

# Granite School District/Riverton Music Program for Elementary Schools

## Registration and Fee Waiver Application

- Elementary schools send information about the opportunity for students to participate in the Riverton Music program with their registration materials. The flyer will clearly inform parents about the opportunity for fee waiver for students that qualify using the following language: “Fee waiver is available for this program. If you believe your student may qualify, see your school’s front office or the District’s registration packet for more details.”
- All students will register via the Riverton Music app. Registration includes payment information.
  - Students who do not apply for fee waiver pay Riverton Music directly, either in monthly installments or as a one-time fee for the year.
  - In lieu of payment arrangements, students may indicate that they intend to apply for fee waiver with their school and authorize the school to share fee waiver information with Riverton Music.
    - The app and the subsequent confirmation email will let the student know that their registration is not complete until they apply for fee waiver with the school.
- Riverton Music contacts school with the names of the students who indicated that they are applying for fee waiver.
- School will collect fee waiver applications and documentation and an admin will determine if the student qualifies for fee waiver (see [Fee Waiver Procedure](#) on Accounting Knowledgebase). They will notify parents and Riverton Music about the decision.
  - Those declined for fee waiver will need to re-register with Riverton Music if they still choose to participate.

## Instrument Rental

- Students who are not on fee waiver will provide their own instrument. They may choose to rent instruments directly from Riverton Music or other vendors.
- School will rent instruments from Riverton Music for the students on fee waiver.
  - The student and their parent will need to sign the Musical Instrument Rental form.
    - School should request the form from the Curriculum Department Music Secretary (Gail Dawson) to be sent through interoffice mail.
  - The rental rate will include protection that will cover damage made to the instrument and one replacement. Damage beyond this will be fined to the student.
- School will coordinate with Riverton Music, who will deliver the instruments to the school.
- The principal or principal’s secretary will make sure the student and parent have signed the Musical Instrument Rental form before giving the instrument to the student. These forms should be kept confidential, like the Fee Waiver Applications.

## Billing for Fee Waiver Students

- Riverton Music will bill the school for the entire year for the program fee (object 0320) and instrument rental fee (object 0440) for those students approved for fee waiver. The invoice should be paid by pay voucher or PCard from the school's Fund 21 band/orchestra program (2845).
- Riverton Music will keep roll of student attendance and provide it to the school at least monthly.
  - If a fee waiver student does not attend for 3 to 4 weeks, the school will call the parent to determine if the student needs to be dropped from the program.
  - When it is determined the fee waiver student has dropped the program, the school will arrange with the parent to return the instrument and contact Riverton Music to remove the student from the program.
  - Riverton Music will issue a credit memo for the fees for the remaining portion of the year for the dropped student. This must be applied to the same account originally charged in the school's Fund 21 band/orchestra program.
- At the end of the fiscal year, schools will prepare and submit a journal entry to record the fees waived using the tool on the Accounting Knowledgebase.
  - Fee waiver amounts will be reimbursed by the district to the school's band/orchestra program based on the amount recorded.
  - The amount of the fee waiver should match the amount paid by Pay Voucher or PCard to Riverton Music for the program fee and instrument rental fee.



**GRANITE SCHOOL DISTRICT**  
2500 South State Street  
Salt Lake City, Utah 84115-3110

To be attached and made part of the above numbered contract by and between Granite School District, and, Riverton Music.

**THE PARTIES AGREE TO AMEND THE CONTRACT AS FOLLOWS:**

- 1. **Contract period:** July 1, 2021 (original starting date)  
June 30, 2022 (current ending date)  
June 30, 2023 **Amended ending date**

- 2. Increase Enrollment Costs in contract as follows:

School Year 2022-2023	\$175.00
School Year 2023-2024	\$175.00
School Year 2024-2025	\$185.00
School Year 2025-2026	\$185.00
Fee Waived Student Rate	\$140.00

- 3. Delete "Books and" from first sentence of Other Items section of cost schedule to now read:  
"Instrument Rental Maintenance Kit - \$15 to \$30 depending on instrument."

- 3. **Effective Date:** June 30, 2022

All other conditions and terms in the original contract and previous amendments remain the same.

IN WITNESS WHEREOF, the parties sign and cause the amendment to be executed.

CONTRACTOR		GRANITE SCHOOL DISTRICT	
Contractor's Signature	Date	Purchasing/Business	Date
	4-5-2022		4-6-2022
Contractor's Name Colin Campbell			
Title General Manager			



**GRANITE SCHOOL DISTRICT**  
 2500 South State Street  
 Salt Lake City, Utah 84115-3110

1. **CONTRACTING PARTIES:** This contract is between the Granite School District hereafter referred to as GSD, and the following Contractor:

Contractor Name Riverton Music		Address 9491 S. 255 W.	City, State and Zip Code Sandy, Utah 84070
Contact Person Colin Campbell		Telephone Number 801-255-8300	Email <a href="mailto:colinc@rivertonmusic.com">colinc@rivertonmusic.com</a>
Federal Tax Identification Number 87-0387600		Fax Number 801-676-7530	Vendor Number 131238
Legal Status:	For-Profit Corporation		

2. **GENERAL PURPOSE OF CONTRACT:** Provide the Granite School District with an after-school program for elementary school instrumental music.
3. **PROCUREMENT:** This contract is entered into as a result of the procurement process on bid/proposal #JG21-22, fiscal year 2021.
4. **CONTRACT PERIOD:** Effective date July 1, 2021. Termination date June 30, 2022, unless terminated early or extended in accordance with the terms and conditions of this contract.  
 Renewal options- Four (4) one (1) year annual renewals Maximum length of contract- June 30, 2026.
5. **CONTRACT COSTS:** Details of the contract costs are located in Attachment E.
6. **ATTACHMENT A:** GSD Standard Terms and Conditions  
**ATTACHMENT B:** Special Terms and Conditions  
**ATTACHMENT C:** GSD Request for Proposal JG21-22  
**ATTACHMENT D:** Riverton Music's Technical Proposal  
**ATTACHMENT E:** Riverton Music's Cost Proposal
7. **DOCUMENTS INCORPORATED INTO THIS CONTRACT BY REFERENCE BUT NOT ATTACHED:**
  - a. All other governmental laws, regulations, or actions applicable to the goods and/or services authorized by this contract.
  - b. The Utah State Procurement Code, and the Granite School District Procurement Policy.

IN WITNESS WHEREOF, the parties sign and cause this contract to be executed.

CONTRACTOR		GRANITE SCHOOL DISTRICT	
Contractor's Signature <i>Colin Campbell</i>	Date 5/27/2021	Legal Review Not Required	Date
Contractor's Name Colin Campbell		School/Department Not Required	Date
Title General Manager		Purchasing/Business <i>Janet Jordan</i>	Date May 27, 2021

## ATTACHMENT A: GRANITE SCHOOL DISTRICT STANDARD TERMS AND CONDITIONS FOR SERVICES

(Revised – April 28, 2021)

This is for a contract for services (including professional services) meaning the furnishing of labor, time, or effort by a contractor.

1. **DEFINITIONS:** The following terms shall have the meanings set forth below:
  - a) **“Confidential Information”** means information that is deemed as confidential under, or protected by applicable state and federal laws, including personal information, student data, and all related metadata. The District reserves the right to identify, during and after this Contract, additional reasonable types of categories of information that must be kept confidential under federal and state laws.
  - b) **“Contract”** means the Contract Signature Page(s), including all referenced attachments and documents incorporated by reference. The term “Contract” may include any purchase orders that result from this Contract.
  - c) **“Contract Signature Page(s)”** means the cover page(s) that the District and Contractor sign.
  - d) **“Contractor”** means the individual or entity delivering the Services identified in this Contract. The term “Contractor” shall include Contractor’s agents, officers, employees, and partners.
  - e) **“District”** means the Granite School District, in its entirety, including its schools, divisions, departments, authorities, instrumentalities, boards, elected or appointed officers, employees, agents, and authorized volunteers.
  - f) **“Proposal”** means Contractor’s response to the District’s Solicitation.
  - g) **“Services”** means the furnishing of labor, time, or effort by Contractor pursuant to this Contract. Services include, but are not limited to, all of the deliverable(s) (including supplies, equipment, or commodities) that result from Contractor performing the Services pursuant to this Contract. Services include those professional services identified in Section 63G-6a-103 of the Utah Procurement Code.
  - h) **“Solicitation”** means the documents used by the District to obtain Contractor’s Proposal.
  - i) **“Subcontractors”** means subcontractors or subconsultants at any tier that are under the direct or indirect control or responsibility of the Contractor, and includes all independent contractors, agents, employees, authorized resellers, or anyone else for whom the Contractor may be liable at any tier, including a person or entity that is, or will be, providing or performing an essential aspect of this Contract, including Contractor’s manufacturers, distributors, and suppliers.
2. **GOVERNING LAW AND VENUE:** This Contract shall be governed by the laws, rules, and regulations of the State of Utah. Any action or proceeding arising from this Contract shall be brought in a court of competent jurisdiction in the State of Utah. Venue shall be in Salt Lake City, in the Third Judicial District Court for Salt Lake County.
3. **LAWS AND REGULATIONS:** At all times during this Contract, Contractor and all Services performed under this Contract will comply with all applicable federal and state constitutions, laws, rules, codes, orders, and regulations, including applicable licensure and certification requirements. If this Contract is funded by federal funds, either in whole or in part, then any federal regulation related to the federal funding, including CFR Appendix II to Part 200, will supersede this Attachment A. Additionally terms 43-48 within this document will also apply.
4. **RECORDS ADMINISTRATION:** Contractor shall maintain or supervise the maintenance of all records necessary to properly account for Contractor’s performance and the payments made by the District to Contractor under this Contract. These records shall be retained by Contractor for at least six (6) years after final payment, or until all audits initiated within the six (6) years have been completed, whichever is later. Contractor agrees to allow, at no additional cost, the District, state and federal auditors, and District staff, access to all such records.
5. **CERTIFY REGISTRATION AND USE OF EMPLOYMENT “STATUS VERIFICATION SYSTEM”:** The Status Verification System, also referred to as “E-verify”, only applies to contracts issued through a Request for Proposal process and to sole sources that are included within a Request for Proposal.
  1. Contractor certifies as to its own entity, under penalty of perjury, that Contractor has registered and is participating in the Status Verification System to verify the work eligibility status of Contractor’s new employees that are employed in the State of Utah in accordance with applicable immigration laws.
  2. Contractor shall require that each of its Subcontractors certify by affidavit, as to their own entity, under penalty of perjury, that each Subcontractor has registered and is participating in the Status Verification System to verify the work eligibility status of Subcontractor’s new employees that are employed in the State of Utah in accordance with applicable immigration laws.
  3. Contractor’s failure to comply with this section will be considered a material breach of this Contract.
6. **CONFLICT OF INTEREST:** Contractor represents that none of its officers or employees are officers or employees of the District, unless disclosure has been made to the District.
7. **INDEPENDENT CONTRACTOR:** Contractor and Subcontractors, in the performance of this Contract, shall act in an independent capacity and not as officers or employees or agents of the District.
8. **INDEMNITY:** Contractor shall be fully liable for the actions of its agents, employees, officers, partners, and Subcontractors, and shall fully indemnify, defend, and save harmless the District from all claims, losses, suits, actions, damages, and costs of every name and description arising out of Contractor’s performance of this Contract caused by any intentional act or negligence of Contractor, its agents, employees, officers, partners, or Subcontractors, without limitation; provided, however, that the Contractor shall not indemnify for that portion of any claim, loss, or damage arising hereunder due to the sole fault of the District. The parties agree that if there are any limitations of the Contractor’s liability, including a limitation of liability clause for anyone for whom the Contractor is responsible, such limitations of liability will not apply to injuries to persons, including death, or to damages to property. Nothing in this Agreement shall be deemed as a waiver by any party of the defenses, rights or protections provided by the Utah Governmental Immunity Act (Utah Code Ann. 63G-7-101 et. seq.) nor shall this Agreement

be construed with respect to third parties as a waiver of any governmental immunity to which the District is otherwise entitled.

