

MEETING MINUTES
Park City School District Education Master Plan
Learning Leaders Forum #3
January 15, 2019
2:30 – 5:30 PM

#	Description	Action by
1	Introductions and Process Update <ol style="list-style-type: none"> 1. Introductions 2. Reviewed Meeting Norms 3. Reviewed Meeting Objective: Identify components of key learning spaces 	
2	Learning Leaders Forum #2 Review and Summary <ol style="list-style-type: none"> 1. Group reviewed summary posters of the compiled results of the last meeting. <ol style="list-style-type: none"> a. What resonates? What do you notice? Responses are as follows: <ol style="list-style-type: none"> i. Group 1 – PCHS, Treasure and Ecker <ol style="list-style-type: none"> 1. Wood and natural lighting is very grounding 2. Comfortable furniture is essential; comfortable seating INVITES! 3. Light and openness 4. The ability to adapt the space 5. Flexibility and adaptability 6. Space changes with people and activity 7. Connections to the outside – even from the inside (views); doing something outside or seeing the outside 8. Versatility in spaces 9. Space changes with the people and activities 10. Integrating outdoor experiences 11. Climbing wall 12. Color 13. Flexible and conducive to different levels/types of learning (inclusive) 14. Doesn't interfere with learning 15. Have flexible common spaces, not just classroom flexibility a. Group 2 – Elementary Schools <ol style="list-style-type: none"> 1. Flexibility – open up and close down 2. Walls and Seating 3. Daylight 4. Outdoor spaces 5. Transition from indoor to outdoor 6. Indoor spaces that are outdoor (climbing wall) b. Reviewed consulting team's feedback <ol style="list-style-type: none"> i. Of 200 images 104 were chosen and 31 were duplicates 	

	<ol style="list-style-type: none"> 1. 23 twice 2. 6 three times 3. 2 four times <ol style="list-style-type: none"> ii. Top Five Themes <ol style="list-style-type: none"> 1. Variety of settings 2. Students actively engaged 3. Hands on learning 4. People working together 5. Outdoor learning iii. Group 1 agreed with those themes iv. Group 2 agreed with those themes 	
3	<p>Key Learning spaces discussion</p> <ol style="list-style-type: none"> 1. Clusters of learning – groupings of learning spaces <ol style="list-style-type: none"> a. Reviewed options and images of examples b. What should be in a cluster of learning? Response as follows: <ol style="list-style-type: none"> i. Group 1 <ol style="list-style-type: none"> 1. Questions regarding the examples shown <ol style="list-style-type: none"> a. How will students respond? b. Are they mature enough? c. Will they be distracted? d. How will we keep kids safe (referring to open spaces)? 2. In support of clustered approach 3. Desire more windows to the hallway for transparency 4. Like transparency but interior garage doors in HS classrooms aren't needed when students could just move into the other space using the door 5. Love the idea of natural sunlight, movement, flexibility and choice 6. When a room is open to public spaces it allows for passive observation and control by teachers 7. Windows into flex spaces would help to address this 8. Responsibility and safety will need to be considered 9. A variety of spaces for learning should be visible to students 10. Need to develop intentional clustering with that in mind 11. More windows to the hallway will encourage curiosity and create environments where work takes full view 12. Treasure Mountain <ol style="list-style-type: none"> a. Currently teamed around core classes for 8th grade and think that is the preferred approach b. 9th grade is harder to team with additional requirements, course choices 	

