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The Master Planning Process for Park City School District began in September 2014 with the formation of a Master Planning Steering Committee, as a result of the current condition and needs of Treasure Mountain Middle School. Since the facilities assessment conducted in 2009, and the assessment by the District in 2014 both found the school replacement costs to be substantial (more than 65% of a new school).

The committee expanded focus with a larger Master Plan Committee in the Spring of 2015, which included community members, students, educators, district staff, architects and engineers, and city officials. The larger committee was presented with analysis for projected growth and school reconfiguration based on the realignment of district grade levels. The projected growth looked forward up to 6 years, utilizing birth rates and cohort survival methods of projection. In reviewing the projected growth and existing building capacity, recommendation was made expand elementary capacity, build a new 5-6 school, and expand the high school.

Since April of 2015, district officials have presented this information to all school site employees, as well as three community presentations. In an effort to share the current state of the district and building needs, the District has held at least 30 public meetings since September with over 400 community participants, not including the individual staff meetings reaching over 500 employees for a total of over 900 participants.

Subsequently, the following recommendations have been presented:

- Maintaining the location of Dozier Field
- Expanding the academic portion of the High School to the South to accommodate the 9th grade expansion
- Expanding the High School to the north to better serve athletics and extracurricular activities and programs
- The parking displaced by new addition would be moved to the existing baseball field location
- McPolin Elementary School would have a new addition and a redesign of the traffic flow in the area
- Demolish Treasure Mountain Junior High School
- A new 5th & 6th Grade school to be built at the Ecker Hill Campus, making the current Ecker Hill building to serve 7th & 8th grades
- Additional athletic improvements on and near Dozier field and also near the new baseball field
FUNDING STRATEGY

At this time, PCSD carries no bond indebtedness. According to the district’s financial advisement firm, George K. Baum & Company, the assessed valuation of properties within the district would provide a maximum of $584.7 million in debt incurring capacity.

ADOPTION OF FACILITY MASTER PLAN

The Park City Schools District Facility Master Plan 2015-2020 is recommended for adoption by the School Board in August of 2015. A general obligation bond question or questions should be recommended as part of this adoption.
In the Spring of 2015, Park City School District (PCSD) commenced a Master Planning process to determine its current and future needs for facilities and infrastructure over the next 6-10 years, specifically on the Kearns Blvd Campus.

As part of that process, Park City School District contracted with VCBO Architecture and thinkSMART planning, inc., to advise and assist the school district’s master planning committee in the design and overall improvement planning specifically for the Kearns Blvd campus, as well as the other PCSD parcels, located in Summit County, Utah.

The required services of the planning firm included facility planning, site master planning, traffic patterns and consultative services.

A significant project within the scope of planning is the immediate need to locate or replace a new facility for the Treasure Mountain Junior High on the Kearns Blvd campus or other parcel.

District’s Community Involvement

Planning Methodology

PCSD maintains an open dialog with community through open Board of Education meetings, parent/teacher meetings, community forums, radio and newspaper coverage, and the Facility Master Plan Committee.

Responsibility And Authority

The Board of Education commissioned the development of this Facilities Master Plan to serve as a reference and guide for Park City School District. It is recommended that this plan be reviewed yearly and modified as necessary to reflect the direction and accomplishments of PCSD.
It is the responsibility of PCSD to review and revise the entire content of this Facilities Master Plan every 5 years. It is the responsibility of the Board of Education to adopt the content of the Facilities Master Plan and to utilize its priorities to guide future capital expenditures for facilities.

Facilities Master Plan Process

Step 1: School Board Approval Of Facilities Master Plan Process
This Facilities Master Plan was commissioned by the School Board of Education. The first step of the FMP process was to have a kick off meeting with the School District representatives. During this meeting the following topics were discussed:

- What is a Facilities Master Plan
- Why develop a FMP
- Objectives of the FMP
- Roles and Responsibilities
- FMP Process

It was determined to establish a FMP committee to review data and establish community priorities for the Kearns Blvd Campus and other district facilities that may be affected by key educational goals of the district, such as grade realignment. Progress reports would be presented to the School Board for comments and recommendations. The School Board would review the capital plan and determine funding sources and the time line to implement the capital plan.

Step 2: Establish Facilities Master Plan Committee
A FMP committee was established to review data and establish School District priorities.

This committee was comprised of:

- School District Administration
- Board Members
- PCSD Staff
- Maintenance Personnel
- Teachers
- Community Members
- Parents and Students
INPUT AND ENGAGEMENT

A variety of tools were employed in the three community meeting process:

- **Input** – was garnered through guided questions and large and small group exercises,
- **Tour** – information regarding the trends of 21st century schools around the country was shared with the committee,
- **Survey** – Through a collaborative community process, survey data was gathered,
- **Inform** – Presentations and many resources were imparted to the community group through a wiki-site (website) and resources were shared on both the district website and the FMP wiki-site,
- **Charrette** – During meeting #3, the FMP committee was tasked with utilizing all the resources and data that had been provided to assist the planning team with key facility placement decisions to be made on the Kearns Campus.

**Step 3: Gather Data**
The planning team gathered information on pertinent to the recommendations of this master plan.

The data gathered included:

**Enrollment Projections**

- Birth
- Migrations
- Housing
- Program Requirements
- Historical Enrollments
Educational Facility Assessments (from the District’s 2011 FMP)

- Physical Facilities Assessment
- Capacity/Utilization Study

Utilization and Capacity

- Based on enrollment projections, schools were analyzed for utilization and capacity
- Based on grade realignments adopted by the School Board, strategies were developed to accommodate changes at various school sites

Site Information

- Traffic Data
- Wetlands Engineering

Step 4: FMP Committee Development Of Priorities
This Data was presented to the FMP committee. The FMP committee reviewed and evaluated the data then developed priorities for the School District.

Step 5: FMP Committee Incorporation Of Sub-Committee Comments
The comments from the Facility Master Plan On-going Steering Committee were discussed and incorporated into the FMP committee’s priorities.

Step 6: School Board Adoption Of Facilities Master Plan
The FMP committee submitted the Facilities Master Plan to the School Board of Education for adoption.

Community Input

Community members including parents, local business owners and city government officials were invited to participate in the FMP process. A wiki-site was used to convey information such as agendas, meeting notes, photos, and useful information to the FMP Committee and community members.

Workshop Meeting #1
The focus of Workshop Meeting #1 was:

- Discussion of facilities planning committee responsibilities
- Discussion of FMP process
- Presentation of changing trends in education
- Discussion of district realignment strategies
- Develop process & goals, educational program & needs through group exercises.

Workshop Meeting #2
The focus of Workshop Meeting #2 was:

- Discussion of Campus Planning Factors such as
- PCSD Demographics and Enrollment Projections Implications for Facilities
- Recap of Grade Realignment Implications for Facilities
- School Capacities and Utilization Implications for Facilities
- Engineering Reports (VCBO)
- Kearns Blvd Campus Facilities Master Plan; Discussion and Graphic Exercise.
Workshop #1 Participants Were Asked To Consider Big Picture Goals
Workshop #2 participants were asked to utilize data presented to assist with facility placement on the Kearns campus and other parcels.
Workshop #2 participants were asked to utilize data presented to assist with facility placement on the Kearns campus and other parcels.
Workshop #2 participants were asked to utilize data presented to assist with facility placement on the Kearns Campus and other parcels.
Workshop Meeting #3
The focus of Workshop Meeting #2 was:

- Review of design team options created from Workshop #2 group suggestions
- Narrowing down of choices to top three options.

COMMUNITY / MASTER PLAN GOALS
Overall Teaching And Learning Goals
The FMP developed overall teaching and learning goals in response to questions posed in Workshop #1. The following graphs represent the top responses to these questions.

Question #1
Describe the attributes of an IDEAL Park City School District with regard to:
- instruction
- learning
- student outcomes

In response to Question #1, regarding the IDEAL attributes of the district indicate a strong preference for personalized learning and engaged, hands on learning. A strong school facility response to these desires will include plenty of spaces for different learning styles such as, places for individuals, small groups, larger groups, etc. Additionally, hands on learning such as career and technical offerings, art, music, physical education, and project based instruction will be needed.
In response to Question #2, regarding learning process and outcomes, the FMP committee indicated a desire to have the focus and outcome of learning explained well and a desire to have highly engaged students. Making learning challenging and engaged parents were also important outcomes.
In response to Question #3, regarding how facilities can best support students’ chances of academic success, the committee expressed an overwhelming support for collaboration spaces, and flexibility of space. Facilities that support curriculum, and appropriate furnishings and tools for learning were also seen as important.
FACILITIES PRIORITIES FOR PCSD

The FMP Committee determined that the following priorities should guide the overall FMP process. Each FMP decision should be made to:

1. Accommodate district enrollment growth and additional space needed as a result of grade realignment;
2. Determine whether a Treasure Mountain Middle School will need to be demolished and, if so, where it should be rebuilt;
3. Determine size and best location for facilities that will need additions;
4. Determine the size and best placement of roads, parking areas, play fields and athletic fields in response to facility additions and demolition;
5. Determine the best location of district support facilities;
6. Determine long-term facilities that may be desired in the future and master plan for them by allocating land and infrastructure placement;
7. Study and provide for the conservation of wetlands and protected areas on all district sites.

