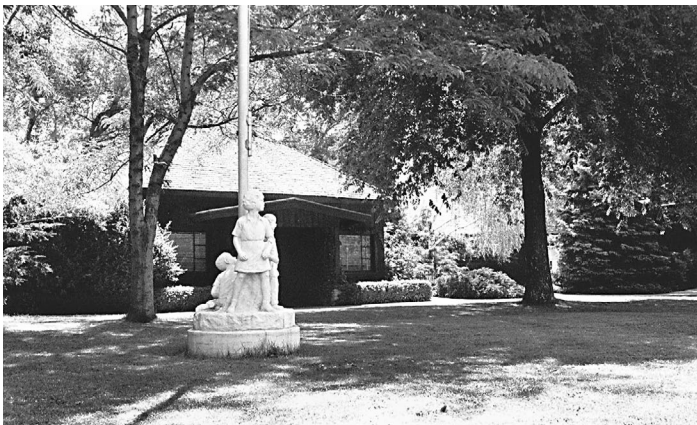
Education funding is difficult to understand. Shortly after he took office in 1996, Superintendent Stephen F. Ronnenkamp used an effective simplified analogy to help Granite patrons understand the budgeting process. Basically a school district has two "wallets." One, the general fund, is for day-to-day operations of schools, including salaries, utilities, supplies, textbooks, transportation, maintenance, and so on. Most of

that money comes from the state uniform school fund and federal funding.

The other wallet is the capital outlay fund. Money in that wallet is generally restricted to acquiring properties, building and improving district facilities, and providing equipment. The majority of the capital revenue is from property taxes. Payment of school bonds comes from that wallet. State law explicitly forbids moving money from one wallet to the other.



Service Station Training Center, 1976



Scott Building, 1976

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Enrollment difficulties

Between 1957 and 1970, Granite's enrollments had increased from 28,264 to 62,663. That resulted in an extreme focus on construction to accommodate the large numbers of students enrolling, resulting from a high birth rate throughout Salt Lake County, immigration, and property development, especially on the district's west side.

Enrollments began to decline in 1970, but at a slow rate. When they began to stabilize, the administration reduced the focus on construction of schools to providing increased administrative support for schools, improving ongoing educational programs, offering new programs, and modernizing some older school structures.

When Superintendent Call took office in 1974 public school enrollments were following a nationwide trend of declining, though the decline in Granite schools of about one half of one percent each year was much slower than the 7.5 percent national decrease.

East side enrollments fall

In 1976, however, though the district's overall enrollments were stable, schools on the east side of the district began to experience significant declining numbers of students as the population aged. Homes on the east side of the valley were higher priced and there was a dearth of available property for expansion. That drove developers to the west side where large housing developments and multi-family housing options would continue for several decades. The district enrollment would eventually peak at nearly 80,000 in 1992, before it began to decline again.

Enrollments on the west side climbed rapidly, which brought about the need to construct new schools in the various communities. As enrollments continued to decline on the east side, the board was faced with a bevy of options related to the costs of educating children effectively and balancing budgets.

There was consideration given to busing students from the west side to the east side, and the district reached an agreement with Jordan School

District during the 1986-87 school year whereby students were bused to Granite schools to relieve overcrowding in Jordan's east side secondary schools. At its apex, the agreement brought more than 1,200 students to Skyline High and its feeder junior high schools. In 1994, the busing began to be phased out, though some students continue to attend Granite schools, responsible for their own transportation.

While there was some busing of elementary and junior high students to east side schools, most patrons in those communities and board members did not feel that was a good solution for elementary children, and they expressed the view that more schools needed to be constructed in west side communities.

In 1979, a citizen task force recommended closure of five schools on the east side, including Wasatch and Central Junior High Schools, Madison, Fortuna, and East Millcreek Elementary Schools. The two junior high schools were removed from the potential closure list because the numbers of students being bused from the central and western part of the district were sufficient to keep both schools viable.

The board of education held separate public hearings concerning the fate of the three elementary schools. The key issue in each proposal was a significantly higher per pupil cost of operating those schools than schools with larger enrollments. Unlike the solution for the junior high schools, the majority of board members did not believe east-west busing was a viable option for elementary school students. By 1984, the Utah Legislature had passed a law that required districts to meet certain per pupil cost standards related to building use.

Temporary reprieves

In 1980, each of the three elementary schools was spared by shared usage agreements. The board actually voted to close Madison, but not until a program housed at the school providing education for Chinese immigrants was no longer needed. Madison was closed after the 1985-86 school year. By then many parents expressed concerns about safety issues related to the building's age and location, and that academic offerings were limited by the low enrollment.

Fortuna was granted a reprieve when an agreement with a Montessori School and the Willam Christensen Ballet School, which provided

sufficient revenue to meet the board's mandate concerning per pupil operating costs when enrollments were low. At the end of the 1983-84 school year, Fortuna, with an enrollment of 157 students was closed, with students bused to Oakridge Elementary. The property was leased to the Intermountain Christian School for several years.

East Millcreek was spared until 1988, based on its housing the U-SAIL project, a Utah State Office of Education partnership among Granite, Davis, Iron County, Jordan, Murray, Provo, Salt Lake City, and Tooele districts. Its purpose was to develop a practical, cost feasible approach to individualizing instruction for children in kindergarten through twelfth grade. In 1975, the program had received a national Pacesetter Award as one of the nation's 12 outstanding individualized instruction programs. Also housed at East Millcreek was a branch of the Utah School for the Deaf and Blind. Most of the 150 students attending East Millcreek Elementary were bused to Upland Terrace when it closed.

A group of parents from Central Junior High School had approached the board in 1982 and requested that the board consider consolidation with Granite Park Junior High School. At the end of the 1984-85 school year, the board voted to eliminate Central Junior, and students began attending Granite Park and Evergreen junior highs. The district alternative school moved to the former Central site and was eventually named Central High School.

When the district faced housing issues related to the age of Lincoln Elementary School, the alternative school moved to a new building constructed on the Lincoln site and was renamed Granite Peaks High School., Granite Park became Lincoln Elementary, and, ironically, the former Central site became Granite Park Junior High.

Wasatch Junior High remained viable even after the busing agreement with Jordan ended, because many students from those areas elected to attend Wasatch Junior High and Skyline High. In 2005, following a devastating fire at Wasatch, there was some discussion of closing the school, but the board elected to rebuild it, funded in part by the insurance settlement. That decision was rendered during a particularly divisive period related to student housing beginning in 2006.

The public hearings related to closing many of the schools were emotional and rarely resulted in unanimous votes among board members, a trend

that would be repeated two decades later when several more schools were closed, including Granite High School.

Additional schools closed

Webster Elementary in Magna was closed at the end of the 1994-95 school year, near the close of Dr. Loren G. Burton's tenure as superintendent. Constructed in 1923, it was on property owned by Kennecott Copper Corporation. The two-story building was faced with numerous Americans with Disabilities Act (ADA) sanctions, and there were concerns about student safety related to the building's age and condition. The site was not conducive to rebuilding, and the board felt that the necessary improvements to meet ADA standards would be almost impossible and very costly. The other four elementary schools in Magna absorbed Webster's student body, with most assigned to Magna Elementary.

Five schools were closed during the tenure of Dr. Stephen F. Ronnenkamp and several were rebuilt, including William Penn, Woodstock, Oakwood, Whittier, and Granger elementary schools, along with Olympus Junior High School. The rebuilding of Granger and Olympus High Schools and Woodstock and Oakwood elementary schools also began toward the end of his service.

Holladay and Libbie Edward Elementary Schools were closed at the end of the 2001-02 school year. Holladay was constructed in 1926 and was one of the district's oldest operating schools. Students moved to several nearby elementary schools with an eye toward keeping neighborhoods together. The building was later sold to the newly incorporated Holladay City and retrofitted as a city government center.

Libbie Edward Elementary was constructed in 1946. As time went on, its busy 3300 South location rendered it a safety concern for elementary students. Most of the students moved to William Penn, which made rebuilding that school in 2005 feasible. There was little public angst related to the closure of the two schools. Libbie Edward housed several applied technology programs and other education services before being declared surplus and sold.

Tough decisions

In 2003, the board ordered a comprehensive study of student housing.

In April of 2005 it received a first look at the results that showed there was “simultaneous under-enrollment in some schools and overcrowding in others, creating an educational crisis and district-wide inequities.” It was explained that when schools are under-enrolled they have difficulty retaining program and course offerings and choice of teachers. It also creates a need for split-grade classes and increased transportation costs.

Overcrowding, on the other hand, limits space for programs, taxes school facilities, creates costs for relocatable units, and also impacts transportation costs. The report showed that in 2009 available space in district schools was equivalent to two empty elementary schools, three empty junior high schools, and two empty high schools. The study showed that there was over utilization of elementary and junior high schools west of Redwood Road and under utilization east of Redwood. Additional space was sorely needed West of 5600 West.

Facility overhead costs per student in an elementary school ranged from \$998 with an enrollment of 300 students, to \$423 when enrollment was 700. The range in junior high schools was \$1,406 with 650 students to \$721 at 1,250 students. At the high school level the range was \$1,331 with 1,200 students, and \$726 for 2,200. That did not include per pupil instructional costs.

The report bluntly stated that there was an insufficient population base east of State Street to support existing schools. It offered the following strategies to the board:

- Status quo
- Transport students from high density to schools with low enrollment
- Adjust boundaries, consolidate, or close schools
- Organize schools differently such as grades 9-12, 6-8, and pre-K-5
- Close schools below an established utilization benchmark

Information regarding the district’s population challenges, together with details on the proposed strategies were mailed to the home of every student and a series of open house meetings were scheduled. The decision that took effect in the 2006-07 school year included rebuilding Wasatch Junior High, several boundary changes to allow for more consistent

feeder patterns, and reconfiguring Granite High as a nontraditional high school, and closing Canyon Rim and Meadow Moor Elementary Schools.

Later, armed with concerns over the seismic safety of Hill View Elementary School, the board voted to combine the student bodies of Meadow Moor and Hill View schools at Meadow Moor and changed the name to Spring Lane Elementary. Hill View was razed and the property preserved as green space in its community.

Granite High School

Challenged to “think outside the box,” the administration proposed a new framework for Granite High School, which included a new mission statement. Priorities for students in grades 10-12 included smaller learning communities and academies, rigorous academics, and a strong career emphasis. Integrated fine arts, physical education, and lifelong wellness were to be a focus. Multiple programs such as Central High, Young Parent, ESL Newcomers, Adult and Community Education, and Individualized Study programs would be consolidated at Granite.

Career academies would include such programs as cosmetology, home building, metals, and welding. Athletic and other Utah High School Activities Association programs would be eliminated, but students from throughout the district choosing to attend Granite could participate in their boundary school.

The board required periodic updates on progress. By May of 2009, the nation was involved in a severe recession. In Utah, while public education was spared some of the worst budget cuts, school districts were still required to slash millions of dollars from their budgets. As part of budget preparation for the 2009 school year, the board took a close look at Granite High School.

The enrollment had not increased beyond 300. The overhead cost per student was \$3,972 per student, compared to an average of \$1,091 at the other district high schools. There were concerns over academic standards, absences, tardies, and duplication of services with Granite Peaks High School and the Granite Technical Institute. In addition, the school would require about \$25 million in repairs and upgrades over the next

six years. Closing the school would result in an annual savings of \$1.3 million.

While it was a painful decision, board members, in another split decision, finally voted to close the school, agreeing to work closely with South Salt Lake City in determining the future of the building and grounds. Superintendent Ronnenkamp said it was not the district's intention to tear down the structures or to sell the property to developers if the city could work out a purchase agreement.



District offices, 2000



Whittier Elementary, 2006

A wealth of challenges

When John Reed Call retired after 33 years in public education, including 13.5 as Granite's superintendent, the board named Dr. Loren G. Burton as his replacement, effective January 1, 1988. The board had conducted a nationwide search to fill the vacancy. Dr. Burton's tenure would include numerous challenges, most of which carried a hefty price tag.

Dr. Burton was an assistant superintendent, making for a somewhat smooth transition. The new administration immediately began developing a five-year planning process involving all employees and patrons. A handful of priorities included restructuring the district into two geographical areas—north and south—rather than east, west, and central. The board called for improving communications and public relations. Dr. Burton also stressed building a personal commitment to exercise and fitness among all staff members. The district was also embarking on Governor Norm Bangerter's call for school "report cards" to mark school progress.

Year round schools debut

While serving as an assistant superintendent, Dr. Burton played a key role in Granite's foray into establishing year round schools to avoid double sessions and extensive west to east busing of elementary students. Board members had explored year round programs in other large school districts when they attended conferences. They recognized that there would be challenges to convince communities of their value and to provide funding to air condition schools that would be placed on year-round schedules. The board favored a four-track schedule with 45 days on and 15 days off.

The Utah State Office of Education was also on board, providing money for 40 schools statewide to pilot year round programs. The Legislature approved an exception to the 180 day rule for public schools to be in session, but required year-round schools to have an additional 20 minutes per school day to reach the 990 hours of instruction called for by state law.

The first five Granite District schools placed on year round schedules for the 1987-88 school year were Fox Hills, Jim Bridger, Hillside, Philo T. Farnsworth, and Copper Hills. Five more were approved for the following year. Eventually 21 Granite elementary schools were on the year round schedule, all but one on the west side of the district. Brockbank and Thomas Jefferson junior high schools were also placed on year round schedules for several years until the building of Scott M. Matheson Junior High School relieved overcrowding at both.

In the early part of the new century, schools began to drop off the year round schedule as their enrollments stabilized. Some went to a three-track system before they were removed from the year round schedule. Woodrow Wilson and South Kearns Elementary Schools, with high risk populations, were on single track schedules for about a decade, offering intervention programs during the off-track times.

At the end of the 2011-12 school year, during the second year of the superintendency of Dr. Martin W. Bates, all 14 remaining year round schools were returned to the traditional schedule.

Granite Education Foundation organized

In October 1988, the Granite Education Foundation was officially established. Among the challenges the board had given the new superintendent was to strengthen ties with the business community. The foundation was the first in Utah and in 1994 was selected as one of the finest in the nation.

Dr. Burton called the establishment of the foundation a significant event that would prove to benefit students and educators. Granite Education Foundation provided tangible items such as glasses, shoes, and clothing for children in need as well as classroom books and tools, scholarships, and payment of fees for student participation in Mill Hollow programs.

Its mantra was Invest in Futures, which appealed to the business community. The focus was to help every child succeed and to provide resources for educators. In March 1994, the foundation celebrated achieving one of its major goals – providing at least one business partner for each of its 90 schools – in an Adopt-a-School program. The business partnerships were more about support than money.

Participating businesses large and small provided assistance by helping students master language arts skills, helped with special activities, and assisted in countless other ways. Where a need was expressed, many business partners stepped forward to see that needs were met.

More than 300 businesses plus community groups such as senior citizen centers, firefighters, university athletes, and Rotary clubs provide classroom volunteers, incentive prizes, and other services. The foundation has 32 board members, 75 committee members, and a virtual army of volunteers. Some of the district high schools have even adopted elementary schools outside their own communities. In its 2009 annual report, the foundation placed a \$1.25 million value on time donated by volunteers. In-kind donations totaled more than \$800,000, and benefactors provided hundreds of thousands of dollars each year to purchase musical instruments, honor outstanding teachers, and many other curriculum enhancements.

The focus of recruiting partners for schools is three fold:

- Mentors and other adults who make a positive impact on students through volunteering in classrooms
- Products and services that enhance education or student well-being
- Businesses to fund specific projects

Schools often reciprocate by providing services to their partners, such as decorations for Christmas trees and musical programs. Students are among those who help raise funds to purchase eyeglasses, shoes, and other items for fellow students. The Change for Children campaign conducted at the schools raises around \$20,000 annually. District employees also assist in providing items through clothing and cash drives. District support services workers – bus drivers, maintenance workers, and custodians–donated new clothing valued at \$40,000 in one of their recent drives to assist needy students.

A variety of needs to meet

Dr. Burton's early years focused on tough negotiations with employee groups, including a statewide teacher walkout in September 1988. Granite teachers who participated forfeited a career ladder day that year. A salary settlement was finally reached in November.

Growth continued to be an issue in the late Eighties and early Nineties. It was accompanied by a huge influx of minority students, many of whom did not speak English. That brought new challenges, many of which continue to the present.

The dawn of technology in education was both exciting and expensive. The continuing growth of the student population was helpful because an important part of school funding is based on enrollment. Technology changed at a rapid pace and keeping up was a challenge — and remains so. In January 1989, the district established the first elementary school computer lab at Vista Elementary. Also provided were copy machine clusters for neighboring schools to share.

When the district was able to provide copy machines for every school it would signal an end of the era of smelly purple ditto machine copies for classroom worksheets. Technology continues to change the face of education as well as all of society, and it saves considerable time and natural resources.

To help meet the varied education needs of nearly 80,000 students, the district placed an emphasis on providing more opportunities for academically gifted elementary and junior high school students. A Beyond the Basics program was offered during the summer months, beginning in 1989. It proved very popular.

Also established were academy programs for high school students. The first was the Academy of Finance at Kearns and Cottonwood high schools in 1990. Students from throughout the district had participated in a broadcast television program at Kearns High for several years. The program became a pipeline for students to transition in a variety of technology-related jobs at local television stations.

Students from surrounding schools could participate in the academy program where they studied various career opportunities related to the financial world and participated in internships with local businesses. A year later, the Academy of Multi-Media opened at Skyline High School. In 1993 the Academy of Travel and Tourism was established at Taylorsville High School.

The academies were the forerunner to the Granite Technical Institute, established in 2006, a world class, state-of-the art facility that allows

students to explore many different high-end careers and post high school opportunities ranging from engineering to health sciences, culinary arts, bio-manufacturing, and many others.

High school students also benefit from concurrent enrollment programs that allow them to take college level courses while still in high school, earning college credit. The Advanced Placement program for students who take rigorous classes and pass national tests in 22 subject areas also provides college credit. Many students graduate from high school with sufficient credits to enter college as sophomores.

Employee morale

In 1989, the old Teacher Morale Committee was broadened to include all employee groups and renamed the Granite District Morale Committee. Each workplace, including schools, had a committee charged with developing morale building programs that met their needs and embraced all workers. The district sponsored a Celebration of Excellence program that provided bronze, silver, and gold pins in the shape of the district logo for all employees who had logged 15, 20, and 25 years with the district.

Bronze and silver pins are presented by department heads and school principals, complete with a letter from the superintendent and board president. Gold pin recipients and a guest are invited to an annual banquet held at a Salt Lake City location. The board and superintendency greet each of the recipients, and their names are listed in the district newsletter.

The name of the committee was changed to Partners in Education in the early 1990s. The committee provides a small cash allowance on an annual basis to the school/department committees, which determine how it will be spent, embracing all employees.

Privatization of food services

In the wake of national trends toward cutting costs through privatization of services provided by school districts, the board of education asked the administration to look into the various possibilities. After a careful review of both transportation and food services, the available data indicated that the district would not be well served to abandon its transporta-

tion system, but food services might be an option. In fact the administration had been exploring plans to upgrade the school lunch program.

After further study of potential models in the fall of 1988 that resulted in four options, the board approved a plan that called for the district to maintain the lunch program and that current employees would be retained. An outside agency would be contracted for the program's operation and management. In June 1989, the board approved a contract with Marriott School Foods Services. The contract is reviewed for renewal every five years. Currently the provider is a Marriott subsidiary, Sodexo, USA. The board's goals of increasing participation and upgrading the school lunch program have been met.

Students today may never fully appreciate the tales their forebears tell about pasty casseroles and mushy peas they received for school lunch (after they walked five miles uphill to get to school). Menu choices? Nonexistent in those days. Today's school lunches are a very different experience.

The district's Food Services Department focuses on good nutrition in the lunchroom, and its varied meal selections win over picky young eaters – all at prices that remain below the Utah average. During a five-week lunch serving cycle elementary students enjoy 48 different entrée options, five each day, including fresh salads and sandwiches. Nutrition Stations provide a variety of fresh fruits and vegetables. Pizza is a student favorite, but it is lower in sodium and fat and higher in fiber and protein than other prepared pizza.

Food for elementary schools is made fresh daily at the district's central kitchen and trucked to the schools. Secondary schools have on site kitchens and typically offer 14 entrée selections each day. Students can also buy juices and healthy snacks.

In 1992, school breakfast was added to the Food Services responsibilities. The program was piloted in nine schools with high numbers of students who qualified for the federal free and reduced price meals program. The board, which had in 1982 rejected patron requests to consider a breakfast program on the grounds that it was a family responsibility, approved phasing in the program at all elementary schools with high at-risk populations.

Board members responded to a body of research that shows students who are hungry do not perform as well as their peers. They were also swayed by an increasing population of students who were identified as at risk. One board member who had strongly opposed the program in 1982 said she could not in good conscience withhold meals for children who were obviously in need. The breakfast program is self-sufficient because of federal funding.

Site-based management

The 1989, Utah Legislature authorized funding to explore site-based management to encourage greater participation from parents in school operations. Eleven Granite schools participated. There was considerable diversity in the models used. Members of the school steering committees acknowledged that it was not an easy process, but felt the effort was worth it. By 1994 most schools throughout the district were involved in site-based management.

Site-based management was the forerunner to the organization of school community councils, and the legislature put teeth into the move to empower parents. State law now requires that every school elect a community council, and the councils play a critical role in developing the schools' academic achievement plans.

Six parents and guardians, four employees, and the principal serve on the high school councils. Elementary and junior high schools have four parent or guardian members, two employees, and the principal. Schools can opt for a larger (but not smaller) membership, provided that the number of parent/guardian members exceeds the number of employee/principal members. The elections are regulated.

Each council develops the School Student Achievement Plan (SSAP), which must include specific goals for measurable results. It outlines the course of action to meet the school's identified needs and submits the plan to the board of education. Councils are also consulted about boundary changes, calendar adjustments, and other matters. They also make some school financial decisions such as how to use the Quality Teaching/Student Achievement funds to support the SSAP goals. The councils also develop a spending plan for state trust lands money for each school's most critical academic needs. Each year, council members

are trained on how to fill their legal responsibilities and how to function effectively in representing the community interests.

In 2009, a district community council was organized. There are two elected representatives from each of the district's networks and the Region 5 (Granite School District) PTA president. The networks are comprised of the feeder schools to each high school. The board of education established the district council to foster a culture of listening and responding to parents at the district level. The council has an advisory role in education programs, student achievement, district budgets, boundary changes, and other board decisions.

Hot-button issues

Dr. Burton, who was Utah's Superintendent of the Year in 1995, presided over the challenges presented by significant growth with the enrollment topping out at nearly 80,000 at the end of his tenure. In 1993, he had been named one of The Executive Educator's 100 Blue Ribbon Educators, a listing comparable to Fortune 500 honors for business and Forbes 400 accolades for industry. The superintendent was quick to deflect the honor to an excellent district staff.

In 1987, the district piloted a program at Kearns and Skyline High Schools where students would receive citizenship credit. The board expanded the program to all high schools in 1989. A minimum CPA (Citizenship Point Average) was required to graduate. The board stipulated that a program be added that would help students who fell short to make up credits in order to graduate. The CPA grades were added to secondary school report cards in 1994.

A number of situations not related to curriculum helped drive some of the issues the administration took to the board of education for action. Weapons incidents and safety concerns prompted putting in place a Safe Schools Policy adopted in 1990, and in 1991 a zero tolerance policy was implemented. There were several fire incidents at schools in 1990, three of them arson-related.

The district participated in the Kennedy Foundation's Community of Caring program that emphasized the five universal values of Respect, Responsibility, Family, Caring, and Trust. The program was piloted throughout the early 1990s, and phased in by the 1994-95 school year.

Granite's program won several national accolades for its effectiveness in promoting citizenship throughout the system.

A fee waiver injunction was issued by the Utah Legislature, requiring districts to ensure that no student was left out of school activities for financial reasons. District funding was required to reimburse school shortfalls. The legislature also called for school choice options to be provided at both elementary and secondary schools.

Prayer in schools became a national hot button topic, especially related to graduation ceremonies. The PTA was heavily immersed in promoting student self-esteem. Patrons were expressing major concerns over class size at all levels. There were conversations about splitting the district, with at least one prompted by a legislator's disagreement with the decision to close Webster Elementary School.

Sexual harassment was another national issue that prompted district officials to offer training in avoiding incidents among employees and students. The policy would be updated as circumstances dictated. Compliance with Title IX forced the district to add second gymnasiums at high schools for girls' athletic programs.

On January 11, 1992, a heavy snowstorm forced closure of schools throughout the Salt Lake Valley. No plan was in place on how to deal with the aftermath, prompting the board to add a "snow day" to the calendar.

The district implemented a developmentally appropriate kindergarten program where an assessment was conducted for each child so teachers could provide instruction according to student needs. A five-year instructional technology plan was adopted in the fall of 1995. Each school was to develop a plan that would best serve the school, though they were legislated by the state. The plan called for immediate internet connections in all secondary schools and in elementary schools within two years.

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Out of debt and a new administration

On June 30, 1996, Dr. Burton retired after a 32-year career in Granite School District. Stephen F. Ronnenkamp was named as Dr. Burton's successor. Dr. Ronnenkamp had served in a number of administrative positions in Davis County School District.

The crown jewel of Dr. Burton's administration was that on May 31, 1996, Granite School District became free of bonded indebtedness. Granite District patrons had always been supportive of bonding to construct new schools and repair existing facilities. The district administration and boards of education were forthright and careful with taxpayers' money.

Key board action

The retirement of the \$59.6 million bonds approved in 1983 that had provided funding to build schools during the years of explosive growth was followed by board action that enabled Granite to be debt free until a November 2009 bond election that was passed with no increase in taxes. In June of 1996, the board commissioned a public opinion poll to determine taxpayer preferences concerning the portion of the property tax levy that had been used to pay off the bonds.

There were two options. Option one called for continuing to receive the funds (approximately \$50 per year on each \$100,000 in property value) and use all of that money for school needs such as textbooks, computers, and building repairs and improvements. Option two would have reduced the tax by \$10 to \$12 on each \$100,000 in property value and keep the remainder for school needs.

