



**MEETING MINUTES**  
**Park City School District Education Master Plan**  
**Community Engagement Open House #1**  
**October 29, 2018**  
**5:30 – 7:30 PM**

#	Description	Action By
1	<p>Introduction</p> <ol style="list-style-type: none"> <li>1. Remarks from the School Board President Andrew Caplan               <ol style="list-style-type: none"> <li>a. Want a community led process</li> <li>b. There are no preconceptions</li> <li>c. PCSD has growth and facility needs to address</li> <li>d. This process will address those through the lens of quality education and input from the community on what the student experience should be</li> <li>e. The Educational Master Plan will result in options to reach that educational vision</li> </ol> </li> <li>2. Consulting Team Introductions by Superintendent Gildea</li> </ol>	
2	<p>Introductory Exercise</p> <ol style="list-style-type: none"> <li>1. Remarks from Consulting Team               <ol style="list-style-type: none"> <li>a. The main goal for community engagement is to make sure the community is heard and the input is carefully integrated as a part of the process</li> <li>b. Group #1                   <ol style="list-style-type: none"> <li>i. Poll of how those present have been involved in other processes                       <ol style="list-style-type: none"> <li>1. Deeply Involved - 10</li> <li>2. Somewhat Involved - 6</li> <li>3. Not involved - Majority *estimated at approximately 50</li> </ol> </li> <li>ii. Why are you here?                       <ol style="list-style-type: none"> <li>1. Involved before                           <ol style="list-style-type: none"> <li>a. Likes that there is no preconceived solution, and likes that it is about the students</li> <li>b. Past seemed like they were trying to accomplish something predetermined</li> <li>c. Wants to stay continually engaged</li> </ol> </li> <li>2. Not involved before                           <ol style="list-style-type: none"> <li>a. Wants success this time</li> <li>b. Like that everyone is a member of the process, like an open forum</li> <li>c. Want students to be involved</li> </ol> </li> </ol> </li> </ol> </li> </ol> </li> </ol>	



	<ul style="list-style-type: none"> <li>d. Want to show what was already excellent and what should be added, experience</li> <li>e. Want to be heard, there is a difference between transparency and actually listening</li> <li>f. Trying to understand the process and want to know the plan</li> <li>g. Want to understand the process and how to get involved</li> <li>h. Want to trust the process by seeing it first hand</li> </ul> <p>c. Group #2</p> <ul style="list-style-type: none"> <li>i. Poll           <ul style="list-style-type: none"> <li>1. Deeply Involved - 1</li> <li>2. Somewhat Involved - 2</li> <li>3. Not involved - Majority *estimated approx. 10</li> </ul> </li> <li>ii. Why are you here?           <ul style="list-style-type: none"> <li>1. All participants               <ul style="list-style-type: none"> <li>a. Want to see the future for children and have a voice</li> <li>b. Want to be involved from the start instead of waiting until the end, be part of creating something and not just a critic</li> <li>c. Want to promote transparency</li> <li>d. Want to know and be involved</li> </ul> </li> </ul> </li> </ul> <p>d. PCSD wants to create advocates of a good process through transparency and involvement</p>	
3	<p>Planning Process and Schedule</p> <ul style="list-style-type: none"> <li>1. Reviewed schedule and introduced website for upcoming engagement</li> <li>2. Identified that we are currently in the visioning portion of the process</li> <li>3. The Future of Learning Summit will occur on October 30<sup>th</sup> with students, teachers and community members discussing vision for education</li> <li>4. The result of this meeting will be the first draft of the Guiding Principles for the Education Specifications           <ul style="list-style-type: none"> <li>a. Guiding Principles are a reflection of the community's educational values. They describe the goals for educational spaces and what experience those spaces need to support and how.</li> <li>b. Education Specifications are a guide for how to design facilities that respond to what is being taught and how. They describe the necessary spaces, relationship and arrangement of those spaces and the requirements of those spaces.</li> </ul> </li> <li>5. After the educational specifications are complete they are used to develop a master plan for PCSD</li> <li>6. Questions from Group #1:           <ul style="list-style-type: none"> <li>a. Who are the participants?               <ul style="list-style-type: none"> <li>i. Participants include teachers, students, the Steering Committee for this process and the Planning Committee for this process</li> </ul> </li> </ul> </li> </ul>	