ACRONYMS/ DEFINITIONS

The following acronyms may be utilized throughout this FMP:

- PCSD – Park City School District
- Building Efficiency – The ratio of total building area divided by usable area
- ES- Elementary School
- FMP – Facilities Master Plan
- GSF – Gross Square Feet; the measure of a building from exterior wall to exterior wall; includes all circulation, walls, NSF, etc.
- HS- High School
- IS- Intermediate School
- JHS – Jr. High School
- MACC – Maximum Allowable Cost of Construction
- MS – Middle School
- NSF – Net Square Feet; usable area; excludes walls, circulation, etc.
- RR- Restroom
- SF- Square Feet
- SPED- Special Education
- TARE – GSF minus NSF; the area of a building that is not assignable
- TS – thinkSMART planning, inc.
- VCBO – VCBO Architecture
GROWTH AND CAPACITY

DISTRICT GROWTH AND ENROLLMENT

Projecting Enrollment: The Cohort-Survival Method

Various methods are often employed to forecast enrollment changes. If one thinks of future enrollment as a function of past trends, one could use historical trends as a place to start. Such trends can be extrapolated to predict future enrollment. Statistical analysis also can be employed to estimate future enrollment based on changes in certain critical variables. However, although these and other techniques have been used to predict demographic trends including future enrollment, the method most widely employed and accepted for predicting future school enrollment is the “cohort-survival” method. This method is considered the most reliable and is used to determine the school district’s future enrollment. It captures the key determinants of enrollment, yet also allows for changes in historical trends, is relatively simple to apply and the data requirements are reasonable and usually easily fulfilled.

The major assumption underlying the cohort survival method is that the past to a large extent is a reasonable predictor of the future: that is, given the number of births, the net effects of all other factors (migration, policies, retention rates, new home construction, etc.) remain in relative balance.

The cohort-survival method requires the calculation of the ratio of the number of children in one grade in one year compared to the number of children who “survive” the year and enroll in the next grade the following year. Fluctuations in such data from year to year create a pattern over time from which an average rate may be calculated to project enrollment. For example, if over a period of years, an average of 95 percent of the enrollment in grade 2 goes on to grade 3, and if 100 children are now enrolled in grade 2, the method (without any modifications) will predict that there will be 96 children in
grade 3 next year. An important aspect of this computation is deciding the appropriate time-period over which to compute the average grade-to-grade ratio. In areas with rapidly changing demographic trends, shorter timeframes are usually better, whereas in communities with more stagnant trends, longer time periods are preferred.

Forecasts for successive years must take as their starting points an estimate of the number of children entering kindergarten. These estimates are made by methods similar to those described above. An average birth to kindergarten survival rate is obtained by comparing known kindergarten enrollments to the number of births five years earlier. One computes this “birth to kindergarten” ratio over some relevant period of time and then applies this ratio to the number of births five years previously to derive a kindergarten enrollment projection for the current year. For example, if the average birth to kindergarten ratio was found to be 120 percent, a reasonable estimate for kindergarten enrollment would be the number of births (say 50) times 120 percent (60).

The cohort survival method is a function of two key variables, (1) the number of births, and (2) the calculated survival rates. As noted above, projections of elementary enrollment are limited to five years at most with actual birth data. Beyond five years, the number of births must be estimated, which leads to greater potential for error. Various techniques do exist for projecting birth rates and can be applied to generate elementary grade enrollment projections further into the future, but these must be viewed with a reduced level of confidence.

Once the model has been run for each school attendance zone, each school is adjusted to reflect changes in growth / decline which are not picked up in the projection model's histories. A few examples where corrections are required include areas where:

- New construction is anticipated to exceed the pace of historical construction.
- An area is reaching build-out and all new construction will cease or slow down.
- An unprecedented slow-down or increase in the local economy or an attendance zone change has artificially increased / decreased the area.

- Number of out of district / boundary transfer students
- Attrition at the middle and high school levels due to drop-outs, home schooling, and attendance at private schools. With the exception of the 2013/14 and 2014/15 school years in which there was a very slight increase (2.0 - 4.7%) in enrollment during the 9th grade to 10th grade transition; the high school has typically had on average a 9.5% decrease in enrollment from 9th to 10th grade.

Reliability of the Cohort-Survival Method

The reliability of the cohort-survival method is related to both the number of years one is projecting as well as the relative volatility of the historical data. Projections covering five years or less, especially at the elementary level, tend to be more reliable than projections going out more than five years. In addition, in some communities the numbers of births, population, household size, and net migration rates have held relatively steady which increases the reliability of the results. In other communities, one or more such variables exhibit extreme variation leading to less reliable results and adjustments need to be made to accurately reflect the changes that are occurring within the community based upon the local demographic information.

Birth Rates Summit County

The Summit County trend in birth rates over the past 10-year period were fairly stable from 2003 - 2007, with the first significant decline in 2008 of 15%; births rebounded the following year by with an 11.3% increase in 2009. Between 2010 and 2013, birth rates have been on a steady decline and low birth rates can be tied to the overall health of both the national and local economy, which will in turn be reflected in the enrollment trends for Park City School District starting a decline in 2016/17, modest increase in 2017/18 and then decreasing slightly again between 2018/19 – 2020/21 before rebounding. This trend is similar to that of the nation as a whole. On average 61.9% of Summit County's birth rates impact kindergarten and first grade enrollment at Park City Schools. The chart on the following page illustrates the district's enrollment trends based on kindergartners born in 2003 and the resulting enrollment within the following 6 years.
Future Enrollment

District enrollment projections were developed based on a cohort survival method, which is the standard for projecting school enrollments. In this method:

- The number of students in a cohort (a group of students in a certain age group who move together through one grade level to the next) is tracked through past grades.
- Survival rates (ratios of the number of students who remain from one year to the next) are calculated from historical enrollments.
- Prevailing birth rates (for kindergarten) and average survival rates (for other grades) are used to calculate future enrollments.

As warranted, survival ratios were adjusted slightly to reflect major trends identified during the analysis of historic enrollment, as well as outside contributing factors such as the economic growth in the local community and the resulting in-migration of families. Since the cohort survival method addresses students who are currently in the system, it tends to be fairly accurate from five to six years.

Based on all current information available, four enrollment projection scenarios were developed, based on trends during the past six years:

- **Low Range** - based on the average enrollment trends from 2009/10 to 2014/15. The low range impact takes into account possible negative changes in the economy and that fewer housing units will be constructed and sold as projected by local area developers. It assumes that the community will grow at a slower pace than anticipated by Park City officials over the next six years and will have an average annual growth rate of -0.3%.

- **Mid Range** - based on the average enrollment trends of the past six years, 2009/10 to 2014/15. This range assumes that the district will be somewhat impacted by the new housing being constructed in the area. While many housing units are being marketed as second homes to people living outside of the community, there are several developments that are being constructed that will increase in-migration of families wishing to permanently move into the area. This increased in-
migration will have a direct impact on the schools within the Park City School District and may require new facilities. The Mid-Range trend is considered the most likely scenario since it assumes continuing the existing growth pattern over the next six years at a steady modest rate and the decline in birth rates in Summit County between 2010 – 2013, which will reduce the number of incoming kindergarteners starting in the 2016/17 school year. The average mid-range annual growth rate is in the range of 1.1%.

