We are discussing options at a June 4 session, narrows options, outlines next steps at the 18 regular meeting.


Task Forces Begin Narrowing Options
- Secondary Schools Design (6-12)
- Early Learning
- Equity, Access, & Opportunity

Open House / Task Force Work Begins

Task Force Work Continues

Task Force Work Continues

Task Force Reports to BOE

Procure Design Team for Immediate Needs

Preliminary Estimates of Bundled Projects / Financing
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TAB 2  
EDUCATIONAL SPECIFICATIONS
INTRODUCTION

Studies show that learning environments have a significant impact on student well-being and learning outcomes. Creating a responsive and inspirational school environment isn’t rigidly defined by square footage, a construction budget, or a design aesthetic. It’s about establishing thoughtful connections between learning and educational facilities.

This document is intended to be used in conjunction with the operational, administrative and strategic goals of the Park City School District (PCSD). These Educational Specifications (also referred to as Ed Specs) will be used to inform the District’s Facility Master Plan and support its mission, vision and objectives for at least the next ten years.

While envisioned to ensure equity, adequacy and consistency, the guidelines in this document are not intended to restrict the effective or efficient design of school buildings and campuses. Instead, flexibility to allow for minor deviations in spatial requirements is expected. Such flexibility is essential to good design, but should not be allowed to become a means of lowering standards. In certain circumstances, some programs, spaces, and/or attributes will not be appropriate, due to a myriad of unknowns.

During the course of the actual design of schools, teams of educators, architects and engineers, in collaboration with the Park City School District, on-site leadership, and the community, will account for these anomalies as they design new spaces and schools.

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The excitement was palpable as Superintendent Jill Gildea opened the Future of Learning Summit at the Park City School District offices. Joined by Board members, staff, teachers and community members, the Planning Team made sure that students were in the mix to provide insight and input.

Thanking participants for their service and commitment, the superintendent kicked-off the meeting by encouraging everyone in the room to contribute thoughtfully to the discussion and think innovatively as to how to provide learning environments that prepare students for the modern workplace and life. Their collective purpose for the day was simple: Capture their hopes and dreams for the future and develop a first draft of a set of guiding principles for design.

In the first exercise, participants were asked to discuss their life’s most powerful learning experiences. Their answers were varied and enlightening:

- There was a strong foundation of caring.
- A mentor focused on my strengths.
- Somebody took a chance on me.
- I felt empowered.
- There was direction, yet freedom.
- I learned with, and from others.
- I felt I was in over my head, but supported.
- I was outdoors.
- It was hands-on, nitty-gritty and linked to my life’s work and passions.
- I was connected to my heritage and culture.

Several themes emerged as the group discussed the future of learning in Park City.

Working first in table groups, summit members produced several draft sets of guiding principles. They next presented their ideas to one another and the concepts for guiding principles were printed on note cards. The cards were then placed on a large blue wall along one side of the room, after which student delegates arranged the ideas by topic. Ultimately each participant placed value on guiding principle concepts using color-coded dots.²

² Appendix D, Meetings, pages 603-607.
The Park City School District has embarked on an educational master planning process to produce a community-based vision for the future of education in our District. This plan will guide the development of our educational programs, investments in our facilities and define what student success looks like now and in the future.

As part of this process, the district held a “Future of Learning Summit” in which 75 educators, students, steering committee members and planning committee leaders discussed what students will need in the future to be successful learners. The major themes that emerged from the discussion are captured below in the form of “Guiding Principles for Design.”

These principles will provide clarity in decision-making as projects unfold, as leaders focus their work, and when individual interests come in conflict with overall goals. With the District’s mission, vision, values and strategic goals as the foundation, the Park City community will use these principles as an additional filter to make important educational decisions and test future Master Plan options.

**GUIDING PRINCIPLES**

**LEARNER-CENTERED**

**BEST SUPPORT STUDENT GROWTH.**

- Learning is personalized.
- Student work is celebrated and displayed throughout the school and community.
- Communication, critical thinking, creativity, and collaboration skills are cultivated.
- The learning philosophy allows students to develop persistence, resilience and grit.
- Character development and citizenship are valued and encouraged.
- Learning happens anywhere, anytime, both inside and outside of school.

**POSITIVE AND HEALTHY SCHOOLS**

**PROMOTE SAFETY AND SECURITY.**

- Learning environments are inspirational, inviting and engaging for students.
- Sustainable buildings and elements of the natural world enhance student health.
- Nutrition is emphasized.
- Natural daylight, excellent air quality, appropriate temperature control and indoor-outdoor connections are valued.
- Social, emotional and physical safety is prioritized.
- Active movement is important.
- Beauty in our surroundings matters.

**RELATIONSHIPS**

**ARE NURTURED AND CULTIVATED.**

- Dynamic relationships exist.
- Community connections – for students and teachers — are encouraged and cultivated.
- Trust is cultivated through hard work, empathy and transparency.
- Systems will be in place to ensure that all feel recognized, heard and understood.
- Fairness is prized.
- Risk, affirmation and growth are fostered in facilities that support strong relationships.

**REAL-WORLD LEARNING**

**MEANINGFUL ENGAGEMENT DEMANDS REAL-WORLD LEARNING.**

- Learning is relevant, active and experiential.
- Students develop skills that are applicable and transferable.
- Schools provide opportunities for self-discovery, hands-on activities and the pursuit of rigor via personal interests and passions.
- Interdisciplinary studies contribute to authentic learning.
- Movement, activity and the arts foster inspirational learning environments and a variety of student-centered engagements.