The poll showed that 76 percent of those surveyed preferred the first option. The decision to implement option one enabled the district to deal with a backlog of capital projects. Boiler replacement, roofing, seismic upgrades, and technology received much-needed attention. The district was also able to build several new schools, replace five aging schools, complete the remodeling of open classroom elementary schools, and

keep up with the explosive demands of new technology before determining that future needs could not be met without bonding.

A new era

Dr. Ronnenkamp took over in an era that for public education nationwide could best be described as a modern version of Charles Dickens' *A Tale of Two Cities* mantra, "It was the best of times; it was the worst of times." Utah was not spared, thus neither were its 41 school districts. Dr. Ronnenkamp would become Granite's longest tenured superintendent before he retired in 2010.

Economic issues were perhaps the most prevalent, but not the only challenges, that education leaders would face during that period of time. Public education was under attack, especially politically. The federal government was becoming more and more involved in education matters. Social issues were creating greater demands on schools. Colleges were turning out fewer teachers, and many were unprepared for the classroom. School safety was a major concern.

Office of Civil Rights cites shortcomings

In the mid-Nineties the Office of Civil Rights (OCR) reviewed Granite programs for multicultural students and listed a number of shortcomings in meeting the needs of Limited English Proficient (LEP) students. Before the review, students could exit or avoid English as a Second Language (ESL) programs by demonstrating oral language competency. After the review, the district was required to assess reading and writing skills, and students could not exit the program until they acquired the language skills to participate meaningfully in regular education programs.

The district was also required to provide ESL-endorsed teachers. More than 300 teachers offered to participate in the endorsement program. The program continued to grow as demands increased. In one 18-month period, the number of students requiring the services quadrupled in an 18-month period. In 2011, the ethnic make-up of the district's 68,614 students was 57.1 percent Caucasian; the Hispanic/Latino population was 32.1 percent.

One of Dr. Ronnenkamp's first actions was to disband the Multicultural Department and create the Office of Educational Equity. Its responsibili-

ties include assuring that the district is in compliance with all federal and state statutes related to civil rights, monitoring all programs to ensure educational equity, directing the alternative language programs, and advising district officials on all equity issues.

The district was required to report in depth annually the progress made. In fall of 1997, an Alternative Language Program (ALP) was implemented for all grade levels. The district was able to fund the ESL endorsements teachers willing to participate so that the requirement that all ALP classes were taught by properly certified and endorsed teachers.

In 1997, Granite was the only district among seven Utah districts under OCR review to have its plan reviewed without restrictions. The review committee called it a model plan. In a relatively short time, more than 700 teachers had attained ESL endorsements, with anticipation that another 200 would be needed.

After eight years of monitoring, in December 2003, the district received a letter from the OCR closing the case. It required an intensive effort to bring the district into full compliance. The letter stated that all federal requirements had been fulfilled. Nearly 1,200 teachers were ESL endorsed, and 1,300 had received training in sheltered instruction protocol. Thousands of district educators had received Respecting Ethnic and Cultural Heritage (REACH) training.

Lines of evidence were submitted to prove increased academic achievement of ELL students and a majority also made Adequate Yearly Progress (AYP) as required by the federal No Child Left Behind Act passed in 2001. The Educational Equity Department was aware that diligence would be required to ensure that the OCR would not reopen the case.

District reorganization

On October 1, 1997, Dr. Ronnenkamp reported on a board-authorized study to help determine how the district would be organized to most effectively support curriculum and instruction. An associate dean of education at Utah State University conducted the study. He interviewed employees at every level as well as community leaders, representatives of minorities, business representatives, PTA leaders, parents, students, and higher education representatives.

In January, 1998, the superintendent reported the recommendations to the board, noting that the restructuring could be implemented without additional cost. The major thrust of the study suggested that the district organize a curriculum and instruction department with an additional assistant superintendent.

The Instructional Services Division administered curriculum development, applied technology, instructional technology, staff development, and research, assessment and evaluation. The Program Services Division included human resources, student services, special education, educational equity, federal programs/grants, and adult and community education.

The district was organized into instructional networks of each high school and its feeder schools. The School Services Division was over all schools and facilities, and responsible for long range planning. The Support Services Division oversaw school facilities, maintenance and custodial services, school foods, energy management, and transportation.

The Business Services Division included accounting/payroll, budget development, purchasing/warehouse, information systems, and safety and property management. The Office of the Superintendent was responsible for the Granite Education Foundation, public relations, and policy and compliance. The divisions would be tweaked several times during Dr. Ronnenkamp's administration as state and federal mandates would call for changes and additions.

School clubs rules

In 1997, the Utah State Board of Education adopted a rule outlining what school districts must do regarding school clubs. Each local school board was required to adopt policies based on the new rule. Boards could choose to limit secondary clubs to those related to curriculum. Non-curricular clubs could also be permitted.

All clubs must meet a variety of specific guidelines covering club meetings and activities. Some of the guidelines are related to federal access laws. The rule clarified that districts cannot prohibit extracurricular clubs because of "status." They can set parameters related to "actions." Local boards can require informed, written consent for students to participate in a non-curricular club, providing the requirement applies to all clubs.

As the district began a process of determining which of the two options to adopt, the board heard from patrons and students and scheduled a series of public hearings. Approximately 300 people attended the hearings, and the majority of those speaking to the “clubs” issue spoke in favor of allowing all clubs.

In a later report, the board received information that 2,500 to 3,000 high school students were involved in non-curricular clubs. There was also input from Utah colleges and universities concerning the impact of club membership as a factor in admissions and scholarships.

On August 5, 1997, the board adopted a policy on “limited forum clubs” at the high school level that met state guidelines. Only curriculum-related clubs were allowed at junior high schools. The board called for some controls and supervision of the clubs. The policy would be reviewed the following year, and is still monitored.

Reading in the spotlight

Concerned that reading and language arts instruction might not be as effective as it should be, the board appointed a 26-member reading task force that included parents, administrators, teachers, and consultants. The task force was charged with studying information related to the various components of successful reading instruction.

In its first report to the board, the task force recommended organizing a staff development program to assist teachers in implementing a research-based reading/writing initiative. The recommendations also included the creation of a district-wide assessment system to ensure progress is being made, as well as developing high quality materials and plans to involve parents.

The next report from the task force was recommendations for texts, materials, assessment tools, and steps that should be taken for professional development. The task force strongly recommended at least two years of ongoing staff development for elementary teachers. After studies of a dozen commercial reading programs, the task force unanimously recommended Open Court: Collections for Young Scholars for kindergarten through sixth grade. An alternative program was recommended to allow some flexibility.

The University of Utah facilitators reminded the board that successful teaching of reading comes down to one key issue: teachers and whatever they do with whatever materials they use. “There is no relationship between success and materials. Materials are important, but teachers are the key.”

On July 22, 1997, the board approved an ambitious four-stage timeline for implementing the recommendations, and made Open Court the strong preference of reading programs, with the alternative of SRA Reading Mastery a K-2 option with Houghton Mifflin Invitations to Literacy an option for grades 3-6. It also approved funding for a minimum of 1.5 days of staff development for all elementary teachers.

The 1999-2000 school year saw reading specialists assigned to work with first through third grade at-risk students at 30 elementary schools. Federal Title VI assisted with funding the specialists, which had the positive impact of reducing class size in first grade classrooms.

A math task force was organized the following year. It also called for a focus on staff development. The committee recommended waiting until the reading programs were fully implemented before moving forward with adoption of materials. The state board was also focusing on new math standards and would be making those decisions in the new century.

Long-range facilities planning

The district employed a long-range consultant to provide recommendations related to long and short term student population and housing projections. After the explosive growth in the 1980s, in about 1995 the district began to experience declining enrollments of more than 1,000 students each year, which had an impact on money in the daily operations budgets, which are based on enrollment.

The consultant suggested in 1997 that the district should consider construction of an elementary school in Magna and another in the north-west portion of West Valley City by 2001. This set in motion plans to change how the district dealt with student housing issues and boundary changes. That would continue to be refined through Dr. Ronnenkamp’s administration and it was in place when the district was forced to close Granite High School in 2009.

In 1998, the board approved a long-range student housing program for crowded west-side neighborhoods. Included was building West Valley Elementary School to open in 2000 and Scott M. Matheson Junior high to open in 2002, a 10-room addition to Brockbank Junior High, and boundary changes that would relieve overcrowding at Thomas Jefferson Junior High in 1999.

A facilities master plan was developed to begin the process of replacing and upgrading school buildings. Factors that were considered were age and condition of the buildings, projected enrollments, seismic and structural concerns, instructional efficiency and quality, safety, and security. Also considered were community needs, transportation, relocatables, and boundary changes. The board had earlier mandated that all new buildings would be air conditioned. In September of 1999, the board initiated a small increase in property taxes to provide funding for building repairs and textbook purchases.

Long-range instructional goals

In 2001, the district targeted long-range goals for improving teaching and learning. The mission was to increase the academic achievement for every student, improve educator quality and effectiveness, equip every student with essential knowledge and skills, implement support systems that promote student achievement and align resources to improve student learning.

Public opinion surveys, focus groups with parents, students, community leaders, and the business community were held over a 10-month period to develop the plan. The board and administration collaborated to identify specific objectives, action steps, and performance measures. When completed the long-range plan was published and provided for every educator. It guided most board decisions for a decade.

Not long after the goals were adopted, the district announced plans to provide gifted magnet schools at Morningside and Fox Hills elementary schools to serve about 220 students whose extreme academic needs are difficult to meet in a traditional classroom setting. Also on the drawing board was a plan to create the Granite Technical Institute, a new high tech magnet program for students throughout the district.

Supporting new teachers

In 1997, district administrators were concerned that many new teachers were not totally prepared for the classroom experience. In conjunction with the Granite Education Foundation's Excel Academy, the district implemented an "insurance" program. First and second-year teachers could choose to be mentored by the "master teachers" who received Excel Awards (10 each year). A Goals 2000 grant helped fund the program.

In 2000, the district created the Great Beginnings Program, which focuses on helping all new teachers through professional development courses and individual mentoring. It also has an intervention role for teachers who struggle. Induction meetings are held at the beginning of each year to provide information to help teachers understand the various aspects of employment as well as effective teaching strategies.

Budget shortfalls

Tightening the purse strings because of declining enrollments and inflation were almost an annual event in Granite District. During Dr. Ronnenkamp's tenure, two significant national recessions created need for even more dramatic cost-cutting measures. For the 2002-03 school year, the September 11 terrorist attack triggered a national economic disaster. Granite faced a \$7.7 million shortfall.

To balance the budget, the board approved an increase of 1.5 students per classroom, reducing the number of teachers by 4 percent or 150 teachers. This was accomplished by attrition and retirements, which prevented actual layoffs. The same percent of administrators, secretaries, and classified positions were lost, representing 9 administrators, 10 secretaries, and 21 classified employees. The calendar was modified to have system-wide days off for teacher development, rather than separate days for elementary and secondary educators.

While no one received salary increases, except for contracted steps and lanes, insurance costs skyrocketed by 13 percent, state block grant monies were reduced, interest revenue dropped, and other costs increased for utilities and opening new schools. The legislature had increased the Weighted Pupil Unit by only \$16 per student. During the following three years, education received increased WPU funding that helped restore some of the 2003 losses.

The second major national recession began in 2008 and deepened in 2010. The cuts would be even more impactful. Balancing the 2009-10 budget required a \$28.5 million cut. Of that, \$14.7 was in restricted funds mandated by the legislature. The remaining \$13.8 required a reduction of 95 district level positions, increasing class size by .25 students, cutting two student attendance days, eliminating salary steps and lane increases for all non-teaching employees, and health insurance plan concessions.

The budget for FY 2011 included a net legislative cut of \$6.8 million and a required increase of \$3 million to the state retirement system. Increased costs for insurance and steps and lanes brought the deficit to \$17 million. The district sought public input from patrons, and their input impacted the decisions the board would make. The superintendent recommended eliminating 30 nonteaching positions through attrition, eliminating 401K contributions for “double dippers,” and limiting hourly employees paid from the general fund to 19 hours, and other adjustments. Although the budget was balanced, several board members acknowledged that there was nothing to celebrate.

Reasons to celebrate

There were many reasons to celebrate during Dr. Ronnenkamp’s tenure. Some of these and perhaps the biggest challenge of all are covered in subsequent chapters. A number of new programs were launched that have broadened the educational opportunities for students.

In 2003, Dr. Ronnankamp was Utah’s Superintendent of the Year. He had played key roles in educational leadership positions, locally and nationally. His focus was teaching and learning, with a huge emphasis on professional development. He considered education the most noble and important work, usually deflecting credit to his staff, school administrators, and most of all, teachers.

Unifying multiple preschool programs began in 2004. State and federal regulations require school districts to provide preschool services for children with disabilities beginning at age 3 in the least restrictive environment and as close to home as possible. Accomplishing the least restrictive environment mandate required expanding preschool programs where children with disabilities could be integrated.

Today thousands of children attend Granite preschools housed in 41 elementary schools, including all Title I schools. The curriculum revolves around preparing children for kindergarten success. Children ages two through three can participate. Three-year-olds participate two days a week for three hours. Four-year-olds spend three hours four days a week. Students in non-Title I schools pay tuition. Financial aid is available through United Way.

The district participated in a study aimed at understanding middle-level student needs and in 2004 implemented a model that better addresses the needs of young adolescents. A team approach to student learning in smaller settings is part of the program. Granite's counseling program requiring student education plans for elementary students and student education/occupation plans for secondary students that has been a model for the entire state system.

Extended-day kindergarten programs were implemented when state and Title I funding was available beginning in 2004. The Students in the schools that piloted the program showed significant increases in math and language arts skills. The legislature provided additional funding to expand the programs. Granite currently has 40 extended-day classrooms at 40 schools. The law requires that at least 75 percent of the students be identified as at-risk.

In the 2007-08 school year, the district piloted an elementary school Spanish dual language immersion program. Students in the program receive about 50 percent of their instruction in English and 50 percent in the other world language. In the primary grades, reading/language arts are taught half of the day in English while also reinforcing math and content vocabulary. Math, social studies, and science concepts are taught in the world language while strengthening the literacy skills in that language. Art, music, and physical education is taught in either language.

In the upper grades (4-6) the division of curriculum varies slightly. Beginning in grade 4, students learn literacy skills, science, and social studies in both languages. There is additional reinforcement of math in English, while the majority of the math instruction remains in the world language. In grade 5, the division is similar, with the exception that science is taught in the world language and social studies in English. For grade 6, those two subjects are reversed.

After the pilot, the program was expanded. Currently (2014) there are six Spanish dual immersion classes, two Chinese, and two French. Students from throughout the district apply for the programs.



Woodstock Elementary, 2011



Olympus High School, 2013

No Child Left Behind

For many years under Superintendent Stephen F. Ronnenkamp, Granite School District was striving to close the achievement gap and develop enthusiasm for accountability. The state was also pushing accountability, establishing Utah Performance Assessment System for Students (U-PASS), which included standardized tests, the grade-level criterion referenced tests, college entrance exams, and Advanced Placement results and a Utah Basic Skills Competency Test for high school graduation.

In January 2002, Congress signed into law the No Child Left Behind Act (NCLB) as the reauthorization of the Elementary and Secondary Education Act, which included Title I, the government's flagship aid program for disadvantaged students.

Standards-based

NCLB supports standards-based education reform on the premise that setting high standards and establishing measurable goals can improve individual outcomes in education. States were required to develop assessments in basic skills. Utah was able to use the criterion referenced tests and standardized tests already being administered.

All schools receiving federal funding must administer a statewide standardized test annually to all students under the same conditions. Schools that receive Title I funding must make "adequate yearly progress" (AYP) in test scores – e.g. its fifth graders must do better each year than the previous year's fifth graders. In addition, the "passing" standard increases every two years.

When Title I schools' steps are repeatedly below expectations, sanctions are imposed, which can include transfer options, free tutoring, corrective action, restructuring and even closure.

Supporters lauded the increased accountability and believed it would result in parents becoming more involved in the education process. While there has been some improvement nationwide in reading and math scores on norm-referenced tests, in 2005 achievement gaps for Black and

Hispanic students reached an all-time low, although their scores were at an all-time high.

Critics argue that the focus on standardized tests encourages teachers to narrow their focus to a narrow subset of skills rather than focusing on acquiring deep understanding of the full, broad curriculum. Arts and humanities programs may suffer as well.

The expectation that the testing outcomes will create more parent involvement has not proven true in Granite District. While only Title I schools face sanctions, all schools receive the “report card” noting whether the school made AYP. The vast majority of the schools that have failed to make AYP have missed in just one or two of the forty subgroups. Teachers and administrators express disappointment, but very few parents have expressed any concern. In fact, one of the district’s great challenges is motivating students to take testing seriously.

In 2010, 60 of the 61 elementary schools made AYP and language art scores were improved in virtually all grade levels. Granite has had several Title I schools placed on improvement plans, which were successful.

Unrealistic expectations

According to NCLB, every child, including special education students, was expected to test on grade level in reading and math by 2014. Educators across the nation said it wasn’t possible. Several states began to challenge the law, pointing at deep flaws in its structure. The Barack Obama administration granted waivers to multiple states in exchange for promises that they will raise standards and improve accountability.

Other tests

Granite students have traditionally tested well. They are among the highest in the nation on college entrance exams and success in the Advanced Placement program.

The criterion referenced tests, which are the basis for AYP, measure how well students in Utah have learned math, science, and language arts curriculum. They are administered to students in grades 1-11 in the spring of each year. Sixth grade students take the Direct Writing Assessment.

The Iowa Basic Skills test is administered to students in third, fifth, eighth, and eleventh grades in the fall. The National Assessment of Educational Progress test is administered to select groups of fourth-graders statewide. In 2011, the legislature discontinued the Utah Basic Skills Competency Test.



Granger High School, 2013

The Granite Education Center

January 13, 2004, was a red letter day for Granite School District. On that day, the board of education announced that the district had purchased the former Rocky Mountain Medical Center (FHP) facilities and campus at 2500 South State Street to create the Granite Education Center – a centralized location for progressive educational and administrative services.

Employees at the district office and schools were informed of the plans that morning, and in the afternoon a press conference was held. The purchase price was \$15,250,000 for the four buildings (303,770 square feet) on the 23-acre site. Funding was from the capital outlay budget, which is separate from the general fund, which pays for salaries, benefits and school operations.

Remodeling costs were estimated at about \$9 million. The previous owners had paid \$50 to \$60 million to construct the facility, not including the price of the land. The consolidation of administrative services from various locations across the valley, improved efficiency of support services, new educational programs, and opportunities to partner with higher education were among many pluses.

A powerful Utah legislator and head of the Utah Taxpayers Association hailed the district's decision as "a tremendous use of taxpayer resources." Superintendent Stephen F. Ronnenkamp commented, "(The board's) wise financial decision to seize an opportunity to create the Granite Education Center will truly benefit the district for many years to come."

The nerve center

The GEC facility officially opened in December 2004, when five departments took up residence. By March, the board of education was meeting in the new building, and the move was completed shortly thereafter and the property on Penny Avenue was declared surplus. By consolidating district programs in one location, the district saved \$800,000 in staffing costs during its first year of operations in the GEC. Employees, once housed at multiple locations across the district also saved travel time

and fuel consumption. District office expenditures account for just 0.5 percent of the budget.

The former medical office building, the two-story building on the campus, is the nerve center of the GEC, housing the superintendency, Business Services, School Accountability Services, Educator Support and Development Services, Support Services, and portions of Teaching and Learning Services. A skywalk connects the two-story building where a number of Teaching and Learning, Educator Support and Development, and School Accountability employees are housed.

The Granite Technical Institute

For many years during the administration of Dr. Call, Burton, and Ronnenkamp, the district had fought for an applied technology facility. The state had funded several, but none in Salt Lake County. In December 2001, the district announced plans to construct a new high tech magnet program for high school students from throughout the district.

It was to be housed in a state-of-the-art facility that would be constructed adjacent to Granite High School when the project drifted to the top of the facilities master plan. Before that occurred, the GEC was secured. The Granite Technical Institute is now the crown jewel of the GEC. The world class facility occupies much of the five story building that was the hospital. Its purpose is to provide all students with a first class opportunity to develop the skills necessary to move successfully into post-high school educational opportunities.

Students are bused to the GTI to explore many different high-tech careers and other educational opportunities. They spend half a day at their home school and half at the institute. The staff is committed to helping students find a purpose in their education, helping them to reach their potential, and preparing them for their future, whether it be college or career. The district has partnered with the business community to provide amazing opportunities in multiple industries and career paths.

A bio-manufacturing lab is among the high tech programs that give students hands on experience in a rapidly growing industry. There is an operating dental clinic in the GTI where students can leave high school with dental assisting certification. The GEC Café provides culinary arts students with real world experience in all aspects of food service and

catering.

Students can explore health services careers, including pharmacy technician, as well as construction trades, cosmetology, information technology, engineering, aviation, and many others. Some students exit with certification, others with college credits. All classes are carefully crafted to promote real-world applications and most are coordinated with colleges and universities.

Woodrow Wilson Elementary

In July 2006, Woodrow Wilson Elementary School students moved from their 81-year-old building on 200 East to its new facility attached to the main floor of the five-story building. Administrators, teachers, and staff cater to an extremely diverse population with nearly three dozen languages spoken at the school.

Virtually all of the 775 students (92 percent) qualify for free and reduced price lunch and breakfast programs, and the school often receives city and state funds to assist its population. Local organizations and school business partners step in to assist at the school and routinely volunteer time, effort, and funds to help ensure student success.

Kindergarten and third grade students participate in the Children's Dance Theatre with Ballet West. Wilson also hosts after-school classes such as tutoring, homework completion, computer skills, reading, sports and crafts.

Students for whom English is a second language are assisted through the use of paraeducators in classrooms, and small learning groups help to ensure that the unique language needs of students are met. The school strives to differentiate instruction and all students participate each week in visual art lessons where math, science, and social studies are integrated.

College presence

Utah State University extension programs are offered on the top floor of the five-story building. The university also provides classes for district educators who are working toward advanced degrees or certification in such areas as ESL, gifted and talented education, and many others.

The Granite Education Center is what the administration and board envisioned when the opportunity presented itself. Preschool through college students along with a parent center are served in a building that sat empty for more than a decade.

Celebrating the Centennial

In April of 2005, after all district offices had moved into the GEC, the district held an open house as the finale of the commemoration of its Centennial. A short program included student performances and an address by a noted Utah Author, Richard Paul Evans, who was a 1980 Cottonwood High School graduate.

Visitors were able to tour both floors of the administrative building and the main floor of the educational programs building. A then and now classroom was set up to highlight the progress of the 100 years.

Each school created a poster to “Show Off Your School,” which were displayed in the hallways. District officials were on hand to answer questions and exhibits promoted key programs at the GEC, including the GTI, Wilson Elementary, the Family Center and others.

The Centennial celebration actually began in December 2004. It was December 15, 1904, when the Salt Lake County commissioners signed the document creating Granite (and Jordan) school districts. The district newsletter highlighted historical vignettes December through April.

On December 13, schools throughout the district displayed a centennial commemoration on school marquis. The next day, the board of education issued a centennial proclamation designating the week as Granite School District Commemoration Week. On December 15, commemorative favors—a lapel pin specially designed for the occasion—were distributed to all employees and board members. Each student received a pencil acknowledging A Century of Success, a Future of Service.

Bonding and a new superintendent

Superintendent Stephen F. Ronnenkamp retired on September 1, 2010, after 39 years in public education. His 14+ years as superintendent was the longest tenure of any Granite school chief to date. Dr. Ronnenkamp's superintendency included some of Utah's brightest education minds. It was no surprise that after a nationwide search, the board of education selected one of his assistant superintendents to succeed him.

Dr. Martin W. Bates brought unique credentials to Granite School District. His extensive educational background includes multiple degrees, including Bachelor of Science in Special Education, masters degree in education, a Juris Doctor and a Doctorate of Philosophy in Educational Leadership. He was admitted to the Utah Bar in May 1997. He served as the assistant superintendent over Administrative and Legal Services and in other in other district administrative capacities. He also had classroom teaching experience.

Passing a bond

A year prior to his retirement Dr. Ronnenkamp and his staff led the district through a bonding process. The board held a series of network meetings, and a public opinion poll on the subject of bonding was conducted. On August 11, 2009, the board voted to hold the election on November 3. Because the district had instituted the pay as you go plan during Dr. Burton's administration, the bond, if approved, would not require a tax increase.

The \$256 million bond funds would be used to rebuild Granger and Olympus High Schools, Oakwood and Woodstock Elementary Schools, Hartvigsen School, elementary schools in Magna and West Valley City, and a junior high school in the northwest quadrant of the valley. Also included were air conditioning projects at 61 schools. That included 32 elementary schools, 11 junior highs, and 7 high schools. All other schools were previously air conditioned.

The conservative Utah Taxpayers Association sent a letter to the superintendent endorsing the bond and encouraging a "yes" vote. The PTA also

worked for its passage. For many years district parents expressed concerns about classroom temperatures in the early weeks of school, which traditionally started in August. There were also hot days in the final few weeks of school.

On November 3, the bond received a 58 percent approval rate with 18,204 voting in favor; 13,284 in opposition. Because of the economic turndown, construction costs were much lower than in previous years and bonds sold at a record low interest rate. The district went to work immediately on taking advantage of the economic situation, saving nearly \$10 million on the rebuilding of Oakwood and Woodstock and preparing bids for a Magna area elementary school, Elk Run, which opened in 2011.

A long-delayed rebuilding of the central kitchen was also accomplished. The World War II-era facility had efficiency and safety issues.

A new mission statement

In February 2010 the board approved a new mission statement and two broad-based goals.

Granite School District Mission

In partnership with the community, enable and enrich all students with the knowledge, skills and character needed for lifelong success and responsible citizenship in a changing world.

Goal: Increase achievement for every student.

Goal: Enrich and increase parent and community engagement.

When Dr. Bates was announced as the new superintendent, the board established twin goals related to academic achievement and community engagement. Work has been ongoing in developing action steps associated with the goals.

Right at home

Dr. Bates was very familiar with appearing before the board of education and working closely with its members. His responsibilities as assistant

superintendent had required updating most existing board policies and crafting additional policies as mandates or circumstances dictated.