- **High Range** - based on the average enrollment trends of the past six years, 2009/10 to 2014/15. This range assumes that the more housing units constructed and are sold to families permanently moving into the community than as second homes, which are used seasonally. This permanent in-migration of families would have a direct impact on all of the Park City School District’s facilities and require expansion of programs, implements new programs to attract new families, new housing is constructed and that the local economy grows at a faster rate than anticipated. The average annual growth rate would be in the 2.3% range.
### Parley's Park Elementary Historic Enrollment

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### Parley's Park Elementary Forecast

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### McPolin Elementary Forecast

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| Total                | 398       | 452       | 510       | 422       | 476       | 535       |

VCBO ARCHITECTURE | 19
### Jeremy Ranch Elementary Historic Enrollment

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### Total Elem. Forecast

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20 | PARK CITY SCHOOL DISTRICT MASTER PLAN
### Ecker Hill Middle School Historic Enrollment

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### Treasure Mountain Middle School Historic Enrollment

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### Ecker Hill Middle School Forecast

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### Treasure Mountain Middle School Forecast

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VCBO ARCHITECTURE | 21
## Park City School District High School Enrollments

### Park City High School Historic Enrollment

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<td>322</td>
<td>330</td>
<td>341</td>
<td>370</td>
<td>388</td>
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| Special  | 2.0%       | -1.0%      | -1.3%      | 3.0%       | 1.3%       | 7.0%       | 3.3%       | 1.5%       |
| Total    | 970       | 992       | 983       | 970       | 999       | 1,012      | 1,083      | 1,119      | 1,136      |

### Park City High School Forecast

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<td>351</td>
<td>346</td>
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| %Change  | -6.3%      | -1.7%      | 1.7%       | 3.5%       | 4.0%       | 4.5%       |
| Total    | 1,063      | 1,117      | 1,155      | 1,110      | 1,174      | 1,242      |

## Park City Public Schools

### District-Wide Enrollment Projections 2009/10 - 2014/15

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#### High School

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### Total District Enrollment

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### Park City Public Schools

**District-Wide Enrollment Projections 2015/16 - 2020/21**

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<td><strong>Elementary School</strong></td>
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<tr>
<td>Pre Kindergarten</td>
<td>208</td>
<td>242</td>
<td>280</td>
<td>174</td>
<td>206</td>
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</tr>
<tr>
<td>Kindergarten</td>
<td>324</td>
<td>360</td>
<td>397</td>
<td>270</td>
<td>304</td>
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<tr>
<td>Grade 1</td>
<td>321</td>
<td>354</td>
<td>363</td>
<td>395</td>
<td>437</td>
<td>302</td>
</tr>
<tr>
<td>Grade 2</td>
<td>295</td>
<td>326</td>
<td>332</td>
<td>396</td>
<td>402</td>
<td>377</td>
</tr>
<tr>
<td>Grade 3</td>
<td>336</td>
<td>370</td>
<td>397</td>
<td>340</td>
<td>381</td>
<td>416</td>
</tr>
<tr>
<td>Grade 4</td>
<td>317</td>
<td>351</td>
<td>382</td>
<td>382</td>
<td>425</td>
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<tr>
<td>Grade 5</td>
<td>359</td>
<td>390</td>
<td>421</td>
<td>398</td>
<td>361</td>
<td>440</td>
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<tr>
<td><strong>Total</strong></td>
<td>2,160</td>
<td>2,393</td>
<td>2,625</td>
<td>2,119</td>
<td>2,350</td>
<td>2,609</td>
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| **Middle School** |          |          |          |          |          |          |
| Grade 6            | 371       | 399       | 408       | 393       | 409       | 425       |
| Grade 7            | 403       | 418       | 426       | 405       | 428       | 409       |
| Grade 8            | 401       | 414       | 425       | 435       | 443       | 402       |
| Grade 9            | 390       | 401       | 415       | 407       | 427       | 438       |
| **Total**           | 1,565     | 1,622     | 1,680     | 1,605     | 1,676     | 1,734     |

| **High School** |          |          |          |          |          |          |
| Grade 10          | 369       | 385       | 403       | 381       | 396       | 414       |
| Grade 11          | 377       | 397       | 401       | 357       | 377       | 398       |
| Grade 12          | 318       | 335       | 351       | 363       | 389       | 346       |
| **Total**          | 1,063     | 1,117     | 1,155     | 1,101     | 1,152     | 1,207     |

| **Total District Enrollment** |          |          |          |          |          |          |
| Percent Change       | -4.2%     | 2.7%      | 9.3%      | 0.8%      | 1.1%      | 1.7%      | 0.6%      | 1.2%      | 1.8%      | 0.2%      | 0.5%      | 0.3%      | 0.0%      | 0.4%      | -0.1%     | 0.8%      | 0.8%      | 0.9%      |

VCBO ARCHITECTURE | 23
CAPACITY AND UTILIZATION

The utilization and capacity of each school was calculated for this facilities master plan. The utilization and capacity are analyzed to determine whether each facility will be able to accommodate current and future student enrollment.

Utilization and capacity are not static numbers and change from year to year with changes in programs available at the school, curriculum and scheduling, and pupil/teacher ratio (class size). It is recommended that the utilization and capacity of school facilities are updated on an annual basis to determine the most effective use of educational space for teaching and learning.

The methodology used to determine elementary, intermediate, middle and high school capacity is different for each school type due to programs and scheduling. The first step is to determine a maximum design capacity for each school. The maximum design capacity identifies the maximum number of students a facility could possibly house if all instructional spaces were occupied to 100% of their capacity.

Once the maximum design capacity of a facility is determined, functional capacity is calculated. Functional capacity takes into account the educational programs of each facility which include regular and special use classrooms, special education programs, federal and categorical programs, and whether those programs occupy permanent or portable facilities. As a general rule, the functional capacity for elementary schools is approximately 95% of the design capacity of its regular use classrooms. For intermediate, middle and high schools, the general rule is that the functional capacity is approximately 85% of the maximum design capacity due to the inclusion of special elective classes and block scheduling, which reduces classroom scheduling efficiency.

The number of special educations may average about 15% of the overall student enrollment, including reading programs, dual language, pull-out and resource programs – especially at the elementary level. These special programs require approximately 15% of the existing space utilized for these activities.

Additionally, each facility is reviewed for utilization of existing space. Utilization is determined by examining how space is scheduled for use. Elementary schools are different from intermediate, middle and high schools because students do not change classes; therefore, each classroom is utilized by one group of students all day and the space is not used when students are not in the room. Intermediate, middle and high school classrooms are often occupied on a class period basis. Additionally, core classrooms (language arts, math, social studies, etc.) may be utilized interchangeably while specialized rooms such as laboratories, music, art, and shop facilities may not be utilized every class period.

At this point, it is important to note that the Utah Department of Education allows school districts to determine “utilization” under a different formula for the purpose of determining the number of students that may be admitted from out of district. The UDOE formula takes into account the average enrollment of classes by subject historically and projects out a recommendation for how many student seats are available each year. This method should not be confused with the method utilized within this study; the method cited herein looks to how space could be used to its optimum given the teaching and learning paradigms established by the district leadership. It is a guide to assist in the understanding of how many spaces will be needed at each school and when they will be needed under given conditions.
Current Capacity and Utilization at PCSD

The current configuration of PCSD schools is comprised of four PK-5 elementary schools, one 6-7th grade school, one 7th-8th grade school, and one 10th-12th grade high school. The following facts are anticipated if there were no change to current school configurations.

The 2014/15 enrollment was noted at 4,996 students. The schools as designed and operated have a maximum (100%) capacity of 6,190 students, and a functional capacity (95%-85%) of 5,528 students. Overall, the average utilization is 90% (full functional capacity) with schools utilized at a range of 99% (Parleys Park ES) to 84% (PCHS).

The average mid-range projected enrollment for the next six years for all schools is 5,249 students 2015-21. Projected six year utilization with a mid-range growth of 1.1% annually would bring the schools to a 95% average utilization with schools utilized at a range of 104% (Treasure Mountain MS) to 89% (PCHS).

Grade Realignment

On April 28, 2015, Park City School District Board of Education adopted a policy of grade realignment as follows: elementary schools will contain grades Pre-Kindergarten through 4th grade, intermediate schools will be comprised of 5th and 6th grades, middle schools will be comprised of 7th and 8th grades and high school shall be 9th through 12th grades.

Reasoning indicated by Dr. Conley included the following:

- K-3 Reading Programs will be restructured and expanded at the elementary levels;
- All Day Kindergarten will be able to be offered with the creation of additional space at the elementary schools;
- Pre K Offerings will be expanded at the elementary level;
- Dual Language Immersion will be expanded at the elementary level;
- Program Offerings will be expanded at the 5th and 9th grade levels;
- Athletics Offerings for 9th Grade will be expanded at the high school level;
- Drop Out/ Success Rates will be enhanced by bringing the 9th grade into the high school level;
- Enhancement of Professional Development/ PLC's;
- Provide for Growth/ Capacity.

From: State of the District, Dr. Ember Conley and Realignment: Current Data and Trends
Capacity Utilizations After School Realignment and Reconfiguration

The configuration of PCSD schools after grade realignment will be four PK-4 elementary schools, one 5th-6th grade intermediate school, one 7th-8th grade middle school, and one 9th-12th grade high school. The following facts are anticipated after the change to current school configurations.

Changes anticipated to school realignment precipitate the need for several building reconfigurations and additions. McPolin Elementary School will be enlarged by six classrooms to bring total functional capacity to 666 students, putting it in a similar size category as the other elementary schools, which currently accommodate between 685 and 708 students. Ecker Hill International School will be reconfigured as a 7th-8th grade school, and a new addition or building shall be built on the EH campus to accommodate 5th and 6th grades. Treasure Mountain MS will be demolished. Park City High School will be expanded to accommodate 9th grade students.