9. **EMPLOYMENT PRACTICES:** Contractor agrees to abide by federal and state employment laws, including: (i) Title VI and VII of the Civil Rights Act of 1964 (42 U.S.C. 2000e), which prohibits discrimination against any employee or applicant for employment or any applicant or recipient of services, on the basis of race, religion, color, or national origin; (ii) Executive Order No. 11246, as amended, which prohibits discrimination on the basis of sex; (iii) 45 CFR 90, which prohibits discrimination on the basis of age; (iv) Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act of 1990, which prohibits discrimination on the basis of disabilities; and (v) Utah's Executive Order, dated December 13, 2006, which prohibits unlawful harassment in the workplace. Contractor further agrees to abide by any other laws, regulations, or orders that prohibit the discrimination of any kind by any of Contractor's employees.
10. **AMENDMENTS:** This Contract may only be amended by the mutual written agreement of the parties, which amendment will be attached to this Contract. Automatic renewals will not apply to this Contract, even if listed elsewhere in this Contract.
11. **DEBARMENT:** Contractor certifies that it is not presently nor has ever been debarred, suspended, or proposed for debarment by any governmental department or agency, whether international, national, state, or local. Contractor must notify the District within thirty (30) days if debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in any contract by any governmental entity during this Contract.
12. **TERMINATION:** This Contract may be terminated, with cause by either party, in advance of the specified expiration date, upon written notice given by the other party. The party in violation will be given ten (10) days after written notification to correct and cease the violations, after which this Contract may be terminated for cause immediately and is subject to the remedies listed below. This Contract may also be terminated without cause (for convenience), in advance of the specified expiration date, by the District, upon thirty (30) days written termination notice being given to the Contractor. The District and the Contractor may terminate this Contract, in whole or in part, at any time, by mutual agreement in writing. On termination of this Contract, all accounts and payments will be processed according to the financial arrangements set forth herein for approved Services ordered prior to date of termination.

Contractor shall be compensated for the Services properly performed under this Contract up to the effective date of the notice of termination. Contractor agrees that in the event of such termination for cause or without cause, Contractor's sole remedy and monetary recovery from the District is limited to full payment for all Services properly performed as authorized under this Contract up to the date of termination as well as any reasonable monies owed as a result of Contractor having to terminate other contracts necessarily and appropriately entered into by Contractor pursuant to this Contract. In no event shall the District be liable to the Contractor for compensation for any services neither requested by the District nor satisfactorily performed by the Contractor. In no event shall the District's exercise of its right to terminate this Contract for convenience relieve the Contractor of any liability to the District for any damages or claims arising under this Contract.

13. **NONAPPROPRIATION OF FUNDS, REDUCTION OF FUNDS, OR CHANGES IN LAW:** Upon thirty (30) days written notice delivered to the Contractor, this Contract may be terminated in whole or in part at the sole discretion of the District, if the District reasonably determines that: (i) a change in Federal or State legislation or applicable laws materially affects the ability of either party to perform under the terms of this Contract; or (ii) that a change in available funds affects the District's ability to pay under this Contract. A change of available funds as used in this paragraph includes, but is not limited to, a change in Federal or State funding, whether as a result of a legislative act or by order of the President or the Governor.

If a written notice is delivered under this section, the District will reimburse Contractor for the Services properly ordered until the effective date of said notice. The District will not be liable for any performance, commitments, penalties, or liquidated damages that accrue after the effective date of said written notice.

14. **SUSPENSION OF WORK:** Should circumstances arise which would cause the District to suspend Contractor's responsibilities under this Contract, but not terminate this Contract, this will be done by written notice. Contractor's responsibilities may be reinstated upon advance formal written notice from the District.
15. **SALES TAX EXEMPTION:** The Services under this Contract will be paid for from the District's funds and used in the exercise of the District's essential functions as a State of Utah entity. Upon request, the District will provide Contractor with its sales tax exemption number. It is Contractor's responsibility to request the District's sales tax exemption number. It also is Contractor's sole responsibility to ascertain whether any tax deduction or benefits apply to any aspect of this Contract.
16. **CONTRACTOR'S INSURANCE RESPONSIBILITY.** The Contractor shall maintain the following insurance coverage:
  - a. Workers' compensation insurance during the term of this Contract for all its employees and any Subcontractor employees related to this Contract. Workers' compensation insurance shall cover full liability under the workers' compensation laws of the jurisdiction in which the work is performed at the statutory limits required by said jurisdiction.
  - b. Commercial general liability [CGL] insurance from an insurance company authorized to do business in the State of Utah. The limits of the CGL insurance policy will be no less than one million dollars (\$1,000,000.00) per person per occurrence and two million (\$2,000,000.00) aggregate per occurrence.
  - c. Commercial automobile liability [CAL] insurance from an insurance company authorized to do business in the State of Utah. The CAL insurance policy must cover bodily injury and property damage liability and be applicable to all vehicles used in your performance of Services under this Agreement whether owned, non-owned, leased, or hired. The minimum liability limit must be \$1 million per occurrence, combined single limit. The CAL insurance policy is required if Contractor will use a vehicle in the performance of this Contract.
  - d. Other insurance policies required in the Solicitation.

Certificate of Insurance, showing up-to-date coverage, shall be on file with the District before the Contract may commence.

The District reserves the right to require higher or lower insurance limits where warranted. Failure to provide proof of insurance as required will be deemed a material breach of this Contract. Contractor's failure to maintain this insurance requirement for the term of this Contract will be grounds for immediate termination of this Contract.

17. **WORKERS' COMPENSATION INSURANCE:** Contractor shall maintain during the term of this Contract, workers' compensation insurance for all its employees as well as any Subcontractor employees related to this Contract. Workers' compensation insurance shall cover full liability under the workers' compensation laws of the jurisdiction in which the service is performed at the statutory limits required by said jurisdiction. Contractor acknowledges that within thirty (30) days of contract award, Contractor must submit proof of certificate of insurance that meets the above requirements.
18. **PUBLIC INFORMATION:** Contractor agrees that this Contract, related purchase orders, related pricing documents, and invoices will be public documents and may be available for public and private distribution in accordance with the State of Utah's Government Records Access and Management Act (GRAMA). Contractor gives the District express permission to make copies of this Contract, related sales orders, related pricing documents, and invoices in accordance with GRAMA. Except for sections identified in writing by Contractor and expressly approved by the Granite School District Purchasing Department, Contractor also agrees that the Contractor's Proposal to the Solicitation will be a public document, and copies may be given to the public as permitted under GRAMA. The District is not obligated to inform Contractor of any GRAMA requests for disclosure of this Contract, related purchase orders, related pricing documents, or invoices.
19. **DELIVERY:** All deliveries under this Contract will be F.O.B. destination with all transportation and handling charges paid for by Contractor. Responsibility and liability for loss or damage will remain with Contractor until final inspection and acceptance when responsibility will pass to the District, except as to latent defects or fraud. Contractor shall strictly adhere to the delivery and completion schedules specified in this Contract.
20. **ACCEPTANCE AND REJECTION:** The District shall have thirty (30) days after the performance of the Services to perform an inspection of the Services to determine whether the Services conform to the standards specified in the Solicitation and this Contract prior to acceptance of the Services by the District.  
  
If Contractor delivers nonconforming Services, the District may, at its option and at Contractor's expense: (i) return the Services for a full refund; (ii) require Contractor to promptly correct or reperform the nonconforming Services subject to the terms of this Contract; or (iii) obtain replacement Services from another source, subject to Contractor being responsible for any cover costs.
21. **INVOICING:** Contractor will submit invoices within thirty (30) days of Contractor's performance of the Services to the District. The contract number shall be listed on all invoices, freight tickets, and correspondence relating to this Contract. The prices paid by the District will be those prices listed in this Contract, unless Contractor offers a prompt payment discount within its Proposal or on its invoice. The District has the right to adjust or return any invoice reflecting incorrect pricing.
22. **PAYMENT:** Payments are to be made within thirty (30) days after a correct invoice is received. All payments to Contractor will be remitted by mail, electronic funds transfer, or the District's Purchasing Card (major credit card). If payment has not been made after sixty (60) days from the date a correct invoice is received by the District, then interest may be added by Contractor as prescribed in the Utah Prompt Payment Act. The acceptance by Contractor of final payment, without a written protest filed with the District within ten (10) business days of receipt of final payment, shall release the District from all claims and all liability to the Contractor. The District's payment for the Services shall not be deemed an acceptance of the Services and is without prejudice to any and all claims that the District may have against Contractor. The District will not allow the Contractor to charge end users electronic payment fees of any kind.
23. **TIME IS OF THE ESSENCE:** The Services shall be completed by any applicable deadline stated in this Contract. For all Services, time is of the essence. Contractor shall be liable for all reasonable damages to the District, and anyone for whom the District may be liable as a result of Contractor's failure to timely perform the Services required under this Contract.
24. **CHANGES IN SCOPE:** Any changes in the scope of the Services to be performed under this Contract shall be in the form of a written amendment to this Contract, mutually agreed to and signed by both parties, specifying any such changes, fee adjustments, any adjustment in time of performance, or any other significant factors arising from the changes in the scope of Services.
25. **PERFORMANCE EVALUATION:** The District may conduct a performance evaluation of Contractor's Services, including Contractor's Subcontractors. Results of any evaluation may be made available to Contractor upon request.
26. **STANDARD OF CARE:** The Services of Contractor and its Subcontractors shall be performed in accordance with the standard of care exercised by licensed members of their respective professions having substantial experience providing similar services which similarities include the type, magnitude, and complexity of the Services that are the subject of this Contract. Contractor shall be liable to the District for claims, liabilities, additional burdens, penalties, damages, or third party claims (e.g., another Contractor's claim against the District), to the extent caused by wrongful acts, errors, or omissions that do not meet this standard of care.
27. **REVIEWS:** The District reserves the right to perform plan checks, plan reviews, other reviews, and/or comment upon the Services of Contractor. Such reviews do not waive the requirement of Contractor to meet all of the terms and conditions of this Contract.
28. **ASSIGNMENT:** Contractor may not assign, sell, transfer, subcontract or sublet rights, or delegate any right or obligation under this Contract, in whole or in part, without the prior written approval of the District.
29. **REMEDIES:** Any of the following events will constitute cause for the District to declare Contractor in default of this Contract: (i) Contractor's non-performance of its contractual requirements and obligations under this Contract; or (ii) Contractor's

material breach of any term or condition of this Contract. The District may issue a written notice of default providing a ten (10) day period in which Contractor will have an opportunity to cure. Time allowed for cure will not diminish or eliminate Contractor's liability for damages. If the default remains after Contractor has been provided the opportunity to cure, the District may do one or more of the following: (i) exercise any remedy provided by law or equity; (ii) terminate this Contract; (iii) impose liquidated damages, if liquidated damages are listed in this Contract; (iv) debar/suspend Contractor from receiving future contracts from the District; or (v) demand a full refund of any payment that the District has made to Contractor under this Contract for Services that do not conform to this Contract.

30. **FORCE MAJEURE:** Neither party to this Contract will be held responsible for delay or default caused by fire, riot, act of God, and/or war which is beyond that party's reasonable control. The District may terminate this Contract after determining such delay will prevent successful performance of this Contract.
31. **CONFIDENTIALITY:** If Confidential Information is disclosed to Contractor, Contractor shall: (i) advise its agents, officers, employees, partners, and Subcontractors of the obligations set forth in this Contract; (ii) keep all Confidential Information strictly confidential; and (iii) not disclose any Confidential Information received by it to any third parties. Contractor will promptly notify the District of any potential or actual misuse or misappropriation of Confidential Information.

Contractor shall be responsible for any breach of this duty of confidentiality, including any required remedies and/or notifications under applicable law. Contractor shall indemnify, hold harmless, and defend the District, including anyone for whom the District is liable, from claims related to a breach of this duty of confidentiality, including any notification requirements, by Contractor or anyone for whom the Contractor is liable.

Upon termination or expiration of this Contract, Contractor will return all copies of Confidential Information to the District or certify, in writing, that the Confidential Information has been destroyed. This duty of confidentiality shall be ongoing and survive the termination or expiration of this Contract.