For the third straight year in 2011, the district faced massive budget cuts. Reducing secretarial costs in the district office and a variety of other cost-cutting measures were implemented. Board members were reluctant to increase class sizes and cut more programs. They reluctantly initiated a small tax increase to balance the budget.

An analysis of costs associated by year round schools showed that it was no longer cost effective and the reasons for establishing them no longer existed. There was also no evidence that there were significant gains in academic achievement. The report also showed that many parents chose to transfer their students to other schools to avoid the year round schedule.

At the end of the 2011-12 school year the final 14 year round schools were returned to the traditional calendar. The burden of operating multiple calendars was lifted and all schools now operate on a four-term schedule rather than trimesters.

Perfectly at home with technology and social media, Superintendent Bates works relentlessly at community engagement. “Town hall” meetings are frequent, school visits, blogs, and an open door policy for employees and the public have been established.

Dr. Bates promoted a “technology initiative” whereby all teachers were required to have a web presence by the 2011-12 school year. Training and assistance were provided by school technology specialists. A report to the board in March showed that more than 75 percent of the teachers were on board.

Like most new superintendents, Dr. Bates made changes in the administrative structure. The names of two of the four divisions directed by assistant superintendents were changed to more accurately reflect their purpose. School Services became School Accountability Services. In addition to the three levels of schools, Prevention and Student Placement (formerly Student Services) was placed in that division.

Instructional Services was renamed Teaching and Learning Services. The division includes Career and Technical Education, College and Career

Readiness, Curriculum and Instruction, Educational Equity, Educational Technology, Information Systems, and Special Education.

Administrative and Legal Services was replaced by Educator Support and Development Services, and Policy and Legal Services is now under the superintendent's office. Educator Support and Development Services includes Human Resources; Research, Assessment, and Development; Resource Development; and Teacher and Administrator Induction and Intervention.

Support Services includes Architecture, Engineering, and Construction, Energy Management, Maintenance, Planning and Boundaries, and Transportation.

Business Services is administered by the Business Administrator and includes Accounting and Printing, Budget Development, Payroll, Purchasing and Warehouse, Risk and Property Management, Student Accounting, and School Foods.

In addition to Policy and Legal Services, the superintendent oversees the Communications Office, District Police Department, and the Granite Education Foundation.



Granite Education Center/Granite Technical Institute, 2013

During the 2012-13 school year, Granite School District completed most of the remaining projects from the November 2009 bond. In April of 2013, Olympus High School students and faculty moved into their new building adjacent to the existing structure. As classrooms in the new building were organized and hallways were adorned with banners and posters, crews began demolishing the old Olympus High School. At the end of the school year, all that remained of the old building was flattened dirt and rubble.

Before the old building was torn down, Olympus High alumni and community members had the opportunity to tour the school and collect artifacts from the past. In the new building, the Titan tradition is preserved in the hearts and minds of students, faculty, parents, and administrators.

Students at Granger High School finished the entire 2012-13 school year in the 'old' building as they watched the progress of their new school just to the north. As the school year came to a close, so did a major chapter in Lancer history. At a final open house in June, Granger alumni and students bid farewell to the building that has housed generations of Lancers since 1955. The new building will provide opportunities for Granger's future students to look to the past as they progress toward the future.

In addition to the Granger High and Olympus High rebuilds, Hartvigsen School – the district's special education school – opened its doors to students and staff in its new location next to Taylorsville High School and Plymouth Elementary. The new facility is equipped with the most up-to-date medical and educational technologies, and is designed to serve the unique needs of Hartvigsen students.

The newest addition to the district, a STEM (science, technology, engineering, and math) focused elementary school, opened for the 2013-14 school year in the Highbury community of West Valley City. The school is devoted to the "integration of science, technology, engineering, and mathematics as the platform for instruction in the Utah Core Standards." The school has a boundary population of approximately 300

students with an additional 300 open enrollment permit students from outside the boundaries.

After researching potential names for the school, the Granite Board of Education voted to name the school Neil Armstrong Academy in honor of the late astronaut, aviator, engineer, pilot, and university professor. Tyler Howe, principal of Neil Armstrong Academy, noted that “Armstrong, and all those involved with the Apollo missions, represent all of the elements of STEM being put toward a tremendous goal: putting a man on the moon.”

A Charge and Responsibility

Near the beginning of the 2012-2013 school year, the Granite School District Board of Education adopted a phrase to be used in place of the existing mission statement. The statement was intended to articulate the district’s central purpose of preparing students for the world they’ll enter after graduation.

Our Charge and Responsibility

Students will leave Granite School District prepared for college, career, and life in the 21st century world.

The ‘Our Charge’ phrase was subsequently displayed in every classroom at every school in the district, as well as in district offices and other buildings. The message underscored the College and Career Readiness department’s invitation for all students to take a pledge to commit to graduate high school.

Ninth grade reconfiguration

During the July 10, 2012, Board of Education Meeting, the board approved a grade reconfiguration in the Granger High Network to move ninth grade students at Valley Junior High and West Lake Junior High to Granger High School. The change was implemented in conjunction with the opening of the new Granger High School building for the 2013-14 school year.

The process for reconfiguration began in 2011 when representatives from the Granger community approached Granger High administration about

the possibility of having ninth-graders included in the high school. The rationale for reconfiguration was primarily centered on the principle that ninth grade achievement is counted toward graduation, and that the current system allows high school staff to be with students only 75 percent of their secondary education tenure.

Following the approval of the Granger High Network reconfiguration, the Kearns High Network community council members began a similar track toward ninth grade reconfiguration. Starting in March and continuing through September 2012, the impacted schools (Kearns High, Thomas Jefferson Junior High, and Kearns Junior High) sent communications to the community, conducted a town hall information meeting, and made surveys available to community members, parents, students, and staff.

Administration at all three schools supported the decision, and the three principals approached the board during the May 7, 2013, Board of Education Meeting to officially propose the reconfiguration. Each board member voiced support for the proposal, and the reconfiguration of the Kearns High Network was approved during the June 18, 2013, Board of Education Meeting. Other school networks are in the process or have expressed interest in reconfiguration.

Granite Connection High School

In 2013, Granite administrators made steps to consolidate a number of online and face-to-face programs into one location within the district. The modifications aimed to centralize alternative learning tracks for students who wish to pursue credit outside of the traditional classroom. As part of the consolidation, Granite Peaks High School was repurposed and renamed to Granite Connection High School. The existing online course platform, Granite Connect, was also absorbed into Granite Connection High.

The school offers an array of course options for students. Online courses allow students to receive learning opportunities from any location, at any time, delivered over the Internet using a learning management software platform. The course may be synchronous (participants interact in real time) or asynchronous (participants are separated by time, such as email, online discussions, collaboration software, etc.).

Blended courses are a mixture of face-to-face and online learning. Students learn in part through online delivery, and in part through in-person interaction. Students retain some flexibility over time, place and pace, but must commit to meet with a teacher at a brick and mortar location at certain intervals to bolster learning.

During the January 8, 2013, Board of Education Meeting, the board appointed Rick Anthony, then director of Educational Technology, as principal of Granite Connection High School.



Neil Armstrong Academy, 2014



Operating Schools

Elementary

Academy Park	Hillside	Carl Sandburg
Arcadia	Hunter	Silver Hills
Neil Armstrong Academy	Jackling	Calvin S. Smith
Thomas W. Bacchus	Lake Ridge	South Kearns
Beehive	Lincoln	Spring Lane
Bennion	Magna	Stansbury
Jim Bridger	Mill Creek	Taylorsville
Copper Hills	Monroe	Harry S. Truman
Cottonwood	Morningside	Twin Peaks
Crestview	James E. Moss	Upland Terrace
Diamond Ridge	Oakridge	Valley Crest
Howard R. Driggs	Oakwood	Vista
Eastwood	Oquirrh Hills	West Kearns
Elk Run	Douglas T. Orchard	West Valley
Philo T. Farnsworth	William Penn	Westbrook
Fox Hills	Pioneer	Western Hills
John C. Fremont	Pleasant Green	Whittier
Robert Frost	Plymouth	Woodrow Wilson
David Gourley	Redwood	Woodstock
Granger	Rolling Meadows	Gerald L. Wright
Hillsdale	Roosevelt	

Junior High

Bennion	Granite Park	Olympus
Bonneville	Hunter	Valley
Brockbank	Thomas Jefferson	Wasatch
Churchill	Kearns	West Lake
Eisenhower	John F. Kennedy	
Evergreen	Scott M. Matheson	

High School

Cottonwood	Hunter	Skyline
Cyprus	Kearns	Taylorsville
Granger	Olympus	

Specialty

Granite Connection High	Hilda B. Jones Center	Young Parents
Granite Technical Institute	Pre-school	
Hartvigsen School	YESS Program	

Elementary Schools

Academy Park 4580 Westpoint Drive

Principals

Adrian Thomas	1962-1967
Paul Geertsen	1967-1969
Darrell Johnson	1969-1970
Gale H. Bateman	1970-1976
Mable H. Atkinson	1976-1984
Gloria Rupp	1984-1990
Bonnie R. Newman	1990-1994
Morris A. Goates	1994-1998
Vicki Carter	1998-2002
Linda (Rawlings) Lewis	2002-2004
Linda Rawlings	2004-2007
Jean Gowans	2007-



Opened - 1962

Architect:	Lorenzo A. Young and Partners
Contractor:	Skyline Construction Co.
Cost:	\$734,882
Site:	13.23 acres
Square Feet:	52,946



1968

Arcadia

3461 West 4580 South



Opened - 1966

Architect: Panushka and Peterson
 Contractor: Reed C. Smith
 Cost: \$706,571
 Site: 11.26 acres
 Square Feet: 52,242

Principals

Joseph A. Novak	1966-69
Clifford DeGraw	1969-73
Archie A. McCarrie	1973-76
Jay Kent Curtis	1976-78
Verna Tripp	1978-84
Joyce M. Gray	1984-90
Mary A. Rudelich	1990-96
Rex H. Becker	1996-2000
Shauna Nielsen	2000-07
Kayla MacKay	2007-08
Terri Roylance	2008-11
Cecilia Jabakumar	2011-



1969

Neil Armstrong Academy

5194 West Highbury Park Way

Principals

Tyler Howe

2012-



Opened - 2013

Architect:	NWL Architects
Contractor:	Westland Construction
Cost:	\$16,783,167
Site:	9.95 acres
Square Feet:	87,012



Thomas W. Bacchus

5925 South 5975 West



Principals

Reed P. Wahlquist	1981-88
Richard Hyland	1988-95
Michael P. Keeley	1995-97
Linda Manwill	1997-2003
Joey Foote	2003-04
Chad Christman	2004-10
Christine Drummond	2010-13
Julie Wilson	2013-

Opened - 1982

Architect:	Montmorency, Hayes & Talbot
Contractor:	Broderick & Howell Const.
Cost:	\$2,231,900
Site:	10 acres
Square Feet:	57,722



Beehive

5655 South 5220 West

Principals

Elmond Wilson	1986-87
Marcie McDonald	1987-92
Sharon L. Prescott	1992-94
Archie A. McCarrie	1994-98
Leslee Wright	1998-2001
Bill Anderson	2001-03
Georgia Block	2003-09
Pauline Longberg	2009-



Opened - 1986

Architect:	Montmorency, Hayes & Talbot
Contractor:	Wadman Corp.
Cost:	\$3,291,225
Site:	12.88 acres
Square Feet:	53,991
Exterior Remodel:	Thomas, Peterson, & Hammond



Bennion

5775 South Sierra Grande Drive



Principals

Rose Coshow	1976-80
Robert N. Warner	1980-86
Kenneth Higgins	1986-93
Cornelia Moore	1993-95
Dianne Anderson	1995-2002
Donnette McNeill-Waters	2002-05
Walt Layton	2005-12
Lynne Rada	2012-

Opened - 1977

Architect:	Robert L. Springmeyer
Contractor:	Interwest Corp.
Cost:	\$1,882,921
Site:	10.4 acres
Square Feet:	59,354



Jim Bridger

5368 West Cyclamen Way

Principals

Verna Tripp	1984-91
John E. Allen	1991-95
Jan Winger	1995-2002
Arlene Alt	2002-07
Paulette McMillan	2007-13
Milicent Larsen-Fogarty	2013-



Opened - 1985

Architect:	DelaMare, Woodruff & Stephan Assoc.
Contractor:	Thorup Brothers
Cost:	\$2,860,775
Site:	10.42 acres
Square Feet:	64,779



Copper Hills

7635 West 3715 South



Principals

Sheryl R. Benson	1981-87
Julene B. Oliver	1987-91
Delbert Christensen	1991-96
Joey Foote	1996-2003
Gail Howe	2003-07
Janice Flanagan	2007-

Opened - 1981

Architect:	Montmorency, Hayes & Talbot
Contractor:	Broderick & Howell Const.
Cost:	\$2,330,000
Site:	10.9 acres
Square Feet:	57,772



Cottonwood

5205 South Holladay Boulevard

Principals

A. LeRoy Urry	1959-68
Sherman Johansen	1968-74
Curtis O. Hadlock	1974-84
Barbara M Rudolph	1984-87
Jim McCasland	1987-94
Shannon Moedl	1994-97
Paul Shepherd	1997-2001
Verneita Hunt	2001-05
Karen Marberger	2005-11
Karen Chatterton	2011-13
Paulette McMillan	2013-



Opened - 1959

Architect:	Baker, Clayton, and Hess
Contractor:	Howard Construction Co.
Cost:	\$526,030
Site:	10.36 acres
Square Feet:	42,256



1969

Crestview

2100 East Lincoln Lane



Opened - 1960

Architect: Robert L. Springmeyer
 Contractor: W. J. Dean and Sons
 Cost: \$611,381
 Site: 9.40 acres
 Square Feet: 52,350

Principals

Mark A. Jackman	1960-71
L. Dale Gibson	1971-82
Judy R. Carlson	1982-85
Daniel S. Ellis	1985-87
JoAnn M. Steffensen	1987-91
Paul Sagers	1991-93
Gary Martin	1993-97
Rebecca Tesch	1997-2000
Rosanne Newell	2000-05
Verneita Hunt	2005-13
Teri Cooper	2013-



1976



1969

Diamond Ridge

6034 West Mill Valley Lane

Principals
Debbie Koji 2009-



Opened - 2009

Architect:	NJRA Architects
Contractor:	Bud Mahas
Cost:	Construction
Site:	\$12,889,000
Square Feet:	9.82 acres
	92,534



Howard R. Driggs

4340 South 2700 East



Opened - 1964

Architect: Richardson and Richardson
 Contractor: Mac Construction
 Cost: \$850,826
 Site: 8.46 acres
 Square Feet: 63,192

Principals

William H. Leiter	1964-71
Calvin L. Wardrop	1971-79
Eugene W. Price	1979-86
Douglas New	1986-87
Karen V. Anderson	1987-88
Morris A. Goates	1988-94
Naomi Bolonesi	1994-95
Linda Johnson	1995-98
Janice G. Wright	1998-2004
Victoria Thomas	2004-08
Calvin Poulson	2008-11
Christina Vierra-McGill	2011-14
Michael Douglas	2014-



1968

Eastwood 3305 South Wasatch Boulevard

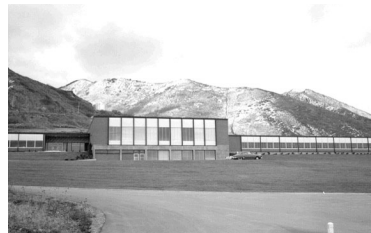
Principals

Charles E. Soelberg	1959-60
Delbert E. Lambert	1960-72
E. Frank Willardsen	1972-77
Kaye Kissell	1977-85
Carol R. Beasley	1985-92
Marcie McDonald	1992-98
Wynne Anne Marchant	1998-2002
Jim McCasland	2002-13
Naomi Hopf	2013-



Opened - 1959

Architect:	William Rowe Smith
Contractor:	G. Maurice Romney Company
Cost:	\$496,916
Site:	11.53 acres
Square Feet:	40,788



1960

Elk Run

3550 South Helen Drive



Principals

Jonathan Adams	2011-14
Dona Harris	2014-

Opened - 2011

Architect:	Architectural Nexus
Contractor:	Okland Const.
Cost:	\$9,737,000
Site:	12.68 acres
Square Feet:	88,922



Philo T. Farnsworth

4225 West 3751 South

Principals

G. Harlan Clark	1965-68
Jay S. Child	1968-78
Richard Hyland	1978-80
Glen A. Drew	1980-85
Rose Coshow	1985-87
Karen E. Sterling	1987-92
Jerry D. Pulsipher	1992-93
Ann Adams	1993-95
John Hartman	1995-97
Nancy Sorensen	1997-2003
Linda Manwill	2003-06
Judith Simmons-Kissell	2006-11
Judy Giles	2011-13
Joan Bramble	2013-



Opened - 1965

Architect:	M. E. Harris, Jr.
Contractor:	Christiansen Brothers, Inc.
Cost:	\$764,984
Site:	12.36 acres
Square Feet:	55,886
Remodel:	Architectural Nexus



1968

Fox Hills

3775 West 6020 South



Opened - 1979

Architect: Montmorency,
Hayes & Talbot
Contractor: Wadman Corp.
Cost: \$2,207,000
Site: 12.5 acres
Square Feet: 57,772

Principals

Bruce L. Wasden	1978-86
Robert M. Roberts	1986-88
Varon L. Howell	1988-93
William B. Mansell	1993-2000
Jeffrey L. Day	2000-01
Paul Shepherd	2001-03
Jan Winger	2003-07
Allesen Peck	2007-09
J. Lynn Cooper	2009-



John C. Fremont

4249 South Atherton Drive

Principals

Morgan Lund	1963-73
Lyman A. Bond	1973-78
Paul H. Lefevor	1978-83
Calvin L. Wardrop	1983-86
John C. Erlacher	1986-89
Ellen Williams	1989-95
Marilyn McCoun	1995-98
Shauna Wilde	1998-2003
J. Lynn Cooper	2003-09
Paul McCarty	2009-



Opened - 1963

Architect:	Woods and Woods
Contractor:	Skyline Construction Co.
Cost:	\$680,552
Site:	11.51 acres
Square Feet:	44,564



1968

Robert Frost

3444 West 4400 South



Opened - 1969

Architect: Edwards and Daniels
 Contractor: Culp Construction Co.
 Cost: \$986,725
 Site: 11.7 acres
 Square Feet: 54,744
 Remodel: Burtch W. Beall Jr.

Principals

J. Lloyd Eldredge	1969-71
Theral J. Mott	1971-77
Archie A. McCarrie	1977-80
George R. Wilkins	1980-84
Martin A. Mock	1984-87
Janice G. Wright	1987-91
Marianna Sullivan	1991-95
Court DeSpain	1995-2003
Dianne Anderson	2003-05
Dona Harris	2005-14
Andrew Carbaugh	2014-



1964

David Gourley 4905 South 4300 West

Principals

Daryl J. McCarty	1959-63
Joseph F. Hansen	1963-64
Louis W. Jensen	1964-67
Elmond Wilson	1967-72
Ray G. Abraham	1972-76
Glen A. Drew	1976-80
Joseph A. Novak	1980-81
Morris A. Goates	1981-88
Claudia Wasden	1988-91
Verna Tripp	1991-98
Karen Robinson	1998-2006
Janet Thorpe	2006-09
David Gomez	2009-12
Allesen Peck	2012-



Opened - 1959

Architect:	Bruce McDermott
Contractor:	Paulsen Construction Co.
Cost:	\$554,505
Site:	10.72 acres
Square Feet:	51,049
Additions:	1963



1966

Granger

3700 South 1950 West



Rebuilt - 2008

Architect: NJRA Architects
 Contractor: Bud Mahas Const.
 Cost: \$14,277,489
 Site: 9.53 acres
 Square Feet: 90,588

Original construction: 1954
2450 West 3800 South

Additions: 1962

Principals

R. Cy Holmes	1955-63
G. Harlan Clark	1963-66
Sherman Johansen	1966-68
Paul H. Lefevor	1968-70
D. Max Lawrence	1970-79
Martin A. Mock	1979-84
George R. Wilkins	1984-87
Donald J. Norton	1987-93
Lynda Thurber	1993-94
Lynda Hart	1994-99
Rob Averett	1999-2003
Nancy Sorensen	2003-06
Wayne Williamson	2006-09
Rebecca Tesch	2009-13
Amber Clayton	2013-



1966

Hillsdale

3275 West 3100 South

Principals

Raymond B. Wrigley	1961-63
J. Lloyd Eldgrdge	1963-67
Richard Hyland	1967-72
James G. Lawrence	1972-79
Mary Lou Walker	1979-80
Barbara Barton	1980-84
Bonnie R. Newman	1984-90
Calvin Poulson	1990-95
Paul J. McCarty	1995-98
Donna Cluff	1998-99
Donna (Cluff) Reid	1999-2007
Yvonne Pearson	2007-12
Marla Wharton	2012-



Opened - 1961

Architect:	Bruce McDermott
Contractor:	Paulsen Construction Co.
Cost:	\$577,204
Site:	13.04 acres
Square Feet:	73,679
Additions:	1967



1966

Hillside

4283 South 6000 West



Principals

David R. Adamson	1983-88
Reed P. Wahlquist	1988-90
William L. Anderson	1990-96
Mary A. Rudelich	1996-97
Julianne Clarke	1997-2000
Yvonne Harvill	2000-03
Yvonne (Harvill) Pearson	2003-07
Jan Winger	2007-13
Sharon Sonnenriech	2013-

Opened - 1983

Architect:	Montmorency, Hayes & Talbot
Contractor:	Herm Hughes & Sons
Cost:	\$2,794,000
Site:	10.78 acres
Square Feet:	54,677



Hunter

4351 South 5400 West

Principals

Owen L. Cluff	1980-86
Richard O. Jordan	1986-87
Sharon L. Prescott	1987-92
M. Lynn Burton	1992-95
Wynne (Weight) Marchant	1995-98
Arlene Alt	1998-2002
Dorthea Gray	2002-06
Natalie Hansen	2006-14
Kayla MacKay	2014-



Opened - 1980

Architect:	Montmorency, Hayes & Talbot
Contractor:	Wadman Const.
Cost:	\$2,348,000
Site:	9.94 acres
Square Feet:	56,912



Jackling

3760 South 4610 West



Opened - 1967

Principals

Louis W. Jensen	1967-73
Clifford DeGraw	1973-76
William L. Anderson	1976-83
Joan B. Neilson	1983-87
M. Lynn Burton	1987-92
Rebecca Tesch	1992-97
Sally Sanders	1997-2004
Paul Nash	2004-07
Jennifer Reed	2007-10
Kayla MacKay	2010-12
Jared Broderick	2012-

Architect:	Scott, Louie, and Browning
Contractor:	Bud Bailey Construction Co.
Cost:	\$802,299
Site:	13.7 acres
Square Feet:	52,956
Remodel:	NWL Architects



1970

Lake Ridge 7400 West 3400 South

Principals

Milton R. Johnson	1964-76
L. Kent Schlappi	1976-81
Louis W. Jensen	1981-88
Jerry D. Pulsipher	1988-92
Paul J. McCarty	1992-95
Claudia Wasden	1995-96
Terri Zeleznik	1996-98
Terri (Zeleznik) Woolf	1998-2000
Candace Hinman	2000-05
Ted Williams	2005-10
Dorthea Gray	2010-



Opened - 1964

Architect:	Paul K. Evans
Contractor:	Cannon Construction Co.
Cost:	\$612,127
Site:	14.2 acres
Square Feet:	52,794



1966

Lincoln

450 East 3700 South



Relocated to former
Granite Park Junior High site
2001
Opened - 1961

Architect: Clayton and Hess
Contractor: Paulsen Construction Co.
Cost: \$1,496,275
Site: 15.01 acres
Square Feet: 113,426

Original construction: 1923
3900 South 500 East

Additions: 1930, 1949, 1956
Remodeled: 2001



1949



1976

Principals

E.E. Howe	1923-28
Harold B. Lee	1928-29
C. P. Rockwood	1929-31
N. B. Webb	1931-45
Charles E. Soelberg	1945-53
L. D. Metcalf	1953-57
William H. Leiter	1957-59
Joseph F. Hansen	1959-63
Gary Martin	1963-68
Clifford DeGraw	1968-69
Joseph A. Novak	1969-78
H. LaMar Jackman	1978-85
Gerald L. Handy	1985-87
Leon A. Tobler	1987-93
Marilyn Copeland	1993-2005
Carol Syroid	2003-05
Candance Hinman	2005-08
Karen Gregory	2008-14
Afton Lambson	2014-

Magna 8500 West 3100 South

Principals

Phillip W. Debs	1955-71
Owen L. Cluff	1971-80
Darryl W. Thomas	1980-88
Larry G. Peterson	1988-93
Barbara Thayne	1993-95
Ted Williams	1995-2001
Ernie Broderick	2001-08
Victoria Thomas	2008-



Opened - 1955

Architect:	Young and Hansen
Contractor:	Howard Construction Co.
Cost:	\$353,875
Site:	8.16 acres
Square Feet:	55,260
Addition:	Burtch W. Beall Jr.