The average mid-range projected enrollment for the next six years for all schools is 5,249 students 2015-21. Projected six year utilization with a mid-range growth of 1.1% annually would bring the newly reconfigured schools to an 87% average utilization with schools utilized from 98% (EHMS) to 62% (McPolin ES.)
## Capacity / Utilizations by School Realigned (PK-4, 5-6, 7-8, 9-12)

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<tr>
<td>Jeremy Ranch</td>
<td>PK-4</td>
<td>28</td>
<td>2</td>
<td>4</td>
<td>23</td>
<td>12</td>
<td>10</td>
<td>708</td>
<td>673</td>
<td>501</td>
<td>74%</td>
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<td>PK-4</td>
<td>23</td>
<td>2</td>
<td>1</td>
<td>23</td>
<td>12</td>
<td>10</td>
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<td>354</td>
<td>66%</td>
<td>413</td>
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<td>138</td>
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<td>4</td>
<td>23</td>
<td>12</td>
<td>10</td>
<td>708</td>
<td>673</td>
<td>548</td>
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<td>553</td>
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<td>857</td>
<td>785</td>
<td>92%</td>
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<td>23</td>
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<td>797</td>
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<tr>
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<td>9-12</td>
<td>61</td>
<td>5</td>
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<td>1,585</td>
<td>1,347</td>
<td>1,526</td>
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<td>16</td>
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<td>400</td>
<td>340</td>
<td>340</td>
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<td>432</td>
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<td>Total PCHS</td>
<td>77</td>
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<td>1,985</td>
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<td>2,266</td>
<td>90%</td>
<td>1,636</td>
<td>97%</td>
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<tr>
<td>Total</td>
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<td>6,657</td>
<td>6,056</td>
<td>4,996</td>
<td>6,626</td>
<td>6,196</td>
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<td>6,626</td>
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### Assumptions:
- Move 5th and 6th Grades to Ecker Hill New
- Move 7th-8th Grades to Ecker Hill Middle School
- Move 9th Grade to PCHS
- Expand PCHS to 1,700 Students

## Capacity / Utilizations after reconfiguration

![Capacity Utilizations after reconfiguration](image-url)
EXISTING CONDITIONS

The following existing conditions section provides an overview of the current site location, basic configuration access and circulation. There is also a presentation of the current building conditions and recommendations for improvements at each location.

Analysis process

The analysis combines both current knowledge of the sites as well as information from the 2009 Park City School District Master Plan. Specifically, the existing building conditions and recommendations are from the original master plan.
Kearns Campus

Site Description

The main Kearns campus is approximately 84 acres and is encompassed by Kearns Boulevard to the south, Lucky John Drive on the northwest and a hillside and creek to the east. The campus currently houses Park City High School and associated athletic facilities, McPolin Elementary School, The Learning Center, Treasure Mountain Junior High School and the School District Office. There is also community playfield space on the campus as well as a large designated wetland that treats all of the campus stormwater.

Access

Primary vehicular access is off of Kearns Boulevard for all of the campus facilities. Secondary access to the high school is off Lucky John Drive, which is primarily used for delivery access.

All parking lots are currently located off Kearns Boulevard. There is some secondary, shared parking available in the LDS ward house west of the campus. All parking on campus is full to capacity during the school year. The parking is also used for the Eccles Event Center and other community events that are hosted in or near the campus and district facilities.

Based on a traffic study, completed in conjunction with the
master planning process, the following were observed at the current Kearns Campus:

Hales Engineering performed weekday morning (7:00 to 9:00 a.m.) and afternoon (2:00 to 4:00 p.m.) peak period traffic counts at the following intersections:

- West High School Egress / Kearns Boulevard (SR-248)
- Cook Drive (West High School Ingress) / Kearns Boulevard (SR-248)
- East High School Egress / Kearns Boulevard (SR-248)
- East High School Ingress / Kearns Boulevard (SR-248)
- Treasure Mountain Middle School Access / Kearns Boulevard (SR-248)
- Park City District Office Access / Kearns Boulevard (SR-248)

These counts were performed on Thursday, April 16, 2015. Additional counts were collected by UDOT and provided for this study through the Park City Traffic Engineer at the following intersections:

- Bonanza Drive / Kearns Boulevard (SR-248)
- Comstock Drive / Kearns Boulevard (SR-248)

The morning volumes were slightly higher than the afternoon volumes and had a lower peak hour factor, meaning the traffic was more spread out in the afternoon peak hour. Therefore, it was determined that the morning peak hour would be used for this analysis to represent the worst case conditions. The a.m. peak hour was determined to be between the hours of 7:15 and 8:15 a.m.

Most of the study intersections are currently operating at acceptable levels of service. However, Cooke Drive, the Middle School Access and the District Office access are all currently operating at LOS F during the a.m. peak hour.

Both the high school and access to the elementary school and junior high experience back-ups and heavy traffic along Kearns at peak pick-up and drop-off times. There is additional traffic and congestion at the intersection of Comstock and Kearns.

Existing Building Conditions

Park City High School

Park City High School is a multi-level, masonry structure constructed during multiple building campaigns starting in 1977. The structure was added to most recently in a campaign completed in 2008. While the school has grown over the years it still maintains its originally programmed use as a high school.

Given the school’s recent renovation and addition, PCHS will be available for utilization for many years to come. The current student body population is near 1,000 and the school has been programmed for 1,500 students to provide adequate growth space for many years to come.

A current summary of spaces includes 63 teaching spaces, cafeteria, commons, administration offices, restrooms, library, two gymnasiums, an indoor track and weight room and auditorium.

The exterior of the building is primarily masonry and is in excellent shape. The majority of aluminum entry systems are new and the existing frames have many years of service left. The exterior window systems are primarily aluminum and have double-pane glass. The openings provide plentiful natural light to the interior spaces. The roof is in fairly good shape and should not need immediate replacement.

The general interior finishes in the older areas of the school have recently been painted and replaced as necessary. The hallways in the older areas of the school have new lighting but minimal natural light. All interior finishes in the new and renovated areas of the school were chosen for aesthetics and durability and have long life spans ahead. The building is entirely ADA compliant with ramps and elevators to the many different levels.

Comprehensively, the building requires no immediate action on behalf of the district. The building shell is mostly new and the older areas have been well maintained. Likewise the interior is suitable for continued use without modifications.
Athletic Facility Needs

During the master planning process, the need for additional athletic facilities was introduced. At the time of the community workshops, there was a stated need for an indoor athletic center that would provide indoor field space as well as additional gymnasium, locker and other sport support spaces. The following athletic spaces have been included in capital funding requests over the last three years:

• Provide 6-8 tennis courts on-campus.

• Build a multi-purpose athletic building for team locker rooms, equipment storage, coaches offices, team rooms, practice space, laundry facilities and spectator seating.

• Add additional competition gymnasium space to meet current needs.

• Replace turf with synthetic surface at baseball and softball fields to maximize utilization.

Art and Music Space Needs

Beyond the athletic facilities, additional art, music and drama spaces were also requested. The community and school representatives stated a need for additional art facilities at the high school. Specifically, new music practice and performance spaces.
McPolin Elementary School

McPolin Elementary School is a single level, masonry structure built in 1991. The K-5 school houses approximately 361 students each year. A current summary of spaces includes 24 classrooms, 2 breakout spaces, a music classroom, multi-purpose room and stage, media center, office space and restrooms. The corridors and exterior of the building are equipped with security cameras and fencing around the kindergarten play area.

The exterior of the building is primarily masonry and EIFS and is in good shape overall. There is minor damage and staining to the EIFS and some graffiti near the service area.

Aluminum entry and window systems are in good condition and have many years of service left. The exterior window systems have double-pane glass and at least one operable window at the classrooms. The openings provide excellent daylighting to the classrooms. Hollow metal entry and window systems show normal wear and need occasional paint touch-up. Most door hardware and occasionally, door placement, is not ADA compliant and needs to be addressed. The roof is in fairly good shape and should not need immediate replacement.

The interior finishes are in fairly good condition overall. Corridors are painted masonry with carpeting and acoustical tile ceilings. The ceilings show occasional water damage and normal wear on the carpet and walls. Corridors have skylights at main intersections, but feel somewhat bleak in general. With lockers lining the corridors and some doors opening into the corridor space, traffic flow may become too condensed in the future. The finishes in the classrooms and general spaces need minor touch-up work or cleaning. Restrooms throughout the building are currently being remodeled to be ADA compliant. Split-faced masonry that occurs at the lower half of the multi-purpose room is somewhat of a safety concern because of the activity happening in the space. It may be beneficial to add wall padding at higher impact locations.

McPolin Elementary School will be offering full-time pre-school and is currently a dual-immersion school. In order to transition to a standard elementary school with dual-immersion, 6 additional classrooms are needed.