32. **PUBLICITY:** Contractor shall submit to the District for written approval all advertising and publicity matters relating to this Contract. It is within the District's sole discretion whether to provide approval, which must be done in writing.
33. **INDEMNIFICATION RELATING TO INTELLECTUAL PROPERTY:** Contractor will indemnify and hold the District harmless from and against any and all damages, expenses (including reasonable attorneys' fees), claims, judgments, liabilities, and costs in any action or claim brought against the District for infringement of a third party's copyright, trademark, trade secret, or other proprietary right. The parties agree that if there are any limitations of Contractor's liability, such limitations of liability will not apply to this section.
34. **OWNERSHIP IN INTELLECTUAL PROPERTY:** The District and Contractor agree that each has no right, title, interest, proprietary or otherwise in the intellectual property owned or licensed by the other, unless otherwise agreed upon by the parties in writing. All deliverables, documents, records, programs, data, articles, memoranda, and other materials not developed or licensed by Contractor prior to the execution of this Contract, but specifically created or manufactured under this Contract shall be considered work made for hire, and Contractor shall transfer any ownership claim to the District.
35. **WAIVER:** A waiver of any right, power, or privilege shall not be construed as a waiver of any subsequent right, power, or privilege.
36. **ATTORNEY'S FEES:** In the event of any judicial action to enforce rights under this Contract, the prevailing party shall be entitled its costs and expenses, including reasonable attorney's fees incurred in connection with such action.
37. **PROCUREMENT ETHICS:** Contractor understands that a person who is interested in any way in the sale of any supplies, services, construction, or insurance to the District is violating the law if the person gives or offers to give any compensation, gratuity, contribution, loan, reward, or any promise thereof to any person acting as a procurement officer on behalf of the District, or to any person in any official capacity participates in the procurement of such supplies, services, construction, or insurance, whether it is given for their own use or for the use or benefit of any other person or organization.
38. **DISPUTE RESOLUTION:** Prior to either party filing a judicial proceeding, the parties agree to participate in the mediation of any dispute. The District, after consultation with the Contractor, may appoint an expert or panel of experts to assist in the resolution of a dispute. If the District appoints such an expert or panel, District and Contractor agree to cooperate in good faith in providing information and documents to the expert or panel in an effort to resolve the dispute.
39. **ORDER OF PRECEDENCE:** In the event of any conflict in the terms and conditions in this Contract, the order of precedence shall be: (i) this Attachment A; (ii) Contract Signature Page(s); (iii) the District's additional terms and conditions, if any; (iv) any other attachment listed on the Contract Signature Page(s); and (v) Contractor's terms and conditions that are attached to this Contract, if any. Any provision attempting to limit the liability of Contractor or limit the rights of the District must be in writing and attached to this Contract or it is rendered null and void.
40. **SURVIVAL OF TERMS:** Termination or expiration of this Contract shall not extinguish or prejudice the District's right to enforce this Contract with respect to any default or defect in the Services that has not been cured.
41. **SEVERABILITY:** The invalidity or unenforceability of any provision, term, or condition of this Contract shall not affect the validity or enforceability of any other provision, term, or condition of this Contract, which shall remain in full force and effect.
42. **PRICE GUARANTEE, ADJUSTMENTS:** The contract pricing will be guaranteed for the period specified in the original solicitation document. Following the guarantee period, any request for price adjustment must be for an equal guarantee period, and must be made at least 30 days prior to the effective date. Requests for price adjustment must include documentation supporting the request and demonstrating a logical mathematical link between the current price and the proposed price. Any adjustment or amendment to the contract will not be effective unless approved by the Granite School District Director of Purchasing. Granite School District must be given the immediate benefit of any decrease in the market, or allowable discount.

43. **ENTIRE AGREEMENT:** This Contract constitutes the entire agreement between the parties and supersedes any and all other prior and contemporaneous agreements and understandings between the parties, whether oral or written.

# **ATTACHMENT B**

## **SPECIAL TERMS AND CONDITIONS**

1. Granite School District (“GSD”) will be providing Riverton Music (“Riverton”) with confidential student data to include the student fee waiver status. This information must be held as confidential information and only be shared with individuals in administrative positions at Riverton. The information cannot be provided to classroom teachers and must not be shared beyond those at Riverton described previously. These individuals will be known as “school officials” for purposes of the contract.
2. GSD will provide a written approval to Riverton to confirm the fee waived status for each student that registers indicating they will be requesting fee waiver from their school.
3. Riverton will provide GSD with a report at the end of each annual contract period that shows total sales, to include tuition and rental fees, for all non-fee waived students. This report is to be broken down by participating school. GSD will treat this information as confidential and will not release this information publicly. The information will be used to comply with State student fee rule requirements.
4. Student Cancellation Process – Any student may elect to cancel their participation in the program and receive a return of any unused portion of the students paid tuition and instrument rental, if applicable. Riverton is to be given notice of all cancellations. The family is responsible for notifying Riverton for paying students cancellation and returning their rental instrument, if applicable. The District will notify Riverton for fee waiver students and will coordinate the rental instrument return process for fee waived students. Rental instruments must be returned to Riverton at the time of cancellation. Unreturned instruments may result in the responsible party being sent to collections if the instrument cannot be collected.

# ATTACHMENT C



## REQUEST FOR PROPOSAL

# After-School Instrumental Music Program for Elementary Students

Solicitation #: JG21-22

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This Request for Proposals (RFP), having been determined to be the appropriate procurement method to provide the best value to the Granite School District ("GSD" or "District"). The RFP is designed to provide interested offerors with sufficient basic information to submit proposals meeting minimum requirements but is not intended to limit a proposal's content or exclude any relevant or essential data. Offerors are at liberty and are encouraged to expand upon the specifications to evidence service capability under any agreement. GSD will not be liable for any cost's proposers may incur in the preparation or presentation of this proposal.

No contact is to be had with any district employees or Board of Education members during the RFP process through contract award regarding the RFP. Contact is to be made through the Purchasing Department only.

This RFP is issued in accordance with State of Utah Procurement Code, Utah Code Annotated (UCA) Chapter 63G-6a, and applicable Rules found in the Utah Administrative Code (UAC). If any provision of this RFP conflicts with the UCA or UAC, the UCA or UAC will take precedence.

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### I. PURPOSE OF REQUEST FOR PROPOSAL (RFP)

The purpose of this request for proposal is to enter into a contract with a qualified firm to provide an after-school program for elementary instrumental music. It is anticipated that this RFP may result in a contract award to a single contractor.

This RFP is designed to provide interested offerors with sufficient basic information to submit proposals meeting minimum requirements, but is not intended to limit a proposal's content or exclude any relevant or essential data. Offerors are at liberty and are encouraged to expand upon the specifications to evidence service capability under any agreement.

Granite School District will not be liable for any cost's proposers may incur in the preparation or presentation of this proposal.

### II. BACKGROUND

Several years ago the Granite Board of Education modified the elementary instrumental music program to meet the Utah Core Standards and curriculum. As a result of these changes many schools chose to no longer maintain a dedicated elementary instrumental music program. However, many elementary schools wished to maintain a dedicated instrumental music program for the 4-6 grade students. To provide the desired services, the district is seeking an outside contractor to provide an after-school elementary instrumental music program.

The after-school program will be voluntary and participation at any school is the choice of the respective school community councils. Currently 31 of our 60 elementary schools are participating with approximately 500 – 600 students.

### III. **ISSUING OFFICE AND RFP REFERENCE NUMBER**

The District's Purchasing Department is the issuing office for this document and all subsequent addenda relating to it, on behalf of the Communications Department. The reference number for the transaction is Solicitation #JG21-22. This number must be referred to on all proposals, correspondence, and documentation relating to the RFP.

NOTICE: Wherever the term bid, bidder, bidding or quote appears in this solicitation or reference is made to a bid, bidder, bidding, or quote, it shall be interpreted to mean offeror, as defined in 63G-6a-103(30), RFP, or Request for Proposals, as defined in 63G-6a-103(38) and the procurement shall be conducted subject to the provisions of 63G-6a-701-711.

### IV. **LENGTH OF CONTRACT**

The Contract resulting from this RFP will be for a period of one (1) year.

The Contract may be extended beyond the original period for up to four additional one-year terms by mutual agreement.

The District reserves the right to review contract(s) on a regular basis regarding performance and cost analysis and may negotiate price and service elements during the term of the contract.

### V. **PRICE GUARANTEE PERIOD**

All pricing must be guaranteed for one year. Following the guarantee period, any request for price adjustment must be for an equal guarantee period and must be made at least 30 days prior to the effective date. Requests for price adjustment must include sufficient documentation supporting the request. Any adjustment or amendment to the contract will not be effective unless approved by the Director of Purchasing. Granite School District will be given the immediate benefit of any decrease in the market, or allowable discount.

### VI. **STANDARD CONTRACT TERMS AND CONDITIONS**

Any contract resulting from this RFP will include but not be limited to the District's Standard Terms and Conditions (see Attachment A). Exceptions and or additions to the District's Standard Terms and Conditions are strongly discouraged.

Exceptions and additions to the Standard Terms and Conditions must be submitted with the proposal response. Exceptions, additions, service level agreements, etc. submitted after the date and time for receipt of proposals will not be considered. Website URLs, or information on website URLs must not be requested in the RFP document and must not be submitted with a proposal. URLs provided with a proposal may result in that proposal being rejected as non-responsive. URLs are also prohibited from any language included in the final contract document.

The District retains the right to refuse to negotiate on exceptions should the exceptions be excessive, not in the best interest of the District, negotiations could result in excessive costs to the state, or could adversely impact existing time constraints.

If negotiations are required, contractor must provide all documents in MS Word format for redline editing. Contractor must provide the name, contact information, and access to the person(s) that will be directly involved in legal negotiations.

VII. **DETAILED SCOPE OF WORK**

- a. Provide a musical instrument after-school program for elementary students' grades 4, 5, and 6.
- b. Ability to provide instrument rentals to students as needed and as desired by student. Under no circumstances will participation in this program require a student to rent an instrument from the awarded contractor.
- c. Program is to provide classes to students twice per week.
- d. Program will need to adhere to the approved district calendar when scheduling classes and concerts.
- e. Classes will be taught at the school. Schools may combine to provide adequate student counts to justify the program.
- f. Vendor should have the capacity to provide the program at each elementary school, up to 60 schools.
- g. Program should consist of beginning and intermediate classes.
- h. Vendor will be responsible to develop relationships with principals, parents, and students appropriate to market program.
- i. District and schools will assist with marketing.
- j. Vendor may charge a reasonable class fee based upon overall enrollment.
- k. Vendor will provide qualified teachers who have completed a background check.
- l. Vendor is responsible for collection of all funds and payment to their employees.
- m. Vendor is to provide appropriate evaluation, training and discipline procedures for their employees.
- n. Vendor will coordinate 2 concerts per school year in cooperation with the district for facilities.
- o. Vendor must maintain liability insurance which names Granite School District as a third party insured with single occurrence one million dollars and aggregate occurrences of two million dollars.
- p. Vendor will provide each school with monthly attendance reports. The district will use the report to administer students who are utilizing the program through fee waiver.
- q. Students receiving the program through fee waiver will be paid for by the district. The district will cover the class fee and the instrument rental, unless the district can provide the student an instrument from district inventory.

VIII. **COMPANY PROPOSAL AND QUALIFICATIONS**

- a. Provide your company's proposal to accomplish the scope of work.
- b. Describe your company's history in providing similar services.
- c. Describe the company's management team who will be responsible for the contract services.

IX. **ANTICIPATED SOLICITATION TIMELINE**

<b>Event</b>	<b>Date</b>
<b>Release RFP</b>	March 24, 2021
<b>Questions Deadline</b>	April 5, 2021
<b>RFP Due</b>	April 12, 2021 @3:00 PM MDT
<b>Evaluation Period</b>	April 13-26, 2021

X. **QUESTIONS**

All questions must be submitted through Utah Public Procurement Place (U3P). Answers will be given via the U3P's site.

XI. **PROPOSAL RESPONSE FORMAT**

All proposals must include a technical proposal and cost proposal. Formats for both documents follow:

A. **Technical Proposal Format**

Hard copies are to be tabbed by section.

Tab 1. **Executive Summary.** The one- or two-page executive summary is to briefly describe the offeror's proposal. This summary should highlight the major features of the proposal. It must indicate any requirements that cannot be met by the offeror. The reader should be able to determine the essence of the proposal by reading the executive summary. Protected information requests should be identified in this section.

Tab 2. **Detailed Response.** This section should constitute the major portion of the proposal and must contain at least the following information:

1. A complete narrative of the offeror's assessment of the work to be performed, the offeror's ability and approach, and the resources necessary to fulfill the requirements. This should demonstrate the offeror's understanding of the desired overall performance expectations. Clearly indicate any options or alternatives proposed.
2. A specific point-by-point response, in the order listed, to each requirement in the RFP.

Tab 3. **Protected Information.** All protected information must be included in this section of proposal response. Do not incorporate protected information throughout the proposal. Rather, provide a reference in the proposal response directing reader to the specific area of this Protected Information section.

The Government Records Access and Management Act (GRAMA), Utah Code Ann., Subsection 63-2-304, provides in part that:

*the following records are protected if properly classified by a government entity:*

- (1) trade secrets as defined in Section 13-24-2 if the person submitting the trade secret has provided the governmental entity with the information specified in Section 63-2-308 (Business Confidentiality Claims);*

- (2) *commercial information or non-individual financial information obtained from a person if:*
- (a) *disclosure of the information could reasonably be expected to result in unfair competitive injury to the person submitting the information or would impair the ability of the governmental entity to obtain necessary information in the future;*
  - (b) *the person submitting the information has a greater interest in prohibiting access than the public in obtaining access; and*
  - (c) *the person submitting the information has provided the governmental entity with the information specified in Section 63-2-308;*

\* \* \* \*

3. (6) *records the disclosure of which would impair governmental procurement proceedings or give an unfair advantage to any person proposing to enter into a contract or agreement with a governmental entity, except that this Subsection (6) does not restrict the right of a person to see bids submitted to or by a governmental entity after bidding has closed; ....*

GRAMA provides that trade secrets, commercial information or non-individual financial information may be protected by submitting a Claim of Business Confidentiality.

To protect information under a Claim of Business Confidentiality, the offeror must: provide a written Claim of Business Confidentiality *at the time the information (proposal) is provided to the district* and include a concise statement of reasons supporting the claim of business confidentiality (Subsection 63-2-308(1)).