1966

Mill Creek 3761 South 1100 East



Opened - 1955

Architect: Young and Hansen
Contractor: Howard Construction Co.
Cost: \$366,659
Site: 5 acres
Square Feet: 39,096

Principals

Reho Thorum	1955-57
Claude C. Lemmon	1957-61
Ethna R. Reid	1961-63
Max F. Jackman	1963-67
Fay H. Johnson	1967-76
Blaine J. Wasden	1976-86
Sherman Johansen	1986-91
Claudia Wasden	1991-95
Karen Anderson	1995-99
Carol Syroid	1999-2003
Valerie Roan	2003-08
Tina West	2008-11
Allison Banks	2011-



1960

Monroe

4450 3100 South

Principals

J. L. Brown	1905-06
C. W. Aldrich	1906-10
Orsen Rasmussen	1910-12
W. H. Lyon	1912-14
James Adamson	1914-15
S. E. Smith	1918-20
James Adamson	1920-21
P. J. Rock	1921-29
N. H. Webb	1930-31
C. P. Rockwood	1931-39
James S. Smith	1939-49
R. Cy Holmes	1949-55
William Leiter	1955-57
Adrian Thomas	1957-62
Joseph A. Novak	1962-67
Rex Lybbert	1967-79
Sherman Johansen	1979-86
Claudia Seeley	1986-89
Robert M. Roberts	1989-99
Charlene Lui	1999-2001
Launa Harvey	2001-10
JoAnn Crawley	2010-14
Natalie Hansen	2014-



Opened - 1973

Architect:	M. E. Harris Jr.
Cost:	\$1,397,000
Site:	14.34 acres
Square Feet:	69,012

Original construction: 1903
West Granger school
4510 South Redwood Road

Renamed Monroe Elementary: 1905



1915

Morningside

4170 South 3000 East



Opened - 1955

Architect: Young and Hansen
 Contractor: Mac Construction
 Cost: \$379,710
 Site: 9.89 acres
 Square Feet: 43,684
 Additions: 1959

Principals

John W. Fitzgerald	1955-73
William J. Naylor	1973-81
Barbara B. Meyer	1981-86
Bruce L. Wasden	1986-87
Susan F. Denton	1987-92
Karen E. Sterling	1992-98
Archie A. McCarrie	1998-2000
Julianne Clark	2000-02
Vicki Carter	2002-07
Joan Bramble	2007-13
Tod Cracroft	2013-



1960

James E. Moss 4399 South 500 East

Principals

G. Leland Burningham	1965-67
Robert K. Halliday	1967-72
Richard Hyland	1972-77
Jerry D. Pulsipher	1977-82
Jay S. Child	1982-85
Virginia Rhode	1985-87
Jane Lindsay	1987-91
Archie McCarrie	1991-94
Sally Sanders	1994-97
Gary Martin	1997-2007
Milicent Larsen-Fogarty	2007-11
Judith Simmons-Kissell	2011-



Opened - 1965

Architect:	M. E. Harris, Jr.
Contractor:	Christiansen Brothers, Inc.
Cost:	\$800,034
Site:	11.61 acres
Square Feet:	55,886



1968

Oakridge

4325 South Jupiter Drive



Opened - 1962

Architect: Woods and Woods
 Contractor: Culp Construction Co.
 Cost: \$659,591
 Site: 12.39 acres
 Square Feet: 46,907

Principals

Maurice A. Capson	1962-63
Morris W. Cannegieter	1963-65
Maurice J. Wilkinson	1965-70
Paul H. Lefevor	1970-78
Varon L. Howell	1978-83
Richard L. Davis	1983-90
Gloria Rupp	1990-96
Carole Cannon	1996-2004
Paul J. McCarty	2004-05
Rosanne Newell	2005-13
Christine Drummond	2013-



1968

Oakwood Elementary

5815 South Highland Drive

Principals

Heber Graff	1905-08
Emily McDonald	1908-10
Laura Christensen	1910-15
Arthur E. Peterson	1918-21
W. F. Bailey	1921-23
G. W. Bruerton	1923-25
R. L. Sorenson	1925-27
Daisy Simons	1927-30
George Marchant	1930-36
F. Earl Walker	1936-42
Paul S. Worthen	1942-47
Maurice A. Jones	1947-49
John W. Fitzgerald	1949-51
Chester Todd	1951-57
Arvil G. Stone	1957-59
Joseph E. Allen	1959-60
Lyman A. Bond	1960-73
A. Leon Tobler	1973-84
Linda Fait	1984-87
Jeffrey L. Day	1987-93
Linda Jordan-Davis	1993-95
Ernie Broderick	1995-2001
Amy Martz	2001-03
Court DeSpain	2003-12
Dianne Phillips	2012-



Rebuilt - 2010

Architect:	NJRA Architects
Contractor:	Okland Const.
Cost:	\$8,310,833
Site:	9.03 acres
Square Feet:	79,534

Original construction: 1905
Reconstruction: 1913, 1955



1906



1915



1962

Oquirrh Hills

5241 South 4280 West



Opened - 1957

Architect: Barker, Clayton,
and Hess
Contractor: Howard
Construction Co.
Cost: \$441,728
Site: 6.29 acres
Square Feet: 38,484

Principals

A. LeRoy Urry	1957-59
Robert N. Warner	1959-63
Gale H. Bateman	1963-65
Curtis O. Hadlock	1965-74
Sherman Johansen	1974-79
Nancy (Abraham) Lunnen	1979-83
William L. Anderson	1983-88
Dale J. Hartvigsen	1988-94
Yvonne Houk	1994-98
Yvonne (Houk) Harvill	1998-2000
Jane McClure	2000-07
Vicki Ricketts	2007-11
Karen Marberger	2011-



1960

Douglas T. Orchard

6744 South 3800 West

Principals

John E. Allen	1978-83
James F. Cushing	1983-85
JoAnn M. Steffensen	1985-87
Archie A. McCarrie	1987-91
Sherman Johansen	1991-93
Walt Layton	1993-2001
Donnette McNeill-Waters	2001-02
Rebecca Tesch	2002-09
Mary Beth Schmidt	2009-12
Alison Tanner	2012-



Opened - 1978

Architect:	Ehlers and Ehlers Architects
Contractor:	Wadman Const.
Cost:	\$2,400,000
Site:	12.39 acres
Square Feet:	59,228



William Penn

1670 East Siggard Drive



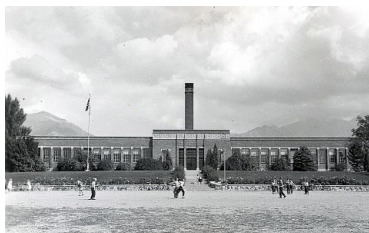
Rebuilt - 2004

Architect: NJRA Architects
 Contractor: Bud Mahas Const.
 Cost: \$6,827,000
 Site: 5.03 acres
 Square Feet: 71,273

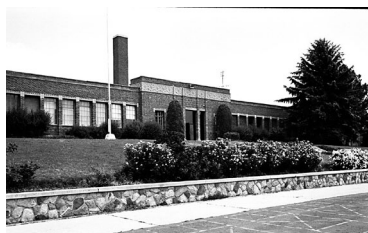
Original construction: 1925

Principals

W. T. Belliston	1925-27
R. L. Sorenson	1927-31
S. Perry Lee	1931-41
Charles E. Soelberg	1941-45
W. H. Webb	1945-47
Paul S. Worthen	1947-52
J. Lee Anderson	1952-63
Maurice J. Wilkinson	1963-65
Gale H. Bateman	1965-70
Rose Coshow	1970-72
Richard L. Davis	1972-83
Richard Hyland	1983-88
Marilyn Copeland	1988-93
Miriam Waterman	1993-2001
Ted Williams	2001-05
Carol Syroid	2005-09
Patrick Flanagan	2009-13
Brittany Gilson	2013-



1949



1976

Pioneer

3860 South 3380 West

Principals

L. Dale Gibson	1963-71
Mable H. Atkinson	1971-77
Charles W. Kreautler	1977-81
Robert M. Roberts	1981-86
Barbara B. Meyer	1986-87
Dorene H. Squires	1987-91
Jane Lindsay	1991-98
Paul J. McCarty	1998-2004
Julie Lorentzon	2004-13
Marie Rose	2013-



Opened - 1963

Architect:	Stanley C. Evans
Contractor:	Fredrickson Construction Co.
Cost:	\$635,143
Site:	10.27 acres
Square Feet:	59,080



1968

Pleasant Green

8201 West 2700 South

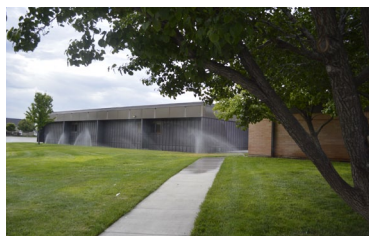


Principals

Portia Petersen	1984-90
Delebrt Christensen	1990-91
Kevin D. Hague	1991-93
James H. Henderson	1993-94
Edna Ehleringer	1994-97
Judith Simmons-Kissell	1997-2006
Jane Lindsay	2006-09
Sharon Prescott	2009-

Opened - 1985

Architect:	Timmerman Stephan Assoc.
Contractor:	Thorup Brothers
Cost:	\$2,986,264
Site:	10.69 acres
Square Feet:	64,779



Plymouth

5220 South 1470 West

Principals

L. O. Clark	1906-07
W. R. Wilson	1907-20
W. F. Bailey	1920-21
G. A. Weggeland	1921-39
W. F. Bailey	1939-42
Claude C. Lemmon	1942-49
James S. Smith	1949-50
Mark A. Jackman	1950-53
Raymond B. Wrigley	1953-61
Calvin L. Wardrop	1961-66
A. Leon Robler	1966-73
H. Wendall Sullivan	1973-81
Willaim J. Naylor	1981-84
Mary Voelker	1984-86
Mary A. Rudelich	1986-90
Cyndy Cannell	1990-95
Calvin Poulson	1995-2000
Kenneth Higgins	2000-01
Jeffrey L. Day	2001-06
Sally Sanders	2009-09
Tyson Faussett	2009-13
Matt Graham	2013-



Rebuilt — 1975

Cost:	\$1,263,681
Site:	12.62
Square feet:	50,000

Original Construction: 1906
4800 South Redwood Road
Taylorsville School

Renamed Plymouth in 2008

Additions: 1924, 1926, 1931,
1945, 1952, 1970;
major remodel from
open classrooms to
traditional in 1990s



1915



1968

Redwood

2650 South Redwood Road



Opened - 1953

Architect: Woods and Woods
 Contractor: Mac Construction
 Cost: \$254,932
 Site: 12.47 acres
 Square Feet: 59,517
 Additions: 1956

Principals

Willis R. Willardson	1953-60
L. Dale Gibson	1960-64
Eugene W. Price	1964-70
I. Riley O'Neil	1970-72
Donald J. Norton	1972-79
Nedra S. Robison	1979-85
Rex H. Becker	1985-90
Rex Burton	1990-95
Richard Hyland	1995-96
Andy Forsyth	1996-2000
Diane Flaim	2000-02
Dianne Anderson	2002-03
Amy Martz	2003-07
Heather Nicholas	2007-10
Karen Robinson	2010-11
Leslie Bell	2011-



1978

Rolling Meadows 2950 West Whitehall Drive

Principals

Rose Coshow	1972-74
Briant J. Farnsworth	1974-75
Rose Coshow	1975-76
Gale H. Bateman	1977-85
Kevin D. Hague	1985-87
Susan McGhie	1987-96
Gail Howe	1996-2003
Tracy Rose	2003-08
Kayla MacKay	2008-10
Malynnda Cloward	2010-14
Matt Goebel	2014-



Opened - 1972

Architect:	M. E. Harris Jr.
Contractor:	Wadsworth Const.
Cost:	\$1,377,700
Site:	10.40 acres
Square Feet:	62,356

Additions:	Architectural Nexus
	\$4,027,731



1976

Roosevelt

3225 South 800 East



Rebuilt - 1973

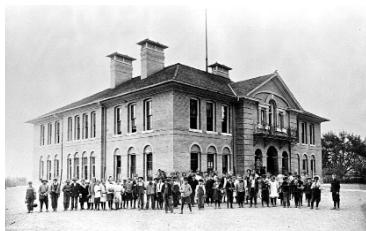
Architect: Minson & Halander
 Contractor: Layton Const.
 Cost: \$943,224
 Site: 5.93 acres
 Square Feet: 52,664

Original construction: 1906
3300 South 900 East

Remodel: 2000

Principals

James L. Stark	1906-09
A. J. Hagen	1909-11
H. N. Graff	1911-22
D. C. Woodward	1922-37
Hyrum Hilton	1937-39
D. J. Thurman	1939-42
F. Earl Walker	1942-48
L. J. Nielson	1948-54
Morgan Lund	1954-60
Fay H. Johnson	1960-67
Robert Van Drimmelen	1967-69
George R. Wilkins	1969-80
Clarence M. Herzog	1980-85
Glen A. Drew	1985-90
Joyce M. Gray	1990-92
Linda Johnson	1992-95
Carla Wonder	1995-97
Carla Wonder-McDowell	1997-2000
Wayne Williamson	2000-06
Karen Robinson	2006-10
Jennifer Reed	2010-14
Malynda Cloward	2014-



1915



1976

Rosecrest 2420 East Fisher Lane

Principals

Arvil G. Stone	1959-68
Max L. Turner	1968-71
Alma S. Edwards	1971-73
Richard O. Jordan	1973-80
Donald J. Norton	1980-85
Edna Ehleringer	1985-90
Christine Huley	1990-94
Kent Johnson	1994-96
Dorthea Wight	1996-2000
Dorthea (Wight) Gray	2000-02
Rex H. Becker	2002-06
Kent Fuller	2006-09
Julianna Clarke	2009-11
Tina West	2011-



Opened - 1959

Architect:	Haines, Purhonen, L. J. Rhode
Contractor:	Culp Construction Co.
Cost:	\$504,920
Site:	8.72 acres
Square Feet:	38,746
Additions:	1962



1976

Carl Sandburg

3900 South 5325 West



Opened - 1966

Architect: J. Leonard Harmon
 Contractor: Iverson Construction Co.
 Cost: \$688,603
 Site: 11.92 acres
 Square Feet: 48,898

Principals

Calvin L. Wardrop	1966-71
William S. Doxey	1971-72
Elmond Wilson	1972-80
Briant J. Farnsworth	1980-83
Larry G. Peterson	1983-88
Louis W. Jensen	1988-90
R. Kent Johnson	1990-94
Roseanne Newell	1994-2000
Andy Forsyth	2000-06
Linda Call	2006-10
Marilyn Laughlin	2010-



1968

Silver Hills 5770 West 5100 South

Principals

William B. Mansell	1985-93
Jeffrey L. Day	1993-2000
Debbie Koji	2000-09
Paula Sorensen	2009-14
Nykola Patton	2014-



Opened - 1985

Architect:	DelaMare, Woodruff & Stephan Assoc.
Contractor:	Thorup Brothers
Cost:	\$3,415,458
Site:	10.69 acres
Square Feet:	64,779



Calvin S. Smith

2150 West 6200 South



Opened - 1978

Principals

Daniel S. Ellis	1978-85
H. LaMar Jackman	1985-86
Delbert E. Lambert	1986-90
Richard L. Davis	1990-92
Kent Fuller	1992-2000
Rebecca Tesch	2000-02
Marilyn Laughlin-Jones	2002-06
JoAnn Crawley	2006-10
Nykola Patton	2010-14
Karen Gregory	2014-

Architect: Montmorency,
Hayes & Talbot
Contractor: Wadman Corp.
Cost: \$2,207,000
Site: 11.97 acres
Square Feet: 57,772



South Kearns 4430 West 5570 South

Principals

William L. Hutchinson	1955-59
J. Kenneth Cummings	1959-70
Clarence M. Herzog	1970-80
Elmond Wilson	1980-85
Catherine H. Perryman	1985-91
Carla Wonder	1991-95
Shauna Mackintosh	1995-97
Wayne Williamson	1997-2000
Karen Marberger	2000-05
Marie Rose	2005-13
Julie Lorentzon	2013-



Opened - 1955

Architect:	N. W. Clayton
Contractor:	Layton Construction Co.
Cost:	\$442,369
Site:	5.65 acres
Square Feet:	39,872



1976

Spring Lane

5315 South 1700 East



Opened - 1963

Originally named Meadow Moor;
Renamed 2006

Principals

R. Cy Holmes	1963-65
William H. Doxey	1965-71
Dameil S. Ellis	1971-78
Darrell Johnson	1978-84
James Henderson	1984-88
Dale R. Baker	1985-88
Kevin D. Hague	1988-91
Karen Robinson	1991-98
Marcie McDonald	1998-2004
Shari Fraser	2004-11
Vicki Ricketts	2011-

Architect: Scott and Louie
 Contractor: Skyline Construction Co.
 Cost: \$542,994
 Site: 12.23 acres
 Square Feet: 46,098
 Additions:



1972

Stansbury 3050 South 2700 West

Principals

Raymond B. Wrigley	1963-73
Louis W. Jensen	1973-81
L. Kent Schlappi	1981-84
J. Kent Curtis	1984-87
R. Kent Johnson	1987-90
Edna Ehleringer	1990-94
Mary Grace Bowling	1994-2002
Jan Winger	2002-03
Diane Flaim	2003-07
Mary Basso	2007-08
Ernie Broderick	2008-



Opened - 1964

Architect:	Bruce McDermott
Contractor:	Mac Construction
Cost:	\$675,579
Site:	12.39 acres
Square Feet:	98,004
Additions:	2013



1976

Taylorville

2010 West 4230 South



Opened - 1962

Architect: L. J. Rhode
 Contractor: Fredrickson Construction Co.
 Cost: \$597,033
 Site: 10.08 acres
 Square Feet: 39,995
 Additions:

Principals

James G. Lawrence	1962-67
Adrian Thomas	1967-68
J. Lloyd Eldredge	1968-69
L. Kent Schlappi	1969-76
Milton R. Johnson	1976-83
Varon L. Howell	1983-88
Vicky R. Burkingshaw	1988-91
Court DeSpain	1991-95
Verneita Hunt	1995-2001
Jennifer Reed	2001-07
Linda Rawlings	2007-08
Jonathan Adams	2008-11
Michelle Love-Day	2011-



1972

Harry S. Truman

4639 South 3200 West

Principals

Lyman A. Bond	1978-86
Gale H. Bateman	1986-90
Susan L. Brady	1990-92
Susan L. (Brady) Greenlief	1992-93
Kenneth Higgs	1993-2000
Kent Fuller	2000-06
Dorthea Gray	2006-10
Tyler Howe	2010-12
Christine Christensen	2012-



Opened - 1978

Architect:	Ehlers and Ehlers Architects
Contractor:	Wadman Corp.
Cost:	\$3,968,000
Site:	15.30 acres
Square Feet:	59,228



Twin Peaks

5325 South 1045 East



Opened - 1965

Architect: Robert L. Springmeyer
 Contractor: Layton Construction Co.
 Cost: \$747,827
 Site: 9.18 acres
 Square Feet: 58,109

Principals

R. Cy Holmes	1965-72
Nedra S. Robison	1972-78
Mildred K. Martin	1978-80
Ronald J. Hermansen	1980-86
Mary Lou Walker	1986-87
Wynne Anne Weight	1987-95
Cyndy Cannell	1995-2000
Calvin Poulson	2000-08
Tracy Rose	2008-



1972

Upland Terrace 3700 South 2860 East

Principals

Joseph F. Hansen	1964-68
Varon L. Howell	1968-78
Jay S. Child	1978-80
Rose Coshow	1980-85
Gale H. Bateman	1985-86
Sundee Listello	1986-89
Beverly W. Cook	1989-91
Janice G. Wright	1991-98
Cecilia Jabakumar	1998-2004
Brent Nelson	2004-09
Andrew Carbaugh	2009-14
Jennifer Reed	2014-



Opened - 1965

Architect:	Slack W. and David Winburn
Contractor:	Layton Construction Co.
Cost:	\$827,717
Site:	9.93 acres
Square Feet:	74,863
Additions:	1966



1972

Valley Crest

5240 West 3100 South



Principals

Kaye Kissell	1985-87
Ann C. Gerson	1987-90
Barbara M. Rudolph	1990-91
Paul M. Trane	1991-97
Frankie T. Hall	1997-2002
Mary Grace Bowling	2002-05
Leslee Spainhower	2005-07
Jane McClure	2007-

Opened - 1985

Architect:	Montmorency, Hayes & Talbot
Contractor:	Broderick & Howell Const.
Cost:	\$2,244,094
Site:	10.48 acres
Square Feet:	53,991
Exterior Remodel:	Thomas, Peterson & Hammond



Vista 4925 South 2200 West

Principals

Theral J. Mott	1965-71
Max L. Turner	1971-73
Morgan Lund	1973-79
D. Max Lawrence	1979-87
Donald G. Christensen	1987-89
Karen V. Anderson	1989-95
Linda (Jordan-Davis) McClelland	1995-98
Linda (McClelland) Rawlings	1998-2002
Julianne Clarke	2002-09
Jolene Randall	2009-



Opened - 1965

Architect:	Woods and Woods
Contractor:	Skyline Construction Co.
Cost:	\$817,504
Site:	14.23 acres
Square Feet:	46,693



1972

West Kearns

4900 South 4620 West



Opened - 1954

Architect: Robert B. Barker
 Contractor: Groneman Co.
 Cost: \$109,918
 Site: 13.11 acres
 Square Feet: 87,182
 Additions: 1956, 1958, 1964

Principals

Max F. Jackman	1954-57
A. LeRoy Urry	1957-58
Max F. Jackman	1958-63
Robert N. Warner	1963-67
H. LaMar Jackman	1967-78
James F. Cushing	1978-82
Jerry D. Pulsipher	1982-88
William L. Anderson	1988-90
Rebecca Tesch	1990-92
Donald G. Christensen	1992-93
Nancy Sorensen	1993-97
Loretta Jewkes	1997-2001
Jolene Benson	2001-04
Jolene (Benson) Randall	2004-09
Brent Nelson	2009-



1976

West Valley 6049 West Brud Drive

Principals

Jane Lindsay	2000-06
Naomi Hopf	2006-13
Amy Martz	2013-



Opened - 2000

Architect:	Thomas Peterson Hammond Arch.
Contractor:	Tingey Const.
Cost:	\$7,397,300
Site:	10.87 acres
Square Feet:	88,922



Westbrook

3451 West 6200 South



Principals

Clifford DeGraw	1985-91
Joey Foote	1991-96
Bill Anderson	1996-01
Leslee (Wright) Spainhower	2001-05
Mardel Higginson	2005-11
Milicent Larsen-Fogarty	2011-13
Karen Chatterton	2013-

Opened - 1985

Architect:	Montmorency, Hayes & Talbot
Contractor:	Broderick & Howell Const.
Cost:	\$5,787,000
Site:	11.97 acres
Square Feet:	53,991



Western Hills

5190 South Heath Avenue

Principals

William J. Naylor	1962-66
Mabel H. Atkinson	1966-71
Bruce L. Wasden	1971-79
William B. Mansell	1979-86
Paul O. Hansen	1986-90
Rex H. Becker	1990-96
Karl Wilson	1996-2002
Rex Burton	2002-04
Cecilia Jabakumar	2004-11
Mardel Higginson	2011-



Opened - 1962

Architect:	Paul K. Evans
Contractor:	Skyline
	Construction
Cost:	\$573,417
Site:	9.59 acres
Square Feet:	47,690



1972

Whittier

3585 South 6000 West



Rebuilt - 2001

Architect: Thomas Peterson
Hammond Arch.
Contractor: Bud Mahas Const.
Cost: \$7,867,145
Site: 9.51 acres
Square Feet: 88,922

Original construction: 1903
5975 West 3500 South

Additions: 1909, 1939, 1955



1976



1915

Principals

Willard Jones	1905-15
Carrie Larsen	1918-20
A. J. Goodwin	1920-21
Wilford Belnap	1921-22
G. W. Bruerton	1922-23
Harold B. Lee	1923-25
George Marchant	1925-27
S. Perry Lee	1927-31
James S. Smith	1931-35
C. C. Lemmon	1935-38
L. J. Nielson	1938-41
L. M. Dayton	1941-42
Philip W. Debs	1942-45
Ezra Tobler	1945-48
Raymond B. Wrigley	1948-50
Chester Todd	1950-51
Morgan Lund	1951-52
William Leiter	1952-54
James G. Lawrence	1954-62
Dix H. McMullin	1962-65
Ray G. Abraham	1965-72
Martin A. Mock	1972-79
Richard O. Jordan	1979-86
Ted Williams	1986-90
Shannon E. Nishi	1990-92
Shannon E. (Nishi) Moedl	1992-94
Jim McCasland	1994-2003
Victoria Thomas	2003-04
Steve Taylor	2004-07
Judy Giles	2007-12
Lynette Golze	2012-



1909

Woodrow Wilson 2567 South Main Street

Principals

Harold B. Lee	1925-27
Logan Wiseman	1927-38
L. D. Metcalf	1938-40
L. J. Nielson	1940-48
Ezra Tobler	1948-62
H. LaMar Jackman	1962-67
Rose Coshow	1967-70
Eugene W. Price	1970-79
Calvin L. Wardrop	1979-83
Paul H. Lefevor	1983-90
Michael P. Keeley	1990-95
Catherine M. Perryman	1995-2001
Walt Layton	2001-05
Lynda Hart	2005-13
Tysen Fausett	2013-14
Jadee Talbot	2014-



Rebuilt - 2006

Architect:	ajc Architects VCBO Architects
Contractor:	Okland Const.
Cost:	\$7,949,393
Site:	6.77 acres
Square Feet:	60,553

Original construction: 1925
2825 South 200 East

Additions: 1931, 1956, 1963



1949



1976

Woodstock

6051 South 1300 East



Rebuilt - 2011

Architect: NJRA Architects
 Construction: Okland Const.
 Cost: \$8,283,167
 Site: 7.36 acres
 Square Feet: 79,534

Original construction: 1905

Additions: 1939, 1956, 1959,
 1965



1909



1915



1976

Principals

Edward E. Howe	1905-15
O. T. Jensen	1918-22
E. A. Melton	1922-26
James H. Moore	1926-27
W. T. Belliston	1927-45
Mark A. Jackman	1945-50
Raymond B. Wrigley	1950-53
John W. Fitzgerald	1953-56
Ernest A. Pizza	1956-58
A. Maurice Capson	1958-62
G. Leland Burningham	1962-66
Varon L. Howell	1966-68
Arvil G. Stone	1968-76
Clifford DeGraw	1976-84
Nancy Lunnen	1984-86
Paul M. Trane	1986-91
Donna Cluff	1991-98
Karen E. Sterling	1998-2005
John Welburn	2005-07
Amy Martz	2007-12
Yvonne Pearson	2012-

Gearld L. Wright 6760 West 3100 South

Principals

Marilyn Laughlin	2006-10
Chad Christman	2010-13
Doug Johnson	2013-



Opened - 2006

Architect:	Architectural Nexus
Contractor:	Bud Mahas Const.
Cost:	\$9,615,000
Site:	11.54 acres
Square Feet:	88,922



Junior High Schools

Bennion

6055 South 2700 West

Principals



E. Glen Smith	1980-87
Sheryl R. Benson	1987-91
David N. Stevens	1991-94
Garrett Muse	1994-2000
Terri Van Winkle	2000-05
Mary Rhodes	2005-12
Rod Horton	2012-