Comprehensively, the school has been well maintained and can function as is with minimal repairs and meeting ADA code compliance as noted.
Treasure Mountain Junior High School

Treasure Mountain International School is approximately 126,000 square feet on a single level. The building is a masonry structure, built in 1982. The school houses approximately 717 students for 8th and 9th grade levels. A current summary of spaces includes 31 classrooms, 4 computer rooms, 3 music rooms, art, food service and sewing rooms, 3 industrial art rooms, breakout space, multi-purpose room and stage, locker rooms, media center, office space and restrooms. Security cameras were seen at the exterior of the building, as well as, within the Mac computer labs.

The exterior of the building is primarily brick and EIFS, with both single-ply and standing seam metal roofing systems. The brick and EIFS are both in average condition. There is some damage to the brick on occasion, such as holes, spawling and stains. EIFS needs normal touch-up work; however, there is poor patching in the EIFS at the rear of the building. The roof is in fairly good condition and should not need immediate replacement.

Entry and window systems are hollow metal throughout the building, which are more difficult to maintain than aluminum systems in general. The systems are in average to below-average condition currently and would recommend replacement of exterior entry systems and any additional damaged entry and window systems. The classrooms do have operable windows, but the number of windows per classroom is inconsistent. In some cases, classrooms only have a single window in the room, letting in very little daylight.

Overall, the general interior spaces are much too dark for an education facility. The gymnasium and student forum have no natural lighting at all and corridors are much too dark in general. The finishes in these spaces are also inconsistent. The flooring throughout the building is typically carpet and is in average condition. The carpet in the student forum, which is also used as cafeteria space, is rather stained and is pulling up in places. A hard surface floor covering would be more durable and easier to maintain for this type of use. Acoustical ceiling tile is common throughout the building and is also in average to below average condition. There are several tiles where water damage has occurred and need to be replaced.

In addition to the architectural analysis, a recent structural analysis reveals that the building masonry walls are not reinforced, which does not meet current code seismic standards. Additionally, the roof was designed for only half of the snow load that would be required if the building were built today. This analysis can be found in the appendix.

Based on the current condition of the school, along with the limited ability to upgrade, and renovate to meet current pedagogical needs, it is our recommendation that the school be demolished.
The Learning Center

The Park City School District Learning Center is approximately 10,185 square feet on a single level. The school was constructed in 2000 to be used as an alternative high school and continues to serve the district in that capacity. In addition, the Learning Center also functions as a community learning facility after hours. A current summary of spaces includes 5 classrooms, 2 computer labs, restrooms, reception and administrative offices.

The exterior of the building is primarily masonry and EIFS with aluminum entry and window systems. The exterior finishes are in good condition overall. There is cracking in masonry joints above some of the north windows, also, a portion of the masonry wall has been patched on the north side. Other damage or wear includes: efflorescence at the masonry walls, openings for scuppers in the masonry need to be sealed, exterior handrails are rusting and need to be replaced, and a broken concrete cap at the dumpster enclosure has to be repaired.

The general interior finishes are primarily painted gypsum board, lay-in acoustical ceilings, with carpet and VCT flooring. VCT in the main corridor is easy to maintain and is in very good condition. Tackwalls in the corridor & classrooms help with acoustics in the spaces in addition to allowing teachers and students to use for displays. Additional corner guards are recommended in the corridors and typical patch and paint is needed throughout the building. There is water damage evident in the main corridor, however, roof patching has already taken place and the ceiling is scheduled to be fixed. Overall, the interior finishes are in good condition and need only minor repairs for normal wear.

The building has excellent daylighting, adding daylight sensors for the artificial lighting would be beneficial for this school. The science lab needs additional equipment to fully function as a typical science lab and wire management is needed in the main computer lab. Otherwise, the school appears to be well equipped for its current uses. Director of Student Services, Tom VanGorder agreed, saying that the Learning Center functions “fine as is”.

Park City School District Office

The School District Office Building is a three level masonry and wood stud structure, constructed in 1998. The building has been remodeled and added to over the years and is currently 26,381 SF. The floor plan includes 21 offices, reception space, 2 small conference rooms, 2 large conference rooms, district IT department, restrooms, work rooms and storage space.

The exterior of the building is primarily masonry and EIFS and is in good condition overall. Some stucco damage on the west side of the building needs to be patched. Also several masonry column bases have cracked and will need to be evaluated further to correct. Rusted handrails need to be refinished where occurs. Entry and window systems are hollow metal and also in good condition, needing normal touch-up paint as necessary. The openings provide average natural lighting to the interior spaces. The roof is in fairly good shape and should not need immediate replacement. Water damage is evident on the north wall of the building, just west of the canopy roof. Adding a gutter system to the north upper roof line would prevent this from continuing to occur.

The general interior finishes are painted gypsum board walls, carpet floors and a combination of acoustical tile and suspended gypsum board ceilings. The corridor carpet is coming up in places and needs to be tacked back down and cleaned for any staining. A few ceiling tiles show signs of water damage and need to be replaced. Basement occupants noted that there have been water leaks periodically at the exterior walls. Otherwise, normal touch-up paint needs to take place throughout the building.

Spaces on the main and upper levels appear adequate for the most part. There are boxes stacked in some of the corridors, indicating that more storage space may be needed for those floors. Additional conference space is required for public board meetings as well. The IT department, currently located in the basement level of the building, has inadequate space for their people and equipment. The server room is located under a restroom currently and should be relocated. IT engineers also pointed out that the server room has...
inadequate air conditioning. The department needs far more work space for both their occupants and equipment. Staging and storage areas are needed as well. Given the current space issues, the IT department should be relocated, but need to remain close to Kearns Boulevard. The basement of the building is currently undergoing a small remodel.

The facility is equipped with a fire sprinkler system and security system. There is ADA access and compliance throughout the facility and an ADA entrance at the main east entry. In general, the structure of the building makes it extremely difficult to remodel and adapt to the needs of its occupants. The building will need further evaluation for programming and facility use.

In general, the structure of the building makes it extremely difficult to remodel and adapt to the needs of its occupants.

**Opportunities / Recommendations**

A number of opportunities for improvements and recommendations have emerged from this master planning process. These include:

**Demolish Treasure Mountain Junior High School**

Treasure Mountain is in poor condition, does not meet 21st century learning needs and is located in a prime area on the Kearns campus. This building should be demolished and the site used to enhance the remaining uses on campus.

Subsequent to this Master Planning Process, PCSD hired and independent contractor Hogan & Associates Construction, Inc. to update and verify former assessments conducted on TMMS. Hogan’s review included seismic and structural analysis’, mechanical and HVAC, Plumbing, Hazardous Materials Survey, analysis of daylighting, and included a cost for constructing a new auditorium. The estimated cost to renovate the existing TMMS would be $19,766.23.

**Collocate 9th grade into the high school**

The 9th grade students feel should be collocated with the high school students. This combination of grades would allow for shared staff and services for the four grades as well as enhanced program opportunities for the 9th grade students.

**Athletic facility expansion and improvement**

The current athletic facilities are under-sized and do not currently meet athletic facility standards. These facilities need to be enlarged and enhanced. Additionally, an indoor athletic center to provide additional practice space through the winter months is needed.

**Expand McPolin Elementary school to accommodate a standard elementary school**

McPolin has been used as a dual-immersion classroom building for the last xx years. In order to accommodate a standard elementary school, xx new classrooms are needed.

**Provide an enhanced playground and play field area for McPolin Elementary School**

McPolin needs a larger playground and additional play field area for the students. This should be considered as improvements occur within the Kearns campus.

**Improve circulation, access to parking as well as parking counts on and throughout campus**

Access to parking, circulation around the site and improved access around the site should be improved as modifications occur on the campus.
Site Description

The Ecker Hill site is 38 acres, located in the Pinebrook neighborhood, to the southwest of Kilby Road. There is currently a middle school that serves 6th and 7th grades as well as a community aquatic center. There are multiple school and community-use playfields located on the site. The site is flanked to the south and west by mountainscape and open space. There is also a residential subdivision directly north of the site.

Access

The site is accessed from Kilby Road. The site is located between the Kimball Junction and Jeremy Ranch exits from I-80. This location makes the site seem separated from convenient access points.

There is currently separate access for the bus access and the parking access. The parking lot may back-up with traffic during peak drop-off and pick-up hours.

Existing Building Conditions

Park City’s Ecker Hill International Middle School is a near 180,000 square foot, two-level masonry structure. The structure was added to and modified in the 1990’s and underwent a major remodel/addition which was completed in 2005. This most recent transformation opened the school up to its environment, bringing in much needed daylight and the ability for students to interact with the site around them. The school houses approximately 729 students in the 6th and 7th grade. Unique to this school is the Aquatic Center, which is integrated into the school curriculum and located at the west end of the building.

