



Wasatch School District – Future Schools Project

Guiding Principles Community Meetings

Summary of feedback from in-person and virtual community meetings held January 12-25

Community Meetings:

- Old Mill Elementary – January 12, 2022
- Daniels Canyon Elementary – January 13, 2022
- Midway Elementary – January 18, 2022
- J.R. Smith Elementary School – January 19, 2022
- Heber Valley Elementary – January 20, 2022
- Virtual Zoom Community Meeting – January 25, 2022

Feedback by Guiding Principle

Guiding Principle #1: Learning environments are inspiring safe and welcoming

- Buildings are free of learning barriers: physical, mental, emotional, cultural, and social
- Environments feel welcoming to students, teachers, and families
- Schools are safe and secure

Does the statement reflect your vision for the future?

- Majority of participants felt that Guiding Principle #1 reflects their vision for the future of Wasatch School District.
 - Students need to feel safe to be able to learn
 - Learning should be fun and reinforcing
 - Creating bright and inviting buildings is a contributing factor

How would you like to see these principles reflected in your schools?

- Create dedicated spaces for independent study and collaboration between students and teachers that are available during off hours
 - Quiet and intimate spaces for individual study with after-school options
 - Homework assistance before and after school
 - Collaborative spaces for teachers and students
 - Group learning/collaboration spaces including small stages/amphitheaters
 - Students need some type of one-on-one connection with teachers which is difficult to accomplish in large, overcrowded classrooms.
- Class sizes and facility capacity have direct impact on schools' ability to provide safe and secure learning environments
 - Consideration of facility capacity and the impact that portable classrooms have on safety
 - Portable classrooms increase learning space, but take away from playground/outdoor areas

- Safety is directly tied to the number of bodies in a space
- Smaller class sizes so students are just a number and get lost
- The size and grade level of the school determines the type and scale of safety measures implemented.
- Question about how school size would affect classification in high school athletics. Need to find a balance between maintaining manageable class sizes while offering athletic opportunities
- Greater presence of educators during transition periods increases safety and discourages bullying
- Schools should be a cooperative environment between educators and parents
 - Schools should be a welcoming environment for parents – need to feel that their involvement matters.
 - Design environments that commit to parents being the ultimate authority/steward over their children
- Physical barriers (i.e., locking doors, etc.) are needed to keep students safe.
 - Difficult to keep schools safe and secure from threats (unknown people entering the building) when buildings are barrier free
- Full-scale accessible playground
- Full-scale accessible playground
- Bathroom drug monitoring
- Counseling services
- Diversity education
- More show and tell
- Re-evaluation of open campus at high schools to reduce sluffing
- What is inspiring in learning environments should be defined the individual students/class wants
- More involvement in recreational activities starting at younger age

Is there anything missing?

- Some question about the use of “barrier-free”
 - Potentially conflicts with the “safe and secure” portion of the statement
 - Need to define “barrier free”
- Some feel the statement is too generic and would like to see more detail added to guiding principle #1
- Desire to including more inclusive language in the guiding principle to ensure that every child is accounted.
- Confusion over purpose of guiding principles – believed to be trigger points (e.g., “when a school reaches 80% X happens) rather than policies that administrators implement at the individual school level.
 - Guiding principles need more information about how they will be implemented
- Would like to see the addition of “conducive to learning” to guiding principle

Guiding Principle #2: Schools support multiple learning styles and life-long learning.

- Learning opportunities meet the personal needs of individual students
- Learning is goal-oriented and prepares students for achievement after graduation

- Diverse offerings and programs support teachers and students in addressing education gaps

Does the statement reflect your vision for the future?

- Majority of participants felt that Guiding Principle #2 reflects their vision for the future of Wasatch School District.
 - Participants referenced current programs that currently address this principle: CAPS, work-based, construction, CTE
 - Request to address future changes to High School athletics

How would you like to see these principles reflected in your schools?

- Smaller schools/class sizes increase the opportunity for students to make personal connections
 - Student/teacher ratio should be at a level where teacher can provide individualized attention
 - It's impossible to provide individual attention with 25+ kids to one teacher in an elementary school class
- Consider year-round school to help with overcrowding
- Celebrate and report all post-secondary experiences including all pathways (higher education, technical certification, etc.)
- Teach students to problem solve and encourage curiosity in finding the answers
- Desire to see collaborative spaces (e.g., Kivas)
- Provide a wider variety of classes and educational options
 - Offer more "gifted services" at earlier ages
 - Continue to develop online courses with support for students who need it, but prefer an online experience (hybrid learning)
- More professional development opportunities for teachers to better support multiple learning styles
- If a second High School is constructed, the district should create a committee to decide how the two High Schools will interact/co-exist
- Create more meeting rooms and activity-based spaces in schools to help accommodate personal learning styles
- Consistent grading standards and transparency that encourages parental/guardian engagement and promotes extension of learning into the home
- Ensure that the proper educators are in place to accommodate different learning styles can be challenging

Is there anything missing?

- Ensure that all levels (i.e., elementary school) are included, not just Middle and High School

Guiding Principle #3: Schools support teachers in delivering high quality education.

- Class sizes allow effective teacher-student relationships.
- Education is relevant to students and innovative to best serve their needs.
- Professional learning communities for teachers are cultivated and supported.