Opened - 1980

Architect:	Brixen and Christopher
Contractor:	Tolboe Const.
Cost:	\$5,412,000
Site:	22.13 acres
Square Feet:	134,529



Bonneville

5330 South 1660 East

Principals

H. Clive Roberts	1964-76
James H. Short	1976-83
Oscar G. Anderson	1983-88
Lloyd L. Bybee	1988-91
McKell S. Withers	1991-93
Susan Greenlief	1993-94
Christine Huley	1994-97
Alan Bailey	1997-2002
Curt Hansen	2002-05
Joel Dunning	2005-07
Karl F. Moody	2005-



Opened - 1964

Architect:	Edwards & Daniels, Assoc.
Contractor:	Paulsen Construction Co.
Cost:	\$2,096,543
Site:	24.19 acres
Square Feet:	145,768



1972

Brockbank

2935 South 8560 West



Opened - 1948

Architect: Fetzer and Fetzer
 Contractor: Howard L. Brown
 Cost: \$610,019
 Site: 15.47 acres
 Square Feet: 125,133
 Additions: 1955, 1964, 1966, 1973

Principals

Clark Frei	1948-68
Riley L. Newton	1968-72
Lee C. Burton	1972-76
Carl L. Christiansen	1976-80
Barbara Beal	1980-84
Michael T. Bennett	1984-87
Lynn E. Boehme	1987-95
Stephen Hess	1995-98
Carole Harris	1998-2005
Terri Van Winkle	2005-14
Christine Straatman	2014-



1949



1960



1972

Churchill

3450 East Oakview Drive

Principals

Richard H. White	1964-68
Morris W. Cannegieter	1968-74
Chester Todd	1974-80
Max F. Jackman	1980-85
James F. Cushing	1985-91
Sheryl L. Benson	1991-93
Annette Duzett	1993-96
Nancy Jadallah	1996-2003
Bryce Holbrook	2003-08
Steve Hogan	2008-14
Terri Roylance	2014-



Opened - 1964

Architect:	Fetzer and Fetzer
Contractor:	Skyline Construction Co.
Cost:	\$2,683,308
Site:	18 acres
Square Feet:	186,378



1976

Dwight D. Eisenhower

4351 South Redwood Road



Opened - 1973

Architect: Edwards &
Daniels, Assoc.
Contractor: Paulsen
Construction Co.
Cost: \$3,382,640
Site: 29.05 acres
Square Feet: 177,640

Principals

Maurice W. Johnson	1973-78
Max L. Turner	1978-83
H. Wendall Sullivan	1983-86
Ronald J. Hermansen	1986-92
Sundee Listello	1992-93
Ben Lems	1993-95
Mike Petersen	1995-97
Lori Gardner	1997-2003
Nancy Jadallah	2003-11
Rod Horton	2011-12
Mary Rhodes	2012-14
Mark Ellermeier	2014-



1976

Evergreen

3401 South 2000 East

Principals

George Marchant	1954-59
Chester Todd	1959-68
Russell A. Neilson	1968-77
Darrell Johnson	1977-78
Maurice W. Johnson	1978-79
Lee F. Gledhill	1979-81
Dale R. Baker	1981-85
Carl L. Christiansen	1985-87
Judy R. Carlson	1987-90
Judy (Carlson) Stanfield	1990-92
Ronald J. Hermansen	1992-93
Dorothy Bingman	1993-99
Howard W. Sagers	1999-2003
Lynn E. Boehme	2003-06
Mark Grant	2006-



Opened - 1954

Architect:	Lorenzo S. Young
Contractor:	Paulsen Construction Co.
Cost:	\$992,978
Site:	11.64 acres
Square Feet:	109,834
Additions:	1958, 1966, 1973



1960



1976

Granite Park

3031 South 200 East

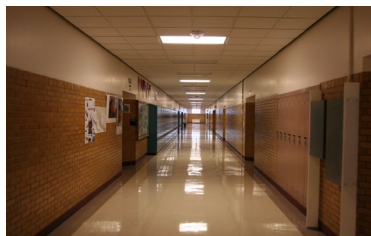


Moved to current location 2001
 Opened - 1950
 Central Junior High

Architect: Young and Ehlers
 Contractor: Paulsen Construction Co.
 Cost: \$977,083
 Site: 8.43 acres
 Square Feet: 114,302
 Additions: 1966, 1973

Principals

Joseph E. Allen	1962-65
Lee F. Gledhill	1965-79
E. Frank Willardsen	1979-84
Scott Whipple	1984-87
Parley B. Jacobs	1987-92
Bryce Holbrook	1992-97
Luciano Martinez	1997-98
Paul Ross	1998-99
Tim Frost	1999-2002
Rob McDaniel	2002-06
John A. Anderson	2006-09
Taran Chun	2009-13
Daniel Stirland	2013-



1976 Original Granite Park, now Lincoln Elementary



1960 Original Central Junior High; later Central High

Hunter

6131 West 3785 South

Principals

E. Frqank Willardsen	1985-87
David L. Gourley	1987-92
Timothy F. Dyson	1992-97
Bryce Holbrook	1997-2003
Lori Gardner	2003-06
Mary Anne Stevens	2006-12
Doug Wagstaff	2012-



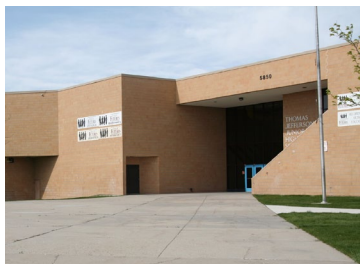
Opened - 1986

Architect:	Brixen and Christopher
Contractor:	Broderick & Howell Const.
Cost:	\$6,848,500
Site:	22.71 acres
Square Feet:	136,930



Thomas Jefferson

5850 South 5600 West



Principals

Anette Duzett	1987-93
Paul O. Hansen	1993-98
Karl F. Moody	1998-2007
Rick Anthony	2007-11
Jared Reynolds	2011-

Opened - 1987

Architect:	Brixen and Christopher
Contractor:	Interwest Const.
Cost:	\$7,067,000
Site:	20 acres
Square Feet:	136,930



Kearns 4040 West Sam's Boulevard

Principals

Alma S. Edwards	1953-58
G. Morris Rowley	1958-63
Normand L. Gibbons	1963-65
Lee C. Burton	1965-72
I. Riley O'Neil	1972-79
Eldwood M. Clayton	1979-83
Annette Duzett	1983-87
Timothy F. Dyson	1987-92
Parley B. Jacobs	1992-96
Kathryn McCarrie	1996-2000
Maile Loo	2000-03
Rob Averett	2003-05
Kandace Barber	2005-



Opened - 1953

Architect:	Woods and Woods
Contractor:	Howard Construction Co.
Cost:	\$1,112,837
Site:	26.83 acres
Square Feet:	132,246
Additions:	1960



1960



1976

John F. Kennedy 4495 South 4800 West



Opened - 1967

Architect: Wm. Rowe Smith
Contractor: Accord, Harris
Construction Co.
Cost: \$2,829,11
Site: 24.21 acres
Square Feet: 168,696

Principals

E. Glen Smith	1967-74
Morris W. Cannegeiter	1974-75
William T. Christopoulos	1975-78
Loren G. Burton	1978-81
Richard H. Haacke	1981-85
Barry M. Richards	1985-91
Lloyd L. Bybee	1991-95
Lynne Boehme	1995-2003
Howard Sagers	2003-08
Bill Kenley	2008-12
Mary Anne Stevens	2012-



1976

Scott M. Matheson
3650 South Montclair Street

Principals

Alan Bailey	2002-06
Marijean Woolf	2006-14
Dawn Hauser	2014-



Opened - 2002

Architect:	Pinegar Design Group
Contractor:	Control Inc.
Cost:	\$17,892,759
Site:	19.68 acres
Square Feet:	219,189



Olympus

2217 East 4800 South



Rebuilt - 2003

Architect: FFKR Architects
 Contractor: Union Point Construction
 Cost: \$14,078,430
 Site: 8.28 acres
 Square Feet: 144,764

Original Construction: 1897
 Irving School; renamed in 1943

Additions: 1909, 1925, 1940, 1950,
 1956, 1961, 1963, 1967

Principals

T. P. Brockbank	1905-06
H. N. Garff	1906-11
E. V. Howell	1911-15
D. J. Thurman	1920-21
N. H. Webb	1921-30
P. J. Rock	1930-35
W. F. Bailey	1935-36
George Marchant	1936-42
Orvil C. England	1942-44
Elmo Pack	1944-69
Don T. Sperry	1969-80
Maurice W. Johnson	1980-87
Ronald M. Stanfield	1987-91
Mary Voelker	1991-97
Paul Sagers	1997-99
Linda Mariotti	1999-2000
Ben Lems	2000-06
Eric Bergman	2006-08
Howard Sagers	2008-09
Carole Harris	2009-



1960



1915



1972

Valley

4195 South 3200 West

Principals

Claude C. Lemmon	1949-53
Moroni L. Jensen	1953-59
William L. Hutchinson	1959-62
O. Grant Rowley	1962-72
Riley L. Newton	1972-80
Carl L. Christiansen	1980-85
Danny L. Talbot	1985-88
Oscar G. Anderson	1988-93
Jerrie Frank	1993-98
Claudia Thorum	1998-2002
Tim Frost	2002-06
Bill Kenley	2006-08
David Holt	2008-



Opened - 1949

Architect:	Fetzer and Fetzer
Contractor:	Bowers Building and Construction
Cost:	\$1,146,709
Site:	19.96 acres
Square Feet:	103,430
Additions:	1955, 1960, 1966, 1973, 2004



1949



1972

Wasatch

3750 South 3100 East



Rebuilt - 2008

Principals

Walter K. Daly	1959-79
John J. Worley	1979-80
Don T. Sperry	1980-83
James H. Short	1983-86
Diane Hesleph	1986-88
Darryl W. Thomas	1988-93
Karl F. Moody	1993-98
Christine Huley	1998-2000
Doug Bingham	2000-10
Christine Rydalch	2010-

Architect:	VCBO Architecture
Contractor:	Control Inc.
Cost:	\$17,638,000
Site:	12.06 acres
Square Feet:	140,782

Original construction: 1959
 Destroyed by fire: 2005



1976



1972

West Lake 3400 South 3450 West

Principals

Alma S. Edwards	1963-69
Keith L. Bergstrom	1969-74
Max F. Jackman	1974-80
Riley L. Newton	1980-86
David N. Stevens	1986-91
Ronald M. Stanfield	1991-92
Tom Given	1992-96
Sharon Neyme	1996-99
Arthur Cox	1999-2005
David Rettie	2005-10
Ike Spencer	2010-



Opened - 1963

Architect:	Haines and Purhonen
Contractor:	Home-Zwick Construction
Cost:	\$2,410,658
Site:	19.58 acres
Square Feet:	184,418
Additions:	1966



1976

High Schools

Cottonwood

5715 South 1300 East



Principals

Reed P. Wahlquist	1969-77
O. Grant Rowley	1977-85
Keith L. Bergstrom	1985-87
Michael T. Bennett	1987-96
Louie Long	1996-2000
Garett Muse	2000-10
Mitch Nerdin	2010-12
Alan Parrish	2012-

Opened - 1970

Architect:	Edwards and Daniels
Contractor:	Cannon-Papanikolas Construction
Cost:	\$6,346,313
Site:	51.61 acres
Square Feet:	368,137
Additions:	



1972

Cyprus

8623 West 3000 South

Principals

J. J. Harris	1918-21
J. J. Hickman	1921-22
P. T. Brockbank	1922-26
T. P. Brockbank	1926-42
George Marchant	1942-51
John W. Fitzgerald	1951-53
Walter Daly	1953-59
Moroni Jensen	1959-65
Normand L. Gibbons	1965-67
Don T. Sperry	1967-69
Alma S. Edwards	1969-71
Moroni L. Jensen	1971-73
William V. DeNiro	1973-77
Keith J. Hess	1977-83
Elwood M. Clayton	1983-86
James H. Short	1986-89
William T. Christopulos	1989-99
Paul Sagers	1999-2003
Mark Manning	2003-07
John Welburn	2007-11
Stephen Hess	2011-14
Rob McDaniel	2014-



Opened - 1924

Cost:	\$105,188
Site:	21.3 acres
Square Feet:	148,074
Additions:	1928, 1940, 1955, 1956, 1964, 1965, 1966
Remodel:	1984



1960



1949



1972

Granger

3690 South 3600 West



Rebuilt - 2013

Architect: NWL Architects
 Contractor: Jacobson Const.
 Cost: \$70,000,000
 Site: 39.89 acres
 Square Feet: 441,113

Original construction: 1957

Additions: 1962, 1967, 1973,
 1975

Principals

R. Gibb Madsen	1958-62
John Reed Call	1962-65
Moroni L. Jensen	1965-68
Chester Todd	1968-74
E. Glen Smith	1974-80
Mary Jean Johnson	1980-85
Kenneth C. Griener	1985-88
Danny L. Talbot	1988-94
David N. Stevens	1994-2003
Parley B. Jacobs	2003-05
Arthur Cox	2005-10
Jerry Haslem	2010-14
David Dunn	2014-



2010



1972

Hunter

4200 South 5600 West

Principals

James H. Short	1990-93
Sheryl R. Benson	1993-96
Tom Given	1996-98
Mike Fraser	1998-2003
Maile Loo	2003-11
John Welburn	2011-14
Craig Stauffer	2014-



Opened - 1990

Architect:	FFKR Architects
Contractor:	Culp Const.
Cost:	\$17,300,300
Site:	44.51 acres
Square Feet:	360,000



Kearns

5525 South Cougar Lane



Opened - 1966

Architect: Baker and Clayton
 Contractor: Christiansen and Paulsen
 Cost: \$3,939,357
 Site: 47.34 acres
 Square Feet: 332,676

Principals

Reed P. Wahlquist	1966-69
Dix H. McMullin	1969-72
Michael B. Cannon	1972-78
William T. Christopulos	1978-85
Richard H. Haacke	1985-91
Barry M. Richards	1991-96
Parley B. Jacobs	1996-2003
David N. Stephens	2003-06
Stephen Hess	2006-11
Maile Loo	2011-



1972

Olympus

4055 South 2300 East

Principals

Kenneth C. Farrer	1953-56
W. Melvin Strong	1956-58
W. Harold Handley	1958-68
John A. Larsen	1968-78
Michael B. Cannon	1978-88
Mildred K. Martin	1988-93
McKell S. Withers	1993-98
Paul O. Hansen	1998-2007
Mark Manning	2007-14
Steve Perschon	2014-



Rebuilt - 2013

Architect:	FFKR Architects
Contractor:	Okland Const.
Cost:	\$66,291,290
Site:	30.09 acres
Square Feet:	407,398

Original construction: 1953

Additions:	1957, 1958, 1959, 1965
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1972



2010



1976

Skyline

3251 East 3760 South



Principals

Ernest A. Pizza	1962-78
Keith L. Bergstrom	1978-85
David R. Richards	1985-93
Louie Long	1993-96
Judy Stanfield	1996-99
Kathy Clark	1999-2010
Doug Bingham	2010-

Opened - 1962

Architect:	Dean L. Gustavson
Contractor:	Bettylion Construction
Cost:	\$3,776,856
Site:	40.94 acres
Square Feet:	278,282



1968



1976

Taylorsville

5225 South Redwood Road

Principals

A. Earl Catmull	1981-86
H. Wendell Sullivan	1986-88
Michael B. Cannon	1988-93
David L. Gourley	1993-2003
Jerry Haslem	2003-10
Garett Muse	2010-



Opened - 1981

Architect:	Richardson and Richardson
Contractor:	Layton Const.
Cost:	\$13,120,417
Site:	50.29 acres
Square Feet:	277,840



Specialized Schools

Hartvigsen School

5225 South Redwood Road



Principals

Barbara R Barton	1969-79
I. Riley O'Neil	1979-82
John E. Allen	1982-86
Mary Voelker	1986-90
Paul O. Hansen	1990-93
Lynda M. Simmons	1993-2002
John A. Anderson	2002-06
Janice Wayman	2006-

Rebuilt - 2013

Architect:	ajc Architects
Contractor:	Hughes Const.
Cost:	\$16,079,000
Square Feet:	105,108

Original construction: 1973

350 East 3605 South

Operated as Granite Training Center in
rented facility - 1969



2010



1976

Hilda B. Jones Center

382 East 3605 South

Principals

A. Jay Staker	1969-72
W. Vern Fessler	1972-77
Theral J. Mott	1977-80
I. Riley O'Neil	1980-82
John E. Allen	1982-86
Robert Fitt	1986-88
W. Vern Fessler	1988-89
Mary Voelker	1989-90
Paul O. Hansen	1990-93
Lynda M. Simmons	1993-95
Jeff Rydalph	1995-2012
Stephen Perschon	2012-



Opened - 1969

Architect:	Fetzer and Fetzer
Contractor:	Gerald Horman
Construction	
Cost:	\$284,280
Site:	3.08 acres
Square Feet:	23,630

Opened as Habilitation Center

Renamed: 1981



1972

Granite Technical Institute

2500 South State Street

Principals

James Taylor	2005-09
Devon Hartley	2009-



Opened - 2005

Granite School District purchased the former medical clinic, annex structures, and 23 acres of land for \$15.3 million.

The four-story Educational Programs Building houses the Granite Technical Institute, while the two-story Granite Education Center serves as the central educational/administrative hub of the district.

Architect:	VCBO Architecture
Contractor:	Okland Con.
Site:	23 acres



Granite Connection High School

501 East 3900 South

Principals

Scott Whipple	1975-81
Michael T. Bennett	1981-84
Russell A. Nielson	1984-87
Edward Campos	1987-94
Susan Greenlief	1994-86
Susan (Greenlief) Brady	1986-2006
Carole Harris	2006-08
Michele Callahan	2008-13
Rick Anthony	2013-



Opened - 1975

Architecture:	VCBO Arch.
Contractor:	Bud Mahas Const.
Cost:	\$4,330,000
Site:	6.13 acres
Square Feet:	58,125

Opened as Granite Alternative School, 1975, in the old Plymouth Elementary School building (1690 West 4800 South); name changed to Central Alternative, 1984, housed in former Central Junior High building (now Granite Park Junior High)

Reconstructed: Current location, 2006

Name changed to Granite Peaks High School, 2008; name changed to Granite Connection High School, 2013



1985



1972



Other Facilities



Granite Education Center 2500 South State Street

Serves as central offices for Granite School District administration and various departments; board meeting rooms; pre-school; Jones Center Gift Shop; GEC Cafe



Bates Food Service Center 4161 West 2200 South

Responsible for preparing and distributing approximately 40,000 school breakfast and lunch meals per day throughout Granite School District



Mill Hollow Outdoor Education Center Uinta National Forest

Self-contained outdoor education community center used for student camps during summer weekdays and private rental use during summer weekends, winter, and spring



Warehouse

340 West 3050 South

Maintains a stock of more 3,900 items used by schools and departments throughout the district. Responsible for transfer and delivery of commodities and equipment.



Transportation Department

3000 Parkway Boulevard

Central offices and bus depot for Granite School District Transportation Services.

Granite School District Superintendents



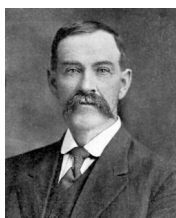
J. W. Smith

Term:

July 1, 1905 to July 1, 1907

Previous position:

Salt Lake County Superintendent



B. W. Ashton

Term:

July 1, 1907 to August 25, 1912

Previous position:

County Supt. Previous to Consolidation
Supervisor, Granite District



Charles H. Skidmore

Term:

September 21, 1912 to July 1, 1917

Previous position:

Utah State Agricultural College



John M. Mills

Term:

August 13, 1917 to July 1, 1919

Previous position:

Out-of-state



J. T. Worlton

Term:

July 1, 1919 to July 1, 1920

Previous position:

Salt Lake City Schools



D. W. Parratt

Term:

July 26, 1920 to July 1, 1925

Previous position:

(Member of Granite Board of Education)

Utah State Fair Board



Francis W. Kirkham

Term:

July 1, 1925 to July 1, 1929

Previous position:

University of Utah (Part-time)

Salt Lake City Schools



Calvin S. Smith

Term:

July 1, 1929 to July 1, 1939

Previous position:

Superintendent, Juab School District



Philo T. Farnsworth

Term:

July 1, 1939 to July 1, 1944

Previous position:

Assistant Supt., Granite School District



David Gourley

Term:

July 1, 1944 to July 1, 1957

Previous position:

State Department of Public Instruction



Elmer J. Hartvigsen

Term:

July 1, 1957 to September 15, 1971

Previous position:

State Department of Public Instruction



T. H. Bell

Term:

September 15, 1971 to July 1, 1974

Previous position:

U.S. Office of Education



John Reed Call

Term:

July 16, 1974 to January 1, 1988

Previous position:

Assistant Supt., Granite School District



Loren G. Burton

Term:

January 1, 1988 to June 30, 1996

Previous position:

Assistant Supt., Granite School District



Stephen F. Ronnenkamp

Term:

June 30, 1996 to September 1, 2010

Previous position:

Assistant Supt., Davis School District



Martin W. Bates

Term:

September 1, 2010 to Present

Previous position:

Assistant Supt., Granite School District

Board of Education and School Officers

A resolution passed unanimously by the Board of County Commissioners of Salt Lake County, December 15, 1904, created Granite School District. On July 10, 1905, the school board appointees of the recently consolidated school district met in Salt Lake City, at the suggestion of the County Superintendent of District Schools, and organized as follows:

July 1, 1905 to June 30, 1906

Amos S. Gabbott, President	Farmers
W. J. Horne, Vice President	Granger
C. M. Sorensen	Sugar
E. R. Morgan	Mill Creek
N. W. Erekson	South Cottonwood

to December 31, 1905

D. W. Moffatt	Precinct 4
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beginning January 1, 1906

Joseph Nelson, Treasurer	Farmers
James E. Moss, Clerk	Farmers

to March 29, 1906

J. D. Cummings, Clerk (beginning March 29, 1906)
J. W. Smith, County Superintendent of District Schools

July 1, 1906 to June 30, 1907

Amos S. Gabbott, President	Precinct 2
W. J. Horne, Vice President	Precinct 5
C. M. Sorensen	Precinct 1
E. R. Morgan	Precinct 3
D. W. Moffatt	Precinct 4

Joseph Nelson, Treasurer
J. D. Cummings, Clerk
J. W. Smith, County Superintendent of District Schools (to June 30, 1907)

July 1, 1907 to June 30, 1908

Amos S. Gabbott, President	Precinct 2
W. J. Horne, Vice President	Precinct 5
C. M. Sorensen	Precinct 1
E. R. Morgan	Precinct 3
D. W. Moffatt	Precinct 4

Joseph Nelson, Treasurer (to January 16, 1908)
 Mahonri Spencer, Treasurer (beginning January 16, 1908)
 J. D. Cummings, Clerk (to July 29, 1907)
 H. N. Winter, Clerk (beginning August 19, 1907)
 B. W. Ashton, Superintendent of Schools (beginning July 1, 1907)

July 1, 1908 to June 30, 1909

Amos S. Gabbott, President	Precinct 2
W. J. Horne, Vice President	Precinct 5
to January 1, 1909	
N. P. Peterson	Precinct 5
beginning January 1, 1909	
C. M. Sorensen	Precinct 1
E. R. Morgan	Precinct 3
D. W. Moffatt	Precinct 4

Mahonri Spencer, Treasurer
 H. N. Winter, Clerk
 B. W. Ashton, Superintendent of Schools

July 1, 1909 to June 30, 1910

Amos S. Gabbott, President	Precinct 2
C. M. Sorensen, Vice President	Precinct 1
N. P. Peterson	Precinct 5
E. R. Morgan	Precinct 3
D. W. Moffatt	Precinct 4
to April 19, 1910	
Francis McDonald	Precinct 4
beginning April 19, 1910	

Mahonri Spencer, Treasurer
 H. N. Winter, Clerk
 B. W. Ashton, Superintendent of Schools

July 1, 1910 to June 30, 1911

Amos S. Gabbott, President	Precinct 2
N. P. Peterson	Precinct 5
to December 31, 1910	
J. Lindsay	Precinct 5
beginning January 1, 1911	
C. M. Sorensen	Precinct 4
to December 31, 1910	
A. C. Reid	Precinct 4
beginning January 1, 1911	
E. R. Morgan	Precinct 3
Francis McDonald	Precinct 1
Mahonri Spencer, Treasurer	
H. N. Winter, Clerk	
B. W. Ashton, Superintendent of Schools	

July 1, 1911 to June 30, 1912

Amos S. Gabbott, President	Precinct 2
J. Lindsay, Vice President	Precinct 5
A. C. Reid	Precinct 4
E. R. Morgan	Precinct 3
Francis McDonald	Precinct 1
Mahonri Spencer, Treasurer	
H. N. Winter, Clerk	
B. W. Ashton, Superintendent of Schools	

July 1, 1912 to June 30, 1913

Amos S. Gabbott, President	Precinct 2
E. R. Morgan, Vice President	Precinct 3
A. C. Reid	Precinct 4
to December 31, 1912	
C. W. Aldrich	Precinct 4
beginning January 1, 1913	
J. Lindsay	Precinct 5
Francis McDonald	Precinct 1
Mahonri Spencer, Treasurer	
H. N. Winter, Clerk	
B. W. Ashton, Superintendent of Schools (to August 25, 1912)	
C. H. Skidmore, Superintendent of Schools (beginning October 1, 1912)	

July 1, 1913 to June 30, 1914

Amos S. Gabbott, President	Precinct 2
resigned January 13, 1914	
J. H. Tipton	Precinct 2

beginning January 26, 1914	
E. R. Morgan, Vice President and President.....	Precinct 3
Francis McDonald	Precinct 1
C. W. Aldrich.....	Precinct 4
J. Lindsay.....	Precinct 5

Mahonri Spencer, Treasurer
H. N. Winter, Clerk
C. H. Skidmore, Superintendent of Schools

July 1, 1914 to June 30, 1915

E. R. Morgan, President	Precinct 3
C. W. Aldrich.....	Precinct 4
Francis McDonald	Precinct 1

to December 31, 1914

E. C. Bagley.....	Precinct 1
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beginning January 1, 1915

J. H. Tipton	Precinct 2
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to December 31, 1914

D. W. Parratt	Precinct 2
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beginning January 1, 1915

Joseph Lindsay	Precinct 5
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Mahonri Spencer, Treasurer
H. N. Winter, Clerk (to September 9, 1914)
C. H. Skidmore, Act. Clerk (September 10 to 28, 1914)
James Paxton, Clerk (beginning October 1, 1914)
C. H. Skidmore, Superintendent of Schools

July 1, 1915 to June 30, 1916

E. R. Morgan, President	Precinct 3
C. W. Aldrich.....	Precinct 4
E. C. Bagley.....	Precinct 1
D. W. Parratt	Precinct 2
Joseph Lindsay	Precinct 5

Mahonri Spencer, Treasurer
James Paxton, Clerk
C. H. Skidmore, Superintendent of Schools

Note: It is assumed that the listing for July 1, 1915, to June 30, 1916, is accurate. This information is reconstructed from minutes of January, 1917.