If you submit a proposal containing confidential information you must submit an electronic “redacted” (excluding protected information) copy of your proposal response. Copy must clearly be marked “Redacted Version.”

A Claim of Business Confidentiality may be appropriate for information such as client lists and non-public financial statements. Pricing and service elements may not be protected. An entire proposal may not be protected under a Claim of Business Confidentiality. The claim of business confidentiality must be submitted with your proposal on the form which may be accessed at:

<http://purchasing.utah.gov/wp-content/uploads/confidentialityclaimform.doc>

**An entire proposal cannot be identified as “PROTECTED”, “CONFIDENTIAL” or “PROPRIETARY” and may be considered non-responsive if marked as such.**

To ensure the information is protected, you must include all protected information in Tab 3 of the proposal response. Any protected information incorporated in other sections of the proposal response may result in release of data at no fault of the District.

All materials submitted become the property of Granite School District. Materials may

be evaluated by anyone designated by the District as part of the proposal evaluation committee. Materials submitted may be returned only at the District's option.

#### B. Cost Proposal Format

The proposal must be set forth in such a way that it will allow the merits of the proposal to be evaluated in conjunction with applicable cost.

### XII. SUBMITTING YOUR PROPOSAL

Proposals must be received by the posted due date and time. Proposals received after the deadline will be late and ineligible for consideration.

Proposals must be received electronically through the Utah Public Procurement Portal (U3P) **and** in hard copy. For this RFP one original and three identical copies of your proposal must be received at Granite School District Purchasing Department, 2500 S. State Street, Salt Lake City, Utah 84115.

All submitted proposals will consist of a technical proposal and a cost proposal. For the electronic proposal submission you should attach two separate documents in U3P, a document titled "Technical Proposal" and a document titled "Cost Proposal". For the hard copy these documents should be separate of each other. The cost proposal should be in a sealed envelope with the RFP number and the phase "Cost Proposal" clearly printed on the envelope.

**Cost will be evaluated independent from the technical proposal, and as such, is to be submitted separate from the technical proposal. Failure to submit cost separately may result in your proposal being determined non-responsive. Inclusion of any cost or pricing data within the technical proposal may also result in your proposal being determined non-responsive.**

When submitting a proposal electronically through U3P, please allow sufficient time to complete the online forms and upload documents. The solicitation will end at the closing time listed in the RFP. If you are in the middle of uploading your proposal at the closing time, the system will stop the process and your proposal will not be received by the system.

Electronic proposals may require uploading of electronic attachments. U3P's site will accept a wide variety of document types as attachments. However, the District is unable to view certain documents. Therefore, you **MAY NOT submit** documents that are **embedded (zip files), movies, wmp, and mp3 files**. All documents must be attached as separate files.

NOTICE: By submitting a proposal in response to this RFP, offeror is acknowledging that the requirements, scope of work, and the evaluation process, outlined in the RFP are fair, equitable, not unduly restrictive, understood and agreed to. Any exceptions to the content of the RFP must be protested to the purchasing agent prior to the closing date and time for submission of the proposal.

### XIII. PROPOSAL EVALUATION CRITERIA

A committee will evaluate proposals against the following weighted criteria. Each area of the

evaluation criteria must be addressed in detail in proposal. All proposals in response to this RFP will be evaluated in a manner consistent with the Utah Procurement Code, rules, policies and the evaluation criteria established in the RFP.

<u>WEIGHT</u>	<u>EVALUATION CRITERIA</u>
40 %	Cost
30 %	Demonstrated ability to meet the scope of work
30 %	Demonstrated technical capability (proven track record) and qualification of staff, etc.

Understandability and comprehensiveness of information supplied in this RFP will affect the evaluation of the above criteria.

XIV. **DISCUSSIONS WITH OFFERORS (ORAL PRESENTATION)**

An oral presentation by an offeror to clarify a proposal may be required at the sole discretion of the District. However, the District may award a contract based on the initial proposals received without discussion with the Offeror. If oral presentations are required, they will be scheduled after the submission of proposals. Oral presentations will be made at the offerors expense.

XV. **SHORTLIST**

Unless there is a successful offeror based on the initial review of the responses, the evaluation committee will develop a shortlist of the highest scoring offerors based on the stated criteria. To be included on the short list an offeror must have a total score of no less than a three (3) in any of the stated criteria. Vendors with a score lower than a three (3) will not be considered further in the evaluation. The shortlist of offerors may be asked to prepare a presentation and/or provide additional information prior to the final selection.

XVI. **AWARD OF CONTRACT**

Award shall be made to the offeror whose proposal is the most advantageous to the District taking into consideration price and the other evaluation factors set forth in this request for proposals.

The District reserves the right to award the contract(s) to a technically qualified lower cost offeror(s) in the event the high scoring offer is determined to not be the best value offered to the District, based on a cost benefit analysis.

## COST PROPOSAL FORM

### Enrollment Costs

- |    |   |          |
|----|---|----------|
| 1. | Cost per student for enrollment for school year 2021-2022 | \$ _____ |
| 2. | Cost per student for enrollment for school year 2022-2023 | \$ _____ |
| 3. | Cost per student for enrollment for school year 2023-2024 | \$ _____ |
| 4. | Cost per student for enrollment for school year 2024-2025 | \$ _____ |
| 5. | Cost per student for enrollment for school year 2026-2027 | \$ _____ |

### Instrument Rental Costs

Provide a list current list of your instruments with monthly and annual rental rates that will be available to enrolled students under this contract. Also provide rates for years 2-5 if differing from year 1 rates.

**GRANITE SCHOOL DISTRICT  
REQUEST FOR PROPOSAL  
AFTER-SCHOOL PROGRAM FOR ELEMENTARY MUSIC  
Solicitation # JG21-22**

**Firm Name:** \_\_\_\_\_

**Evaluator:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Score will be assigned as follows:**

1 = Poor, inadequate, fails to meet requirement

2 = Fair, only partially responsive

3 = Good, meets minimum requirement

4 = Very Good, exceeds minimum requirement

5 = Excellent

		<b>Score (0-5)</b>	<b>Weight</b>	<b>Points</b>
1. Demonstrated Ability to Meet Scope of Work	30 points possible		X6	
2. Demonstrated Technical Capability	30 points possible		X6	
3. Cost (40 points possible)	40 points possible	---	---	* Inserted by Purchasing
<b>TOTAL EVALUATION POINTS</b>	<b>100 points possible</b>		<b>Total</b>	

\* Purchasing will use the following cost formula: The points assigned to each offerors cost proposal will be based on the lowest proposal price. The offeror with the lowest Proposed Price will receive 100% of the price points. All other offerors will receive a portion of the total cost points based on what percentage higher their Proposed Price is than the Lowest Proposed Price. An offeror whose Proposed Price is more than double (200%) the Lowest Proposed Price will receive no points. The formula to compute the points is: Cost Points x (2- Proposed Price/Lowest Proposed Price).

# ATTACHMENT D

## Technical Proposal: Riverton Music

Riverton Music is finishing its eighth year with the Granite School District providing band and orchestra classes before or after school. It has had its challenges and its rewards. The greatest reward is helping to keep band and orchestra alive in our schools. There are students that started in our program that are still playing in high school and beyond. Seeing students perform at the end of the year and the progress that was made each year is also rewarding. Additionally, it is rewarding to talk with some of the Junior High teachers who are appreciative that they have students coming into their program. We believe the program has helped many students become interested in music because they started younger. We believe it has been a win/win with the district and hope it can continue.

### **I. Executive Summary: Scope of Work**

Riverton Music is proposing to continue to provide a quality Band and Orchestra Program for Elementary Schools in the Granite School District. This program would:

1. Provide beginning and intermediate band and orchestra classes before and after school for up to 60 schools. Classes are taught twice per week. Schools can combine if necessary. Monthly attendance reports will be given schools as requested.
2. Provide dedicated and qualified teachers with background check who have a drive to help students succeed in their early music training. Provide oversight and evaluation, training and discipline. Riverton Music pays the teachers for services
3. Enroll many 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grade students by working with principals, teachers, students, parents, and community councils and using marketing strategies. With some of the schools moving to Junior High at 6<sup>th</sup> grade, principals have extended their invitation to 3<sup>rd</sup> graders. We would recommend not starting earlier than 3<sup>rd</sup> grade.
4. Offer classes at an affordable price.
5. Offer classes that are taught at the school on approved school days and times.
6. Allow for low enrollment schools to still participate (less than 11 in a class).
7. Offer at least two concerts/performances annually. We request that one monster concert be held at a high school auditorium annually, preferably near the end of the year.
8. Provide optional musical instrument rentals, books, and accessories for those who need the product. Encourage students to have a playable instrument
9. Maintain good relationship with parents and school administrators.

10. Maintain liability insurance as prescribed by the district

## A. Why the Riverton Music/Granite Program has succeeded

A. **Working with principals and community councils**: Working together is the first key to success. If the principal and community council want the program we are eager to help. We work hard to develop and keep this working relationship.

B. **Setting up class times**: We set up class times through the principal. Setting the right days of the week and times of days can affect student enrollment. We give the principals latitude in what works best for them and then we work around it as much as possible.

C. **School Year**: We have had success having classes go from October through May. Starting in October gives us opportunity for recruiting students after their return to school. This still allows for a concert around Christmas and one at the end of the year. It also allows us to temper the cost of the program a little

C. **Recruiting through Assemblies, classroom visits, and school events**: Many schools will provide time for assemblies and/or classroom visits where we demonstrate instruments and allow students “hands on” experiences. These are a valuable introduction to students and produce interest.

D. **Recruiting through Flyers, Advertising, and Video**: We provide flyers templates to schools to run off. We also have provided some flyers to the school to hand out and for school events where we attend. We advertise on our website and through an App we have developed. The App premiered this past year and looks like it will be an easy way for parents and students to sign up and get information. We also advertise on social media where appropriate. We are working on more videos as well to send out to parents.

E. **Sign-up**: We offer sign-up events at the school. Mainly this happens at SEP conferences and some of the Back-to-School nights. We have had little to no success having sign-up events just before or after school. Many sign-ups are done online or at one of our stores where the student can rent instruments as well and pick up a book. For the past several year, we have procured a temporary location on the east side of the valley as well as our stores in Sandy and West Jordan for convenience. Parents can call as well and this year we have the App that makes it easy to do it all.

F. **Lower Cost**: Riverton Music offers these classes at an economical price compared to other districts in the valley with similar programs (Jordan and Canyons). This allows more students to sign up.

G. **Feedback From Parents and Schools:** We encourage feedback that helps us gauge our progress and give us suggestions for improvement

## II. History and Background

### Beginnings

When we started this program in the fall of 2013, both we and the District were trying to find a way to keep band and orchestra classes going. Parents were very concerned that the program had gone away for good and we heard their concerns as they came into the West Valley Store which was located in the district. We had expressed that we would be interested in running a program and explained how we would do it, and after discussing it Granite District personnel we were given the ok to try. We had experience setting up various programs and sales/recruiting events over the years. We also had substantial business and teaching experience and one or two had even taught in the public school system.

We were appreciative to a few schools that gave us a chance to get started in the beginning. Diamond Ridge was the first school to participate and it went gangbusters because it hadn't had a program for the past 2 or 3 years and the students were eager to try it. There were many who signed up for strings and band. Interestingly enough, it hasn't changed much over the years.

Other schools followed both in the east and the West. Some had more students than others; we only worked with schools who were interested. It doesn't do any good to try to force the program anywhere. Our newly assigned Teacher Director at the time did a fabulous job in procuring teachers for the classes. We had not been approved to do this until there was only a little time left but we were able to get the teachers, promote the classes in the schools, prepare the necessary paperwork, and sign up students.

We are used to having instrument rental events every year, and signing up students to the Granite program is very similar to signing up student rentals so that was a workable adjustment. We also were used to doing recruiting which we have done for years through our band reps so that was an workable adjustment. We produced flyers for the schools and worked with the principals (who worked with their community councils) to find what the best times and days were to both recruit and sign students up. When the time came to enroll students we went to the schools at the appropriate time and day. We also had our IT department involved in producing a sign-up on line through our web site. Many parents took advantage of that option.

The rest is history. We would hope that most of the participating schools believe it to be productive. Although the program has been primarily successful, there have been areas that we haven't been so successful with. There are a few schools where we could not

get students to sign up. There are others that never gave it a try. Dealing with low enrollment has been challenging and difficult for the school and us especially in the second year when the beginning students would want an intermediate class and there are barely enough for one class, let alone two. We wish we could be more successful getting students to sign up although we know it is a choice. We will continue to find ways to be most successful in these areas.

## Commitment

Riverton Music is very committed to a successful instrumental program. We believe that introducing musical instruments in elementary schools give more students an opportunity to play and enhance their education and participation. Music is important to us and is a lifetime skill and we feel it is important to many parents and children in the district. We can see that value firsthand. We recognize the importance of our position in keeping this opportunity alive and are excited to help. It is important that those who are working with this have a drive to help it succeed. We have that drive.