	<ul style="list-style-type: none"> <li>b. Can anyone attend?           <ul style="list-style-type: none"> <li>i. The event is by invitation but anyone can come and observe</li> </ul> </li> </ul>	
4	<p>Planning Exercise</p> <ul style="list-style-type: none"> <li>1. What is the most important outcome from this process?           <ul style="list-style-type: none"> <li>a. Group #1               <ul style="list-style-type: none"> <li>i. Later start time</li> <li>ii. Academic success, rigor and discipline</li> <li>iii. Greater student engagement and interest in learning</li> <li>iv. Academic program relevant to these children's future</li> <li>v. AP but need concurrent enrollment</li> <li>vi. Whole child, social, emotional</li> <li>vii. Community buy in</li> <li>viii. Learning center is fabulous success and delivers education for outside of the box learners</li> <li>ix. Collaboration and partnerships with other organizations</li> <li>x. Creative learning environments</li> <li>xi. Make schools the center of the community</li> <li>xii. Vocational and technical training (EMT)</li> <li>xiii. Consistency in elementary schools (across the schools)</li> <li>xiv. Student voice</li> <li>xv. Consistency across subjects</li> <li>xvi. Life Skills - how to learn, debate, influence, diet, finance, critical life skills</li> <li>xvii. Increase in college readiness</li> <li>xviii. Students are wildly underprepared</li> <li>xix. Variety of classes including current events that increase awareness and citizenship</li> <li>xx. Programs that increase a love of learning and not just placement tests</li> <li>xxi. Accommodating learning styles</li> <li>xxii. Engagement and Involvement across all socio-economic demographic and academic levels</li> <li>xxiii. Alignment with other goals of the city - Transportation, sustainability</li> <li>xxiv. Teacher incentives for good teachers</li> <li>xxv. Cutting edge technology</li> <li>xxvi. Healthy incorporation of tech</li> <li>xxvii. Always room for more tech</li> <li>xxviii. Need distributed technology from many fields - healthcare etc.</li> <li>xxix. Learning how to use technology</li> <li>xxx. Teacher student relationships</li> <li>xxxi. Remembering full plate that teachers have -</li> <li>xxxii. Programs that create healthy happy students and teachers</li> <li>xxxiii. Master Plan that allows community to pass a bond to support the initiatives</li> <li>xxxiv. Note: No comments about buildings</li> </ul> </li> </ul> </li> </ul>	



	<ul style="list-style-type: none"> <li>xxxv. More mastery and less volume – e learning</li> <li>xxxvi. Programs that integrate students in to the community (programs and projects)</li> <li>xxxvii. Get High Schoolers out in the community</li> <li>b. Group #2             <ul style="list-style-type: none"> <li>i. Communication skills</li> <li>ii. Timeliness and urgency</li> <li>iii. College teaches students timeliness and urgency</li> <li>iv. Increase in college bound students</li> <li>v. Kids need to learn to teach themselves, learn how to learn</li> <li>vi. Critical thinking and knowledge acquisition for lifelong learning</li> <li>vii. Help students find their strengths</li> <li>viii. Ambition and self-exploration</li> <li>ix. Lack of developmentally appropriate practices – push for achievement at a young age without allowing social/emotional and wellness</li> <li>x. Engaged and contributing member of society</li> <li>xi. Leave as good people, good humans, valuing respect and equity</li> <li>xii. Guided play and executive functioning</li> <li>xiii. Active promotion of understanding of mental health</li> <li>xiv. Tools to handle situations</li> <li>xv. Teaching kids grit and persistence</li> <li>xvi. Teach focus on face to face authentic human communication (tech)</li> <li>xvii. Teaching respect and responsibility</li> <li>xviii. Some qualities don't have a class</li> <li>xix. Imposed stress and building the whole child</li> <li>xx. Addressing different types and speeds of learning</li> <li>xxi. Coding vs. art give access to creativity</li> <li>xxii. Use education as an outlet</li> <li>xxiii. Adaptable environment that can respond to needs</li> <li>xxiv. Engaging all the community including the Latino groups</li> </ul> </li> </ul>	
5	<p>Getting Involved</p> <ul style="list-style-type: none"> <li>1. The Steering Committee will be the information conduit for the process representing what the community wants and translating what has happened at each step</li> <li>2. It is an iterative process and the community can engage at each step</li> <li>3. Asked how the participants prefer to be engaged             <ul style="list-style-type: none"> <li>a. Group #1                 <ul style="list-style-type: none"> <li>i. PCSD Chat</li> <li>ii. Email</li> <li>iii. Through teachers</li> <li>iv. Multiple platforms</li> </ul> </li> <li>b. Group #2                 <ul style="list-style-type: none"> <li>v. PCSD Chat</li> <li>vi. Multiple ways and multiple times</li> </ul> </li> </ul> </li> </ul>	



	<ul style="list-style-type: none"><li>vii. Weekly news letters</li><li>viii. School Facebook pages</li><li>ix. Through teachers</li><li>x. KPCW, Park Record, Instagram</li><li>xi. Same content with multiple hits</li></ul>	
6	Wrap up and upcoming activities <ul style="list-style-type: none"><li>1. Visit the website for more information and upcoming events</li></ul>	