

<b>Charge Section</b>	<b>EARLY LEARNING TASK FORCE</b>
<b>I. Project/Initiative Name</b>	The Early Learning Task Force will provide data, information, and input into the concept of early learning opportunities within Park City School District.
<b>II. Project/Initiative Lead</b>	Kathy Anderson, Preschool Director; and Dr. Jaimee Kidder, Behavioral Analyst (pre-K through post high school)
<b>III. Decision Maker/s</b>	Recommendation from elementary principals presented to BOE
<b>IV. Committee or Task Force Team Membership</b>	<ol style="list-style-type: none"> <li>1. University early development professor</li> <li>2. Oliver Wilde, PCCF</li> <li>3. preschool teacher</li> <li>4. kindergarten teacher</li> <li>5. PCEF representative</li> <li>6. Jen Schwindeman (SpEd preschool)</li> <li>7. Elementary Principal</li> <li>8. Latino Outreach representative</li> <li>9. Preschool parent</li> </ol>
<b>V. Purpose</b>	Review preschool structure/facilities, program needs, and scope of early learning.
<b>VI. Rationale (&amp; Background)</b>	<ul style="list-style-type: none"> <li>- Preschool started eight years ago in PCSD.</li> <li>- The benefits of early education become increasingly more important as we preapre future-ready students</li> <li>- The need for more preschool classes in PCSD continues to increase.</li> </ul>
<b>VII. Outcomes &amp; Metrics to Measure Success</b>	<ul style="list-style-type: none"> <li>- Whole child metrics: PEEP &amp; KEEP assessments</li> <li>- Longitudinal data (i.e., DIBELS, iReady, Foundations)</li> <li>- Enrollment/wait lists</li> </ul>
<b>VIII. Scope</b>	<p>Considerations:</p> <ul style="list-style-type: none"> <li>- 0-5 universal preschool</li> <li>- Expand current preschool offerings (full day vs. more classes)</li> </ul>
<b>IX. Parameters/ Limitations</b>	<p>Space, funding, longer days for three-year-olds, hire teachers with early childhood education certification.</p> <p>How do we target the high needs families who can benefit the most from full-day preschool?</p>

<p><b>X. Cost/Resources Needed</b></p>	<p>Current budget: \$700,000 (165 students /118 full day 4 year olds only)</p> <p>Future needs:</p> <ol style="list-style-type: none"> <li>1. Additional classrooms/bathrooms needed at elementary schools</li> <li>2. Cost of building new centralized Early Learning Center</li> <li>3. Increased costs of hiring certified teachers at higher pay</li> <li>4. Costs associated with specialized SpEd teachers</li> <li>5. Transportation (special buses with car seats, more drivers, need for assistants on buses)</li> <li>6. Playground</li> <li>7. Increase in child nutrition services (breakfast and lunch)</li> <li>8. Collaboration and professional development for teachers</li> <li>9. Additional administrative support at school levels</li> <li>10. Additional administrative support at the district level</li> </ol>
<p><b>XI. Project Plan</b></p>	<p><b>-Determine what the Utah State Board of Education is doing concerning ECL. USBE has not gone to universal preschool but is reviewing the possibility.</b></p> <p>-Research best practices for early childhood learning, including Title I considerations, Medicaid + billing, waivers for low income, vaccinations, privacy, meals, separate playground, etc.</p> <p>-Review survey results: preschool preferred in neighborhood schools, and the possibility of having McPolin preschool at a centralized location with local community services.</p>
<p><b>XII. Meetings</b></p>	<p>Start this fall with four meetings (two per month) -- recommendations by mid-October</p>

<b>Charge Section</b>	<b>SECONDARY SCHOOLS DESIGN (6-12)</b>
<b>I. Project/Initiative Name</b>	Secondary School Design Team will consider the 6-12 learner experience and map out best case scenario work to exam in middle level and secondary level education programming for Park City School District.
<b>II. Project/Initiative Lead</b>	Roger Arbabi, PCHS Principal
<b>III. Decision Maker/s</b>	BOE
<b>IV. Committee or Task Force Team Membership</b>	1 Administrator from EHMS, TMJH, PCHS 2 teachers from EHMS, TMJH, PCHS 1 parent from EHMS, TMJH, PCHS 2 students (9 - 12) CTE Director Latino representative Athletic/Extracurricular Director
<b>V. Purpose</b>	To make a recommendation for realignment and facilities for 6-12 students with CTE implications.
<b>VI. Rationale (&amp; Background)</b>	- Based on the Future Learning Educational Master Planning - Middle Grades Task Force - CTE pathways and leads into PCCAPS
<b>VII. Outcomes &amp; Metrics to Measure Success</b>	Develop plan to present to BOE
<b>VIII. Scope</b>	Review and analyze the data from community surveys and Educational Specificaitons.
<b>IX. Parameters/ Limitations</b>	Parameters: Cost, space, traffic impact, vision of district, time for the task force to meet Limitations: Community support, time to construct these projects
<b>X. Cost/Resources Needed</b>	1. Food 2. Space