A current summary of spaces includes 36 classrooms, auditorium and stage, drama classrooms, home economics, shop, art classrooms, computer labs, music classrooms, breakout spaces, gymnasium, Aquatic Center, media center, office space and restrooms. The corridors and exterior of the building are equipped with security cameras.
The exterior of the building is primarily masonry and is in excellent condition at the new addition. The original building's exterior is primarily masonry as well and is in fairly good condition, but has consistent efflorescent staining. Metal panel at the original building is in poor condition, the finish has worn down to the point that the panels are rusting significantly. The roof is in fairly good condition, but because of significant leaks in the original building's southwest end, needs to be inspected. Entry and windows systems are in good condition overall. Operable windows occur in the classrooms and also at some corridor window locations.

Interior finishes in the new addition are in very good condition. Walls are typically masonry and gypsum board, with carpet or VCT flooring. Ceilings are typically lay-in acoustical tile, the commons and main corridors in the new building are suspended perforated metal panel. Daylighting is prevalent in the new addition, but somewhat less so at the public spaces in the original portion of the building. Artificial lighting is adequate in the building, some lighting meant to wash the corridor walls with light do not and could be adjusted to enhance the lighting in those spaces.

Interior finishes in the original building classrooms are similar to the addition's and are in fairly good condition. The corridors are masonry, in below average condition. The coloring of the block darkens the spaces significantly; it would be beneficial to consider painting it as a low cost alternative to lighten the space and match the new addition's color scheme. The original masonry consistently shows signs of moisture absorption, it is unclear if efflorescent staining is from new water leakage or past in most cases. As noted previously, there is obvious water leakage at the southwest corner of the original building, at the exterior stair wall near the TLC classrooms. Moisture was also seen trapped within window panes in that same corridor. Carpet in this section of the building is damaged in some areas of the corridor and should be replaced at the TLC classrooms. It would also be pertinent to consider replacing carpet at the commons/cafeteria space with hard surface flooring; VCT would be a fairly low cost alternative.

In general, finishes need normal touch-up work to walls and floors, replace stained ceiling tiles and so on. The exterior of the building is in good condition overall, with the exception of metal panel roofing at the canopies of the original building. The damaged panels could be sanded and refinished, replacing the metal will be less of a maintenance issue in the near future and possibly more cost effective in the long run. The overall design and character of this school is an asset to the community and more importantly, to it's students.

Opportunities / Recommendations

There is a community preference to locate the future 5th and 6th grade facility on this site
This collocation provides for a single site location

There is ample site area available for growth.
Key considerations as growth occurs on the site include:

- Sloped Terrain. New development should be considerate of development limitation associated with steep slopes.
- Spring Run-Off. There is a distinct watershed across the site that may negatively impact future development if not accommodated.
- Potential Aquatic Center Expansion. This potential addition limits the future school addition area to the north, west or northwest of the current school.
- Outdoor Field Conservation. The limited flat play field area should be conserved to the extent feasible for both the middle school and greater community use.

Improve Vehicular Access and Flow
The site should be reconfigured to accommodate two distinct access points to parking. Parking would also need to be increased if new or additional building occurs on the site.
BEAR HOLLOW

Site Description
Bear Hollow is just under 8 acres, located west of Highway 224, south of Bear Cub Drive. This site was donated to Park City School District by the developer with a stipulation that it must be used for educational use, as a school. The site may not be used for other district functions.

Access
The site is relatively small, is bordered by smaller residential scaled streets and residential development. A new school facility on this site would result in local traffic concerns based on current traffic patterns.

If the site were developed, the District would need to work with UDOT to install a traffic signal at Bear Cub Drive and Highway 224.

Existing Building Conditions
Currently, there is no development on this site.

Opportunities / Recommendations
This site provides the District an opportunity to build a new elementary school for this area of town, at a future date.
RECOMMENDATION SUMMARY

The Master Planning Process for Park City School District began in September 2014 with the formation of a Master Planning Steering Committee, as a result of the current condition and needs of Treasure Mountain Middle School. Since the facilities assessment conducted in 2009, and the assessment by the District in 2014 both found the school replacement costs to be substantial (more than 65% of a new school).

The committee expanded focus with a larger Master Plan Committee in the Spring of 2015, which included community members, students, educators, district staff, architects and engineers, and city officials. The larger committee was presented with analysis for projected growth and school reconfiguration based on the realignment of district grade levels. The projected growth looked forward up to 10 years, utilizing birth rates and cohort survival methods of projection. In reviewing the projected growth and existing building capacity, recommendation was made expand elementary capacity, build a new 5-6 school, and expand the high school.

Since April of 2015, district officials have presented this information to all school site employees, as well as three community presentations. In an effort to share the current state of the district and building needs, the District has held at least 30 public meetings since September with over 400 community participants, not including the individual staff meetings reaching over 500 employees for a total of over 900 participants.

Subsequently, the following recommendations have been presented:

- Maintaining the location of Dozier Field
- Expanding the academic portion of the High School to the South to accommodate the 9th grade expansion
- Expanding the High School to the north to better serve athletics and extracurricular activities and programs
- The parking displaced by new addition would be moved to the existing baseball field location
- McPolin would have a new addition and a redesign of the traffic flow in the area
- Tearing down Treasure Mountain Junior High School
- 5th & 6th Grade school to be built at the Ecker Hill Campus, making the current Ecker Hill building to serve 7th & 8th grades
- Additional athletic improvements on and near Dozier field and also near the new baseball field
OPTION 1: HIGH SCHOOL ADDITION TO THE SOUTH

After the series of public workshops and much deliberation, the master planning team has identified two alternatives. The first, Option 1, includes building a new 7th and 8th grade facility at the Ecker Hill site while accommodating a variety of improvements on the Kearns Campus, including:

- An addition or series of additions on the high school to accommodate 9th grade to the south of the current classroom wings.
- Additions and renovations to the high school to accommodate PC CAPS, additional music, drama and dance programs and a renovated gymnasium
- Additional parking at the high school
- A new athletic support facility under spectator seating at Dozier Field
- New turf at Dozier Field
- A new bus drop-off for the high school
- An addition on McPolin Elementary School to accommodate 8 additional classrooms
- An entry addition and reconfiguration at McPolin
- A new playground for McPolin
- Additional parking and newly re-configured parent and bus drop-off for McPolin
- The demolition of Treasure Mountain Middle School
- New baseball and softball diamonds as well as a team support building
- Eight new tennis courts

There are both pros and cons to this recommended option. These are as follows:

Pros:
- The football field remains close to the High School, reducing additional trips between the school and the field
- Treasure Mountain Middle School is demolished, reducing the number trips to/from Comstock Drive
- The parking lot and parent drop-off to McPolin Elementary School are reconfigured in a way that improves traffic flow and reduces pedestrian/vehicle conflicts
- A separate bus drop-off area and access are created for the McPolin Elementary School
- A separate bus drop-off area and access are created for the High School

Cons:
- All of the High School parking is consolidated to one large lot on the east side of the High School, causing more congestion and delay to enter/exit the parking area
- An additional access to the High School Parking lot is needed to help reduce congestion, however UDOT is unlikely to allow an additional access on SR-248
- The baseball fields and tennis courts are far from the high school, which encourages additional vehicle trips between them

BUDGET ESTIMATE

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Phase Priority Project Description Cost Range
1 1 Demolish Treasure Mountain Middle School $530,544 $606,336
1 2 Dozier Track and Field Upgrade and New Parking $4,603,512 $5,840,325
1 3 Park City High School Addition $20,784,875 $23,322,750
1 4 New 5-6 Elementary School at Ecker Hill Site $27,642,663 $29,883,960
1 5 McPolin Elementary Addition and Athletic Fields $8,703,100 $11,178,025

$62,264,695 $70,831,396
KEARNS CAMPUS MASTERPLAN

EXISTING PARKING

NEW PARKING

EXISTING BUILDING

PHASE I CONSTRUCTION

PHASE I REMODEL

PHASE II CONSTRUCTION

Relocate McPolin main entry

Existing North 40 Playfields

8 new tennis courts (bubble cover in winter)

New multi-purpose playfields

Existing District Office

Demolish TMMS

New bus drop-off

New playground area

Relocated and expanded parking

Multi-purpose Playfields (site for potential future fieldhouse)

Existing parent drop-off

New athletic support facilities under bleachers

Existing Dozier Football Field and Track

Remodel gymnasium and support rooms

Addition for Music, Drama, Dance

Addition for PC CAPS

Expanded 2 story wings for incoming 9th grade students

Existing Learning Center structure to be re-purposed into other use in future

New parent drop-off and parking for McPolin, Learning Center and Playfields

Expand McPolin to add 8 new classrooms and support facilities

New 5/6 elementary school

New bus drop-off

New parent drop-off and parking

Park City School District Kearns Campus Master Plan | Park City, Utah

KEARNS CAMPUS MASTERPLAN - RELocate DOZIER FIELD

Option 1 Illustrative

VCBO ARCHITECTURE | 45
Traffic Improvements / Impacts

All school accesses are anticipated to operate at failing levels of service (LOS E or F). Some level of congestion and delay are expected near schools when school begins/ends, however, the ingress & egress to the east parking lot at the High School is anticipated to be severe. The following recommendations are provided:

- It is recommended that an additional access to the east High School parking lot be considered. It is unlikely that UDOT would allow an additional access on SR-248. Therefore, it is recommended that an access to Lucky John Drive be considered. This would disperse the High School traffic much faster and reduce congestion on SR-248.
- It is recommended that the north leg of Comstock Drive be reconstructed with a separate right-turn and shared left/thru lanes for exiting vehicles. A raised median that extends north on Comstock Drive to the parent drop-off is also recommended. This would prevent conflicts from vehicles from making a U-turn early.
- It is recommended that a clear circulation drive aisle exists around the McPolin parking lot to allow for parent drop-off queuing on-site.