**FLEXIBLE, ADAPTABLE SPACES**

**SUPPORT PROGRAMMING AND STUDENTS.**

- Spaces, programming and furnishings allow for flexibility in educational delivery, the size of student groups, various types of collaboration, and technology.
- Creative, adaptable and flexible spaces are inviting.
- Learning environments promote curiosity and enthusiasm.
- The environment supports multiple learning styles, student populations and instructional delivery models, including the pursuit of a variety of career pathways and the trades.
- Both indoor and outdoor spaces reflect and stimulate imagination and learning.

**COMMITMENT TO INCLUSIVITY**

**PROVIDES GREATER ACCESS FOR ALL.**

- All cultural backgrounds and experiences are respected, valued, and connected to the curriculum.
- Inclusive settings welcome community participation and support.
- Collaborative partnerships allow for non-profit and business involvement.
- Teachers are supported by the community.
- A sense of community pride is felt by all.

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"To accomplish great things, we must not only act, but also dream; not only plan, but also believe."

— Anatole France
OBJECTIVE: Identify the attributes and components of key learning spaces.

The group enthusiastically reviewed the six posters compiled from the images they selected in their last meeting and discussed, “What resonates?”

They resonated with the incorporation of wood, natural light and comfortable furnishings. Transparency into learning spaces is also desired, as is the ability to adapt spaces to a variety of learning opportunities. They also noted that versatility in thinking and design will best serve future needs.

Of the 200 images provided, 102 were selected and 31 selected more than once. Borrowing from David Letterman’s top ten list, a top five list was compiled.

#1 - OUTDOOR LEARNING
#2 - PEOPLE WORKING TOGETHER
#3 - HANDS-ON LEARNING
#4 - STUDENTS ACTIVELY ENGAGED
#5 - VARIETY OF SETTINGS

The teams then drilled down further to identify the characteristics of clusters of learning (small learning communities), learning studios (classrooms), professional learning communities (teacher teams) and outdoor learning spaces.
Several ideas need further exploration as the Future of Learning is considered in Park City.

The Ed Spec process began in summer of 2018, the same time Dr. Jill Gildea began her role as Park City’s Superintendent of Schools. Several ideas have been explored during her tenure. A new Chief Academic Officer and a new Chief Operations Officer promise to bring additional expertise and ideas.

Throughout the master plan process, educators, parents and community members offered innovative ways to address staffing, scheduling, student grouping, partner engagement, and ideas regarding possible locations for learning. All are topics worthy of continued conversation. Below are ideas that require further exploration.

The prospective addition of ninth graders in the high school offers opportunities for rich discussions regarding school size, small learning communities and the academic focus of secondary schools.

• If joining the high school, should ninth graders be located in their own academy?

• What are the implications of AI and VR for the future of learning in Park City?

• How might labor-market trends and work competencies affect the way Park City educates its students?

• How can educators, parents and community members inform PCSD regarding the knowledge, skills and dispositions students need to be successful in the future?

• Since projections indicate that the PCHS population will swell to 1819 students (grades 9-12) by 2027, should the community wrestle with questions like, “How big is too big?” and, “How might we ensure all students are well known and cared for?”?

Blended learning programs have the potential to provide the time and space for students to learn in more collaborative and hands-on ways.

• How might more fluid schedules allow learning to happen in a variety of contexts, including design labs, student-driven interdisciplinary research, projects, and internships?

• How might flipped models of learning affect space utilization in schools?

• How might PCSD best design multidimensional spaces to support student, family and community well-being?

Interims and community partnerships afford more opportunities for students to learn in the real world.

• What kinds of programming might enable students to learn the work skills necessary to excel in Park City’s celebrated resort, hospitality, restaurant and/or media venues?

• What if teachers spent time in collaborative teacher offices during their preparation periods to free up the use of their classrooms?

• What if partners with other local school districts allowed for the construction of a regional skills center to provide instructional programming that is either too expensive or specialized for a single school district to operate individually?

• How might PCSD more fully consider how to address the educational, physical, social, and emotional needs of all students?

• How might partnerships with other local school districts be located in their own academy?

• What kinds of spaces might best support students who choose to take advantage of more customized learning opportunities?

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• What if teachers spent time in collaborative teacher offices during their preparation periods to free up the use of their classrooms?

• What if groups of teachers shared clusters of learning in common, affording more efficient communication and utilization?

• What if PCSD consider planning for an additional small high school that specializes in (STEM, CTE or the arts)?

• What if partnerships with other local school districts are leveraged to make the school a more customized learning opportunities?

• How might PCSD best design multidimensional spaces to support student, family and community well-being?

• What is the typical 80 percent (Learning studios might then be utilized at a rate closer to 100 percent, rather than the typical 80 percent.)

• What if high school students were to spend one semester learning with a mentor at a job site, might that free up space at the school?

The implementation of a more robust community schools model has the potential to transform PCSD schools into centers of community life.

• While several community partnerships are in place, how might PCSD more fully consider how to address the educational, physical, social, and emotional needs of all students?

• How might PCSD best design multidimensional spaces to support student, family and community well-being?

• How might space be programmed to foster teacher collaboration and professional learning communities?

• How might more fluid schedules allow learning to happen in a variety of contexts, including design labs, student-driven interdisciplinary research, projects, and internships?

• What types of spaces might best support students who choose to take advantage of more customized learning opportunities?

• How might flipped models of learning affect space utilization in schools?

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LEARNING STUDIOS

Learning studios or classrooms are the primary learning environment within the school structure and combine to create Learning Communities. A wide range of activities or learning modes will occur within the learning studios including direct instruction, large group discussion, small group work, project-based learning, individual work and testing. Learning studios should therefore be designed to allow as much instructional flexibility and creativity as possible.