	<p>3. Pay for teachers/subs Resources: research best practices</p>
<b>XI. Project Plan</b>	<ol style="list-style-type: none"><li>1. Identify who is on the committee</li><li>2. Identify form of compensation that will be in place for teachers</li><li>3. Identify the place and time that meetings will be held.</li><li>4. Understand the work the consulting firm has already completed</li><li>5. Create meeting agendas</li><li>6. Determine priorities for facilities and realignment. CTE center, wings placed on campus, programming for the new grades in existing buildings</li><li>7. Create the recommendation for realignment and facilities for 6- 12 to be presented to the BOE</li></ol>

<b>Charge Section</b>	<b>EQUITY, ACCESS, &amp; OPPORTUNITY TASK FORCE</b>
<b>I. Project/Initiative Name</b>	Park City, as a whole, is studying social equity principles and has suggested that a broad education of the community will build capacity for the work ahead. In what ways might Park City School District support/map out our plans for access, equity, opportunity (aka realizing PCSD's vision/mission) through this next year.
<b>II. Project/Initiative Lead</b>	Claustina Mahon-Reynolds, Assistant Principal, Ecker Hill Middle
<b>III. Decision Maker/s</b>	Task Force members/district CAO/community stakeholders
<b>IV. Committee or Task Force Team Membership</b>	<ol style="list-style-type: none"> <li>1. Bob Edmiston</li> <li>2. Claustina Reynolds</li> <li>3. Todd Klarich</li> <li>4. Sam Salinas</li> <li>5. Mark Wiesenberg</li> <li>6. University of Utah Education Leadership and Policy/ Diversity, Equity and Inclusion Professor</li> <li>7. Eric Esquivel</li> </ol>
<b>V. Purpose</b>	Map out our plans for access, equity, opportunity (realizing our vision/mission) through this next year - create a safe, welcoming school organization for all families by creating a community approach with all partners to limit barriers for social, emotional, academic success of all students and families.
<b>VI. Rationale (&amp; Background)</b>	Continue improving achievement gap/opportunity gap in reference to student growth for all demographics
<b>VII. Outcomes &amp; Metrics to Measure Success</b>	<ol style="list-style-type: none"> <li>1. Academic (growth) data</li> <li>2. Attendance data</li> <li>3. Student Voice (anecdotal, not a survey, will be defined later)</li> <li>4. District Dashboard</li> <li>5. Community Education/After-School programs/Outreach</li> <li>6. Equity Audits</li> </ol>
<b>VIII. Scope</b>	<ul style="list-style-type: none"> <li>- Purposeful, deliberate and strategic communication to ALL stakeholders</li> <li>- Attendance, academic growth, anecdotal student perceptions.</li> </ul>

<p><b>IX. Parameters/ Limitations</b></p>	<ul style="list-style-type: none"> <li>- Parents of high achieving students must be persuaded and educated on WHY it's important to reach all students. These parents are often open to equity change in theory but then block any change and progress that they perceive may negatively affect their child or limit their child's competitiveness in post K-12. Therefore, it is difficult to actually create change to address our district's achievement gap because it is blocked at every step of the way. This issue has to be confronted.</li> <li>- Involve support of BOE.</li> <li>- Teacher perceptions and bias also need to be unpacked. PD (i.e., Pacific Education Group, 7 Principles of Inclusive Education), framework, trainings, supports and resources.</li> </ul>
<p><b>X. Cost/Resources Needed</b></p>	<ul style="list-style-type: none"> <li>- Professional costs for equity training (potential partnership of PCEF, PCCF, and District)</li> <li>- Outreach: in addition to having parents attend regular meetings at school sites (Segunda Taza), hold meetings (set up info tables) in the community: ESL classes, grocery stores, etc.</li> </ul>
<p><b>XI. Project Plan</b></p>	<ol style="list-style-type: none"> <li>1. Increase After-Hour/After-School activities</li> <li>2. Improve Outreach       <ol style="list-style-type: none"> <li>a. Structured "safe" home visits</li> <li>b. Collaboration among school sites and community partners - People's Health Clinic, VMH/U of U, Christian Center/faith based community resources, PCUnidos, or other partners.</li> </ol> </li> <li>3. Site-based school activities during extended "breaks" during the school year (i.e., Fall Break, Christmas, Feb. Break, and Spring Break)</li> <li>4. District-wide Focus: TOT (Trainer of Trainers w/ building principals and district directors), Teacher perceptions and bias also need to be unpacked. PD (i.e., Pacific Education Group), framework, trainings, supports and resources (i.e., equity audits/plans)</li> <li>5. Strategic communication with parents to discuss WHY changes are being made to improve equity, access, and opportunity. Invite an external speaker from a university to talk about "why raising up others doesn't hurt you and your chances of getting</li> </ol>

into the college of your choice.”

6. Consideration of hiring practices -- the more diverse our staff, the more likely we are to connect with all students (emphasis on social justice work)
7. What kind of support are we offering students within the schools? Interventions? Advisory? How are we addressing students' needs during the school day?