



MEETING MINUTES
Park City School District Education Master Plan
Steering Committee Workshop #7
April 17, 2019
5:30 – 7:30 PM

Meeting Objectives:

- To review and understand the direction of the process moving forward
- To review and provide input on the master plan options and scoring methodology

#	Description	Action by
1	Introductions and Process update 1. Reviewed Meeting Norms and Steering Committee roles (steer to success, build advocacy for work)	
2	Steering Item: Review Master Plan Options and Scoring Methodology 1. Reviewed the presentation from the Board Meeting a. Comments i. What is the agenda for the May 21 st Board Meeting? 1. Consulting Team will submit to the board the Final Document which includes: a. Education Specifications i. Introduction and Process ii. Guidelines for Elementary School Grades iii. Guidelines for Middle School Grades iv. Guidelines for High School Grades b. Master Plan i. Introduction and Process 1. Parking Lot ii. Facilities Evaluations iii. Educational Suitability iv. Evaluations of Options v. Recommendations c. Appendices ii. Will the survey results be open until May 21 st or will the results be presented at the May 21 st meeting? 1. Results will be included in the Master Plan 2. The survey will be up in approximately a week and will open for approximately two weeks iii. Will parking lot topics be addressed in the survey? 1. No, the survey will focus on the options iv. Will the community weigh in on all the options? 1. The consulting team has daylight all the options because the public needs to understand that we have weighed many options 2. Current intent is that the survey focus most on the two options that have scored highest 3. We want to discuss the other options with the public but the survey may not be the best vehicle for that 4. Want the SC to give feedback tonight on this approach for the survey and what may be presented v. Will the Early Learning and High School options also be reviewed in the survey? 1. Yes b. Recommendation for the survey from the SC i. Create a stepped survey so we don't go too broad too soon ii. Provide explanations/context for new concepts like the CTE high school (Can this be done well in a survey?) iii. Consider a smaller more focused survey now and broaden the discussion at the community forum iv. Keep all four options for the initial survey v. Review the scoring as part of the survey to understand if the community is in agreement with way options have been scored	