Built-in cabinetry should be minimized in favor of clear floor space. Furniture should be easy for both teachers and students to move and reconfigure. Furniture on casters is preferable, where appropriate. Teaching stations should be similarly flexible and movable.

Furniture within a learning studio should vary rather than being all the same type. The furniture should be used to create a variety of settings. This includes soft seating, tables and chairs. Tables and chairs should vary from sitting height to stool or standing height. Tables are preferable to individual desks. Flip-top tables with dry erase tops are preferred because they facilitate student brainstorming and sharing. Hard seating should be comfortable and facilitate human movement.

The shared wall between learning studios should be operable or movable, where possible, in order to facilitate teaming and provide opportunity for collaboration between pairs of classrooms.

All learning studios should have windows to the exterior to bring in daylight and views. They should also have interior windows that create a visual connection to the adjacent common space of the Learning Community. It is important that teachers be able to observe students in the common collaborative space outside the classrooms.

KEY ELEMENTS

- Movable wall between pairs of learning studios for teaming opportunities
- Windows to adjacent common space
- Generous white boards or dry-erase wall surfaces
- Video projector and screen (2 inputs)
- Audio enhancement
- Laptop cart storage space and power
- Roller window shades at exterior windows to control glare
- Roller shades or simple curtains at interior windows to facilitate secure lock-down
- A sink and counter area within each studio should be discussed and confirmed
- Other technology to consider:
  - Interactive whiteboard
  - Classroom recording capability
  - Document camera
  - Other technology to consider:
LEARNING COMMUNITIES

A Learning Community comprises a small group of learning studios configured around a common space that includes both collaborative student areas and shared teacher learning and storage rooms. Learning Communities in the middle schools should be organized by grade level into several teams with separated learning communities similar to the Ecker Hill model for the 7th grade. The configuration of the learning community should form a useable common space that functions as much more than a hallway to classrooms.

A variety of activities will occur in the common space including large group gatherings, small group break-out/spread out space, and project work. The common space should be designed for clear visibility from the learning studios so teachers can always observe students and so that education is visible to the students.

The design of the clusters should encourage curiosity and creativity. Studios could also open into these spaces however this is not required as long as there is visibility. If spaces do open into each other acoustics must be addressed to avoid distractions for other spaces.

All of these clusters should have easy access to other classroom types including art, CTE, Foreign Languages, Performing Arts and Physical Education. Each cluster should also have a theme to create definition and a sense of individuality.

Relationships between clusters should also be considered in order to maximize resource sharing. For example science classrooms could have shared prep and storage spaces if they are located adjacent to each other while still in separate clusters.

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LEARNING COMMUNITIES

KEY ELEMENTS

- Four learning studios, math, English, social studies and science
- Large common space
  - Sink and counter space with soap and paper towel dispenser
  - Presentation space with dry erase wall surface and monitor or projection capability
  - Variety of tables and comfortable seating arrangements in addition to clear floor space
- Small group conference rooms with direct visibility to studios (4 to 6 people)
- Student decompression space, visible but private that could also be used for 1-on-1 discussion
- Student display/exhibit
- Teacher learning/conference room with visibility to students and multipurpose use for students (4 to 8 people)
- Shared teacher work/prep room
- Shared teacher storage room
- Single-occupant faculty restroom
- Group student restrooms
- Vestibule with doors that connect the learning community to outdoor learning space
- Natural light and views, direct preferred

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### ELEMENTARY SCHOOL SPACE SUMMARY

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<td>6th Grade Classroom</td>
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<td>Library/Media Center</td>
<td>1</td>
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<td></td>
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<td>Special Work/Lab</td>
<td></td>
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<td>Music Studio</td>
<td>1</td>
<td>178</td>
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<td>Art Room Storage</td>
<td>1</td>
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<td>General Storage</td>
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<td>Music Technology</td>
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<td>400</td>
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<td>Dance/Movement Studio</td>
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<td>1,200</td>
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<td>Art Room Storage</td>
<td>1</td>
<td>150</td>
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<tr>
<td>Art Studio</td>
<td>1</td>
<td>2,400</td>
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<tr>
<td>Subtotal</td>
<td></td>
<td>6,570</td>
<td></td>
<td></td>
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</table>
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### Tab 1

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2. District Background
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4. Boundaries, Climate and Resources
5. Renewable Energy Resources
6. Past Facility Planning Activities
7. Community Planning Context
8. Historical Significance

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   b. What you want
   c. How you get there
   2. Facility Assessments

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2. Educational Approach
3. Enrollment Growth
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DEMOGRAPHICS & ECONOMIC STRUCTURE

The District represented 68 percent of Summit County’s total population in 2010 and 64 percent in 2017. The District captured 36 percent of residential population growth in the 2010-2017 period. In 2010 the District housed 59 percent of Summit County’s under the age of five population and 64 percent of the county-wide age 5-18 population. The District’s percentage of Summit County’s under the age of 19 population was roughly the same in 2017. The 2017 median age of the District’s population is 40.6 years, 1.6 years older than Summit County as a whole. This is a 0.3 years increase from 2010.

Table 1 is a comparison of the population within the District’s boundaries with enrollment for 2010 and 2017. Under the age of five Population decline is within the margin of error indicating that population change for that age group is roughly flat. The Summit County population estimate for the same age group showed a decline as well.

The percentage of school age population enrolled in District schools increased in the 2010 to 2017 period by 4 percent from 80 percent to 84 percent.