A fire in the vault during this period destroyed official documents.

July 1, 1916 to June 30, 1917

E. R. Morgan, President	Precinct 3
C. W. Aldrich.....	Precinct 4
to December 31, 1916	
G. S. Piatt.....	Precinct 4
beginning January 1, 1917	
E. C. Bagley.....	Precinct 1
D. W. Parratt.....	Precinct 2
Joseph Lindsay	Precinct 5

W. C. Brimley, Clerk
 Mahonri Spencer, Treasurer
 Thomas W. Dimond, Treasurer (beginning February 13, 1917)
 C. H. Skidmore, Superintendent of Schools (resigned June 30, 1917)
 Mr. Lindsay was also County Commissioner

July 1, 1917 to June 30, 1918

D. W. Parratt, President.....	Precinct 2
E. C. Bagley, Vice President.....	Precinct 1
G. S. Piatt.....	Precinct 4
E. R. Morgan.....	Precinct 3
Joseph Lindsay	Precinct 5

W. C. Brimley, Clerk (to December 31, 1917)
 A. George Lavin, Clerk (beginning January 1, 1918)
 Thomas W. Dimond, Treasurer
 John M. Mills, Superintendent of Schools (beginning August 13, 1917)

July 1, 1918 to June 30, 1919

D. W. Parratt, President.....	Precinct 2
E. C. Bagley, Vice President.....	Precinct 1
to December 31, 1918	
James E. Moss	Precinct 1
beginning January 1, 1919	
E. R. Morgan.....	Precinct 3
to December 31, 1918	
O. W. Carlson.....	Precinct 3
beginning January 1, 1919	
Joseph Lindsay	Precinct 5
to December 31, 1918	
Hyrum Bennion, Jr.	Precinct 5
beginning January 1, 1919	
G. S. Piatt.....	Precinct 4

A. George Lavin, Clerk
 Thomas W. Dimond, Treasurer
 John M. Mills, Superintendent of Schools (resigned June 30, 1919)

July 1, 1919 to June 30, 1920

D. W. Parratt, President.....	Precinct 2
Hyrum Bennion, Jr., Vice President.....	Precinct 5
James E. Moss	Precinct 1
O. W. Carlson.....	Precinct 3
resigned May 10, 1920	
Jesse M. Fox.....	Precinct 3
beginning May 10, 1920	
G. S. Piatt.....	Precinct 4
A. George Lavin, Clerk	
Thomas W. Dimond, Treasurer	
J. T. Worlton, Superintendent of Schools (resigned June 30, 1920)	

July 1, 1920 to June 30, 1921

D. W. Parratt, President.....	Precinct 2
resigned May 10, 1920	
James E. Moss	Precinct 1
beginning August 9, 1920	
Hyrum Bennion, Jr., Vice President.....	Precinct 5
Matthew A. Miller	Precinct 2
replacing Mr. Parratt, July 26, 1920	
G. S. Piatt.....	Precinct 4
Jesse M. Fox.....	Precinct 3
A. George Lavin, Clerk	
Thomas W. Dimond, Treasurer	
D. W. Parratt, Superintendent of Schools (beginning July 26, 1920)	

July 1, 1921 to June 30, 1922

James E. Moss, President.....	Precinct 1
Hyrum Bennion, Jr., Vice President.....	Precinct 5
Matthew A. Miller	Precinct 2
G. S. Piatt.....	Precinct 4
resigned September 1921	
Alma Swenson	Precinct 4
beginning September 27, 1921	
Jesse M. Fox.....	Precinct 3
A. George Lavin, Clerk	
Thomas W. Dimond, Treasurer	
D. W. Parratt, Superintendent of Schools	

July 1, 1922 to June 30, 1923

James E. Moss, President.....	Precinct 1
to December 31, 1922	
Matthew A. Miller, President	Precinct 2

	beginning January 10, 1923	
Hyrum Bennion, Jr., Vice President.....		Precinct 5
	to December 31, 1922	
Alma Swenson, Vice President.....		Precinct 4
	beginning January 10, 1923	
Jesse M. Fox.....		Precinct 3
	to December 31, 1922	
Arthur P. Miller		Precinct 3
	beginning January 1, 1923	
Harry E. Howe		Precinct 1
	beginning January 1, 1923	
Joseph Hill		Precinct 5
	beginning January 1, 1923	
A. George Lavin, Clerk		
Thomas W. Dimond, Treasurer		
D. W. Parratt, Superintendent of Schools		

July 1, 1923 to June 30, 1924

Matthew A. Miller, President		Precinct 2
	to July 6, 1923	
Alma Swenson, President		Precinct 4
	beginning July 21, 1923	
Austin P. Miller, Vice President.....		Precinct 3
	beginning July 21, 1923	
S. LeRoy Richards.....		Precinct 2
	beginning July 6, 1923	
Harry E. Howe		Precinct 1
Joseph Hill		Precinct 5
A. George Lavin, Clerk		
Thomas W. Dimond, Treasurer		
D. W. Parratt, Superintendent of Schools		

July 1, 1924 to June 30, 1925

Alma Swenson, President		Precinct 4
Austin P. Miller, Vice President.....		Precinct 3
S. LeRoy Richards.....		Precinct 2
Harry E. Howe		Precinct 1
Joseph Hill		Precinct 5
A. George Lavin, Clerk		
Thomas W. Dimond, Treasurer		
D. W. Parratt, Superintendent of Schools (resigned June 30, 1925)		

July 1, 1925 to June 30, 1926

Alma Swenson, President		Precinct 4
Austin P. Miller, Vice President.....		Precinct 3

S. LeRoy Richards.....	Precinct 2
Harry E. Howe	Precinct 1
Joseph Hill	Precinct 5

A. George Lavin, Clerk
 Thomas W. Dimond, Treasurer
 Francis W. Kirkham, Superintendent of Schools (appointed July1, 1925)

July 1, 1926 to June 30, 1927

Alma Swenson, President	Jan. 1, 1925 - Dec. 31, 1928
T. W. Dimond, Treasurer.....	Jan. 1, 1927 - Dec. 31, 1928
A. George Lavin, Clerk.....	Jan. 1, 1927 - Dec. 31, 1928
F. W. Kirkham, Superintendent.....	July 1, 1927 - June 30, 1929
A. P. Miller	Jan. 1, 1923 - Dec. 31, 1926
H. E. Howe	Jan. 1, 1923 - Dec. 31, 1926
A. J. Hill	Jan. 1, 1923 - Dec. 31, 1926
(Died in November, 1926. No one appointed to fill unexpired term of one month)	
S. L. Richards.....	Jan. 1, 1925 - Dec. 31, 1928

Note: Precinct numbers were not included with board member lists from 1926 to 1956

July 1, 1927 to June 30, 1928

Alma Swenson, President	Jan. 1, 1925 - Dec. 31, 1928
T. W. Dimond, Treasurer.....	Jan. 1, 1927 - Dec. 31, 1928
A. George Lavin, Clerk.....	Jan. 1, 1927 - Dec. 31, 1928
F. W. Kirkham, Superintendent.....	July 1, 1927 - June 30, 1929
A. P. Miller	Jan. 1, 1927 - Dec. 31, 1930
Edwin K. Winder.....	Jan. 1, 1927 - Dec. 31, 1930
S. L. Richards.....	Jan. 1, 1925 - Dec. 31, 1928
George W. Bruerton	Jan. 1, 1927 - Dec. 31, 1930

July 1, 1928 to June 30, 1929

Alma Swenson, President	Jan. 1, 1929 - Dec. 31, 1932
T. W. Dimond, Treasurer.....	Jan. 1, 1929 - Dec. 31, 1930
A. George Lavin, Clerk.....	Jan. 1, 1929 - Dec. 31, 1930
F. W. Kirkham, Superintendent.....	July 1, 1927 - June 30, 1929
A. P. Miller	Jan. 1, 1927 - Dec. 31, 1930
G. W. Bruerton.....	Jan. 1, 1927 - Dec. 31, 1930
Edwin K. Winder.....	Jan. 1, 1927 - Dec. 31, 1930
G. H. Soderborg	Jan. 1, 1929 - Dec. 31, 1932

July 1, 1929 to June 30, 1930

Alma Swenson, President	Jan. 1, 1929 - Dec. 31, 1932
T. W. Dimond, Treasurer.....	Jan. 1, 1929 - Dec. 31, 1930
A. George Lavin, Clerk.....	Jan. 1, 1929 - Dec. 31, 1930
Calvin S. Smith, Superintendent	July 1, 1929 - June 30, 1931

A. P. Miller	Jan. 1, 1927 - Dec. 31, 1930
G. W. Bruerton	Jan. 1, 1927 - Dec. 31, 1930
Edwin K. Winder.....	Jan. 1, 1927 - Dec. 31, 1930
G. H. Soderborg	Jan. 1, 1929 - Dec. 31, 1932

July 1, 1930 to June 30, 1931

Alma Swenson, President	Jan. 1, 1929 - Dec. 31, 1932
T. W. Dimond, Treasurer.....	Jan. 1, 1931 - Dec. 31, 1932
A. George Lavin, Clerk.....	Jan. 1, 1931 - Dec. 31, 1932
Calvin S. Smith, Superintendent	July 1, 1929 - June 30, 1931
G. W. Bruerton	Jan. 1, 1927 - Dec. 31, 1930
H. Earl Day	Jan. 1, 1931 - Dec. 31, 1934
T. C. Stayner	Jan. 1, 1931 - Dec. 31, 1934
G. H. Soderborg	Jan. 1, 1929 - Dec. 31, 1932
A. P. Miller	Jan. 1, 1927 - Dec. 31, 1930
John M. Park.....	Jan. 1, 1931 - Dec. 31, 1934
Edwin K. Winder.....	Jan. 1, 1927 - Dec. 31, 1930

July 1, 1931 to June 30, 1932

Alma Swenson, President	Jan. 1, 1929 - Dec. 31, 1932
T. W. Dimond, Treasurer.....	Jan. 1, 1931 - Dec. 31, 1932
A. George Lavin, Clerk.....	Jan. 1, 1931 - Dec. 31, 1932
Calvin S. Smith, Superintendent	July 1, 1931 - June 30, 1933
H. Earl Day	Jan. 1, 1931 - Dec. 31, 1934
T. C. Stayner	Jan. 1, 1931 - Dec. 31, 1934
G. H. Soderborg	Jan. 1, 1929 - Dec. 31, 1932
John M. Park.....	Jan. 1, 1931 - Dec. 31, 1934

July 1, 1932 to June 30, 1933

Alma Swenson, President	Jan. 1, 1933 - Dec. 31, 1936
T. W. Dimond, Treasurer.....	Jan. 1, 1933 - Dec. 31, 1934
A. George Lavin, Clerk.....	Jan. 1, 1933 - Dec. 31, 1934
Calvin S. Smith, Superintendent	July 1, 1933 - June 30, 1935
H. Earl Day	Jan. 1, 1931 - Dec. 31, 1934
T. C. Stayner	Jan. 1, 1931 - Dec. 31, 1934
G. H. Soderborg	Jan. 1, 1929 - Dec. 31, 1932
D. W. Parratt.....	Jan. 1, 1933 - Dec. 31, 1936
John M. Park.....	Jan. 1, 1931 - Dec. 31, 1934

July 1, 1933 to June 30, 1934

Alma Swenson, President	Jan. 1, 1933 - Dec. 31, 1936
T. W. Dimond, Treasurer.....	Jan. 1, 1933 - Dec. 31, 1934
A. George Lavin, Clerk.....	Jan. 1, 1933 - Dec. 31, 1934
Calvin S. Smith, Superintendent	July 1, 1933 - June 30, 1935
H. Earl Day	Jan. 1, 1931 - Dec. 31, 1934
T. C. Stayner	Jan. 1, 1931 - Dec. 31, 1934

D. W. Parratt.....	Jan. 1, 1933 - Dec. 31, 1936
John M. Park.....	Jan. 1, 1931 - Dec. 31, 1934
G. H. Paul.....	Jan. 1, 1933 - Dec. 31, 1934
Bert E. Mix.....	Jan. 1, 1933 - Dec. 31, 1936

Mr. Paul and Mr. Mix filled unexpired terms of Alma Swenson and John M. Park

July 1, 1934 to June 30, 1935

Bert E. Mix, President.....	Jan. 1, 1933 - Dec. 31, 1936
T. W. Dimond, Treasurer.....	Jan. 1, 1934 - Dec. 31, 1935
A. George Lavin, Clerk.....	Jan. 1, 1934 - Dec. 31, 1935
Calvin S. Smith, Superintendent	July 1, 1933 - June 30, 1935
H. Earl Day	Jan. 1, 1931 - Dec. 31, 1934
T. C. Stayner	Jan. 1, 1931 - Dec. 31, 1934
D. W. Parratt.....	Jan. 1, 1933 - Dec. 31, 1936
G. H. Paul.....	Jan. 1, 1933 - Dec. 31, 1934
J. W. Cook.....	Jan. 1, 1935 - Dec. 31, 1938
G. W. Bruerton.....	Jan. 1, 1935 - Dec. 31, 1938
Leonard Gerrard.....	Jan. 1, 1935 - Dec. 31, 1938

July 1, 1935 to June 30, 1936

Bert E. Mix, President.....	Jan. 1, 1933 - Dec. 31, 1936
T. W. Dimond, Treasurer.....	Jan. 1, 1935 - Dec. 31, 1936
A. George Lavin, Clerk.....	Jan. 1, 1935 - Dec. 31, 1936
Calvin S. Smith, Superintendent	July 1, 1935 - June 30, 1937
D. W. Parratt.....	Jan. 1, 1933 - Dec. 31, 1936
G. W. Bruerton.....	Jan. 1, 1935 - Dec. 31, 1938
J. W. Cook.....	Jan. 1, 1935 - Dec. 31, 1938
Leonard Gerrard.....	Jan. 1, 1935 - Dec. 31, 1938

July 1, 1936 to June 30, 1937

Bert E. Mix, President.....	Jan. 1, 1937 - Dec. 31, 1941
T. W. Dimond, Treasurer.....	Jan. 1, 1937 - Dec. 31, 1938
A. George Lavin, Clerk.....	Jan. 1, 1937 - Dec. 31, 1938
F. G. Burton, Clerk.....	Jan. 1, 1937 - Dec. 31, 1938
Calvin S. Smith, Superintendent	July 1, 1935 - June 30, 1937
D. W. Parratt.....	Jan. 1, 1933 - Dec. 31, 1936
G. W. Bruerton.....	Jan. 1, 1935 - Dec. 31, 1938
J. W. Cook.....	Jan. 1, 1935 - Dec. 31, 1938
Leonard Gerrard.....	Jan. 1, 1935 - Dec. 31, 1938
J. V. Bolinder.....	Jan. 1, 1937 - Dec. 31, 1939

F. G. Burton appointed to fill unexpired term of A. George Lavin

July 1, 1937 to June 30, 1938

Bert E. Mix, President.....	Jan. 1, 1937 - Dec. 31, 1941
T. W. Dimond, Treasurer.....	Jan. 1, 1937 - Dec. 31, 1938
F. G. Burton, Clerk.....	Jan. 1, 1937 - Dec. 31, 1938

Calvin S. Smith, Superintendent	July 1, 1937 - June 30, 1939
G. W. Bruerton	Jan. 1, 1935 - Dec. 31, 1938
J. W. Cook	Jan. 1, 1935 - Dec. 31, 1938
Leonard Gerrard	Jan. 1, 1935 - Dec. 31, 1938
J. V. Bolinder	Jan. 1, 1937 - Dec. 31, 1939

July 1, 1938 to June 30, 1939

Bert E. Mix, President	Jan. 1, 1937 - Dec. 31, 1941
F. G. Burton, Treasurer	Jan. 1, 1939 - Dec. 31, 1940
F. G. Burton, Clerk	Jan. 1, 1939 - Dec. 31, 1940
Calvin S. Smith, Superintendent	July 1, 1937 - June 30, 1939
G. W. Bruerton	Jan. 1, 1935 - Dec. 31, 1938
J. W. Cook	Jan. 1, 1935 - Dec. 31, 1938
Leonard Gerrard	Jan. 1, 1935 - Dec. 31, 1938
J. V. Bolinder	Jan. 1, 1937 - Dec. 31, 1939
H. A. Sorensen	Jan. 1, 1938 - Dec. 31, 1943
A. T. Shurtleff	Jan. 1, 1938 - Dec. 31, 1940
C. S. Bawden	Jan. 1, 1939 - Dec. 31, 1942

July 1, 1939 to June 30, 1940

H. A. Sorensen, President	Jan. 1, 1939 - Dec. 31, 1943
F. G. Burton, Treasurer	Jan. 1, 1939 - Dec. 31, 1940
F. G. Burton, Clerk	Jan. 1, 1939 - Dec. 31, 1940
P. T. Farnsworth, Superintendent	July 1, 1939 - June 30, 1941
J. V. Bolinder	Jan. 1, 1937 - Dec. 31, 1940
A. T. Shurtleff	Jan. 1, 1939 - Dec. 31, 1940
C. L. Bawden	Jan. 1, 1939 - Dec. 31, 1942
Bert E. Mix	Jan. 1, 1937 - Dec. 31, 1941

July 1, 1940 to June 30, 1941

H. A. Sorensen, President	Jan. 1, 1939 - Dec. 31, 1943
F. G. Burton, Treasurer	Jan. 1, 1941 - Dec. 31, 1942
F. G. Burton, Clerk	Jan. 1, 1941 - Dec. 31, 1942
P. T. Farnsworth, Superintendent	July 1, 1941 - June 30, 1943
J. V. Bolinder	Jan. 1, 1940 - Dec. 31, 1944
A. T. Shurtleff	Jan. 1, 1941 - Dec. 31, 1945
C. L. Bawden	Jan. 1, 1939 - Dec. 31, 1942
C. R. Naylor	Appointed to fill unexpired term of B. E. Mix to Dec. 31, 1941

July 1, 1941 to June 30, 1942

H. A. Sorensen, President	Jan. 1, 1939 - Dec. 31, 1943
F. G. Burton, Treasurer	Jan. 1, 1941 - Dec. 31, 1942
F. G. Burton, Clerk	Jan. 1, 1941 - Dec. 31, 1942
P. T. Farnsworth, Superintendent	July 1, 1941 - June 30, 1943
J. V. Bolinder	Jan. 1, 1940 - Dec. 31, 1944
A. T. Shurtleff	Jan. 1, 1941 - Dec. 31, 1945

C. L. Bawden	Jan. 1, 1939 - Dec. 31, 1942
C. R. Naylor	Jan. 1, 1942 - Dec. 31, 1946

July 1, 1942 to June 30, 1943

H. A. Sorensen, President	Jan. 1, 1939 - Dec. 31, 1943
F. G. Burton, Treasurer	Jan. 1, 1942 - Dec. 31, 1943
F. G. Burton, Clerk.....	Jan. 1, 1942 - Dec. 31, 1943
P. T. Farnsworth, Superintendent.....	July 1, 1941 - June 30, 1943
J. V. Bolinder.....	Jan. 1, 1940 - Dec. 31, 1944
A. T. Shurtleff.....	Jan. 1, 1941 - Dec. 31, 1945
Calvin S. Smith.....	Jan. 1, 1943 - Dec. 31, 1947
C. R. Naylor.....	Jan. 1, 1942 - Dec. 31, 1946

July 1, 1943 to June 30, 1944

H. A. Sorensen, President	Jan. 1, 1939 - Dec. 31, 1943
J. V. Bolinder, President	Jan. 1, 1940 - Dec. 31, 1944
F. G. Burton, Treasurer	Jan. 1, 1943 - Dec. 31, 1944
F. G. Burton, Clerk.....	Jan. 1, 1943 - Dec. 31, 1944
P. T. Farnsworth, Superintendent.....	July 1, 1943 - June 30, 1944
A. T. Shurtleff.....	Jan. 1, 1941 - Dec. 31, 1945
Calvin S. Smith.....	Jan. 1, 1943 - Dec. 31, 1947
C. R. Naylor.....	Jan. 1, 1942 - Dec. 31, 1946
I. T. Nelson	Jan. 1, 1944 - Dec. 31, 1948

July 1, 1944 to June 30, 1945

J. V. Bolinder, President	Jan. 1, 1945 - Dec. 31, 1949
F. G. Burton, Treasurer	Jan. 1, 1944 - Dec. 31, 1945
F. G. Burton, Clerk.....	Jan. 1, 1944 - Dec. 31, 1945
David Gourley, Superintendent	July 1, 1944 - June 30, 1945
A. T. Shurtleff.....	Jan. 1, 1941 - Dec. 31, 1945
Calvin S. Smith.....	Jan. 1, 1943 - Dec. 31, 1947
C. R. Naylor.....	Jan. 1, 1942 - Dec. 31, 1946
I. T. Nelson	Jan. 1, 1944 - Dec. 31, 1948

July 1, 1945 to June 30, 1946

C. R. Naylor, President.....	Jan. 1, 1945 - Dec. 31, 1949
F. G. Burton, Treasurer	Jan. 1, 1944 - Dec. 31, 1945
F. G. Burton, Clerk.....	Jan. 1, 1944 - Dec. 31, 1945
Dow P. Brian, Treasurer.....	Nov. 16, 1945 - Dec. 31, 1945
Dow P. Brian, Clerk.....	Nov. 16, 1945 - Dec. 31, 1945
David Gourley, Superintendent	July 1, 1944 - June 30, 1945
Calvin S. Smith.....	Jan. 1, 1941 - Dec. 31, 1945
A. T. Shurtleff.....	Jan. 1, 1943 - Dec. 31, 1947
I. T. Nelson	Jan. 1, 1942 - Dec. 31, 1946
J. V. Bolinder.....	Jan. 1, 1944 - Dec. 31, 1948

July 1, 1946 to June 30, 1947

Calvin S. Smith, President.....	Jan. 1, 1943 - Dec. 31, 1947
Dow P. Brian, Treasurer.....	Jan. 1, 1946 - Dec. 31, 1947
Dow P. Brian, Clerk.....	Jan. 1, 1946 - Dec. 31, 1947
David Gourley, Superintendent	July 1, 1945 - June 30, 1947
I. T. Nelson	Jan. 1, 1944 - Dec. 31, 1948
J. V. Bolinder.....	Jan. 1, 1945 - Dec. 31, 1949
A. T. Shurtleff.....	Jan. 1, 1946 - Dec. 31, 1950
C. R. Naylor.....	Jan. 1, 1942 - Dec. 31, 1946
J. E. Papanikolas.....	Jan. 1, 1947 - Dec. 31, 1951

July 1, 1947 to June 30, 1948

I. T. Nelson, President	Jan. 1, 1944 - Dec. 31, 1948
Dow P. Brian, Treasurer.....	Jan. 1, 1947 - Dec. 31, 1948
Dow P. Brian, Clerk.....	Jan. 1, 1947 - Dec. 31, 1948
David Gourley, Superintendent	July 1, 1947 - June 30, 1949
J. V. Bolinder.....	Jan. 1, 1945 - Dec. 31, 1949
A. T. Shurtleff.....	Jan. 1, 1946 - Dec. 31, 1950
J. E. Papanikolas.....	Jan. 1, 1947 - Dec. 31, 1951
Calvin S. Smith.....	Jan. 1, 1948 - Dec. 31, 1952

July 1, 1948 to June 30, 1949

J. V. Bolinder, President	Jan. 1, 1945 - Dec. 31, 1949
Dow P. Brian, Treasurer.....	Jan. 1, 1948 - Dec. 31, 1949
Dow P. Brian, Clerk.....	Jan. 1, 1948 - Dec. 31, 1949
David Gourley, Superintendent	July 1, 1947 - June 30, 1949
A. T. Shurtleff.....	Jan. 1, 1946 - Dec. 31, 1950
J. E. Papanikolas.....	Jan. 1, 1947 - Dec. 31, 1951
Calvin S. Smith.....	Jan. 1, 1948 - Dec. 31, 1952
I. T. Nelson	Jan. 1, 1944 - Dec. 31, 1948
F. B. Stillman	Jan. 1, 1949 - Dec. 31, 1953

July 1, 1949 to June 30, 1950

A. T. Shurtleff, President.....	Jan. 1, 1946 - Dec. 31, 1950
Dow P. Brian, Treasurer.....	Jan. 1, 1949 - Dec. 31, 1950
Dow P. Brian, Clerk.....	Jan. 1, 1949 - Dec. 31, 1950
David Gourley, Superintendent	July 1, 1949 - June 30, 1951
J. E. Papanikolas.....	Jan. 1, 1947 - Dec. 31, 1951
Calvin S. Smith.....	Jan. 1, 1948 - Dec. 31, 1952
F. B. Stillman	Jan. 1, 1949 - Dec. 31, 1953
J. V. Bolinder.....	Jan. 1, 1945 - Dec. 31, 1949
J. V. Bess.....	Jan. 1, 1950 - Dec. 31, 1954