	<ul style="list-style-type: none">1. The consulting team would like feedback to fall within the criteria if possiblevi. Provide pros and cons for each option for reviewvii. Daylight some of the issues that the options trigger as you follow the next steps with these pros and consviii. Provide an explanation of how the criteria emerged from the task forces as part of the survey explanationix. Present four options so the community does not think any option is predeterminedx. Provide cost to be a part of the discussion at a high level to help the community weigh in<ul style="list-style-type: none">1. Difficulties with presenting cost now<ul style="list-style-type: none">a. The consulting team has not done official estimating yet and could not provide back upb. Wanted quality education to be the focus but cost will drive the conversation and could derail the work even if that as not the intent2. Response<ul style="list-style-type: none">a. Instead of costs you could list the required changes to buildings and let community understand cost that wayb. Voted who wanted to broach cost on first survey - 7c. We want to present the best valued. There is baggage with cost and it needs to be addressede. People cannot be blindsided by costf. Cost is the trigger that gets the community's attentiong. Simplify the information so it is comprehensive but easy to understand using coding<ul style="list-style-type: none">i. Example - dollar signs for comparable costii. Coding should represent comparative differences and not magnitude c. Discussion about current facilities<ul style="list-style-type: none">i. At some point the existing resources need to be pulled into the discussionii. Are we close to the breaking point in the elementary school capacity?<ul style="list-style-type: none">1. The answer to this question must consider what you want the space to be like and what kind of learning you want to deliver2. In order to deliver the education that the community supports the student per SF is lower than other districts3. If you want to continue to teach the way you have been the breaking point is sooniii. Schools are showing age but are also still valuable and can be for yearsiv. If PCSD builds another elementary will it trigger open enrollment again?<ul style="list-style-type: none">1. If you build in advance of the students then that is a risk2. Phasing is a part of the discussion and will be discussed post May 21st3. Instructional stations are how enrollment is based4. State considers everywhere you can hold a class an instructional station.5. The district can say that the type of space is different but they need to give reasoning6. Open enrollment is a net gain 2. Announced Community Forum on April 30th at 6:00 at PCHS Lecture Hall moderated by Bubba Brown	
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	<ul style="list-style-type: none">3. Presented options and scoring approach<ul style="list-style-type: none">a. Recommendations on scoring documentation<ul style="list-style-type: none">i. Provide supporting information that clarifies the terminology for the criteria that are used for scoringii. Building belonging terminology is problematiciii. Cohort needs to be defined and explained<ul style="list-style-type: none">1. Groupings of students2. Grades, Teams, Schoolsb. Are there any criticisms of the way things are scored?<ul style="list-style-type: none">i. There is disagreement on whether 6 is not appropriate with 7 and 8 from a developmental stages standpoint<ul style="list-style-type: none">1. 6th grade in middle when considering curriculum could be less appropriate which would support the current scoring2. Certifications of teachers are different3. Maturity level changes dramatically from 6th to 8th4. After discussion there was still disagreement but more concurrence around developmental stages scores for A and B as they currently standii. D does not represent the intent of the past work to have the school on the same campus with a strong connection<ul style="list-style-type: none">1. There is disagreement about whether a different school on the same campus is a transition2. In the example of the Kearns campus it is a transition3. A modified D option could be 5-8 that could be in one school or two school on one campus similar to the past approach4. After discussion there was still disagreement and a lack of concurrence around whether having a school on the same campus would be considered a transition of not4. Two-minute input from each Steering Committee member<ul style="list-style-type: none">a. Immediate thoughts (in these notes modified option D is 5-8 middle school specifically allowing for a 5/6 and 7/8 on the same campus)<ul style="list-style-type: none">i. Lynn<ul style="list-style-type: none">1. The 5/6 school was derailed last time because parents thought 5th graders were too young to bus2. Likes modified option D, specifically 5/6 and 7/8 same campus3. Option D needs to be clarified to reflect the original conceptii. Jon<ul style="list-style-type: none">1. Option A is intuitive2. Intrigued by modified option D but worried about costiii. Emily<ul style="list-style-type: none">1. Modified option D is a personal preference and good developmentally2. Wants to be responsive to what the community wants3. Putting 6th back in elementary may be too difficult4. Leans toward option A as most realistic for the community5. Option C is the least realisticiv. Jim<ul style="list-style-type: none">1. Likes A2. B is good3. C isn't realistic4. D is too many transitions no matter what circumstances5. 2 5-8 middle schools could be an option that would eliminate the transition between 5/6 and 7/8 in the current option D6. Silver Summit Academy is a good case study where distance learning is working. This could be a way to alleviate space needs for adding 9th grade to PCHS7. Preschool sounds like it is better in a centerv. Joann	
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	<ol style="list-style-type: none"> 1. Need more information on school sizes associated with the options 2. 5-8 shouldn't be one school 3. Is there land capacity to allow for 5/6 and 7/8 campus? 4. PCSD is currently underserving some students in the district who are not college bound 5. Likes 6-12 CTE possibility which could also allow for blended learning 6. Should incorporate Silver Summit Academy concept <p>vi. Jodey</p> <ol style="list-style-type: none"> 1. Likes the idea of showing the community we have exhausted the possibilities 2. Would keep C for that reason 3. 6th graders are still kids but want to be out of elementary school 4. 6th grade should not return to elementary 5. Likes 5/6 school with elementary setting 6. Likes bringing elementary schools together earlier 7. Doesn't like two middle schools 8. Wants the students to come together sooner 9. 9th grade is too late to bring them together - they won't mesh 10. Likes 5/6 one campus, same bus the most <p>vii. Mary Christa</p> <ol style="list-style-type: none"> 1. Initially liked option A 2. Now considering two 6-8 schools 3. More than one high school is a big cost conversation and has a big impact 4. The presentation last night was digestible which is hopeful 5. Likes Pre-K in neighborhood schools 6. Option D is very complex 7. 5 options creates analysis paralysis 8. 5-8 in one building relieves transition but two buildings same campus does not <p>viii. Julie</p> <ol style="list-style-type: none"> 1. Pre-K in neighborhood schools in options A and D makes more sense and is difficult in options B and C 2. Option A and modified D make more sense with scheduling 3. Preconceptions around transitions in modified D are based on implementation and process 4. 5-8, two buildings same campus could be left to the process to reduce the transition <p>ix. Public (Dave)</p> <ol style="list-style-type: none"> 1. Option C doesn't seem like it would work 2. Wants Pre-K in local school 3. Bring best options and informed opinions to the public 4. Likes putting four options forward <p>b. Additional information</p> <ol style="list-style-type: none"> 5. Questions and discussion <ol style="list-style-type: none"> a. Should we change option D to the modified option D and rescore and release that instead of current option D for the survey? <ol style="list-style-type: none"> i. Consensus is yes 	
3	<p>Committee Member action Items:</p> <ol style="list-style-type: none"> 1. Provide sample agendas/talking points for Steering Committee members use 2. Contact Lindsey or Melinda with opportunities to meet with or provide information to community groups or representatives 3. Post project update and information on social media. 	