Table 1: PARK CITY SCHOOL DISTRICT POPULATION - 2010-2017

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2017</th>
<th>Change</th>
<th>AAGR*</th>
<th>2017 Margin of Error</th>
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<tr>
<td>Total Population</td>
<td>24,536</td>
<td>26,367</td>
<td>1,831</td>
<td>1.0%</td>
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<tr>
<td>Under 5 Population</td>
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<td>1,351</td>
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<td>-1.0%</td>
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<td>PK Enrollment</td>
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<td>5-19 Population</td>
<td>5,404</td>
<td>5,746</td>
<td>342</td>
<td>0.9%</td>
<td>+/- 259</td>
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<tr>
<td>K-12 Enrollment</td>
<td>4,349</td>
<td>4,816</td>
<td>467</td>
<td>1.5%</td>
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*Average Annual Growth Rate

The numbers represent growth in full-time residents only. Owners of second homes are not included in this number.

DEMOGRAPHICS

The Park City Education Master Plan focused on two major considerations:
- Community priorities for the delivery of education
- Suitability of current facilities to achieve community priorities

The early months of the planning process focused on identifying community priorities or, when a clear consensus could not be identified, working to develop a set of criteria to evaluate master plan options. Initial planning activities also focused on creating a set of Educational Specifications to translate community values into design guidance for new and remodeled buildings within the district.

Community priorities, Educational Specifications and evaluation criteria express what the community wants in its education system and the buildings to deliver on that promise.

1. THREE STEP PROCESS

The planning process moved from a vision to specific implementation steps through a three-phase process. Although presented as steps in a linear process, the process was actually iterative. With information from early activities revisited and reviewed as the planning team learned more from the public input and analysis throughout the project, revision and update of the plan will continue through implementation.

STEP 1 - WHAT YOU HAVE

The first phase focused on research and assessment starting with a comprehensive review of district policies and past planning efforts. The District’s vision is built on academic success, leadership, excellent personnel, communication and community alliances. This also means that the process itself must embody these goals by focusing on quality education first, transparency...
GRADE ALIGNMENT
- Mindfulness of developmental stages
- Minimization of transitions
- Provision of adequate duration in building to build community and sense of belonging
- Minimization of cohort size
- Intentional design for the age of students served
- Allows engaged community partnerships
- Facilitation of equitable access for all students

SCHOOL/CLASS SIZE
- Treatment of current PCSD guidelines as maximums
- Addition of classrooms as enrollment grows
- Investment in smaller class sizes
- Establishment of goals for school/learning community size:
  - Elementary: 300-500
  - Secondary: 600-1,000

SCHOOL LOCATION
- Emphasis on meeting educational needs
- Increases geographic proximity to school population
- Provision for convenient student and parental access
- Minimization of impact on traffic
- Provides access to, or space for, community resources (biking, walking, bus routes, etc.)
- Promotion of student and community health

TMJH FUTURE USE
- Consideration of TMJH within Kearsns Campus context
- Use of TMJH as a resource for the overall campus
- Flexible and responsive to possible changes in use
- Supports education as its primary use
- Alignment with community priorities
- Alleviation of cost and space pressures as the master plan is implemented
- Fiscally responsible, balancing lifespan and suitability
- Evaluates costs in the context of the overall Master Plan

KEARNS CAMPUS SITE
- Supports the education vision and specifications with space sizes and configurations that are flexible
- Maintains and improves role as a community-based campus through support of community partnerships
- Ensure connectivity between buildings and uses while creating safe and efficient pedestrian, bike, and car traffic patterns

The membership and minutes of each task force can be found in Appendix D.
generate additional public input relating to pre-kindergarten/early learning, grade alignment for fifth through eighth grade, and the configuration of the high school for June through September 2019.

PRE-K

NEIGHBORHOOD ELEMENTARY

K-4

K-5

6-8 MIDDLE SCHOOL

5-6 MIDDLE SCHOOL

7-8 MIDDLE SCHOOL

PARK CITY HIGH SCHOOL

7-12 SPECIALTY SCHOOL

6-12 SPECIALTY SCHOOL

HYBRID EARLY LEARNING CENTER

FIGURE 5: STUDENT PATHWAYS
6. TRAILSIDE ELEMENTARY
5700 TRAILSIDE DR.

Trailside Elementary School is one of four elementary schools in the district and serves pre-k, kindergarten, and grades 1 through 5. The 74,987 square foot building was originally built in 2001 and has had minor updates since.

Trailside Elementary School is in the Snyderville Basin area and within the Trailside neighborhood.

2018 enrollment is 425 students projected to grow to 563 students in grades pre-k through 5 by 2027. The 2018 maximum capacity for Trailside Elementary School is 466 indicating that the school nearing full capacity but still open for enrollment.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>#</th>
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<td>1,771</td>
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<td>Art</td>
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<td>243</td>
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<td>Classrooms</td>
<td>25</td>
<td>20,152</td>
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<tr>
<td>Collaboration</td>
<td>5</td>
<td>4,042</td>
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<tr>
<td>Coding/Computer Labs</td>
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<td>Counseling</td>
<td>1</td>
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<td>Food Service</td>
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<td>Media Center</td>
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<tr>
<td>Multipurpose</td>
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<td>Music</td>
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<td>Restrooms</td>
<td>15</td>
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<td>SPED/PACE/After School</td>
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<td>Support</td>
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<td>Teacher Prep</td>
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<td><strong>Net Square Feet</strong></td>
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<td><strong>Gross Square Feet</strong></td>
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<td><strong>Portable Classroom</strong></td>
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<td>3,848</td>
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* Does not include portable SF
DISTRICT-WIDE CONTEXT

The recommendations will require an addition for or relocation of the existing pre-k classrooms and areas and a classroom addition of four classrooms to address projected growth through 2027.