July 1, 1950 to June 30, 1951

J. E. Papanikolas, President	Jan. 1, 1947 - Dec. 31, 1951
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Dow P. Brian, Treasurer.....	Jan. 1, 1950 - Dec. 31, 1951
Dow P. Brian, Clerk.....	Jan. 1, 1950 - Dec. 31, 1951
David Gourley, Superintendent	July 1, 1949 - June 30, 1951
Calvin S. Smith.....	Jan. 1, 1948 - Dec. 31, 1952
F. B. Stillman	Jan. 1, 1949 - Dec. 31, 1953
J. V. Bess.....	Jan. 1, 1950 - Dec. 31, 1954
A. T. Shurtleff.....	Jan. 1, 1946 - Dec. 31, 1950
M. E. Christensen.....	Jan. 1, 1951 - Dec. 31, 1955

July 1, 1951 to June 30, 1952

Calvin S. Smith, President.....	Jan. 1, 1948 - Dec. 31, 1952
Dow P. Brian, Treasurer.....	Jan. 1, 1951 - Dec. 31, 1952
Dow P. Brian, Clerk.....	Jan. 1, 1951 - Dec. 31, 1952
David Gourley, Superintendent	July 1, 1951 - June 30, 1953
F. B. Stillman	Jan. 1, 1949 - Dec. 31, 1953
J. V. Bess.....	Jan. 1, 1950 - Dec. 31, 1954
M. E. Christensen.....	Jan. 1, 1951 - Dec. 31, 1955
J. E. Papanikolas.....	Jan. 1, 1952 - Dec. 31, 1956

July 1, 1952 to June 30, 1953

F. B. Stillman, President	Jan. 1, 1949 - Dec. 31, 1953
Dow P. Brian, Treasurer.....	Jan. 1, 1952 - Dec. 31, 1953
Dow P. Brian, Clerk.....	Jan. 1, 1952 - Dec. 31, 1953
David Gourley, Superintendent	July 1, 1951 - June 30, 1953
J. V. Bess.....	Jan. 1, 1950 - Dec. 31, 1954
M. E. Christensen.....	Jan. 1, 1951 - Dec. 31, 1955
J. E. Papanikolas.....	Jan. 1, 1952 - Dec. 31, 1956
Calvin S. Smith.....	Jan. 1, 1948 - Dec. 31, 1952
O. T. Acord	Jan. 1, 1953 - Dec. 31, 1957

July 1, 1953 to June 30, 1954

J. V. Bess, President.....	Jan. 1, 1950 - Dec. 31, 1954
Dow P. Brian, Treasurer.....	Jan. 1, 1953 - Dec. 31, 1954
Dow P. Brian, Clerk.....	Jan. 1, 1953 - Dec. 31, 1954
David Gourley, Superintendent	July 1, 1953 - June 30, 1955
M. E. Christensen.....	Jan. 1, 1951 - Dec. 31, 1955
J. E. Papanikolas.....	Jan. 1, 1952 - Dec. 31, 1956
O. K. Fotheringham.....	Jan. 1, 1954 - Dec. 31, 1956
Appointed to fill unexpired term of J. E. Papanikolas	
O. T. Acord	Jan. 1, 1953 - Dec. 31, 1957
F. B. Stillman	Jan. 1, 1950 - Dec. 31, 1953
Zelph Y. Ereksom	Jan. 1, 1954 - Dec. 31, 1958

July 1, 1954 to June 30, 1955

M. E. Christensen, President.....	Jan. 1, 1951 - Dec. 31, 1955
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Dow P. Brian, Treasurer.....	Jan. 1, 1954 - Dec. 31, 1955
Dow P. Brian, Clerk.....	Jan. 1, 1954 - Dec. 31, 1955
David Gourley, Superintendent	July 1, 1953 - June 30, 1955
O. K. Fotheringham.....	Jan. 1, 1954 - Dec. 31, 1956
O. T. Acord	Jan. 1, 1953 - Dec. 31, 1957
Zelph Y. Ereksen	Jan. 1, 1954 - Dec. 31, 1958
J. V. Bess.....	Jan. 1, 1955 - Dec. 31, 1959

July 1, 1955 to June 30, 1956

O. K. Fotheringham, President	Jan. 1, 1951 - Dec. 31, 1955
Dow P. Brian, Treasurer.....	Jan. 1, 1952 - Dec. 31, 1953
Dow P. Brian, Clerk.....	Jan. 1, 1952 - Dec. 31, 1953
David Gourley, Superintendent	July 1, 1951 - June 30, 1953
O. T. Acord	Jan. 1, 1951 - Dec. 31, 1955
Bernard Brockbank.....	Jan. 1, 1952 - Dec. 31, 1956
Appointed to fill unexpired term of Zelph Y. Ereksen, who resigned June 30, 1955	
J. V. Bess.....	Jan. 1, 1948 - Dec. 31, 1952
M. E. Christensen.....	Jan. 1, 1953 - Dec. 31, 1957

July 1, 1956 to June 30, 1957

O. Thayne Acord, President	Jan. 1, 1953 - Dec. 31, 1957
Dow P. Brian, Treasurer.....	Jan. 1, 1955 - Dec. 31, 1956
Dow P. Brian, Clerk.....	Jan. 1, 1955 - Dec. 31, 1956
David Gourley, Superintendent	July 1, 1955 - June 30, 1957
Bernard Brockbank.....	Jan. 1, 1955 - Dec. 31, 1958
J. V. Bess.....	Jan. 1, 1945 - Dec. 31, 1958
M. E. Christensen.....	Jan. 1, 1956 - Dec. 31, 1958
William B. Martin	Jan. 1, 1957 - Dec. 31, 1960

July 1, 1957 to June 30, 1958

Board of Education

Bernard P. Brockbank (Precinct 1), President	July 15, 1955 - Dec. 31, 1958
J. Victor Bess (Precinct 2), Vice President.....	Jan. 1, 1955 - Dec. 31, 1958
M. Elmer Christensen (Precinct 3).....	Jan. 1, 1956 - Dec. 31, 1958
William B. Martin (Precinct 4).....	July 1, 1957 - June 30, 1960
Burton F. Brasher (Precinct 5).....	Jan. 1, 1958 - Dec. 31, 1960

Administration

Elmer J. Hartvigen.....	Superintendent of Schools
Orvil C. England	General Assistant Superintendent
Kenneth C. Farrer.....	Assistant Superintendent
Dow P. Brian	Clerk-Treasurer and Supervisor, Business Administration

July 1, 1958 to June 30, 1959

Board of Education

J. Victor Bess (Precinct 2), President	Jan. 1, 1959 - Dec. 31, 1962
Burton F. Brasher (Precinct 5), Vice President	Jan. 1, 1958 - Dec. 31, 1960
William B. Martin (Precinct 4)	Jan. 1, 1957 - Dec. 31, 1960
M. Elmer Christensen (Precinct 3)	July 1, 1959 - June 30, 1962
Bernard P. Brockbank (Precinct 1)	Jan. 1, 1959 - Dec. 31, 1962

Administration

Elmer J. Hartvigsen	Superintendent of Schools
Orvil C. England	General Assistant Superintendent
Kenneth C. Farrer	Assistant Superintendent
Dow P. Brian	Clerk-Treasurer and Supervisor, Business Administration

July 1, 1959 to June 30, 1960

Board of Education

Burton F. Brasher (Precinct 5), President	Jan. 1, 1958 - Dec. 31, 1960
William B. Martin (Precinct 4), Vice President	Jan. 1, 1957 - Dec. 31, 1960
J. Victor Bess (Precinct 2)	Jan. 1, 1959 - Dec. 31, 1962
M. Elmer Christensen (Precinct 3)	Jan. 1, 1959 - Dec. 31, 1962
Bernard P. Brockbank (Precinct 1)	Jan. 1, 1960 - March 8, 1960
Zelph Y. Erikson (Precinct 1)	March 22, 1960 - Dec. 31, 1962

Administration

Elmer J. Hartvigsen	Superintendent of Schools
Orvil C. England	General Assistant Superintendent
Kenneth C. Farrer	Assistant Superintendent
Dow P. Brian	Clerk-Treasurer and Supervisor, Business Administration

July 1, 1960 to June 30, 1961

Board of Education

Zelph Y. Erikson (Precinct 1), President	March 22, 1960 - Dec. 31, 1962
M. Elmer Christensen (Precinct 3), Vice President	Jan. 1, 1959 - Dec. 31, 1962
J. Victor Bess (Precinct 2)	Jan. 1, 1959 - July 19, 1960
William B. Martin (Precinct 4)	Jan. 1, 1957 - Dec. 31, 1960
Burton F. Brasher (Precinct 5)	Jan. 1, 1961 - Dec. 31, 1964
Forace Green (Precinct 2)	Aug. 16, 1960 - Dec. 31, 1962
Jay O. Brinton (Precinct 4)	Jan. 1, 1961 - Dec. 31, 1964

Administration

Elmer J. Hartvigsen	Superintendent of Schools
Orvil C. England	General Assistant Superintendent
Kenneth C. Farrer	Assistant Superintendent
Dow P. Brian	Clerk-Treasurer and Supervisor, Business Administration

July 1, 1961 to June 30, 1962

Board of Education

Forace Green (Precinct 2), President..... Aug. 16, 1960 - Dec. 31, 1962
Jay O. Brinton (Precinct 4), Vice President.....Jan. 1, 1961 - Dec. 31, 1964
M. Elmer Christensen (Precinct 3).....Jan. 1, 1959 - Dec. 31, 1962
Zelph Y. Erikson (Precinct 1) March 22, 1960 - Dec. 31, 1962
Burton F. Brasher (Precinct 5)..... Jan. 1, 1961 - Oct. 17, 1961
O. Thayne Acord (Precinct 5)..... Nov. 7, 1961 - Dec. 31, 1964

Administration

Elmer J. Hartvigsen.....Superintendent of Schools
Orvil C. England..... Deputy Superintendent
Kenneth C. Farrer.....Assistant Superintendent
Dow P. Brian..... Clerk-Treasurer and Director, Business Administration
Ted T. Peterson Administrative Assistant

July 1, 1962 to June 30, 1963

Board of Education

Forace Green (Precinct 2), President..... Aug. 16, 1960 - Dec. 31, 1962
Jay O. Brinton (Precinct 4), Vice President.....Jan. 1, 1961 - Dec. 31, 1964
O. Thayne Acord (Precinct 5)..... Nov. 7, 1961 - Dec. 31, 1964
M. Elmer Christensen (Precinct 2).....Jan. 1, 1959 - Dec. 31, 1962
Zelph Y. Erikson (Precinct 1) March 22, 1960 - Dec. 31, 1962
Keith C. Brown (Precinct 3)Jan. 1, 1963 - Dec. 31, 1966
Beth P. Summerhays (Precinct 1).....Jan. 1, 1963 - Dec. 31, 1966

Administration

Elmer J. Hartvigsen.....Superintendent of Schools
Orvil C. England..... Deputy Superintendent
Kenneth C. Farrer..... Assistant Superintendent (Instruction)
Dow P. Brian..... Clerk-Treasurer and Director of Business Administration
Ted T. Peterson Administrative Assistant

July 1, 1963 to June 30, 1964

Board of Education

Jay O. Brinton (Precinct 4), President.....Jan. 1, 1961 - Dec. 31, 1964
O. Thayne Acord (Precinct 5), Vice President Nov. 7, 1961 - Dec. 31, 1964
Forace Green (Precinct 2).....Jan. 1, 1963 - Dec. 31, 1965
Keith C. Brown (Precinct 3)Jan. 1, 1963 - Dec. 31, 1966
Mrs. Howard Summerhays (Precinct 1).....Jan. 1, 1963 - Dec. 31, 1966

Administration

Elmer J. Hartvigsen.....Superintendent of Schools
Orvil C. England..... Deputy Superintendent
Kenneth C. Farrer..... Assistant Superintendent (Instruction)
Ted T. PetersonAssistant Superintendent (Personnel)
Dow P. Brian..... Clerk-Treasurer and Director of Business Administration

July 1, 1964 to June 30, 1965

Board of Education

O. Thayne Acord (Precinct 5), President..... Nov. 7, 1961 - Dec. 31, 1964
Forace Green (Precinct 2), Vice President..... Jan. 1, 1963 - June 28, 1965
Jay O. Brinton (Precinct 4) Jan. 1, 1961 - Dec. 31, 1964
Keith C. Brown (Precinct 3) Jan. 1, 1963 - Dec. 31, 1966
Mrs. Howard Summerhays (Precinct 1)..... Jan. 1, 1963 - Dec. 31, 1966

Administration

Elmer J. Hartvigsen.....Superintendent of Schools
Orvil C. England Deputy Superintendent
Ted T. PetersonAssistant Superintendent (Personnel)
William L. Hutchinson..... Assistant Superintendent (Instruction)
Dow P. Brian Clerk-Treasurer and Director of Business Administration

July 1, 1965 to June 30, 1966

Board of Education

Mrs. Howard Summerhays (Precinct 1), President.....Jan. 1, 1963 - Dec. 31, 1966
Richard W. Winder (Precinct 5), Vice PresidentJan. 1, 1965 - Dec. 31, 1968
Jay O. Brinton (Precinct 4)Jan. 1, 1965 - Dec. 31, 1968
Keith C. Brown (Precinct 3)Jan. 1, 1963 - Dec. 31, 1966
Forace Green (Precinct 2).....Jan. 1, 1963 - June 28, 1965
M. Elmer Christensen (Precinct 2).....July 27, 1965 - Dec. 31, 1966
Appointed to fill unexpired term of Forace Green, who resigned June 28, 1965

Administration

Elmer J. Hartvigsen.....Superintendent of Schools
Orvil C. England Deputy Superintendent
Ted T. PetersonAssistant Superintendent (Personnel)
William L. Hutchinson..... Assistant Superintendent (Instruction)
Dow P. Brian Clerk-Treasurer and Director of Business Administration

July 1, 1966 to June 30, 1967

Board of Education

Richard W. Winder (Precinct 5), President.....Jan. 1, 1965 - Dec. 31, 1968
Jay O. Brinton (Precinct 4), Vice President.....Jan. 1, 1961 - Dec. 31, 1968
Keith C. Brown (Precinct 3)Jan. 1, 1963 - Dec. 31, 1970
M. Elmer Christensen (Precinct 2).....July 27, 1965 - Dec. 31, 1970
Mrs. Howard Summerhays (Precinct 1).....Jan. 1, 1963 - Dec. 31, 1970

Administration

Elmer J. Hartvigsen.....Superintendent of Schools
Orvil C. England Deputy Superintendent
Ted T. PetersonAssistant Superintendent (Personnel)
William L. Hutchinson..... Assistant Superintendent (Instruction)
Charles P. Lloyd.....Assistant Superintendent (Business Services)
Dow P. Brian Clerk-Treasurer

July 1, 1967 to June 30, 1968

Board of Education

Jay O. Brinton (Precinct 4), President.....	Jan. 1, 1961 - Dec. 31, 1968
M. Elmer Christensen (Precinct 2), Vice President	July 27, 1965 - June 30, 1968
Keith C. Brown (Precinct 3)	Jan. 1, 1963 - Dec. 31, 1970
Mrs. Howard Summerhays (Precinct 1).....	Jan. 1, 1963 - Dec. 31, 1970
Richard W. Winder (Precinct 5).....	Jan. 1, 1965 - Dec. 31, 1968

Administration

Elmer J. Hartvigsen.....	Superintendent of Schools
Orvil C. England	Deputy Superintendent
Ted T. Peterson	Assistant Superintendent (Personnel)
William L. Hutchinson.....	Assistant Superintendent (Instruction)
Charles P. Lloyd	Assistant Superintendent (Business Services)
Dow P. Brian	(Died April 13, 1968) Clerk-Treasurer
Briant G. Badger	Acting Clerk-Treasurer

July 1, 1968 to June 30, 1969

Board of Education

Keith C. Brown (Precinct 3), President.....	Jan. 1, 1963 - Dec. 31, 1970
Hugh W. Pinnock (Precinct 2), Vice President	July 1, 1968 - Dec. 31, 1970
Jay O. Brinton (Precinct 4)	Jan. 1, 1961 - Dec. 31, 1969
Mrs. Howard Summerhays (Precinct 1).....	Jan. 1, 1963 - Dec. 31, 1970
Richard W. Winder (Precinct 5).....	Jan. 1, 1965 - Dec. 31, 1972
William B. Martin (Precinct 4).....	Jan. 1, 1969 - Dec. 31, 1972

Administration

Elmer J. Hartvigsen.....	Superintendent of Schools
Orvil C. England	Deputy Superintendent (Facilities and Special Services)
Ted T. Peterson	Deputy Superintendent (Personnel)
William L. Hutchinson.....	Deputy Superintendent (Instruction)
Charles P. Lloyd	Deputy Superintendent (Business Services)
John Reed Call.....	Assistant Superintendent (Pupil Services)
Briant G. Badger	Clerk-Treasurer

July 1, 1969 to June 30, 1970

Board of Education

Mrs. Howard Summerhays (Precinct 1), President.....	Jan. 1, 1963 - Dec. 31, 1970
William B. Martin (Precinct 4), Vice President	Jan. 1, 1969 - Dec. 31, 1972
Wayne O. Ursenbach (Precinct 2).....	Sept. 2, 1969 - Dec. 31, 1970
Richard W. Winder (Precinct 5).....	Jan. 1, 1965 - Dec. 31, 1972
Keith C. Brown (Precinct 3)	Jan. 1, 1963 - Dec. 31, 1970
Hugh W. Pinnock (Precinct 2).....	Jan. 1, 1968 - Dec. 31, 1969

Administration

Elmer J. Hartvigsen.....	Superintendent of Schools
Orvil C. England	Deputy Superintendent (Facilities, Special Services)

Ted T. Peterson	Deputy Superintendent (Personnel)
William L. Hutchinson.....	Deputy Superintendent (Instruction)
Charles P. Lloyd	Deputy Superintendent (Business Services)
John Reed Call.....	Assistant Superintendent (Pupil Services, Special Education)
Briant G. Badger.....	Clerk-Treasurer (Official Board Records, Accounting)

July 1, 1970 to June 30, 1971

Board of Education

William B. Martin (Precinct 4), President.....	Jan. 1, 1969 - Dec. 31, 1972
Richard W. Winder (Precinct 5), Vice President	Jan. 1, 1965 - Dec. 31, 1972
Keith C. Brown (Precinct 3)	Jan. 1, 1963 - Dec. 31, 1974
Grant H. Linford (Precinct 2).....	Jan. 1, 1971 - Dec. 31, 1974
Allen C. Brown (Precinct 1)	Jan. 1, 1971 - Dec. 31, 1974
Mrs. Howard Summerhays (Precinct 1).....	Jan. 1, 1963 - Dec. 31, 1970
Wayne O. Ursenbach (Precinct 2)	Sept. 2, 1969 - Dec. 31, 1970

Administration

Elmer J. Hartvigsen.....	Superintendent of Schools
Orvil C. England	Deputy Superintendent (Facilities, Special Services)
Ted T. Peterson	Deputy Superintendent (Personnel)
William L. Hutchinson.....	Deputy Superintendent (Instruction)
Charles P. Lloyd	Deputy Superintendent (Business Services)
John Reed Call.....	Assistant Superintendent (Pupil Services)
Briant G. Badger.....	Clerk-Treasurer

July 1, 1971 to June 30, 1972

Board of Education

Richard W. Winder (Precinct 5), President.....	Jan. 1, 1965 - Dec. 31, 1972
Grant H. Linford (Precinct 2), Vice President	Jan. 1, 1971 - Dec. 31, 1974
Allen C. Brown (Precinct 1)	Jan. 1, 1971 - Dec. 31, 1974
Keith C. Brown (Precinct 3)	Jan. 1, 1963 - Dec. 31, 1974
William B. Martin (Precinct 4).....	Jan. 1, 1969 - Dec. 31, 1972

Administration

T. H. Bell.....	Superintendent of Schools
Appointed July 1, 1971, Assumed office September 15, 1971	
Elmer J. Hartvigsen.....	Superintendent of Schools (retired Sept. 15, 1971)
Briant G. Badger	Business Administrator/Treasurer
John Reed Call.....	Assistant Superintendent, Office of Administrative Services
Orvil C. England	Deputy Superintendent, Development and Special Projects
William L. Hutchinson.....	General Deputy Superintendent
Charles P. Lloyd	Deputy Superintendent, East Valley Complex
Ted T. Peterson	Deputy Superintendent, Office of Instructional Services
Ralf C. Riches	Assistant Superintendent, West Valley Complex
Willis D. Wynn.....	Assistant Superintendent, Central Valley Complex

July 1, 1972 to June 30, 1973

Board of Education

Grant H. Linford (Precinct 2), President	Jan. 1, 1971 - Dec. 31, 1976
Allen C. Brown (Precinct 1), Vice President	Jan. 1, 1971 - Dec. 31, 1976
Keith C. Brown (Precinct 3)	Jan. 1, 1963 - Dec. 31, 1976
William B. Martin (Precinct 4)	Jan. 1, 1969 - Dec. 31, 1972
Richard W. Winder (Precinct 5)	Jan. 1, 1965 - Dec. 31, 1972
Gordon W. Evans (Precinct 4)	Jan. 1, 1973 - Dec. 31, 1974
Gary C. Swensen (Precinct 5)	Jan. 1, 1973 - Dec. 31, 1974

Administration

T. H. Bell	Superintendent of Schools
William L. Hutchinson	General Deputy Superintendent
Briant G. Badger	Business Administrator/Treasurer
John Reed Call	Assistant Superintendent, Office of Administrative Services
Charles P. Lloyd	Assistant Superintendent, East Valley Complex
Ted T. Peterson	Assistant Superintendent, Office of Instructional Services
Ralf C. Riches	Assistant Superintendent, West Valley Complex
Willis D. Wynn	Assistant Superintendent, Central Valley Complex

July 1, 1973 to June 30, 1974

Board of Education

Allen C. Brown (Precinct 1), President	Jan. 1, 1971 - Dec. 31, 1976
Keith C. Brown (Precinct 3), Vice President	Jan. 1, 1963 - Dec. 31, 1976
Gordon W. Evans (Precinct 4)	Jan. 1, 1973 - Dec. 31, 1974
Gary C. Swensen (Precinct 5)	Jan. 1, 1973 - Dec. 31, 1974
Grant H. Linford (Precinct 2)	Jan. 1, 1971 - Dec. 31, 1976

Administration

T. H. Bell	Superintendent of Schools
William L. Hutchinson	General Deputy Superintendent
Briant G. Badger	Business Administrator/Treasurer
John Reed Call	Assistant Superintendent, Office of Administrative Services
Charles P. Lloyd	Assistant Superintendent, East Valley Complex
Ted T. Peterson	Assistant Superintendent, Office of Instructional Services
Ralf C. Riches	Assistant Superintendent, West Valley Complex
Willis D. Wynn	Assistant Superintendent, Central Valley Complex
Orvil C. England	Assistant Superintendent, Special Assignment

July 1, 1974 to June 30, 1975

Board of Education

Keith C. Brown (Precinct 3), President	Jan. 1, 1963 - Dec. 31, 1976
Gordon W. Evans (Precinct 4), Vice President	Jan. 1, 1973 - Dec. 31, 1978
Gary C. Swensen (Precinct 5)	Jan. 1, 1973 - Dec. 31, 1978
Grant H. Linford (Precinct 2)	Jan. 1, 1971 - Dec. 31, 1976
Allen C. Brown (Precinct 1)	Jan. 1, 1971 - Dec. 31, 1976

Administration

John Reed Call.....	Superintendent of Schools
William L. Hutchinson.....	Deputy Superintendent
Briant G. Badger.....	Business Administrator/Treasurer
William H. Leiter.....	Assistant Superintendent, Office of Administrative Services
Hilda B. Jones.....	Assistant Superintendent, Office of Instructional Services
Ted T. Peterson	Assistant Superintendent, East Valley Area
Ralf C. Riches	Assistant Superintendent, West Valley Area
Willis D. Wynn.....	Assistant Superintendent, Central Valley Area

July 1, 1975 to June 30, 1976

Board of Education

Gordon W. Evans (Precinct 4), President	Jan. 1, 1973 - Dec. 31, 1978
Gary C. Swensen (Precinct 5), Vice President	Jan. 1, 1973 - Dec. 31, 1978
Grant H. Linford (Precinct 2).....	Jan. 1, 1971 - Dec. 31, 1976
Allen C. Brown (Precinct 1)	Jan. 1, 1971 - Dec. 31, 1976
Keith C. Brown (Precinct 3)	Jan. 1, 1971 - Dec. 31, 1976

Administration

John Reed Call.....	Superintendent of Schools
William L. Hutchinson.....	Deputy Superintendent
Briant G. Badger.....	Business Administrator/Treasurer
William H. Leiter.....	Assistant Superintendent, Office of Administrative Services
Hilda B. Jones.....	Assistant Superintendent, Office of Instructional Services
Ted T. Peterson	Assistant Superintendent, East Valley Area
Ralf C. Riches	Assistant Superintendent, West Valley Area
Willis D. Wynn.....	Assistant Superintendent, Central Valley Area

July 1, 1976 to June 30, 1977

Board of Education

Gordon W. Evans, President	Precinct 4
Gary C. Swensen, Vice President	Precinct 5
Grant H. Linford	Precinct 2
Allen C. Brown	Precinct 1
Keith C. Brown	Precinct 3

Administration

John Reed Call.....	Superintendent of Schools
Briant G. Badger.....	Business Administrator/Treasurer
William H. Leiter.....	Assistant Superintendent, Office of Administrative Services
Hilda B. Jones.....	Assistant Superintendent, Office of Instructional Services
Ted T. Peterson	Assistant Superintendent, East Valley Area
Ralf C. Riches	Assistant Superintendent, West Valley Area
Willis D. Wynn.....	Assistant Superintendent, Central Valley Area

July 1, 1977 to June 30, 1978

Gary C. Swensen, President	Precinct 5
Dawn R. Curtis, Vice President	Precinct 1
Richard E. Black	Precinct 2
J. Larry Bradshaw	Precinct 3
Gordon W. Evans	Precinct 4

Administration

John Reed Call	Superintendent
Briant G. Badger	Business Administrator, Treasurer
William H. Leiter	Assistant Superintendent, Office of Administrative Services
Hilda B. Jones	Assistant Superintendent, Office of Instructional Services
Ted T. Peterson	Assistant Superintendent, East Valley Area
Ralf C. Riches	Assistant Superintendent, West Valley Area
Joseph F. Hansen	Acting Assistant Superintendent, Central Valley Area