## Experience

Riverton Music has managed teaching studios for many years including some group classes. We also coordinate recitals, rehearsals, and training and seminar events. We do display and assist in organizing workshops and outside sales events. Many are or have been private and/or public music teachers. We have an IT department to facilitate on line processes. We also have years of recruiting experience with school districts in the area. Because of this varied experience we had insight on how to develop a program for the District.

## Feedback

We encourage parents to let us know how to help and we have spoken with a good number this year, trying to resolve problems or give support. Feedback is invaluable to us. We ask principals to evaluate us each year and generally get a lot of constructive information. Almost all are positive; a few are negative and critical which is ok. This is good for us to see what we can do to make the experience better. It is clear that the parents in the district are engaged and supportive of music programs in the elementary schools. Here are a few examples

### #1

Sarah White is my son's band teacher at Calvin Smith Elementary School. She is fantastic! She even started an honors band that meets half an hour earlier than the regular class for kids who are progressing quickly and need more challenging material. She's very organized, great with the kids, and seems to really care about helping them progress. She is everything a teacher should be. We lucked out with her!! Thank you!

### #2

My 3 (5<sup>th</sup> grade) students have been part of the Elementary school band experience (**Whittier Elem**) for 2 years now. They have had an excellent experience (10) and we will sign up again next year if the class is offered.

#3

My son is at **Morningside** Elementary and has Brian Parker for his teacher. He really enjoys band and says that he is learning a lot (despite the disruptive atmosphere that sometimes the students create). We have really enjoyed Mr. Parker as a teacher!

#4

Our orchestra teacher at **upland terrace** was Debi beninatti. She was wonderful. We sure appreciate all get kind efforts and time she put into making orchestra a great experience. Many thanks to her! You have a great teacher in ms beninatti!

Thanks for doing this great program for our school. I just wish it could be in the morning, which is a school issue, but anyway.

#5

We love the music program at Eastwood Elementary and the teacher is wonderful. She was kind enough to invite us to the Pro-Am event at Abravanel Hall...it was so fun! My daughter plays the violin in her class on Tuesday and Thursday mornings. She loves it and it has been a great 5<sup>th</sup> Grade experience for her. We are hoping it will be available next school year as well!

#6

We will do anything we can to help at Mill Creek. Our daughter has loved being in band last year and her teacher has been outstanding.

#7

Hi Colin,

We have enjoyed Riverton's music program here at Oakwood this year. We do want to participate again (2016) (there are many of these from principals as well)

## **Riverton Music Administration**

Another key element in the success of the program is what happens on the back end. We have a number of people who help, some daily, with the program. Here is a list of what we do

- Contracts for teachers and students are produced and administered
- Flyers are produced for each school.
- Recruiting and Sign-up Events are organized and staffed
- Instruments are rented and merchandise sold
- Internet is enhanced to sign up for classes, make payments, and rent instruments
- Teachers are oriented to the program, processed through paperwork and background information, and are paid in a timely manner.
- Teachers are supported, evaluated and incentivized; substitutes are provided when needed,
- Rolls are produced and maintained
- Customer (student/parent) service is provided in various ways including tracking accounts, receiving feedback, delivering merchandise to schools as needed, working with delinquent accounts, processing refunds for those who withdraw
- Relationships are maintained with schools

We do all of this through the following assigned rolls:

## Management Team

**The following positions/rolls are what help with the success of the program:**

**Director /Controller:** oversees program, works with principals to sign up school and sets appointments for sign-up and recruiting, directs teacher payments, approves policies and contracts

**Teacher Manager and School Rep:** Assigns and unassigns teachers, evaluations, school liaison, parents, oversees recruiting, resolves issues, and monitors teacher attitudes

**Teacher coordinator:** monitors student attendance, administers teacher substitutes, sends out general communications to teachers.

**Accounts Payable:** use in-store AP department to process payments to teachers; coordinates with Director/Controller

**Collection/AR:** Use in-store accounts receivable department to work with delinquent student accounts, send out statements, and answer questions about payments

**West Jordan Store Manager:** organizes and staffs sign-up events, manages student enrollment, and resolves parent questions and issues on a first line bases

**West Jordan Store Staff:** works with parent/student, helps with sign-up, and resolves parent questions and issues

## III. Detailed Scope of Work

### Schools

We are very impressed with the fine principals these elementary schools have who are truly interested in the students. We really hadn't dealt with them until we started this program. Each school also has a community council to give parental representation. If there is interest in the instrumental program, it starts there. Once that happens, we become involved and we are ready to help. We work closely with principals and community councils to set up the program. We aim to fit our program to their desires. The principal especially has influence in the school to encourage the band and orchestra program. We look to the principal for the final authority when setting up class times and places. We have found almost all of them very supportive. We coordinate handing out of information and other events with the principal or representative. The teachers introduce themselves to the principals and office staff and check in when they teach.

### Marketing

We offer recruiting for each school by means of an assembly and/or visiting classrooms of students in the grades offered. We also hand out material for students to take home before, during, and after recruiting and sign-up events. In addition to that, we are working on videos and other ways (social media and the internet) to get the word out to parents and families. We took a survey of 25 schools some years ago that showed that the vast majority of student begin to play an instrument because of the family influence (parents and siblings), more than any other reason (like teachers, peers, celebrities, even personal interest), so this is an important focus and hope it will get into more homes. The district produced a fine brief video last year that we would also use but didn't have a chance to do because of COVID. We also encourage recruiting at concerts and by word of mouth. Usually, the school will help distribute all the information and they have been very helpful. Almost every school took us up on our offer to recruit each year. For the few schools that don't have recruiting events, we still gave out flyers to be sent home along with the video and other ideas. In some cases, the schools would also hand out interest forms and the principal would ask us to help call parents or the school staff would call from the form results. That has had some success. Where possible, we like to have teachers who will be teaching at a particular school help with recruiting. In additions, we utilize our in-store staff to help. Recruiting is very important to us and to the school!

### 3. Sign-up

Signing up for the program at the school is a very helpful because it adds convenience to enrollment. It also helps us see the parents face to face which can add to trust and understanding. The principals approve all time we are in schools and so we set up sign-

up events through them. The main school sign-up event is SEP's although we occasionally go to back-to-school nights. We could have events at other times but they would need to be in the evening and most schools are not interested in the evening events.

Parents have the opportunity to sign up online and some would rather take advantage of that option. We produced an APP for this past year that increases that convenient experience and allows the parent to rent an instrument and purchase books as well. We did not get to use it widely this past season but where we have used it, it shows a lot of promise. Parents can also sign up over the phone which a few have done or they can visit one of our stores. We generally have a temporary store on the east side that is open from September through October 10. We also have a store in Jordan Landing and one in Sandy where parents can sign up and rent an instrument. A good number of students sign up in our stores. We avoid having the school sign up students because of the liability of the passing of money,

#### 4. Teachers

Providing qualified teachers is probably the most challenging part of this band and orchestra program. Because of the concurrent times there has to be many. It is not like the program that the district had before where one teacher could teach many schools. Nevertheless, we have worked hard in recruiting teachers and have found many who have done an excellent job. Most teachers teach one or two classes, depending on whether there is a beginning class only or a beginning and an intermediate class at the school. However, some teachers teach at more than one school. For example, a few teach a M/W beginning class in one school and a T/TH beginning class in another school. Other teachers teach a morning program at one school and an afternoon program at another school.

These teachers have background checks. We run with 40 and 50 teachers a year. Some of these teachers are former band directors or school teachers with music experience. Others are university music students. Some are very loyal and dedicated to one school and have been there year after year. Because of this and because finding and retaining teachers is something we constantly work on, we are very confident in our ability to provide teachers for every school interested in the District.

For the most part, our teachers have been superb and judging from the comments we receive from parents and administrators overall, students have been making progress and are generally happy with the arrangement. We are of course not perfect and always looking for ways to improve. On occasion we have had a few teachers who have challenges or emergencies that cause conflicts. These we work with if possible or replace if necessary which we have done in both cases. We also work hard to resolve any issue parents might have with the class or the teacher. I can't say we drop everything to resolve conflicts but it is close. We appreciate schools letting us know about problems they may be having.

As COVID became a reality last March, the teachers decided that they would continue to teach virtually and although it was very challenging, they still held their classes together

for the most part into May. Some even had virtual concerts. Many parents appreciated their efforts.

### Teacher Communication

Teachers are required to communicate with the office regularly. They are instructed to check in each day they teach. They work with the office for schedule changes, performance dates, or anything that is important to both parties. We also hope that the office communicates with our teachers to resolve conflicts or misunderstandings in any way. We like to resolve conflicts on the front end. Our goal is to have a strong working relationship with each school. Teachers are encouraged to also communicate with parents. Most parents have email addresses or phone numbers that the teacher can email, call or text with permission from the parent. Communication is very important to disseminating information or solving concerns and giving encouragement. It is especially helpful for scheduling changes and issues. We ask teachers to take attendance and we make rolls for them every year.

### **5. Flexibility:**

**Without flexibility, primarily on our part, the program could fail; without flexibility, certain schools would not have a program.**

Musical Instrument programs come in various sizes in the Granite District.

In 2019, classes had as few as 5 students and as many as 25. We recommend a minimum of 11-12 students per class, most importantly because there needs to be enough to form an ensemble, especially in a band class where the instrumentation is more varied. In addition, teachers are paid and other administrative costs come from the lesson fees and that is the minimum amount needed to pay just the teachers.

**Our goal is for every school to have a successful and full program.** Several classes, even with solid recruiting, were not able to supply enough students to reach the minimum. This would put the schools in jeopardy of not having a program in other districts in the valley, but we have tried to keep things going if at all possible; so, we made some adjustments for lower volume classes in the following ways:

1. Combining beginning and intermediate classes: If there are enough students in a class we can do split sessions where one day per week the beginning and intermediate students have individual classes and one day where they meet together. Otherwise, they would just meet together. Every once in a while, we have a teacher that will teach a combined band and orchestra class. This is not recommended, but occasionally a school will want to do it in the hope of something better the next year. A better alternative of this is to only offer band OR orchestra in the school. This limited focus can often help get enough for one class. If that is successful, the other can possibly come back over time.

2. Many teachers are willing to take a reduction in pay to keep a class going. Some of our better teachers are teaching in these circumstances. This works for many until it gets low enough that they can't afford the gas to get to the school. It shows how dedicated

the teachers are for the most part. We initially thought we would have to cancel the program but because the teacher took a reduction it is alive and successful

3. We offer the invitation for any school that doesn't have a program to send students over to a school that does have a program. In the case of one school in West Valley this year, the addition of one or two such student helped to keep the program keep going.

Our hope is that if a school program can have success in the current year even with a limited number of students, others will see the success and hopefully want to join next year. The principals are very supportive of this hope and realize there is ebb and flow everywhere. We are committed to keep it going in the future

## Operation Details

### A. Grades 3-6

We started out offering classes in grades 4-6. Each school is offered to make its own decision on what grades can participate. Because the district changed some elementary schools to K-5, most of those principals opted to offer classes to grades 3-5. A few of the K-6 schools also offered classes to grade 3 as well. Each year we do a preliminary review with the principal regarding what grades they want included.

### B. Instrument Rentals

Riverton Music offers band and orchestra instruments to rent for those who need one. Many students already have instruments at home or procure them elsewhere. Our rental pricelist and availability is listed on the Cost submission. Our rental program offers a rent to own contract with no interest on a month to month basis. Students can rent an instrument on line, in one of our stores, or over the phone. We even have an app where parents can sign up for classes and rent an instrument.

We encourage the parents who own their own instruments to have them looked over before playing which Riverton Music does free of charge. If repairs are needed, Riverton Music has very qualified repair personnel to help with this. Some of the schools have instruments that belong to the school for students to use. We often encourage students, especially those who have financial challenges to use school instruments. Some of the school instruments are in need of repair to be playable and the available supply varies from school to school. Because the district is required to pay for fee waiver students to use, if instruments have to be rented, we will offer a discount on those rentals as shown in the chart below.

## Band and Orchestra Rental Pricelist

We have included a monthly rental pricelist which is on the Cost attachment. It is difficult to determine what prices will be over time at this point. Our goal would be to keep the monthly price as it is as long as possible.

### C. Two Days per Week

Students are offered two classes per week at every school. Classes are usually set up on Monday/Wednesday or Tuesday/Thursday. Breaking up the days is a healthier balance so students can spread out the learning. We work around other before or after school activities as needed.

### D. Calendar

Classes are taught around the schedule of the school. We do not usually teach on early out days but otherwise we are there every day the school is in session in accordance with school policy. Schools will occasionally have us teach on Friday morning. School days and times are set up through the principal and we staff accordingly. We strictly follow District holiday and vacation schedules.