TSES capacity is recommended to increase to 565 K-5 students.

On the site plan below the white cross-hatching identifies areas appropriate for construction of an addition.

Enrollment growth projections indicate that class sizes at TSES will exceed current guidelines prior to 2027 if classrooms are not added.

TSES PLANNING LEVEL COST ESTIMATE RANGES

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>LOW</th>
<th>HIGH</th>
<th>NOTES</th>
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<tr>
<td>Pre-kindergarten</td>
<td>$1,200,000</td>
<td>$3,000,000</td>
<td>2-room addition/remodel for existing capacity</td>
</tr>
<tr>
<td>K-5</td>
<td>$3,000,000</td>
<td>$7,400,000</td>
<td>7-room addition</td>
</tr>
<tr>
<td>Total</td>
<td>$4,200,000</td>
<td>$10,400,000</td>
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</table>

DISTRICT-WIDE CONTEXT

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TSES PLANNING LEVEL COST ESTIMATE RANGES

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>LOW</th>
<th>HIGH</th>
<th>NOTES</th>
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</thead>
<tbody>
<tr>
<td>Pre-kindergarten</td>
<td>$1,200,000</td>
<td>$3,000,000</td>
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<tr>
<td>K-5</td>
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<td>$7,400,000</td>
<td>7-room addition</td>
</tr>
<tr>
<td>Total</td>
<td>$4,200,000</td>
<td>$10,400,000</td>
<td></td>
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</table>

EDUCATIONAL SUITABILITY SUMMARY

In addition to the changes needed to implement district-wide recommendations, TSES was evaluated for educational suitability and overall facility condition. Educational suitability was evaluated on a 1 to 5 scale with 5 representing a transformed learning environment. The recommendations will improve overall educational suitability and align the facility as much as possible with the Guiding Principles.

The first step in implementing the educational suitability recommendations is creation of a school-based committee of parents, students and educators to prioritize the recommended actions and providing a funding request to the Superintendent.

• Improve or replace pre-k space
• Professional learning community space
• Improvements to dance, arts, science/STEM and community outreach space
• Flex space for after care and misc. use
• Student work showcase opportunities

EDUCATIONAL SUITABILITY RECOMMENDATIONS

• Purchase flexible, movable classroom furniture to provide flexibility within learning environments
• Purchase flexible, movable furniture for lobby and common areas to use for multiple functions
• Add student display and technology in hallways to showcase student work
• Add operable walls or visibility between paired classrooms to increase flexibility and collaboration
• Convert coat areas into multipurpose collaboration spaces
• Reclaim teacher prep spaces and make them multi-use
• Remodel pre-K spaces as teacher prep/specialty classrooms
• Update finishes, add color and materials

RATING SYSTEM:
1=TRADITIONAL/POOR
3=PROGRESSIVE/AVERAGE
5=TRANSFORMED/EXCELLENT

Total Score for Guiding Principle Alignment 2.7
Learning Communities 1.45
Special Studies/Labs 1.62
Common Spaces 3.15
Administration 3.00
Counseling 4.00
Other Requirements 4.00
Total Score for Education Specification Alignment 2.74
Total Score for Educational Suitability 2.75

THE EVALUATION INDICATES A NEED FOR

• Improve or replace pre-k space
• Professional learning community space
• Improvements to dance, arts, science/STEM and community outreach space
• Flex space for after care and misc. use
• Student work showcase opportunities

EDUCATIONAL SUITABILITY RECOMMENDATIONS

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• Update finishes, add color and materials

PARK CITY SCHOOL DISTRICT MASTER PLAN // FACILITIES MASTER PLAN
FACILITY CONDITION SUMMARY

Facility condition was evaluated on a 1-10 scale with 10 representing excellent condition. The architectural, structural, mechanical, electrical and plumbing recommendations to address any identified facility condition issues.

<table>
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<th>Architectural/Structural Recommendations</th>
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<tr>
<td>• Repair limited worn finishes identified in Conditions Assessment</td>
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<tr>
<td>• Address ADA compliance issues in Conditions Assessment</td>
</tr>
<tr>
<td>• Install code compliant kiva guardrails</td>
</tr>
<tr>
<td>• Install handrails along main circulation stair</td>
</tr>
<tr>
<td>• Insulate sink drain pipes</td>
</tr>
<tr>
<td>• Connect dryer vent in office</td>
</tr>
<tr>
<td>• Verify that computers use no more than one outlet per computer</td>
</tr>
<tr>
<td>• Verify that all kindergarten classrooms have restroom access</td>
</tr>
<tr>
<td>• Address inadequate ramp landing length in Main Space</td>
</tr>
<tr>
<td>• Address expired lift certification</td>
</tr>
<tr>
<td>• Replace equipment past life expectancy per Mechanical Equipment Life Expectancy Spreadsheet</td>
</tr>
<tr>
<td>• Remove stored items from electrical rooms</td>
</tr>
<tr>
<td>• Verify GFCI protection on outlets and vending machines for compliance</td>
</tr>
<tr>
<td>• Install daylighting controls in spaces with exterior windows</td>
</tr>
<tr>
<td>• Verify that lighting controls are functioning and up to energy code</td>
</tr>
<tr>
<td>• Address spotting lighting in parking area</td>
</tr>
<tr>
<td>• Highlight flag pole</td>
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</table>

<table>
<thead>
<tr>
<th>MEP Recommendations</th>
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</thead>
<tbody>
<tr>
<td>• Address spotting lighting around exterior of building</td>
</tr>
<tr>
<td>• Repair nonfunctioning lights</td>
</tr>
</tbody>
</table>

Facility condition was evaluated on a 1-10 scale with 10 representing excellent condition. The architectural, structural, mechanical, electrical and plumbing recommendations to address any identified facility condition issues.