Pros:
- The football field remains close to the High School, reducing additional trips between the school and the field
- Treasure Mountain Middle School is demolished, reducing the number trips to/from Comstock Drive
- The parking lot and parent drop-off to McPolin Elementary School are reconfigured in a way that improves traffic flow and reduces pedestrian/vehicle conflicts
- A separate bus drop-off area and access are created for the McPolin Elementary School
- A separate bus drop-off area and access are created for the High School

Cons:
- All of the High School parking is consolidated to one large lot on the east side of the High School, causing more congestion and delay to enter/exit the parking area
- An additional access to the High School Parking lot is needed to help reduce congestion, however UDOT is unlikely to allow an additional access on SR-248
- The baseball fields and tennis courts are far from the high school, which encourages additional vehicle trips between them
OPTION 2: HIGH SCHOOL ADDITION TO WEST

Another alternative, Option 2, was discussed concurrently with Option 1. In this second alternative, the addition to the high school located to the west in lieu of the south. Option 2 is both a viable and effective long-term solution for the school district, and should be considered as projects progress. Additionally, it should be noted that this option more closely reflects the plan developed at the community workshops. This configuration results in the need to relocated Dozier Field, and this is the primary difference between option 1 and option 2 is this re-location.

Pros:

- Treasure Mountain Middle School is demolished, reducing the number trips to/from Comstock Drive
- The parking lot and parent drop-off to McPolin Elementary School are reconfigured in a way that improves traffic flow and reduces pedestrian/vehicle conflicts
- A separate bus drop-off area and access are created for the McPolin Elementary School
- Two High School parking lots are retained, with a separate ingress/egress for each, which allows traffic to distribute faster
- A possible cross-access agreement could be reached with the LDS church west of the school site, which would provide better traffic flow

Cons:

- The football field and tennis courts are far from the high school, which encourages additional vehicle trips between them

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$66,807,620 $75,084,771
Option 2 Illustrative

- Relocate McPolin main entry
- Existing North 40 Playfields
- 8 new tennis courts (bubble cover in winter)
- New multi-purpose playfields
- Existing District Office
- New football field and stadium
- Demolish TMMS
- New bus drop-off
- New playground area
- Relocated and expanded parking
- New 2-story addition for incoming 9th grade students
- Remodel gymnasium and support rooms
- Addition for Music, Drama, Dance
- Addition for PC CAPS
- Existing Learning Center structure to be re-purposed into other use in future
- New parent drop-off and parking for McPolin, Learning Center, and Playfields
- Expand McPolin to add 8 new classrooms and support facilities
- Existing Dozier Football Field and Track
- Expanded 2 story wings for incoming 9th grade students
- New parent drop-off and parking
- New 5/6 elementary school
- New bus drop-off
- New playground
- Existing parent drop-off
- Addition for Music, Drama, Dance
- Remodel gymnasium and support rooms
- Existing parent drop-off
- Multi-purpose Playfields (site for potential future fieldhouse)
- New 2-story addition for incoming 9th grade students
- Addition for PC CAPS
Traffic Improvements / Impacts

All school accesses are anticipated to operate at failing levels of service (LOS E or F). Some level of congestion and delay are expected near schools when school begins/ends, however, the ingress & egress to the west parking lot at the High School is anticipated to be excessive.

The following recommendations are provided:

- It is recommended that a cross access agreement with the adjacent LDS Church be explored. This would disperse the High School traffic much faster and reduce congestion on SR-248. If this is not possible, it is recommended that an access to Lucky John Drive be considered.
- It is recommended that an internal circulation road around the campus be considered to allow vehicles to travel from the High School, to the football and tennis facilities, the District Office and back. With the current layout, many people will drive on SR-248 instead of walk, which causes additional congestion on the roadway.
- It is recommended that the north leg of Comstock Drive be reconstructed with a separate right-turn and shared left / thru lanes for exiting vehicles. A raised median that extends north on Comstock Drive to the parent drop-off is also recommended. This would prevent conflicts from vehicles from making a U-turn early.

Pros:
- Treasure Mountain Middle School is demolished, reducing the number trips to/from Comstock Drive
- The parking lot and parent drop-off to McPolin Elementary School are reconfigured in a way that improves traffic flow and reduces pedestrian/vehicle conflicts
- A separate bus drop-off area and access are created for the McPolin Elementary School
- Two High School parking lots are retained, with a separate ingress/egress for each, which allows traffic to distribute faster
- A possible cross-access agreement could be reached with the LDS church west of the school site, which would provide better traffic flow

Cons:
- The football field and tennis courts are far from the high school, which encourages additional vehicle trips between them

- It is recommended that a clear circulation drive aisle exists around the McPolin parking lot to allow for parent drop-off queuing on-site.
Summary of Traffic Findings/Recommendations

The following is a summary of key findings and recommendations:

• Some level of congestion and delay are expected near schools when school begins/ends.

• Several of the school accesses are currently operating at LOS F during the a.m. peak hour.

• Future 2020 traffic volumes were calculated for Kearns Boulevard (SR-248) and the associated side streets in the study area. Trip generation for each of the schools on Kearns Boulevard Campus was calculated and added to the future 2020 background traffic volumes.

• All school accesses are anticipated to fail if no improvements to Kearns Boulevard (SR-248) are completed.

• It is recommended that the north leg of Comstock Drive be reconstructed with a separate right-turn and shared left / thru lanes for exiting vehicles. A raised median that extends north on Comstock Drive to the parent drop-off is also recommended. This would prevent conflicts from vehicles from making a U-turn early.

• It is recommended that a clear circulation drive aisle exists around the McPolin parking lot to allow for parent drop-off queuing on-site.

• Option 1: It is recommended that an additional access to the east High School parking lot be considered. It is unlikely that UDOT would allow an additional access on SR-248. Therefore, it is recommended that an access to Lucky John Drive be considered. This would disperse the High School traffic faster and reduce congestion on SR-248.

• Option 2: It is recommended that a cross access agreement with the adjacent LDS Church be explored. This would disperse the High School traffic much faster and reduce congestion on SR-248. If this is not possible, it is recommended that an access to Lucky John Drive be considered.

• Option 2: It is recommended that an internal circulation road around the campus be considered to allow vehicles to travel from the High School, to the football and tennis facilities, the District Office and back. With the current layout, many people will drive on SR-248 instead of walk, which causes additional congestion on the roadway. Additional consideration to the facility impacts will need to be studied if this internal road is pursued.

• Although both options would benefit from an additional access to the High School (potentially from Lucky John Drive), Option 2 provides better traffic flow at the High School by dispersing the traffic between two parking areas and multiple accesses. Option 1 creates a severe congestion problem at the East HS Ingress/Egress by consolidating almost all of the High School traffic to this location.

• Park City is in the process of completing a study that will analyze potential future improvements on the SR-248 corridor. Although the exact nature and timeframe of the future improvements to SR-248 have not yet been determined, it is anticipated that any of the considered improvements would improve traffic flow to/from the Kearns Boulevard campus. To provide a conservative analysis, it was assumed that none of these improvements are completed by 2020.
CAPITAL IMPROVEMENT PLAN GOALS

A successful long range capital improvement plan represents a balance between providing for enrollment growth or decline, additions and renovations of older buildings, constructing new or replacement schools, maintaining the existing infrastructure, and providing all of these through a fiscally prudent Capital Improvement Plan.

This plan focuses on the following goals and strategies:

- Renovate, construct facility additions, or replace schools on a systematic schedule to provide safe, up-to-date facilities that meet the changing educational program needs of the District.

- Provide funding for maintenance and system renovation or replacement on a schedule that ensures that buildings remain environmentally safe and function efficiently by utilizing basic capital maintenance funds where possible.

- Develop a long-range facilities plan that is fiscally responsible and builds upon the changing needs of the District and local community.

- Provide for the ancillary facilities that are needed to support the educational programs and other non-education needs of the District.