### E. Classes

Principals determine whether we teach before school or after school and so we have a good number of both time segments. Principals are protective of the children as they should be and do not want them hanging around for any length of time before or after school and we are totally in agreement. So, we are happy to accommodate this type of scheduling. We believe that having classes right before or right after school at the school will produce the largest class potential and be easiest on the parent's schedules. The parent's availability to pick up or drop off a student for a class is a large factor in deciding to participate in a band or orchestra class.

### F. Class types:

Beginning and intermediate classes are offered in each school. In a school where classes have not been taught previously or have not been taught for more than 2 years, only beginning classes are offered because there are no intermediate students. In schools where classes were offered the previous year, beginning and intermediate classes are offered if there are enough students. 1/2 to 2/3 of the schools in a given year only have one band or orchestra class each year because of lower enrollment. The teachers adapt well for the most part as do the students. In most cases the intermediate students continue to grow by having experiences in ensemble playing, mentoring, and remedial work. Supplemental music gives the students variety as well. There have been very few complaints with this over the years because of the efforts of the teachers and the desire to keep the program going both with the parents and principals.

Our procedure for all schools: we usually offer individual classes for the first month (October) and then combine them after that. This gives a little time for beginners to get a basic understanding and to see if more will enroll. Then we finalize the class for the year by doing what was explained in the "flexibility" section above

In the past 3-4 years a few schools have opted to only have only one type of class (band or orchestra alone) offered in their school. Every school that has tried it has had better success than trying to struggle with very low band and orchestra classes.

## G. Collection and Payment

Riverton Music collects fees from parents and deals with any collection issues. Parents can pay for the whole year up front (single payment) where we offer a discount or they can pay in monthly installments. The student is still required to provide an instrument and book.(s). We try to keep the books at a minimum for low cost. All collection issues go through Riverton Music Accounts Receivable Department.

Riverton Music pays teachers for classes taught and performances through AP. We give incentives to teachers for making and keeping strong programs.

## H Evaluation/Training:

Our Teacher Director visits and works with teachers to evaluate them on a regular basis. She visits schools and also substitute teaches at times which gives her a good perspective of the class. She gives genuine and valuable feedback. She works with those who have challenges or conflicts and looks for resolutions. Teachers receive training regarding protocol procedures and coordination of curriculum. All of our teachers have skills to teach or they are not hired in the first place, but we still see room for growth. We take responsibility for the teacher's performance. We also encourage and value feedback from administrators and parents. Both have given us good advice and direction over the last few years.

## I. Concerts: (N)

Riverton Music offers concerts at all schools. We believe they are essential to successful programs. Concerts are a great way to encourage the players and helps with goal setting. They also can be a means of inviting others to play. We recommend having a concert before winter break because there is unique music played (Christmas for example) and it helps give a push to the students early on in the year. The other concert we recommend is nearer the end of school to showcase the student's improvement. Some schools have opted to have them at different times and we are happy to work with that as well. Some schools play in an assembly for the students and we encourage that. We also encourage each school's concert to be a combination of their band and orchestra classes. This gives more variety and facilitates a larger audience. For the most part, these concerts have been well attended by parents. At the end of the year for the past few we have been able to have a monster concert where upwards of 350 students participated. This has become a major family event and we can tell from cameras flashing to exuberant applause that this is good for the district. We had them at Eisenhower JH but there were too many so we were hoping to have it at Taylorsville in 2020 but of course it was cancelled.

## J. Liability

Riverton Music will maintain liability insurance which names Granite School District as a third party insured with single occurrence one million dollars and aggregate occurrences of two million dollars. We have maintained this through the years we have been here

## Observations and Thoughts

Because of our effort and the support we have received from the District and parents and students and teachers, we believe the program has been successful in giving those who want to have band and orchestra the opportunity to do so.

### Participation

Over the past 8 years, 42 schools have participated in the program for at least a year. In the 2019-20 season 31 schools participated. There were a total of 54 band or orchestra classes within those schools. Participation has fluctuated from a high of 850 total students enrolled to around 575 (2019). Most schools had two teachers assigned. A few had only one program and a few had a teacher that taught both band and orchestra on different days. The fact that there are 31 schools and 54 classes in Granite taking classes when there are 12-15 classes (not schools, but classes) being taught in Jordan during a similar time (2018-19 was 12) should be evidence of our efforts. Jordan requires 12 students to participate or there is no program offered and that was the main reason there were so few classes.

The participating schools are happy to have a program for their students, even if enrollment may be low; however, this is also the primary reason why the other schools either don't participate or quit participating. Other reasons why schools don't participate could include "not interested" or interests in other focus areas, programs like school plays that conflict with the day/time, economic challenges, and occasionally poor teachers or inconsistent attendance. The principals, with very few exceptions, have been excellent to work with and are genuinely interested and helpful in setting up programs in their school. We have also had a good working relationship with the district.

This year a few schools tried to start but had to discontinue through the winter months because of COVID. Presently, there are 5 schools that are running a program. We hope many more schools will sign up next year.

### Students

In the 2013-14 school year 350 students enrolled. Since then, there have been as many as 850 to about 575 which it was in 2019. On the other end, there are a few schools that thrive every year. The top two average around 50 per year and they stay pretty stable. Out of the 54 programs about 16 were large enough to have a beginning and intermediate class in some fashion. The rest had a single band and/or orchestra class which combined beginning and intermediate students.

### Concerns

We do have a few concerns about the program that need to be mentioned. This is not a deterrent for doing the program at all, but it is for information purposes

The costs of this program on Riverton Music is substantial and if we are awarded this we will need to raise our yearly fee as shown in the Cost attachment (We will give a discount to the district for waiver students). This is to help us cover the costs of the program because we have not been able to do so in the past. If it wasn't for rentals, we would not have broken even in any of the last 8 years. This being said, our concern is that it will add to the decline of students and we hope that is not the case. It is still very inexpensive at that price to enroll in a class.

We are a little concerned with what the program is going to look like after this COVID period. Currently (2020-21) there are five schools that have persevered and are holding classes following district guideline right now. There are of course questions for next year: Will classes be in-school next year or some combination of virtual and in-school? Will there be distancing and less desks in a classroom? Will after school or before school classes be authorized? Will parents want their students to be at school or will they still keep them home? Will our teachers be willing to come back? These are questions that probably can't be answered right now, but could affect these classes going forward. Most of our teachers, especially the band teachers, were unwilling to teach in a classroom this past year for example. We hope that will change.

Another related concern is the decline of participation that has happened over the past few years. In 2015 there were 850 students in the program. In 2019 there were only 575. It is an area of concern because it looks like interest/commitment is the primary reason for the decline. One school on the west side, for example, was excited when they could have a program in 2016-17 and nearly 40 students signed up for the beginning classes. We placed seasoned teachers there. The next year, the classes dropped to 24 total students because most of the first year students did not continue. By the next year, only 10 signed up which was enough for one class. In 2019, 1 or 2 signed up and we had to discontinue the classes. No one was sure how it happened. The principals were supportive throughout. This was probably the most extreme example, but with the commitment needed to be in the classes, we don't know if it is too much work or parent's and student's schedules are too full with other thing, or some other reason. We would be open to ideas in that could help turn this around if possible.

The biggest concern is the fee waiver program. Unfortunately, we did not have an opportunity to test having the district pay for fee waiver students this past year, so there is no data other than ours in the past. There is a big difference in our minds between the District covering this and Riverton Music covering it in the past. The district will have to cover lessons and the instrument (and the books) for those who qualify. The number of students in this waiver program could potentially be much higher because of it, especially if it has to be widely advertised. Where Riverton Music only had to cover the class fee, the students still had to come up with an instrument and supplies. We are concerned that the potential outlay would be too much for the district and you would have to discontinue the program. We are also concerned that paying for the student without any responsibility on their part weakens the desire of many over time and we could end up with less students in the program overall. Over the past 8 years, there have been a few schools that have tried to pay for students with grant money or title one money and the schools ended up having to cancel the program after the first or sometimes second year

due to lack of interest. Because learning to play a musical instrument takes effort and time, it is usually good to have a financial commitment attached. So we don't know what the solution is but we would hate to see the program die because of it.

All those concerns being said, there are a lot of dedicated and interested parents and students who very much want to keep elementary band and orchestra in the district.  
**Helping students find a path through music is worth more than all of the concerns.**

## Final Comment.

I wanted to thank the district for your support with the program. You have all been helpful and open from the start to give us the opportunity to make something happen. I especially appreciate Ben Horsley. Without him, this program would have never started or flourished. You have backed us up and helped us through protocols. We have enjoyed the relationship.

Colin Campbell  
Riverton Music

# ATTACHMENT D

## Technical Proposal: Riverton Music

Riverton Music is finishing its eighth year with the Granite School District providing band and orchestra classes before or after school. It has had its challenges and its rewards. The greatest reward is helping to keep band and orchestra alive in our schools. There are students that started in our program that are still playing in high school and beyond. Seeing students perform at the end of the year and the progress that was made each year is also rewarding. Additionally, it is rewarding to talk with some of the Junior High teachers who are appreciative that they have students coming into their program. We believe the program has helped many students become interested in music because they started younger. We believe it has been a win/win with the district and hope it can continue.

### **I. Executive Summary: Scope of Work**

Riverton Music is proposing to continue to provide a quality Band and Orchestra Program for Elementary Schools in the Granite School District. This program would:

1. Provide beginning and intermediate band and orchestra classes before and after school for up to 60 schools. Classes are taught twice per week. Schools can combine if necessary. Monthly attendance reports will be given schools as requested.
2. Provide dedicated and qualified teachers with background check who have a drive to help students succeed in their early music training. Provide oversight and evaluation, training and discipline. Riverton Music pays the teachers for services
3. Enroll many 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grade students by working with principals, teachers, students, parents, and community councils and using marketing strategies. With some of the schools moving to Junior High at 6<sup>th</sup> grade, principals have extended their invitation to 3<sup>rd</sup> graders. We would recommend not starting earlier than 3<sup>rd</sup> grade.
4. Offer classes at an affordable price.
5. Offer classes that are taught at the school on approved school days and times.
6. Allow for low enrollment schools to still participate (less than 11 in a class).
7. Offer at least two concerts/performances annually. We request that one monster concert be held at a high school auditorium annually, preferably near the end of the year.
8. Provide optional musical instrument rentals, books, and accessories for those who need the product. Encourage students to have a playable instrument
9. Maintain good relationship with parents and school administrators.

10. Maintain liability insurance as prescribed by the district

## A. Why the Riverton Music/Granite Program has succeeded

A. **Working with principals and community councils**: Working together is the first key to success. If the principal and community council want the program we are eager to help. We work hard to develop and keep this working relationship.

B. **Setting up class times**: We set up class times through the principal. Setting the right days of the week and times of days can affect student enrollment. We give the principals latitude in what works best for them and then we work around it as much as possible.

C. **School Year**: We have had success having classes go from October through May. Starting in October gives us opportunity for recruiting students after their return to school. This still allows for a concert around Christmas and one at the end of the year. It also allows us to temper the cost of the program a little

C. **Recruiting through Assemblies, classroom visits, and school events**: Many schools will provide time for assemblies and/or classroom visits where we demonstrate instruments and allow students “hands on” experiences. These are a valuable introduction to students and produce interest.

D. **Recruiting through Flyers, Advertising, and Video**: We provide flyers templates to schools to run off. We also have provided some flyers to the school to hand out and for school events where we attend. We advertise on our website and through an App we have developed. The App premiered this past year and looks like it will be an easy way for parents and students to sign up and get information. We also advertise on social media where appropriate. We are working on more videos as well to send out to parents.

E. **Sign-up**: We offer sign-up events at the school. Mainly this happens at SEP conferences and some of the Back-to-School nights. We have had little to no success having sign-up events just before or after school. Many sign-ups are done online or at one of our stores where the student can rent instruments as well and pick up a book. For the past several year, we have procured a temporary location on the east side of the valley as well as our stores in Sandy and West Jordan for convenience. Parents can call as well and this year we have the App that makes it easy to do it all.

F. **Lower Cost**: Riverton Music offers these classes at an economical price compared to other districts in the valley with similar programs (Jordan and Canyons). This allows more students to sign up.

G. **Feedback From Parents and Schools:** We encourage feedback that helps us gauge our progress and give us suggestions for improvement

## II. History and Background

### Beginnings

When we started this program in the fall of 2013, both we and the District were trying to find a way to keep band and orchestra classes going. Parents were very concerned that the program had gone away for good and we heard their concerns as they came into the West Valley Store which was located in the district. We had expressed that we would be interested in running a program and explained how we would do it, and after discussing it Granite District personnel we were given the ok to try. We had experience setting up various programs and sales/recruiting events over the years. We also had substantial business and teaching experience and one or two had even taught in the public school system.

We were appreciative to a few schools that gave us a chance to get started in the beginning. Diamond Ridge was the first school to participate and it went gangbusters because it hadn't had a program for the past 2 or 3 years and the students were eager to try it. There were many who signed up for strings and band. Interestingly enough, it hasn't changed much over the years.