Factor Score

| Total Score for Building Condition | 7.1 |
| Total Score for Safety and Code Compliance | 6.8 |
| Total Score for Maintainability | 7 |
| Total Score for Site | 7.1 |
| Total Score for Facility Assessment | 7 |

RATING SYSTEM: 1=POOR, 5=AVERAGE, 10=EXCELLENT
This Education Facilities Master Plan identifies a path forward for implementing educational priorities and addressing needed investments in Park City School District’s facilities. The District’s students, parents, educators and community members are highly engaged and focused on achieving the best results for every student attending Park City schools. The education master plan process was exciting, challenging and productive, and focused on the future of education in the District.

This vision and goals-based process focused first on what the community wants in terms of educational approach, then evaluated the ability of existing facilities to achieve community goals. The several aspects of this planning process have been brought together in one document as a set of recommendations for the future. The process, however, is ongoing. The Board will lead a process through summer and early fall (2019) to finalize student pathways, school size, locations, phasing and funding. This plan is a living document and should be evaluated on an ongoing basis and adjusted to meet current needs and opportunities as they arise.

This document is one element of an ongoing process that the District has been advancing over the last decade. The District and community recognized the need to plan for future growth in 2010. Discussions concerning how to address an increasing student population, the shift in the location of students within District boundaries and changing approaches to education have been, and will continue to be, key considerations within the community. Figure Ex-1 identifies key points in this ongoing discussion.

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
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| 2010 | District Strategic Plan  
Facilities Master Plan |
| 2015 | Kearns Campus Plan  
5/6/7/8 Campus Plan  
Strategic Plan |
| 2017 | Updated student enrollment projections  
Updated High School Expansion Plan |
| 2018 | Educational Facilities Master Plan |
| 2019 | Implementation Planning |
| 2020 | Implementation Planning |
| 2021 | Ongoing Discussions |

FIGURE Ex-1: PRIOR MASTER PLANNING EFFORTS
GOALS OF THIS PROCESS:
+ Realizing exemplary performance by all students
+ Facilities originally designed for more traditional approaches to teaching and learning
+ Enrollment growth of approximately one percent per year
+ Aging facilities

KEY QUESTIONS THAT THE PLAN ADDRESSES:
+ What grade alignment options are the most appropriate for the District’s goals and students?
+ What types of facilities best suit the District’s preferred student pathways and approach to education?
+ Which of the District’s facilities should be remodeled, expanded or replaced in order to achieve District goals and accommodate anticipated growth in enrollment?
COMMUNITY CONSENSUS ITEMS

+ GUIDING PRINCIPLES
+ 9TH GRADE TO HIGH SCHOOL
+ 7TH & 8TH GRADES TOGETHER
+ WHAT HAPPENS INSIDE THE BUILDING MATTERS MOST
**CRITERIA FOR DECISION MAKING:**
- Is mindful of developmental stages
- Minimizes transitions
- Provides adequate duration in building to build community and sense of belonging
- Minimizes cohort size

**CRITERIA FOR EARLY LEARNING:**
- Is intentionally designed for the age of students served
- Allows engaged community partnerships
- Facilitates equitable access for all students

**THINGS WE AGREE ON:**
- 6th grade in high school
- 7th and 8th grade together

The community was asked to provide input on their preferred grade alignment option during the community survey process. Pro and cons of each option were developed and made available online for those seeking more information. Of the 1,054 people responding to the question of which alignment they preferred, 51 percent indicated they preferred elementary schools with kindergarten through 5th grade and middle schools with 6th through 8th grades. The Board of Education will identify the District’s grade alignment for elementary and middle schools at their September 17, 2019 meeting after seeking further input over the summer.

**HIGH SCHOOL**
With the addition of 9th grade to high school and anticipated growth in enrollment in all grades, enrollment at Park City High School is anticipated to grow to almost 1,900 students by 2027. Current capacity at PCHS is 1,078. Additional square footage for classrooms, activity space and support space is required to implement the planned inclusion of 9th grade. Several options for increasing high school capacity in the District were considered, including construction of a second high school, construction of a smaller specialty high school or expanding the existing high school. Community members were asked their preference in the community survey. Of the 1,083 respondents, 54 percent indicated they prefer one high school in the current location.

The Board of Education is considering the best method to add the needed square footage to the current PCHS site. This will require consideration...
### SUMMARY OF APPENDICES

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<thead>
<tr>
<th>A. PHOTOVOLTAIC ANALYSIS</th>
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<td>i. Energy and PV Study</td>
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<th>B. FACILITIES CONDITION ASSESSMENTS</th>
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<td>i. District Offices</td>
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<td>ii. Ecker Hill Middle School</td>
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<td>iii. Jeremy Ranch Elementary</td>
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<td>iv. Learning Academy</td>
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<td>v. McPolin Elementary School</td>
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<td>vii. Parley’s Park Elementary School</td>
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<td>viii. Trailside Elementary School</td>
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<td>ix. Transportation Building</td>
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<td>x. Treasure Mountain Junior High School</td>
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<td>xi. Undeveloped Sites</td>
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<th>C. TRANSFORMATION MAPS</th>
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<td>i. Elementary Transformation Map</td>
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<td>ii. Middle School Transformation Map</td>
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<td>iii. High School Transformation Map</td>
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<td>i. Board</td>
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<tr>
<td>ii. Community</td>
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<tr>
<td>iii. Learning Leader Minutes and Content</td>
<td>529</td>
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<td>iv. Steering Committee Minutes and Content</td>
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<tr>
<td>v. Summit Minutes and Content</td>
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<td>vi. Task Force Minutes and Content</td>
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| E. PARKING LOT ISSUES         | 649 |