July 1, 1978 to June 30, 1979

Dawn R. Curtis, President	Precinct 1
J. Larry Bradshaw, Vice President	Precinct 3
Gordon W. Evans	Precinct 4
Gary C. Swensen	Precinct 5
Grant H. Linford	Precinct 3

Administration

John Reed Call	Superintendent
Briant G. Badger	Business Administrator, Treasurer
William H. Leiter	Assistant Superintendent, Office of Administrative Services
Hilda B. Jones	Assistant Superintendent, Office of Instructional Services
Ted T. Peterson	Assistant Superintendent, East Valley Area
Ralf C. Riches	Assistant Superintendent, West Valley Area
Willis D. Wynn	Assistant Superintendent, Central Valley Area

July 1, 1979 to June 30, 1980

J. Larry Bradshaw, President	Precinct 3
Grant H. Linford, Vice President	Precinct 2
Miriam Y. Farnsworth	Precinct 4
Richard C. Andrus	Precinct 5
Dawn R. Curtis	Precinct 1

Administration

John Reed Call	Superintendent
Briant G. Badger	Business Administrator, Treasurer
William H. Leiter	Assistant Superintendent, Office of Administrative Services
Hilda B. Jones	Assistant Superintendent, Office of Instructional Services
Ted T. Peterson	Assistant Superintendent, East Valley Area
Ralf C. Riches	Assistant Superintendent, West Valley Area
Willis D. Wynn	Assistant Superintendent, Central Valley Area

July 1, 1980 to June 30, 1981

Grant H. Linford, President.....	Precinct 2
Miriam Y. Farnsworth, Vice President	Precinct 4
Richard C. Andrus.....	Precinct 5
Dawn R. Curtis.....	Precinct 1
J. Larry Bradshaw.....	Precinct 3

Administration

John Reed Call.....	Superintendent
Briant G. Badger.....	Business Administrator, Treasurer
William H. Leiter.....	Assistant Superintendent, Office of Administrative Services
Ralf C. Riches	Assistant Superintendent, Office of Instructional Services
Ted T. Peterson	Assistant Superintendent, East Valley Area
Hilda B. Jones.....	Assistant Superintendent, West Valley Area
Willis D. Wynn.....	Assistant Superintendent, Central Valley Area

July 1, 1981 to June 30, 1982

Miriam Y. Farnsworth, President.....	Precinct 4
Richard C. Andrus, Vice President	Precinct 5
Bruce B. Anderson	Precinct 3
Joyce A. Higashi.....	Precinct 1
Patricia G. Sandstrom	Precinct 2

Administration

John Reed Call.....	Superintendent
Briant G. Badger.....	Business Administrator, Treasurer
William H. Leiter.....	Assistant Superintendent, Office of Administrative Services
Ralf C. Riches	Assistant Superintendent, Office of Instructional Services
Ted T. Peterson	Assistant Superintendent, East Valley Area
Hilda B. Jones.....	Assistant Superintendent, West Valley Area
Willis D. Wynn.....	Assistant Superintendent, Central Valley Area

July 1, 1982 to June 30, 1983

Miriam Y. Farnsworth, President.....	Precinct 4
Richard C. Andrus, Vice President	Precinct 5
Bruce B. Anderson	Precinct 3
Joyce A. Higashi.....	Precinct 1
Patricia G. Sandstrom	Precinct 2

Administration

John Reed Call.....	Superintendent
Briant G. Badger.....	Business Administrator, Treasurer
William H. Leiter.....	Assistant Superintendent, Office of Administrative Services
Ralf C. Riches	Assistant Superintendent, Office of Instructional Services
Willis D. Wynn.....	Assistant Superintendent, East Valley Area
Loren G. Burton.....	Assistant Superintendent, West Valley Area
Ted T. Peterson	Assistant Superintendent, Central Valley Area

July 1, 1983 to June 30, 1984

Bruce B. Anderson, President	Board Member at Large
Patricia G. Sandstrom, Vice President	Precinct 2
Joyce A. Higashi	Precinct 1
J. Dale Christensen	Precinct 5
Gary C. Swensen	Precinct 3
Miriam Y. Farnsworth	Precinct 4

Administration

John Reed Call	Superintendent
Briant G. Badger	Business Administrator, Treasurer
William H. Leiter	Assistant Superintendent, Office of Administrative Services
Ralf C. Riches	Assistant Superintendent, Office of Instructional Services
Willis D. Wynn	Assistant Superintendent, East Valley Area
Loren G. Burton	Assistant Superintendent, West Valley Area
Ted T. Peterson	Assistant Superintendent, Central Valley Area

July 1, 1984 to June 30, 1985

Bruce B. Anderson, President	Board Member at Large
Patricia G. Sandstrom, Vice President	Precinct 2
Joyce A. Higashi	Precinct 1
J. Dale Christensen	Precinct 5
Gary C. Swensen	Precinct 3
Miriam Y. Farnsworth	Precinct 4

Administration

John Reed Call	Superintendent
Briant G. Badger	Business Administrator, Treasurer
William H. Leiter	Assistant Superintendent, Office of Administrative Services
Ralf C. Riches	Assistant Superintendent, Office of Instructional Services
Ted T. Peterson	Assistant Superintendent, Area 1
I. Riley O'Neil	Assistant Superintendent, Area 2
Loren G. Burton	Assistant Superintendent, Area 3

July 1, 1985 to June 30, 1986

Patricia G. Sandstrom, President	Precinct 2
Gary C. Swensen, Vice President	Precinct 3
J. Dale Christensen	Precinct 5
Lynn D. Davidson	Precinct 1
Miriam Y. Farnsworth	Precinct 4

Administration

John Reed Call	Superintendent
Briant G. Badger	Business Administrator, Treasurer
William H. Leiter	Assistant Superintendent, Office of Administrative Services
Ralf C. Riches	Assistant Superintendent, Office of Instructional Services
Ted T. Peterson	Assistant Superintendent, South Area
I. Riley O'Neil	Assistant Superintendent, North Area
Loren G. Burton	Assistant Superintendent, West Area

July 1, 1986 to June 30, 1987

Patricia G. Sandstrom, President.....	Precinct 2
Gary C. Swensen, Vice President.....	Precinct 3
J. Dale Christensen.....	Precinct 5
Lynn D. Davidson.....	Precinct 1
Miriam Y. Farnsworth.....	Precinct 4

Administration

John Reed Call.....	Superintendent
Briant G. Badger.....	Business Administrator, Treasurer
William H. Leiter.....	Assistant Superintendent, Office of Administrative Services
Ralf C. Riches.....	Assistant Superintendent, Office of Instructional Services
Ted T. Peterson.....	Assistant Superintendent, South Area
I. Riley O'Neil.....	Assistant Superintendent, North Area
Loren G. Burton.....	Assistant Superintendent, West Area

July 1, 1987 to June 30, 1988

Gary C. Swensen, President.....	Precinct 3
Lynn D. Davidson, Vice President.....	Precinct 1
Patricia G. Sandstrom.....	Precinct 2
J. Dale Christensen.....	Precinct 5
Judith A. Larson.....	Precinct 4

Administration

Loren G. Burton.....	Superintendent
David F. Garrett.....	Business Administrator, Treasurer
E. Frank Willardsen.....	Assistant Superintendent, Office of Administrative Services
Briant J. Farnsworth.....	Assistant Superintendent, Office of Instructional Services
I. Riley O'Neil.....	Assistant Superintendent, Area Operations

July 1, 1988 to June 30, 1989

Lynn D. Davidson, President.....	Precinct 1
J. Dale Christensen, Vice President.....	Precinct 5
Patricia G. Sandstrom.....	Precinct 2
Judith A. Larson.....	Precinct 4
Denis R. Morrill.....	Precinct 3

Administration

Loren G. Burton.....	Superintendent
David F. Garrett.....	Business Administrator, Treasurer
E. Frank Willardsen.....	Assistant Superintendent, Office of Administrative Services
Briant J. Farnsworth.....	Assistant Superintendent, Office of Instructional Services
I. Riley O'Neil.....	Assistant Superintendent, Area Operations

July 1, 1989 to June 30, 1990

Lynn D. Davidson, President	Precinct 1
Judith A. Larson, Vice President	Precinct 4
Patricia G. Sandstrom	Precinct 2
Denis R. Morrill	Precinct 3
Robert B. Arnold	Precinct 5

Administration

Loren G. Burton	Superintendent
David F. Garrett	Business Administrator, Treasurer
I. Riley O'Neil	Deputy Superintendent, School Operations
E. Frank Willardsen	Assistant Superintendent, Office of Administrative Services
Briant J. Farnsworth	Assistant Superintendent, Office of Instructional Services

July 1, 1990 to June 30, 1991

Lynn D. Davidson, President	Precinct 1
Judith A. Larson, Vice President	Precinct 4
Patricia G. Sandstrom	Precinct 2
Denis R. Morrill	Precinct 3
Robert B. Arnold	Precinct 5

Administration

Loren G. Burton	Superintendent
David F. Garrett	Business Administrator, Treasurer
I. Riley O'Neil	Deputy Superintendent, School Operations
E. Frank Willardsen	Assistant Superintendent, Office of Administrative Services
Briant J. Farnsworth	Assistant Superintendent, Office of Instructional Services

July 1, 1990 to June 30, 1991

Lynn D. Davidson, President	Precinct 1
Judith A. Larson, Vice President	Precinct 4
Patricia G. Sandstrom	Precinct 2
Denis R. Morrill	Precinct 3
Robert B. Arnold	Precinct 5

Administration

Loren G. Burton	Superintendent
David F. Garrett	Business Administrator, Treasurer
I. Riley O'Neil	Deputy Superintendent, School Operations
E. Frank Willardsen	Assistant Superintendent, Office of Administrative Services
Briant J. Farnsworth	Assistant Superintendent, Office of Instructional Services

July 1, 1991 to June 30, 1992

Judith A. Larson, President	Precinct 4
Denis R. Morrill, Vice President	Precinct 3

Patricia G. Sandstrom.....	Precinct 2
Lynn D. Davidson.....	Precinct 1
Robert B. Arnold.....	Precinct 5

Administration

Loren G. Burton.....	Superintendent
David F. Garrett.....	Business Administrator, Treasurer
I. Riley O'Neil.....	Deputy Superintendent, School Operations
E. Frank Willardsen.....	Assistant Superintendent, Office of Administrative Services
Briant J. Farnsworth.....	Assistant Superintendent, Office of Instructional Services

July 1, 1992 to June 30, 1993

Judith A. Larson, President.....	Precinct 4
Denis R. Morrill, Vice President.....	Precinct 3
Patricia G. Sandstrom.....	Precinct 2
Lynn D. Davidson.....	Precinct 1
Robert B. Arnold.....	Precinct 5

Administration

Loren G. Burton.....	Superintendent
David F. Garrett.....	Business Administrator, Treasurer
I. Riley O'Neil.....	Deputy Superintendent, Secondary School Operations
Briant J. Farnsworth.....	Assistant Superintendent, Elementary School Services
E. Frank Willardsen.....	Assistant Superintendent, Administrative Services

July 1, 1993 to June 30, 1994

Robert B. Arnold, President.....	Precinct 5
Patricia G. Sandstrom, Vice President.....	Precinct 2
Judith A. Larson.....	Precinct 4
Lynn D. Davidson.....	Precinct 1
Dean V. Knight.....	Precinct 3

Administration

Loren G. Burton.....	Superintendent
David F. Garrett.....	Business Administrator, Treasurer
I. Riley O'Neil.....	Deputy Superintendent, Secondary School Operations
Briant J. Farnsworth.....	Assistant Superintendent, Elementary School Services
E. Frank Willardsen.....	Assistant Superintendent, Administrative Services

July 1, 1994 to June 30, 1995

Robert B. Arnold, President.....	Precinct 5
Patricia G. Sandstrom, Vice President.....	Precinct 2
Judith A. Larson.....	Precinct 4
Lynn D. Davidson.....	Precinct 1
Dean V. Knight.....	Precinct 3

Administration

Loren G. Burton.....	Superintendent
David F. Garrett.....	Business Administrator, Treasurer
I. Riley O'Neil.....	Deputy Superintendent, Secondary School Operations
Briant J. Farnsworth	Assistant Superintendent, Elementary School Services
E. Frank Willardsen.....	Assistant Superintendent, Administrative Services

July 1, 1995 to June 30, 1996

Patricia G. Sandstrom, President.....	Precinct 2
Lynn D. Davidson, Vice President	Precinct 1
Robert B. Arnold	Precinct 5
Judith A. Larson	Precinct 4
Dean V. Knight.....	Precinct 3

Administration

Loren G. Burton.....	Superintendent
David F. Garrett.....	Business Administrator, Treasurer
I. Riley O'Neil.....	Deputy Superintendent, Secondary School Operations
Briant J. Farnsworth	Assistant Superintendent, Elementary School Services
E. Frank Willardsen.....	Assistant Superintendent, Administrative Services

July 1, 1996 to June 30, 1997

Patricia G. Sandstrom, President.....	Precinct 2
Lynn D. Davidson, Vice President	Precinct 1
Robert B. Arnold	Precinct 5
Judith A. Larson	Precinct 4
Dean V. Knight.....	Precinct 3

Administration

Stephen F. Ronnenkamp.....	Superintendent
David F. Garrett.....	Business Administrator, Treasurer
Briant J. Farnsworth	Assistant Superintendent, Secondary School Services
Julene B. Oliver.....	Acting Assistant Superintendent, Elementary School Services
E. Frank Willardsen.....	Assistant Superintendent, Office of Administrative Services

July 1, 1997 to June 30, 1998

Lynn D. Davidson, President	Precinct 1
Judith A. Larson, Vice President.....	Precinct 4
Patricia G. Sandstrom.....	Precinct 2
Robert B. Arnold.....	Precinct 5
Sarah R. Meier	Precinct 3

Administration

Stephen F. Ronnenkamp.....	Superintendent
David F. Garrett.....	Business Administrator, Treasurer
Dale R. Baker.....	Assistant Superintendent, School Services

F. Fred Brown	Assistant Superintendent, Instructional Services
Julene B. Oliver.....	Assistant Superintendent, Program Services

July 1, 1998 to June 30, 1999

Lynn D. Davidson, President	Precinct 1
Judith A. Larson, Vice President.....	Precinct 4
Patricia G. Sandstrom.....	Precinct 2
Robert B. Arnold.....	Precinct 5
Sarah R. Meier	Precinct 3

Administration

Stephen F. Ronnenkamp.....	Superintendent
David F. Garrett.....	Business Administrator, Treasurer
Dale R. Baker.....	Assistant Superintendent, School Services
F. Fred Brown	Assistant Superintendent, Instructional Services
Julene B. Oliver.....	Assistant Superintendent, Program Services
McKell S. Withers.....	Assistant Superintendent, Support Services

July 1, 1999 to June 30, 2000

Lynn D. Davidson, President	Precinct 1
Patricia G. Sandstrom, Vice President	Precinct 2
Sarah R. Meier	Precinct 3
Julene M. Jolley.....	Precinct 5
Judy A. Weeks.....	Precinct 4

Administration

Stephen F. Ronnenkamp.....	Superintendent
David F. Garrett.....	Business Administrator, Treasurer
Dale R. Baker.....	Assistant Superintendent, School Services
F. Fred Brown.....	Assistant Superintendent, Instructional Services
Julene B. Oliver.....	Assistant Superintendent, Program Services
McKell S. Withers.....	Assistant Superintendent, Support Services

July 1, 2000 to June 30, 2001

Lynn D. Davidson, President	Precinct 1
Patricia G. Sandstrom, Vice President	Precinct 2
Sarah R. Meier	Precinct 3
Julene M. Jolley.....	Precinct 5
Judy A. Weeks.....	Precinct 4

Administration

Stephen F. Ronnenkamp.....	Superintendent
David F. Garrett.....	Business Administrator, Treasurer
Kevin D. Hague	Assistant Superintendent, School Services
F. Fred Brown	Assistant Superintendent, Instructional Services
Dave Adamson.....	Assistant Superintendent, Program Services
McKell S. Withers.....	Assistant Superintendent, Support Services

July 1, 2001 to June 30, 2002

Lynn D. Davidson, President	Precinct 1
Patricia G. Sandstrom, Vice President	Precinct 2
Sarah R. Meier	Precinct 3
Julene M. Jolley.....	Precinct 5
Judy A. Weeks.....	Precinct 4

Administration

Stephen F. Ronnenkamp.....	Superintendent
David F. Garrett.....	Business Administrator, Treasurer
Kevin D. Hague	Assistant Superintendent, School Services
Linda K. Mariotti.....	Assistant Superintendent, Instructional Services
Dave Adamson.....	Assistant Superintendent, Program Services
McKell S. Withers.....	Assistant Superintendent, Support Services

July 1, 2002 to June 30, 2003

Lynn D. Davidson, President	Precinct 1
Patricia G. Sandstrom, Vice President	Precinct 2
Sarah R. Meier	Precinct 3
Julene M. Jolley.....	Precinct 5
Judy A. Weeks.....	Precinct 4

Administration

Stephen F. Ronnenkamp.....	Superintendent
David F. Garrett.....	Business Administrator, Treasurer
Kevin D. Hague	Assistant Superintendent, School Services
Linda K. Mariotti.....	Assistant Superintendent, Instructional Services
Dave Adamson.....	Assistant Superintendent, Program Services
McKell S. Withers.....	Assistant Superintendent, Support Services

July 1, 2003 to June 30, 2004

Sarah R. Meier, President.....	Precinct 4
Patricia G. Sandstrom, Vice President	Precinct 2
Hank Bertoch.....	Precinct 7
Connie Burgess.....	Precinct 3
Lynn D. Davidson.....	Precinct 1
Julene M. Jolley.....	Precinct 6
Judy A. Weeks.....	Precinct 5

Administration

Stephen F. Ronnenkamp.....	Superintendent
David F. Garrett.....	Business Administrator, Treasurer
Kevin D. Hague	Assistant Superintendent, School Services
Linda K. Mariotti.....	Assistant Superintendent, Instructional Services
Paul S. Sagers	Assistant Superintendent, Program Services
David L. Gourley	Assistant Superintendent, Support Services

July 1, 2004 to June 30, 2005

Sarah R. Meier, President.....	Precinct 4
Patricia G. Sandstrom, Vice President	Precinct 2
Hank Bertoch.....	Precinct 7
Connie Burgess.....	Precinct 3
Lynn D. Davidson.....	Precinct 1
Julene M. Jolley.....	Precinct 6
Judy A. Weeks.....	Precinct 5

Administration

Stephen F. Ronnenkamp.....	Superintendent
David F. Garrett.....	Business Administrator, Treasurer
Kevin D. Hague	Assistant Superintendent, School Services
Linda K. Mariotti.....	Assistant Superintendent, Instructional Services
Paul S. Sagers	Assistant Superintendent, Program Services
David L. Gourley	Assistant Superintendent, Support Services

July 1, 2005 to June 30, 2006

Patricia G. Sandstrom, President.....	Precinct 2
Hank Bertoch, Vice President.....	Precinct 7
Connie Burgess	Precinct 3
Carole E. Cannon.....	Precinct 1
Julene M. Jolley.....	Precinct 6
Sarah R. Meier	Precinct 4
Judy A. Weeks.....	Precinct 5

Administration

Stephen F. Ronnenkamp.....	Superintendent
David F. Garrett.....	Business Administrator, Treasurer
Kevin D. Hague	Assistant Superintendent, School Services
Linda K. Mariotti.....	Assistant Superintendent, Instructional Services
Paul S. Sagers	Assistant Superintendent, Program Services
David L. Gourley	Assistant Superintendent, Support Services

July 1, 2006 to June 30, 2007

Patricia G. Sandstrom, President.....	Precinct 2
Hank Bertoch, Vice President.....	Precinct 7
Connie Burgess	Precinct 3
Carole E. Cannon.....	Precinct 1
Julene M. Jolley.....	Precinct 6
Sarah R. Meier	Precinct 4
Judy A. Weeks.....	Precinct 5

Administration

Stephen F. Ronnenkamp.....	Superintendent
David F. Garrett.....	Business Administrator, Treasurer
Kevin D. Hague	Assistant Superintendent, School Services

Linda K. Mariotti	Assistant Superintendent, Instructional Services
Paul S. Sagers	Assistant Superintendent, Program Services
David L. Gourley	Assistant Superintendent, Support Services

July 1, 2007 to June 30, 2008

Sarah R. Meier, President	Precinct 4
Julene M. Jolley, Vice President.....	Precinct 6
Terry H. Bawden	Precinct 5
Connie C. Burgess	Precinct 3
Carole E. Cannon.....	Precinct 1
Gayleen Gandy	Precinct 7
Patricia G. Sandstrom.....	Precinct 2

Administration

Stephen F. Ronnenkamp	Superintendent
David F. Garrett.....	Business Administrator, Treasurer
Kevin D. Hague	Assistant Superintendent, School Services
Linda K. Mariotti	Assistant Superintendent, Instructional Services
Martin Bates.....	Assistant Superintendent, Program Services
David L. Gourley	Assistant Superintendent, Support Services

July 1, 2008 to June 30, 2009

Sarah R. Meier, President	Precinct 4
Julene M. Jolley, Vice President.....	Precinct 6
Terry H. Bawden	Precinct 5
Connie C. Burgess	Precinct 3
Carole E. Cannon.....	Precinct 1
Gayleen Gandy	Precinct 7
Patricia G. Sandstrom.....	Precinct 2

Administration

Stephen F. Ronnenkamp	Superintendent
David F. Garrett.....	Business Administrator, Treasurer
Kevin D. Hague	Assistant Superintendent, School Services
Linda K. Mariotti	Assistant Superintendent, Instructional Services
Martin Bates.....	Assistant Superintendent, Program Services
David L. Gourley	Assistant Superintendent, Support Services

July 1, 2009 to June 30, 2010

Sarah R. Meier, President	Precinct 4
Gayleen Gandy, Vice President	Precinct 7
Connie Anderson.....	Precinct 2
Terry H. Bawden	Precinct 5
Connie C. Burgess	Precinct 3
Julene M. Jolley.....	Precinct 6
Dan Lofgren.....	Precinct 1

Administration

Stephen F. Ronnenkamp.....	Superintendent
David F. Garrett.....	Business Administrator, Treasurer
Martin Bates.....	Assistant Superintendent, Administrative & Legal Services
Linda K. Mariotti.....	Assistant Superintendent, Instructional Services
Kevin D. Hague.....	Assistant Superintendent, School Services
David L. Gourley.....	Assistant Superintendent, Support Services

July 1, 2010 to June 30, 2011

Gayleen Gandy, President.....	Precinct 7
Terry H. Bawden, Vice President.....	Precinct 5
Connie Anderson.....	Precinct 2
Connie C. Burgess.....	Precinct 3
Julene M. Jolley.....	Precinct 6
Dan Lofgren.....	Precinct 1
Sarah R. Meier.....	Precinct 4

Administration

Martin Bates.....	Superintendent
David F. Garrett.....	Business Administrator, Treasurer
Mike Fraser.....	Assistant Superintendent, School Accountability Services
Linda K. Mariotti.....	Assistant Superintendent, Teaching & Learning Services
Jim Henderson.....	Assistant Superintendent, Educator Support & Development Services
David L. Gourley.....	Assistant Superintendent, Support Services

July 1, 2011 to June 30, 2012

Gayleen Gandy, President.....	Precinct 7
Terry H. Bawden, Vice President.....	Precinct 5
Connie Anderson.....	Precinct 2
Connie C. Burgess.....	Precinct 3
Julene M. Jolley.....	Precinct 6
Dan Lofgren.....	Precinct 1
Sarah R. Meier.....	Precinct 4

Administration

Martin Bates.....	Superintendent
David F. Garrett.....	Business Administrator, Treasurer
Mike Fraser.....	Assistant Superintendent, School Accountability Services
Linda K. Mariotti.....	Assistant Superintendent, Teaching & Learning Services
Jim Henderson.....	Assistant Superintendent, Educator Support & Development Services
David L. Gourley.....	Assistant Superintendent, Support Services

July 1, 2012 to June 30, 2013

Gayleen Gandy, President.....	Precinct 7
Terry H. Bawden, Vice President.....	Precinct 5
Connie Anderson.....	Precinct 2

Connie C. Burgess	Precinct 3
Julene M. Jolley	Precinct 6
Dan Lofgren	Precinct 1
Sarah R. Meier	Precinct 4

Administration

Martin Bates	Superintendent
David F. Garrett	Business Administrator, Treasurer
Mike Fraser	Assistant Superintendent, School Accountability Services
Linda K. Mariotti	Assistant Superintendent, Teaching & Learning Services
Jim Henderson	Assistant Superintendent, Educator Support & Development Services
David L. Gourley	Assistant Superintendent, Support Services

July 1, 2013 to June 30, 2014

Gayleen Gandy, President	Precinct 7
Terry H. Bawden, Vice President	Precinct 5
Connie Anderson	Precinct 2
Connie C. Burgess	Precinct 3
Julene M. Jolley	Precinct 6
Dan Lofgren	Precinct 1
Sarah R. Meier	Precinct 4

Administration

Martin Bates	Superintendent
David F. Garrett	Business Administrator, Treasurer
Mike Fraser	Assistant Superintendent, School Accountability Services
Linda K. Mariotti	Assistant Superintendent, Teaching & Learning Services
Jim Henderson	Assistant Superintendent, Educator Support & Development Services
David L. Gourley	Assistant Superintendent, Support Services
Donald L. Adams	Assistant Superintendent, Support Services

July 1, 2014 to June 30, 2015

Gayleen Gandy, President	Precinct 7
Terry H. Bawden, Vice President	Precinct 5
Connie Anderson	Precinct 2
Connie C. Burgess	Precinct 3
Julene M. Jolley	Precinct 6
Karyn Winder	Precinct 6
Dan Lofgren	Precinct 1
Sarah R. Meier	Precinct 4

Administration

Martin Bates	Superintendent
David F. Garrett	Business Administrator, Treasurer
Mike Fraser	Assistant Superintendent, School Accountability Services
Linda K. Mariotti	Assistant Superintendent, Teaching & Learning Services
John Welburn	Assistant Superintendent, Educator Support & Development Services
Donald L. Adams	Assistant Superintendent, Support Services