Other schools followed both in the east and the West. Some had more students than others; we only worked with schools who were interested. It doesn't do any good to try to force the program anywhere. Our newly assigned Teacher Director at the time did a fabulous job in procuring teachers for the classes. We had not been approved to do this until there was only a little time left but we were able to get the teachers, promote the classes in the schools, prepare the necessary paperwork, and sign up students.

We are used to having instrument rental events every year, and signing up students to the Granite program is very similar to signing up student rentals so that was a workable adjustment. We also were used to doing recruiting which we have done for years through our band reps so that was an workable adjustment. We produced flyers for the schools and worked with the principals (who worked with their community councils) to find what the best times and days were to both recruit and sign students up. When the time came to enroll students we went to the schools at the appropriate time and day. We also had our IT department involved in producing a sign-up on line through our web site. Many parents took advantage of that option.

The rest is history. We would hope that most of the participating schools believe it to be productive. Although the program has been primarily successful, there have been areas that we haven't been so successful with. There are a few schools where we could not

get students to sign up. There are others that never gave it a try. Dealing with low enrollment has been challenging and difficult for the school and us especially in the second year when the beginning students would want an intermediate class and there are barely enough for one class, let alone two. We wish we could be more successful getting students to sign up although we know it is a choice. We will continue to find ways to be most successful in these areas.

## Commitment

Riverton Music is very committed to a successful instrumental program. We believe that introducing musical instruments in elementary schools give more students an opportunity to play and enhance their education and participation. Music is important to us and is a lifetime skill and we feel it is important to many parents and children in the district. We can see that value firsthand. We recognize the importance of our position in keeping this opportunity alive and are excited to help. It is important that those who are working with this have a drive to help it succeed. We have that drive.

## Experience

Riverton Music has managed teaching studios for many years including some group classes. We also coordinate recitals, rehearsals, and training and seminar events. We do display and assist in organizing workshops and outside sales events. Many are or have been private and/or public music teachers. We have an IT department to facilitate on line processes. We also have years of recruiting experience with school districts in the area. Because of this varied experience we had insight on how to develop a program for the District.

## Feedback

We encourage parents to let us know how to help and we have spoken with a good number this year, trying to resolve problems or give support. Feedback is invaluable to us. We ask principals to evaluate us each year and generally get a lot of constructive information. Almost all are positive; a few are negative and critical which is ok. This is good for us to see what we can do to make the experience better. It is clear that the parents in the district are engaged and supportive of music programs in the elementary schools. Here are a few examples

### #1

Sarah White is my son's band teacher at Calvin Smith Elementary School. She is fantastic! She even started an honors band that meets half an hour earlier than the regular class for kids who are progressing quickly and need more challenging material. She's very organized, great with the kids, and seems to really care about helping them progress. She is everything a teacher should be. We lucked out with her!! Thank you!

### #2

My 3 (5<sup>th</sup> grade) students have been part of the Elementary school band experience (**Whittier Elem**) for 2 years now. They have had an excellent experience (10) and we will sign up again next year if the class is offered.

#3

My son is at **Morningside** Elementary and has Brian Parker for his teacher. He really enjoys band and says that he is learning a lot (despite the disruptive atmosphere that sometimes the students create). We have really enjoyed Mr. Parker as a teacher!

#4

Our orchestra teacher at **upland terrace** was Debi beninatti. She was wonderful. We sure appreciate all get kind efforts and time she put into making orchestra a great experience. Many thanks to her! You have a great teacher in ms beninatti!

Thanks for doing this great program for our school. I just wish it could be in the morning, which is a school issue, but anyway.

#5

We love the music program at Eastwood Elementary and the teacher is wonderful. She was kind enough to invite us to the Pro-Am event at Abravanel Hall...it was so fun! My daughter plays the violin in her class on Tuesday and Thursday mornings. She loves it and it has been a great 5<sup>th</sup> Grade experience for her. We are hoping it will be available next school year as well!

#6

We will do anything we can to help at Mill Creek. Our daughter has loved being in band last year and her teacher has been outstanding.

#7

Hi Colin,

We have enjoyed Riverton's music program here at Oakwood this year. We do want to participate again (2016) (there are many of these from principals as well)

## **Riverton Music Administration**

Another key element in the success of the program is what happens on the back end. We have a number of people who help, some daily, with the program. Here is a list of what we do

- Contracts for teachers and students are produced and administered
- Flyers are produced for each school.
- Recruiting and Sign-up Events are organized and staffed
- Instruments are rented and merchandise sold
- Internet is enhanced to sign up for classes, make payments, and rent instruments
- Teachers are oriented to the program, processed through paperwork and background information, and are paid in a timely manner.
- Teachers are supported, evaluated and incentivized; substitutes are provided when needed,
- Rolls are produced and maintained
- Customer (student/parent) service is provided in various ways including tracking accounts, receiving feedback, delivering merchandise to schools as needed, working with delinquent accounts, processing refunds for those who withdraw
- Relationships are maintained with schools

We do all of this through the following assigned rolls:

## Management Team

**The following positions/rolls are what help with the success of the program:**

**Director /Controller:** oversees program, works with principals to sign up school and sets appointments for sign-up and recruiting, directs teacher payments, approves policies and contracts

**Teacher Manager and School Rep:** Assigns and unassigns teachers, evaluations, school liaison, parents, oversees recruiting, resolves issues, and monitors teacher attitudes

**Teacher coordinator:** monitors student attendance, administers teacher substitutes, sends out general communications to teachers.

**Accounts Payable:** use in-store AP department to process payments to teachers; coordinates with Director/Controller

**Collection/AR:** Use in-store accounts receivable department to work with delinquent student accounts, send out statements, and answer questions about payments

**West Jordan Store Manager:** organizes and staffs sign-up events, manages student enrollment, and resolves parent questions and issues on a first line bases

**West Jordan Store Staff:** works with parent/student, helps with sign-up, and resolves parent questions and issues

## III. Detailed Scope of Work

### Schools

We are very impressed with the fine principals these elementary schools have who are truly interested in the students. We really hadn't dealt with them until we started this program. Each school also has a community council to give parental representation. If there is interest in the instrumental program, it starts there. Once that happens, we become involved and we are ready to help. We work closely with principals and community councils to set up the program. We aim to fit our program to their desires. The principal especially has influence in the school to encourage the band and orchestra program. We look to the principal for the final authority when setting up class times and places. We have found almost all of them very supportive. We coordinate handing out of information and other events with the principal or representative. The teachers introduce themselves to the principals and office staff and check in when they teach.

### Marketing

We offer recruiting for each school by means of an assembly and/or visiting classrooms of students in the grades offered. We also hand out material for students to take home before, during, and after recruiting and sign-up events. In addition to that, we are working on videos and other ways (social media and the internet) to get the word out to parents and families. We took a survey of 25 schools some years ago that showed that the vast majority of student begin to play an instrument because of the family influence (parents and siblings), more than any other reason (like teachers, peers, celebrities, even personal interest), so this is an important focus and hope it will get into more homes. The district produced a fine brief video last year that we would also use but didn't have a chance to do because of COVID. We also encourage recruiting at concerts and by word of mouth. Usually, the school will help distribute all the information and they have been very helpful. Almost every school took us up on our offer to recruit each year. For the few schools that don't have recruiting events, we still gave out flyers to be sent home along with the video and other ideas. In some cases, the schools would also hand out interest forms and the principal would ask us to help call parents or the school staff would call from the form results. That has had some success. Where possible, we like to have teachers who will be teaching at a particular school help with recruiting. In additions, we utilize our in-store staff to help. Recruiting is very important to us and to the school!

### 3. Sign-up

Signing up for the program at the school is a very helpful because it adds convenience to enrollment. It also helps us see the parents face to face which can add to trust and understanding. The principals approve all time we are in schools and so we set up sign-

up events through them. The main school sign-up event is SEP's although we occasionally go to back-to-school nights. We could have events at other times but they would need to be in the evening and most schools are not interested in the evening events.

Parents have the opportunity to sign up online and some would rather take advantage of that option. We produced an APP for this past year that increases that convenient experience and allows the parent to rent an instrument and purchase books as well. We did not get to use it widely this past season but where we have used it, it shows a lot of promise. Parents can also sign up over the phone which a few have done or they can visit one of our stores. We generally have a temporary store on the east side that is open from September through October 10. We also have a store in Jordan Landing and one in Sandy where parents can sign up and rent an instrument. A good number of students sign up in our stores. We avoid having the school sign up students because of the liability of the passing of money,

#### 4. Teachers

Providing qualified teachers is probably the most challenging part of this band and orchestra program. Because of the concurrent times there has to be many. It is not like the program that the district had before where one teacher could teach many schools. Nevertheless, we have worked hard in recruiting teachers and have found many who have done an excellent job. Most teachers teach one or two classes, depending on whether there is a beginning class only or a beginning and an intermediate class at the school. However, some teachers teach at more than one school. For example, a few teach a M/W beginning class in one school and a T/TH beginning class in another school. Other teachers teach a morning program at one school and an afternoon program at another school.

These teachers have background checks. We run with 40 and 50 teachers a year. Some of these teachers are former band directors or school teachers with music experience. Others are university music students. Some are very loyal and dedicated to one school and have been there year after year. Because of this and because finding and retaining teachers is something we constantly work on, we are very confident in our ability to provide teachers for every school interested in the District.

For the most part, our teachers have been superb and judging from the comments we receive from parents and administrators overall, students have been making progress and are generally happy with the arrangement. We are of course not perfect and always looking for ways to improve. On occasion we have had a few teachers who have challenges or emergencies that cause conflicts. These we work with if possible or replace if necessary which we have done in both cases. We also work hard to resolve any issue parents might have with the class or the teacher. I can't say we drop everything to resolve conflicts but it is close. We appreciate schools letting us know about problems they may be having.

As COVID became a reality last March, the teachers decided that they would continue to teach virtually and although it was very challenging, they still held their classes together

for the most part into May. Some even had virtual concerts. Many parents appreciated their efforts.

### Teacher Communication

Teachers are required to communicate with the office regularly. They are instructed to check in each day they teach. They work with the office for schedule changes, performance dates, or anything that is important to both parties. We also hope that the office communicates with our teachers to resolve conflicts or misunderstandings in any way. We like to resolve conflicts on the front end. Our goal is to have a strong working relationship with each school. Teachers are encouraged to also communicate with parents. Most parents have email addresses or phone numbers that the teacher can email, call or text with permission from the parent. Communication is very important to disseminating information or solving concerns and giving encouragement. It is especially helpful for scheduling changes and issues. We ask teachers to take attendance and we make rolls for them every year.

### **5. Flexibility:**

**Without flexibility, primarily on our part, the program could fail; without flexibility, certain schools would not have a program.**

Musical Instrument programs come in various sizes in the Granite District.

In 2019, classes had as few as 5 students and as many as 25. We recommend a minimum of 11-12 students per class, most importantly because there needs to be enough to form an ensemble, especially in a band class where the instrumentation is more varied. In addition, teachers are paid and other administrative costs come from the lesson fees and that is the minimum amount needed to pay just the teachers.

**Our goal is for every school to have a successful and full program.** Several classes, even with solid recruiting, were not able to supply enough students to reach the minimum. This would put the schools in jeopardy of not having a program in other districts in the valley, but we have tried to keep things going if at all possible; so, we made some adjustments for lower volume classes in the following ways:

1. Combining beginning and intermediate classes: If there are enough students in a class we can do split sessions where one day per week the beginning and intermediate students have individual classes and one day where they meet together. Otherwise, they would just meet together. Every once in a while, we have a teacher that will teach a combined band and orchestra class. This is not recommended, but occasionally a school will want to do it in the hope of something better the next year. A better alternative of this is to only offer band OR orchestra in the school. This limited focus can often help get enough for one class. If that is successful, the other can possibly come back over time.

2. Many teachers are willing to take a reduction in pay to keep a class going. Some of our better teachers are teaching in these circumstances. This works for many until it gets low enough that they can't afford the gas to get to the school. It shows how dedicated

the teachers are for the most part. We initially thought we would have to cancel the program but because the teacher took a reduction it is alive and successful

3. We offer the invitation for any school that doesn't have a program to send students over to a school that does have a program. In the case of one school in West Valley this year, the addition of one or two such student helped to keep the program keep going.

Our hope is that if a school program can have success in the current year even with a limited number of students, others will see the success and hopefully want to join next year. The principals are very supportive of this hope and realize there is ebb and flow everywhere. We are committed to keep it going in the future

## Operation Details

### A. Grades 3-6

We started out offering classes in grades 4-6. Each school is offered to make its own decision on what grades can participate. Because the district changed some elementary schools to K-5, most of those principals opted to offer classes to grades 3-5. A few of the K-6 schools also offered classes to grade 3 as well. Each year we do a preliminary review with the principal regarding what grades they want included.