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<th>F. MATRIX AND SCORING</th>
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<tr>
<td>i. School by School Walkthrough</td>
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<td>ii. Education Suitability Scoresheet</td>
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<tr>
<td>i. Park City Survey Results</td>
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<tr>
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| J. COST ESTIMATE            | 718 |

| K. COMMENTS                 | 807 |

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PARK CITY SCHOOL DISTRICT MASTER PLAN
E. PARKING LOT ISSUES

COMPLETE LIST OF PARKING LOT ISSUES

- Land Availability: What is the relationship between population density and potential school sites? Consideration of available land will occur during implementation planning when the preferred direction for types and general locations of schools have been determined.

- Handling Compens Change: What community concerns and problems might arise from implementing progressive or disruptive change within the district and how should they be addressed? A strategy for handling both the logistics and potential educational disruption is a key component of implementation planning. When the approach to education in the future is determined through the Master Planning process an implementation strategy that identifies potential areas of disruption and change will be developed by the District and its partners.

- Program Choices: How should CTE and vocational programs be integrated into the district to best develop foundational skills for future careers and life? Decisions relating to expansion and location of CTE, vocational and other programs is a key element of the implementation strategy.

- Portable Classrooms: How should portable classrooms best be utilized, if at all? Projected building capacity assumes portable classrooms will be eliminated through additions or reallocation of space within each school.

- Parking at Ecker Hill: What are current barriers to transportation and parking in and around the Ecker Hill site, and how should they be addressed? Site circulation and accessibility on a general level were considered as part of the Transportation Technical Committee discussion. The issues specifically at Ecker Hill were reviewed by the Civil Engineering member of the Master Planning consultant team and are reviewed as part of the school specific existing conditions and recommendations.

- School Start Times: What are the driving influences behind school start times and do they adequately serve the community? School start times have been an ongoing discussion in the District. Decisions relating to school start times depend on decisions relating to grade alignment and school locations.

- Grading: How should students be assessed? How does this differ within different grade levels and programs? Grading is another subject of ongoing discussion in the District. Although an important component of a student’s educational experience the approach to grading is not critical to the Facilities Master Plan.

- Athletic Facilities: What current need exists for athletic facilities on a school district and community basis? When decisions are made relating to grade alignment and school locations possible impact on and future need for athletic facilities for school-affiliated teams and for the overall community can be reviewed and discussed as part of the implementation plan.

- Calendar: When should the school year begin and end, and which alternative calendar options should be considered (i.e. summer offerings, schooling structure similar to the Winter Schools)? The District is pursuing parent input on the academic calendar in a process separate from the Master Planning process.

- Communications: How can communication between the School District, families, and the community be improved and where is it currently lacking? This issue is part of District operations and has been forwarded to the District’s communications director.

- Social/Emotional Wellness: How can student and staff wellbeing be prioritized? Social and emotional wellbeing is included in the Educational Specifications and in the criteria developed to evaluate options.

POSSIBLE ADDITIONS TO ‘PARKING LOT’:

(Issues discussed at learning leader forums, school tour debrief, and Global Problem Solving Class)

- Tracking of students – AP students, STEM students, high-achievers, low-achievers
- Teachers would like to have more unencumbered time together to talk about the important things they want to talk about (aside from the many scheduled meetings with specific agendas)
- Administrators need more collaboration opportunities and interactions. They “crave” time together, not within their schools but with other administrators.
- Similar desire from teachers – communications with the teachers in grades levels above and below.
- Understanding the shared vision of K through 12.
- High School Attendance. RHS is a leaky building with a lot of doors for students to leave through. It’s hard to monitor. Students have access to everything they need to do on Canvas. Talked about the “Canvas effect” where students can still do their work without going to class. Now have to ask what role attendance plays. And, are the students behaving wherever they are during school hours. Principal Arbabi noted some 1,000+ absences during first quarter of school year.
- Personalized learning is overwhelming to some/many of the teachers, hived someone to show them how to do this – professional development – while still teaching students the skills and content they need to learn.
- Project-based learning seems to need a lot more discussion and professional development in addition to bringing parents along.
- Opening the classroom to parents is an important tool.
- Too much focus on top students, too few hands-on skills classes (auto shop, welding, things the kids enjoy)
- There is an achievement gap. Grade inflation. Students not learning.
- Outdoor learning is a high value but schedules make this difficult. How can outdoor learning be better supported by more than the physical surroundings?
- How can technology help us with space use?
- Blended learning (students learning via electronic and online media as well as face-to-face teaching) needs more discussion.
- Customized schedules already being requested by parents for winter sports, lessons, travel, which is problematic.

APPENDIX E | PARKING LOT ISSUES
Q1 Learner-centered experiences best support student growth. Education is personalized and encourages students to learn anywhere and at any time, both inside and outside of the classroom, to help cultivate communication, critical thinking, creativity and collaboration skills.