	<p>and the need to travel to the high school for classes</p> <ul style="list-style-type: none"> c. Still want to see teaming around core classes, but also want to include distributed CTE and curiosity courses d. Additional diverse classes could drive the identity of clustered teams, e.g., focus on the arts e. There are great benefits of kids feeling known to a team of teachers <p>13. Science and equipment heavy classrooms may need to be closer together to allow for shared resources</p> <p>14. There are ways to design spaces such that clusters of learning can happen, and science can be together</p> <p>15. Art has similar requirements</p> <p>16. Need space for projects (storage)</p> <p>17. High School</p> <ul style="list-style-type: none"> a. A school within a school model has not been a part of the discussion to date b. Have discussed moving away from each teacher having a dedicated classroom, which would improve building utilization c. Teachers can support student learning by designing their spaces and having ownership of a classroom d. Conversely, technology could allow a teacher to create a learning space in a shared classroom using display monitors <p>18. Want versatility in classrooms and clusters</p> <p>19. Need areas to have discussions away from a lab; suggest a large lab space and smaller classrooms; discussion areas are recommended</p> <p>20. Want active science rooms</p> <p>21. Built in items (casework, etc.) can limit working classroom space</p> <p>22. A team teaching approach will require teacher training</p> <p>23. Communication between teachers happens more effectively when teachers are grouped around the same group of students</p> <p>24. Need immersive spaces for learning, surrounded by the experience and information</p> <p>25. Some students need quiet personal space, which is easily designed into clusters of learning</p> <p>26. How many students per space and SF per student is the right amount?</p> <p>27. Learning Academy</p> <ul style="list-style-type: none"> a. Do alternative students always need to be in alternative schools? 	
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	<ul style="list-style-type: none"> b. Is the school within a school (SWAS) both philosophically and physically the right approach? c. Prefer having The Learning Academy off site but want inclusive experiences in certain classes and social experiences <p>ii. Group 2</p> <ul style="list-style-type: none"> 1. All schools have dual language immersion (DLI) 2. All classes are DLI at McPolin; not so at other elementary schools 3. Currently, a cluster of learning has 80 students, aligned by grade 4. Some grade levels collaborate more than others 5. Openness to clusters of learning varies by grade/teacher 6. 4-5 classes collaborate as a standard by grade 7. Could be all day that way 8. Grades are split between DLI and standard 9. Many unused spaces could be turned into learning spaces if the school is more open to collaboration 10. Parley's Park <ul style="list-style-type: none"> a. Currently moving students between classrooms to facilitate teaming, but the space is limiting b. Math is differentiated and it is difficult to move groups of students c. Lower grades team more than upper grades d. Can create different spaces with movable dividers e. Value in having connection 11. Trailside <ul style="list-style-type: none"> a. Have 2 traditional classes per grade and 2 DLI b. Challenges include moving equipment between spaces c. Not using common spaces (kivas) because <ul style="list-style-type: none"> i. It is not big enough for a whole grade level ii. It is not flexible iii. It can get loud 12. Groups asked: Could it be better if each school had a focus? <ul style="list-style-type: none"> a. DLI sets up haves and have nots b. DLI French, DLI Spanish, Art and Stem c. Would require bussing for equitable access d. What about early choices and changing interests? 	
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	<ul style="list-style-type: none"> e. This could allow for more inclusive special education focused on student interest and passions f. The approach would mean that teachers of each grade would need to consider all students in that grade as shared students that for which all teachers are responsible <p>13. What does a common space need?</p> <ul style="list-style-type: none"> a. Visibility b. Prefer to also have a physical connection but concerned about sound c. It is helpful to have a project space/extra space that can be set up for project work and doesn't need to be taken down immediately d. Small groups and whole class options <p>2. What should a learning studio be like?</p> <ul style="list-style-type: none"> a. Group 1 <ul style="list-style-type: none"> i. Movable furniture ii. Tables that have tops that flip up as white board and room dividers that can be moved out of the way iii. Want glassed-in collaboration area adjacent to the classroom iv. Remote classroom connections v. Big tables vi. Comfortable seating vii. Collaboration oriented viii. Different walls have lifespans for remodeling (i.e. 5-yr wall, 10-yr wall, etc.) ix. Future-proofing x. Variable and numerous writing surfaces/whiteboards xi. Quick reconfiguration with furnishing and movable walls xii. Student decompression space that is visible and private is desired; the space could also be used for 1-on-1 discussions and small group work b. Group 2 <ul style="list-style-type: none"> i. Furniture that is movable and can be reconfigured ii. Would love spaces in classrooms for "making" iii. Chairs that are flexible and adjustable for student movement with built in storage options iv. Mindsets about storage need to change v. Include writable surfaces, like whiteboard tabletops and glass windows vi. Consider flexible maker space options vii. Teaching stations should move to make classrooms more fluid viii. Creative storage solutions - built-in cabinets take up a lot of space Do we need as many? Should they have writable surfaces too? <p>3. What kinds of spaces foster Professional Learning Communities (PLCs)?</p>	
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	<ul style="list-style-type: none"> a. Group 1 <ul style="list-style-type: none"> i. Should be a priority ii. Students should be able to observe teacher collaboration iii. Quality small teacher collaboration spaces b. Group 2 <ul style="list-style-type: none"> i. Teachers don't need a space to collaborate, though it would be nice ii. Teacher lounge <ul style="list-style-type: none"> 1. Amenity/kitchen space 2. Nice spaces, with daylight and windows, where teachers actually want to be 3. Comfortable seating 4. Games 5. Teacher spaces need a professional feel with similar amenities to other professional spaces in other fields 6. Build relationships and comradery iii. In addition to a larger lounge, a quiet room at a smaller scale is desired iv. Needs to be desirable space v. Consider exterior space vi. Perhaps even consider roof space <p>4. How can buildings and grounds facilitate Outdoor Learning?</p> <ul style="list-style-type: none"> a. Group 1 <ul style="list-style-type: none"> i. Indoor spaces should resemble outdoor spaces ii. Design indoor/outdoor options iii. School gardens should be accessible and usable for eating, learning and working, and support classwork with both passive and active uses iv. Design intentional pathways in and out of schools v. Design exterior places to see and be seen, as well as spaces to gather and socialize - similar to the steps at Treasure vi. Design components to be compatible with natural and daily use of the campus (part of pathways students are already using) vii. Study hall space to do homework should provide priority access to outdoor views b. Group 2 <ul style="list-style-type: none"> i. Green houses ii. Outdoor classrooms iii. Places where people can gather outside for demonstrations by in-community experts (i.e., gardening) iv. Access to outdoors from classrooms would be nice 	
4	<p>Large Group Discussion – “Libraries”</p> <ul style="list-style-type: none"> 1. What types of spaces do we need? What functionality? What should it be like? <ul style="list-style-type: none"> a. Need a good amount of physical space b. Should provide accessible safe spaces for all the students 	