### B. Instrument Rentals

Riverton Music offers band and orchestra instruments to rent for those who need one. Many students already have instruments at home or procure them elsewhere. Our rental pricelist and availability is listed on the Cost submission. Our rental program offers a rent to own contract with no interest on a month to month basis. Students can rent an instrument on line, in one of our stores, or over the phone. We even have an app where parents can sign up for classes and rent an instrument.

We encourage the parents who own their own instruments to have them looked over before playing which Riverton Music does free of charge. If repairs are needed, Riverton Music has very qualified repair personnel to help with this. Some of the schools have instruments that belong to the school for students to use. We often encourage students, especially those who have financial challenges to use school instruments. Some of the school instruments are in need of repair to be playable and the available supply varies from school to school. Because the district is required to pay for fee waiver students to use, if instruments have to be rented, we will offer a discount on those rentals as shown in the chart below.

## Band and Orchestra Rental Pricelist

We have included a monthly rental pricelist which is on the Cost attachment. It is difficult to determine what prices will be over time at this point. Our goal would be to keep the monthly price as it is as long as possible.

### C. Two Days per Week

Students are offered two classes per week at every school. Classes are usually set up on Monday/Wednesday or Tuesday/Thursday. Breaking up the days is a healthier balance so students can spread out the learning. We work around other before or after school activities as needed.

### D. Calendar

Classes are taught around the schedule of the school. We do not usually teach on early out days but otherwise we are there every day the school is in session in accordance with school policy. Schools will occasionally have us teach on Friday morning. School days and times are set up through the principal and we staff accordingly. We strictly follow District holiday and vacation schedules.

### E. Classes

Principals determine whether we teach before school or after school and so we have a good number of both time segments. Principals are protective of the children as they should be and do not want them hanging around for any length of time before or after school and we are totally in agreement. So, we are happy to accommodate this type of scheduling. We believe that having classes right before or right after school at the school will produce the largest class potential and be easiest on the parent's schedules. The parent's availability to pick up or drop off a student for a class is a large factor in deciding to participate in a band or orchestra class.

### F. Class types:

Beginning and intermediate classes are offered in each school. In a school where classes have not been taught previously or have not been taught for more than 2 years, only beginning classes are offered because there are no intermediate students. In schools where classes were offered the previous year, beginning and intermediate classes are offered if there are enough students. 1/2 to 2/3 of the schools in a given year only have one band or orchestra class each year because of lower enrollment. The teachers adapt well for the most part as do the students. In most cases the intermediate students continue to grow by having experiences in ensemble playing, mentoring, and remedial work. Supplemental music gives the students variety as well. There have been very few complaints with this over the years because of the efforts of the teachers and the desire to keep the program going both with the parents and principals.

Our procedure for all schools: we usually offer individual classes for the first month (October) and then combine them after that. This gives a little time for beginners to get a basic understanding and to see if more will enroll. Then we finalize the class for the year by doing what was explained in the "flexibility" section above

In the past 3-4 years a few schools have opted to only have only one type of class (band or orchestra alone) offered in their school. Every school that has tried it has had better success than trying to struggle with very low band and orchestra classes.

## G. Collection and Payment

Riverton Music collects fees from parents and deals with any collection issues. Parents can pay for the whole year up front (single payment) where we offer a discount or they can pay in monthly installments. The student is still required to provide an instrument and book.(s). We try to keep the books at a minimum for low cost. All collection issues go through Riverton Music Accounts Receivable Department.

Riverton Music pays teachers for classes taught and performances through AP. We give incentives to teachers for making and keeping strong programs.

## H Evaluation/Training:

Our Teacher Director visits and works with teachers to evaluate them on a regular basis. She visits schools and also substitute teaches at times which gives her a good perspective of the class. She gives genuine and valuable feedback. She works with those who have challenges or conflicts and looks for resolutions. Teachers receive training regarding protocol procedures and coordination of curriculum. All of our teachers have skills to teach or they are not hired in the first place, but we still see room for growth. We take responsibility for the teacher's performance. We also encourage and value feedback from administrators and parents. Both have given us good advice and direction over the last few years.

## I. Concerts: (N)

Riverton Music offers concerts at all schools. We believe they are essential to successful programs. Concerts are a great way to encourage the players and helps with goal setting. They also can be a means of inviting others to play. We recommend having a concert before winter break because there is unique music played (Christmas for example) and it helps give a push to the students early on in the year. The other concert we recommend is nearer the end of school to showcase the student's improvement. Some schools have opted to have them at different times and we are happy to work with that as well. Some schools play in an assembly for the students and we encourage that. We also encourage each school's concert to be a combination of their band and orchestra classes. This gives more variety and facilitates a larger audience. For the most part, these concerts have been well attended by parents. At the end of the year for the past few we have been able to have a monster concert where upwards of 350 students participated. This has become a major family event and we can tell from cameras flashing to exuberant applause that this is good for the district. We had them at Eisenhower JH but there were too many so we were hoping to have it at Taylorsville in 2020 but of course it was cancelled.

## J. Liability

Riverton Music will maintain liability insurance which names Granite School District as a third party insured with single occurrence one million dollars and aggregate occurrences of two million dollars. We have maintained this through the years we have been here

## Observations and Thoughts

Because of our effort and the support we have received from the District and parents and students and teachers, we believe the program has been successful in giving those who want to have band and orchestra the opportunity to do so.

### Participation

Over the past 8 years, 42 schools have participated in the program for at least a year. In the 2019-20 season 31 schools participated. There were a total of 54 band or orchestra classes within those schools. Participation has fluctuated from a high of 850 total students enrolled to around 575 (2019). Most schools had two teachers assigned. A few had only one program and a few had a teacher that taught both band and orchestra on different days. The fact that there are 31 schools and 54 classes in Granite taking classes when there are 12-15 classes (not schools, but classes) being taught in Jordan during a similar time (2018-19 was 12) should be evidence of our efforts. Jordan requires 12 students to participate or there is no program offered and that was the main reason there were so few classes.

The participating schools are happy to have a program for their students, even if enrollment may be low; however, this is also the primary reason why the other schools either don't participate or quit participating. Other reasons why schools don't participate could include "not interested" or interests in other focus areas, programs like school plays that conflict with the day/time, economic challenges, and occasionally poor teachers or inconsistent attendance. The principals, with very few exceptions, have been excellent to work with and are genuinely interested and helpful in setting up programs in their school. We have also had a good working relationship with the district.

This year a few schools tried to start but had to discontinue through the winter months because of COVID. Presently, there are 5 schools that are running a program. We hope many more schools will sign up next year.

### Students

In the 2013-14 school year 350 students enrolled. Since then, there have been as many as 850 to about 575 which it was in 2019. On the other end, there are a few schools that thrive every year. The top two average around 50 per year and they stay pretty stable. Out of the 54 programs about 16 were large enough to have a beginning and intermediate class in some fashion. The rest had a single band and/or orchestra class which combined beginning and intermediate students.

### Concerns

We do have a few concerns about the program that need to be mentioned. This is not a deterrent for doing the program at all, but it is for information purposes

The costs of this program on Riverton Music is substantial and if we are awarded this we will need to raise our yearly fee as shown in the Cost attachment (We will give a discount to the district for waiver students). This is to help us cover the costs of the program because we have not been able to do so in the past. If it wasn't for rentals, we would not have broken even in any of the last 8 years. This being said, our concern is that it will add to the decline of students and we hope that is not the case. It is still very inexpensive at that price to enroll in a class.

We are a little concerned with what the program is going to look like after this COVID period. Currently (2020-21) there are five schools that have persevered and are holding classes following district guideline right now. There are of course questions for next year: Will classes be in-school next year or some combination of virtual and in-school? Will there be distancing and less desks in a classroom? Will after school or before school classes be authorized? Will parents want their students to be at school or will they still keep them home? Will our teachers be willing to come back? These are questions that probably can't be answered right now, but could affect these classes going forward. Most of our teachers, especially the band teachers, were unwilling to teach in a classroom this past year for example. We hope that will change.

Another related concern is the decline of participation that has happened over the past few years. In 2015 there were 850 students in the program. In 2019 there were only 575. It is an area of concern because it looks like interest/commitment is the primary reason for the decline. One school on the west side, for example, was excited when they could have a program in 2016-17 and nearly 40 students signed up for the beginning classes. We placed seasoned teachers there. The next year, the classes dropped to 24 total students because most of the first year students did not continue. By the next year, only 10 signed up which was enough for one class. In 2019, 1 or 2 signed up and we had to discontinue the classes. No one was sure how it happened. The principals were supportive throughout. This was probably the most extreme example, but with the commitment needed to be in the classes, we don't know if it is too much work or parent's and student's schedules are too full with other thing, or some other reason. We would be open to ideas in that could help turn this around if possible.

The biggest concern is the fee waiver program. Unfortunately, we did not have an opportunity to test having the district pay for fee waiver students this past year, so there is no data other than ours in the past. There is a big difference in our minds between the District covering this and Riverton Music covering it in the past. The district will have to cover lessons and the instrument (and the books) for those who qualify. The number of students in this waiver program could potentially be much higher because of it, especially if it has to be widely advertised. Where Riverton Music only had to cover the class fee, the students still had to come up with an instrument and supplies. We are concerned that the potential outlay would be too much for the district and you would have to discontinue the program. We are also concerned that paying for the student without any responsibility on their part weakens the desire of many over time and we could end up with less students in the program overall. Over the past 8 years, there have been a few schools that have tried to pay for students with grant money or title one money and the schools ended up having to cancel the program after the first or sometimes second year

due to lack of interest. Because learning to play a musical instrument takes effort and time, it is usually good to have a financial commitment attached. So we don't know what the solution is but we would hate to see the program die because of it.

All those concerns being said, there are a lot of dedicated and interested parents and students who very much want to keep elementary band and orchestra in the district.

**Helping students find a path through music is worth more than all of the concerns.**

## Final Comment.

I wanted to thank the district for your support with the program. You have all been helpful and open from the start to give us the opportunity to make something happen. I especially appreciate Ben Horsley. Without him, this program would have never started or flourished. You have backed us up and helped us through protocols. We have enjoyed the relationship.

Colin Campbell  
Riverton Music

# ATTACHMENT E

## Cost Proposal for School Band and Orchestra Program

### Riverton Music

#### Enrollment Costs<sup>1</sup>

- |  |               |
|--|---------------|
| 1. Cost per student for enrollment for school year 2021-2022 | \$ <u>160</u> |
| 2. Cost per student for enrollment for school year 2022-2023 | \$ <u>160</u> |
| 3. Cost per student for enrollment for school year 2023-2024 | \$ <u>160</u> |
| 4. Cost per student for enrollment for school year 2024-2025 | \$ <u>170</u> |
| 5. Cost per student for enrollment for school year 2026-2027 | \$ <u>170</u> |

<sup>1</sup> For fee waiver student enrollment, Granite School District's price is \$125

#### Instrument Rental Costs

Provide a current list of your instruments with monthly and annual rental rates that will be available to enrolled students under this contract. Also provide rates for years 2-5 if differing from year 1 rates.

Instrument	New/Like New	Used	Granite Fee Waiver price*
<b>Flute</b>	<b>\$29.00</b>	<b>\$22-\$26</b>	<b>\$20</b>
<b>Clarinet</b>	<b>\$29.00</b>	<b>\$22-\$26</b>	<b>\$20</b>
<b>Alto Saxophone</b>	<b>\$42.00</b>	<b>\$33-\$39</b>	<b>\$30</b>
<b>Trumpet</b>	<b>\$29.00</b>	<b>\$22-\$26</b>	<b>\$20</b>
<b>Trombone</b>	<b>\$29.00</b>	<b>\$22-\$26</b>	<b>\$20</b>
<b>Bell Kit<sup>4</sup></b>	<b>\$22.00</b>	<b>\$18.00</b>	<b>\$17</b>
<b>Violin</b>	<b>\$29.00</b>	<b>\$22-\$26</b>	<b>\$20</b>
<b>Viola</b>	<b>\$29.00</b>	<b>\$22-\$26</b>	<b>\$20</b>
<b>Cello</b>	<b>\$42.00</b>	<b>\$33-\$39</b>	<b>\$30</b>

**\*" Granite Fee Waiver Price" is the price Granite School District would pay for rentals if they have to provide an instrument for a fee waiver student**

### Rental Rates for years after the first year

We will resist raising rental rates during the contract period after the first year. The only way that we would raise them is if inflation raises to a point that the contracts take too long to be completed. If that happens rental rates will raise appropriately. However, the Granite Waiver rates will not raise over the 5 years.

### Other Items

Books and Instrument Rental Maintenance Kit - \$15 to \$30 depending on instrument

#### Rental Protection Plan

1. All Band Instruments (includes saxes, French horns, violins, and violas) - \$5.99 per month
2. Cellos - \$8.99 per month

Rental protection covers everything on the instrument including the case and mouthpiece and the bow for string instruments. It does not cover disposable product like reeds and strings. It only covers one incident of total loss. It includes two free cleanings per year. If an instrument is being repaired and takes longer than 7 days, a loaner can be provided.