Minimum: 1.00  Maximum: 5.00  Median: 5.00  Mean: 4.26  Standard Deviation: 1.05
### Comments

<table>
<thead>
<tr>
<th>Category</th>
<th>Comment</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kearns Campus</td>
<td>Rip down Treasure and build new elementary there. Make McPolin part of the High School Campus.</td>
<td>The plan recommends the redesign of the Kearns Campus. Community input on the balance of new vs remodeled buildings and the configuration of athletic fields, parking and pedestrian connectivity is part of the implementation planning process.</td>
</tr>
<tr>
<td></td>
<td>No two traditional high schools, but LTE High School is a good idea. Move baseball, football, etc. to back 80/90 and N-40. Busing is not a negative or positive- 70% of students are at junction area and beyond. For god’s sakes, tear down TMJH.</td>
<td></td>
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<tr>
<td></td>
<td>The plan addresses several options for students in 6th-, 7th- and 8th-grades. The grade alignment task force reviewed research on the topic before developing the evaluation criteria and the community and learning leaders worked extensively to develop the Guiding Principles and Educational Specifications that resulted in Option A scoring highest of the options identified. Identification of the construction phasing and funding plan is part of the implementation planning process.</td>
<td></td>
</tr>
<tr>
<td>McPolin</td>
<td>The plan recommends the redesign of the Kearns Campus. Community input on the balance of new vs remodeled buildings and the configuration of athletic fields, parking and pedestrian connectivity is part of the implementation planning process.</td>
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<td></td>
<td>Have you considered using the current high school and McPolin as a middle school campus sometime- looking to that school seems like it would reduce PC traffic - take out all the driving high school students.</td>
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<tr>
<td>Grade Alignment</td>
<td>Wish the High School option would have been presented on paper. The K-8 options don't make sense and Joe in Sd. 3 options will be fine. The 9th grade should be included in the middle school course of action. You all are doing a great job.</td>
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<td></td>
<td>Option A is supported by teachers and residents.</td>
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<tr>
<td></td>
<td>I would be happy with either A or B. I slightly prefer option A with one middle school because one middle school can have more diverse offerings.</td>
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<td></td>
<td>I would lean towards option A after thoroughly believing option D for the last bond in 2015 was the best fit educationally and for our town limitations. The bond failed over a 5-8 campus at that time so I believe a 6-8 is a traditional comfortable model and most cost effective. I believe that putting 9 back in PCHS with a classroom wing addition will start the alignment moving. Unfortunately, building costs have dramatically increased since 2015 so I think it is unrealistic to have an affordable bond pass in November 2019 without all the details defined. The public will only understand when real dollar costs are attached to the options that got narrowed down.</td>
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<tr>
<td></td>
<td>Three important factors for middle grades: 1) Minimize transitions 2) Minimize three years in a building 3) Maximum middle school size 600</td>
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<tr>
<td>High School Design</td>
<td>If it has been determined that 9th grade will be included in the High School, can we revisit original blueprints for a decision on the “how” and expedite at least this phase of the process?</td>
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<td>The previous design work has been used throughout the</td>
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EARLY LEARNING RECOMMENDATIONS

+ HYBRID APPROACH
  • Maintain current elementary-school based Pre-K capacity at JRES, PPES and TSES with remolds/additions as required
  • Construct Early Learning Center on Kearns Campus to address local students and additional capacity/potential universal Pre-K
  • Coordinate with community partners for potential wrap-around services
ELEMENTARY / MIDDLE SCHOOL RECOMMENDATIONS

+ ELEMENTARY SCHOOLS (GRADES K THROUGH 5 ELEMENTARY SCHOOLS)
  • Maintain current locations, boundaries and class size with additions to JRES, PPES and TSES
  • Relocate McPolin on eastern edge of Kearns Campus to address Kearns campus limitations

+ MIDDLE SCHOOL (GRADES 6 THROUGH 8 MIDDLE SCHOOLS)
  One Middle School vs. Two Middle Schools
  • One Middle School (~1,350 enrollment)
    - Expand EHMS with a 6th grade academy
  • Two Middle Schools (~700 enrollment each)
    - Update EHMS to address current needs
    - Build a second Middle School on Kearns or in another location

+ EXPLORE POSSIBLE SPECIALTY SCHOOL OFFERING OPPORTUNITIES FOR MIDDLE SCHOOL STUDENTS
HIGH SCHOOL RECOMMENDATIONS

+ EXPAND PCHS (FROM 1,250 TO 1,850 STUDENTS)

Classroom wing vs Specialty facility

- Classroom wing
  - 9th grade learning environment
  - Remodel existing building

- Specialty Facility to accommodate ~600 9-12 students
  - CTE vs. STEAM focus
  - Create campus environment
  - Limited existing building remodel
  - Opportunity to expand programming for younger students
QUESTIONS

+ DOES PCSD WANT TO OFFER UNIVERSAL PRE-K AND HOW SHOULD THIS BE APPROACHED?

+ IS THERE A PREFERRED ELEMENTARY/MIDDLE SCHOOL OPTION AND CAN ANY ELEMENTARY/MIDDLE SCHOOL OPTIONS BE ELIMINATED?

+ HOW EXTENSIVE SHOULD THE HIGH SCHOOL REMODEL BE AND HOW SHOULD THE 9TH GRADE BE INTEGRATED?
EXECUTIVE SUMMARY / INTRODUCTION

Support that approach. When the 2027 vision is aligned with curriculum and delivery, then funding and logistical considerations will apply. Implementation is complete when the 2027 vision of how and where students are educated is realized and it's time to start planning for the next steps.

The short-term projects are intended to improve existing facilities in accordance with the Educational Specifications. The steps in implementing the short-term recommendations include:

- Evaluate curriculum against guiding principles
- Finalize grade alignment & school locations
- Develop architectural programming & preliminary design concepts
- Develop financing scope & information
- Implement low-hanging fruit projects

FALL 2019 THROUGH SPRING 2020

FINANCING