These goals are the foundation of the Park City School District Kearns Campus Facilities Master Plan and the key to a systematic, consistent process for addressing the long-range facilities needs of the entire School District. They comprise the District’s balanced plan to upgrade/renovate and add to older facilities, construct additions to accommodate growth and grade realignment, construct replacement schools and other needed district facilities if needed and to efficiently care for the District’s overall facility infrastructure. Ultimately, the recommendations contained in the capital plan support a focus on instructional programs as the cornerstone of facility planning and design.

Goal 1:
Renovate, construct facility additions, or replace schools on a systematic schedule to provide safe, up-to-date facilities that meet the changing educational program needs of the District.

The identified projects are intended to ensure equitable educational environments across the district to accommodate growth, realignment objectives, and 21st century facilities. Currently, Park City School District funds all school and district facility projects through various funds, such as the Capital fund and any Bond indebtedness.

The last major district bond project for facilities was passed in 1999. Many of the current facilities have been upgraded over the years; however, there are many areas that still require comprehensive modernization and/or renovation. The most recent facilities assessment includes projects at the following existing schools that are intended to bring all or part of the existing school up to district standards for equity and growth.

Goal 2:
Provide funding for maintenance and system renovation or replacement on a schedule that ensures that buildings remain environmentally safe and function efficiently by capital maintenance funds where possible.

A fully funded maintenance plan is part of a ‘life-cycle’ approach to maintaining a healthy, safe, and comfortable building infrastructure. A comprehensive growth plan should include consistent, identifiable funding of the maintenance program so as not to underestimate the future fiscal needs of the district.
Goal 3:
Develop a long-range facilities plan that is fiscally responsible and builds upon the changing needs of the District and local community.

This capital plan lists a range of $62.4M to $71.5M in total capital improvement projects needed district-wide. Many of these projects are needed to address facility renovation/system replacement needs. The Facilities Master Plan Committee has reviewed the capital improvement needs at each school and has ranked them in order of priority for the District based upon available funding and severity of need. It is intended that these projects be started immediately.

The following funding sources have been identified to meet the identified capital facilities funding needs of the district:

General Obligation Bonds
Represents an alternative financing mechanism for the District to purchase school sites, buildings, or furnishings to improve existing school property and/or add additional space to accommodate enrollment growth. General obligation bonds require voter approval and often carry lower interest rates than other debt financing mechanisms. Issuance of a general obligation bond requires adequate debt capacity backed by a predictable revenue stream such as property taxes. The last GO Bond passed for facilities construction in Park City was 16 years ago in 1999 for $30 million at an approval rating of 59.47% in favor. The district retired the last of this bond series outstanding in February 2015.

At this time, PCSD carries no bond indebtedness. According to the district’s financial advisement firm, George K. Baum & Company, the assessed valuation of properties within the district would provide a maximum of $584.7 million in debt incurring capacity. Below is a breakdown of those calculations, provided by the firm.

“State of Utah statutes limit the general obligation indebtedness of any school district to 4.00% of the fair market value of all tax equivalent property within the District’s Boundaries. All tangible personal property including recreational vehicles, motor vehicles and watercraft and which are required to be registered in the State are included in the fair market value number.”

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Data from George K. Baum & Company
Capital Fund - (from PCSD fy2016 preliminary budget)
Capital funds are to be used for new construction, improvements, and renovations of school facilities. The board approved the capital project list for FY2016 on March 3, 2015 of $3 million. Details can be found at http://www.boarddocs.com/ut/pcsd/Board.nsf/public. The district continues to advance the 1 to 1 initiative throughout the school district. Implementation for this year of $1.03 million will include: scheduled computer replacements for grades 5 and 9 and initiative extension into 3rd and 4th grades (using computers from 9th and 12th grades). A contingency of $500,000 has been included in the budget in anticipation of recommendations from the Master Planning Committee that may be adopted by the board in the course of FY2016. These potential expenditures include architectural and engineering services, general contractor fees and construction costs, inspection fees, financial advisory fees and temporary structures for instruction to facilitate phasing of projects.

(New) Tax increment Financing Fund - (from PCSD fy2016 preliminary budget)
The State Auditor was asked to review financial reporting of taxing entities that participate in tax increment financing for economic development projects. The concerns raised at the time were that neither the taxing entity nor the receiving entity were disclosing the financial transactions in annual financial statements. This lack of reporting was considered an impairment to financial transparency. The State Auditor has interpreted GASB pronouncements to require disclosure of tax increment financing arrangements in the financial statements for all parties involved. The resolution to financial transparency is to include fund accounting for the tax increment committed by the school district to two redevelopment projects located in Park City.

The school district also receives mitigation payments from the redevelopment projects amounting to just under $900,000 a year in an effort to reduce the fiscal impact to the district while it supports economic development in the community. At this point the mitigation payments are considered a revenue source to both the general fund and capital fund. They do not appear in the Tax Increment Financing Fund, but should be recognized in the spirit of transparency.

Qualified Zone Academy Bond (QZAB)
A Qualified Zone Academy Bond (QZAB) is a financing mechanism authorized by the federal government that allows local districts to save on interest costs on debt issued to repair and renovate existing school facilities, but not new construction. The federal government covers, on average, all of the interest on these bonds, which is actually provided as a tax credit, in lieu of cash, to financial institutions that hold the bonds. The district is currently not utilizing this option at this time.

Public-Private Partnership
Public-Private Partnerships for school facility financing are another potential school funding mechanism. Typically, a public-private partnership involves a developer or private entity providing up-front funding to construct a facility with the district repaying the developer over a fixed amount of time. While similar to other funding mechanisms involving debt or lease-purchase arrangements, one potential difference is the flexibility in revenues used to make payments. For example, since these arrangements do not represent traditional debt, impact fee revenues could potentially be used for repayments. The district is currently not utilizing this option at this time.

Goal 4:
Provide for the ancillary facilities that are needed to support the educational programs and other non-education needs of the District.

General Strategies:
• Provide for maintenance facilities and warehouses that allow maintenance workers to access school sites efficiently, in order to reduce time and travel costs.
• Provide for adequate parking facilities for transportation vehicles throughout the district properties.
• Provide for maintenance and facility renewal at all district sports facilities not covered by capital funding.
• Provide for both maintenance and facility renewal at all non-educational district facilities.
Total Capital Needs Identified by the District

As determined by facility assessment results, growth projections, and needs generated by grade realignments, the current capital needs for the Park City School District ranges between $62.4M to $71.5M total capital improvement projects for bringing existing district school and support facilities up to current physical and programmatic standards.

Additional, long term projects were those projects identified by the FMP committee as needed within the District but not of the highest priority for meeting district objectives at this time. Some of those projects included:

- New Indoor Athletic Facility/Replace Ball Fields
- New District Office with Prof Development
- Repurpose Existing DO as a Daycare
- Community Pool at Ecker Hill MS

Implementation of both phases of work would fulfill Kearns Campus objectives but may be embarked upon as the PCSD Board of Education deems best timed in the future.

PRIORITIZATION PROCESS

Prioritization of Capital Needs

District capital need priorities were recommended to the Park City School District Master Planning Steering Committee by the Facilities Master Plan Planning Committee with representatives from the community, district administration, and staff, in consultation with the District Facilities Master Plan consultants.

The capital needs were reviewed to determine current status and then compared to the current capital project implementation plan. A strategy was developed address all the capital needs each site and ensure completion of all recommended work at any one facility. Completion of all recommended projects is in line with the stated goals of the District and would maximize resources and prevent repetitive work that is common in phased implementation.
CAPITAL PLAN

Anticipated Funding Source for each Project and Expected Year of Implementation

Currently Capital Fund monies will be the primary source of funding initial startup phases such as design, engineering, and testing. A General Obligation Bonds election will need to be held to fund remaining projects that cannot be funded as part of the current funding stream.

Priorities for Projects

The Park City School District along with the Facilities Master Plan Committee has developed a Capital Improvement Plan to address the identified facility needs throughout the District for the next five to ten years. Over the next 1-3 years, it is recommended that the district complete the following number one priority Capital Improvement Projects:

Priority Projects

The primary funding source for the Priority Projects will be through General Obligation Bond. The district will use these revenues to complete the remaining projects at each school facilities in the order of facility priorities as determined by the Facility Master Plan Committee and the PCSD Board of Education.

Future Projects were those projects listed as needed within the District but not of the highest need for district objectives at this time. Implementation of both phases of work would fulfill Kearns Campus objectives but may be embarked upon as the PCSD Board of Education deems best timed.

Overall Project Costs pertain to facility improvements and systems renewal. The total project costs not only include the cost of construction but the soft costs associated with each project such architectural and engineering services, special testing, and equipment and furnishings as well as a contingency for unexpected conditions.

As shown earlier, the districts primary funding source for all of the Capital Improvement Projects will be from GOB’s.

Adoption of Facility Master Plan

The Park City Schools District Facility Master Plan 2015 -2020 is recommended for adoption by the School Board in August of 2015. A general obligation bond question or questions should be recommended as part of this adoption.