	<ul style="list-style-type: none"> c. Include small creative maker spaces that are more accessible to more students d. Also include maker spaces in each learning cluster e. Libraries could be used as a presentation space, or for guest speakers f. Students crave zones to hang out g. Consider including a game room h. Not seeing as much use for book check-out and research functions i. Want library functions to be more distributed j. Something that everyone wants to use k. Kids can move, be active and be monitored l. Need open space with hard surface floors and display walls m. Consider three big rooms with different features n. Ensure flexible spaces are acoustically dynamic and usable o. Spaces that can contain sound p. Durable spaces q. Quiet spaces r. The library can and should be the heart of the school s. Dedicating space for a library shows that the community values literacy, making and community t. Include study rooms and areas to read and be peaceful and comfortable u. Elementary schools need a community space that is large and open v. Need collaboration w. Furniture and book stacks can be used to divide the space x. Multiple-use furnishings and equipment can to fill it with literacy and technology y. The library can be the heart of the school z. Doesn't make sense to use library space for the library class only, need to program space better aa. Should speak to outdoors and values bb. Librarian's role <ul style="list-style-type: none"> i. Accountable to standards depending on how their role is defined ii. Blended learning media specialist? cc. Creative centers - central spaces with exhibition, tech billboards, art dd. A space that advertises what is going on at the school ee. Central gathering space for students to hang out <ul style="list-style-type: none"> i. Coffee shop run by students ii. Fab ski tech ff. Shared space with outside businesses could be the library and each school could have a different approach/partnership gg. Radiate from a central node - social spaces, place for lectures to quiet spaces hh. Elementary is different because each classroom has their own books ii. Could create mini libraries adjacent to classrooms and observable 	
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	<ul style="list-style-type: none"> jj. Access to variety of equipment and media <ul style="list-style-type: none"> i. VR, sound studios, 3d printers blended with books ii. Students need help interacting with technology and each other with technology iii. Students want to experience technology in groups 	
5	<p>Wrap up</p> <ul style="list-style-type: none"> 1. Introduced the Parking Lot and Task Forces Topics <ul style="list-style-type: none"> a. Size of schools and class sizes b. School locations c. Treasure Mountain future use d. Kearns campus site e. Grade alignment 2. Thanked the group for their time commitment 3. Reminded to fill out the evaluation form 	