Does the statement reflect your vision for the future?

- Majority of participants felt that Guiding Principle #3 reflects their vision for the future of Wasatch School District.

How would you like to see these principles reflected in your schools?

- Capping class to certain sizes at all school levels.
 - Class size is important; feeling that the student to teacher ratio is currently too high
- More focus on underserved students – focus on learning for all
- Some feel that teachers are too flexible with deadlines and that there is too much grade inflation
- Providing more resources and opportunities for teachers
 - Offer more continuing education opportunities for teachers focusing on:
 - New teaching methods
 - New technology
 - New subjects
 - Teacher support helps prevent burnout
 - Continue to support professional development days for teacher improvement and collaboration
 - Creating a great school environment attracts better teachers
- Offer a variety of opportunities for students to explore professions in different fields with hands-on experience in a variety of career fields
- Some stated that the ability to add programs has been well supported in the past, but could be more challenging as the district continues to grow
- Continue to provide off-site experiences (e.g., skiing through NAC, OT at the pool)
- Explore ways to maximize student opportunities even with limited facilities by offering different programs at each High School and open them up to all students within the district
- Provide more STEM opportunities at elementary schools
- Increase funding to ensure that arts programming doesn't get eliminated or reduced
- Maintain focus on using technology to achieve educational goals

Is there anything missing?

- Groups did not suggest any revisions to language in Guiding Principle #3

[Guiding Principle #4: Schools are integrated into the community to serve multiple purposes.](#)

- [School facilities are available for other community needs.](#)
- [The presence of schools enhances and contributes to surrounding neighborhoods.](#)

Does the statement reflect your vision for the future?

- Majority of participants felt that Guiding Principle #4 reflects their vision for the future of Wasatch School District.
- Some felt that the district is currently doing a good job in some areas but could improve in other areas.

- District does a good job maintaining the outside, but could do better inside
- Appreciation for current community events hosted by the district (e.g., Caucus night, Halloween event, Heber Market on Main)
- Majority of participants liked the idea of schools being a community-asset beyond educational uses.
 - School activities should take precedence, but community arts, collaboration, and celebrations are all appropriate at schools
 - Love the focus on schools as community centers
 - If we are going to spend the money, it would be great to benefit the community as well.
 - It would be amazing to use schools for community needs/meetings

How would you like to see these principles reflected in your schools?

- Offer more adult education opportunities/technical training at school facilities (e.g., woodshop, metals, media, ceramics, 3D printing, coding, ESL classes etc.)
- Find creative ways to use facilities after hours
- Use schools for emergencies
- Open schools early in the morning for walking (like mall walking) especially during winter months
- Host regular community events like movie nights, community meetings, intermural sports (community basketball) etc.
 - Incorporate students in planning to help them see the school as part of the greater community
 - Need to ensure that the proper educators are in place to accommodate multi-purpose use
- Extend The Boys and Girls Club program currently offered at HVE into other schools in the district
- Use facilities as places where kids go after school for extracurriculars/after-school programs/outdoor recreation education
- Use Elementary School gyms to expand extra-curricular offerings (sports, theater, music, etc.)
- District could partner with City
- Schools should be used year-round
- Provide resources/services that allow teachers to continue teaching (i.e., childcare) – could also encourage High Schools to pursue education as a career

Is there anything missing?

- Include messaging reflecting that having great facilities inspires great teaching
- Address environmental impact of facilities

Guiding Principle #5: Schools support students in their overall wellness.

- Education and school buildings support physical, emotional, and intellectual wellness.
- School buildings and grounds support positive interaction.
- Schools are designed to incorporate natural light into the learning environments.

Does the statement reflect your vision for the future?

- Majority of participants felt that Guiding Principle #4 reflects their vision for the future of Wasatch School District.
 - Would like to see more than 50% of students time spent in natural environment learning survival skills, wellness, taking care of themselves, etc.
 - Natural lighting improves mood and development. Building's help will all these things.
- Question about natural light being a priority. See it as a "nice to have," but would consider it a lower priority then issues like class size or teacher salary
- Ensure that funding for facilities doesn't impact teacher pay/ability to retain quality teachers
 - Feel that students are thriving already and while a new school would be awesome – questions about the financial repercussions
 - Would like to see new school facilities, but they don't need to be the latest and greatest
 - Don't let the expense of facilities cut into the salaries of teachers – they provide more benefit to education then buildings

How would you like to see these principles reflected in your schools?

- Indoor plants
- Artwork on walls to inspire
- Quiet places to study/work
- Hire more wellness/school counselors
- Extend/maintain food services, like free breakfast/lunch for low-income students so they can focus on learning
- Place restrictions on cell phones in school
- Improve traffic flow to increase safety particularly around High Schools and school drop-off/pick-up
 - More stop lights that work only during specific hours – particularly around High Schools
- Larger high school cafeteria
- Extend learning into the community (e.g., externships, dance instruction at Wasatch Dance Academy, field trips, etc.)
- Provide students with more room to breathe
- Provide more natural light in every room
 - Incorporate large windows into the buildings/in every classroom
 - Add skylights for more natural light
 - Natural light benefits mental health
 - Natural light and nature provide better emotional and mental health
- Put greater emphasis on outdoor spaces
 - Include a large area to play outside
 - Playgrounds for elementary schools
 - Incorporate open spaces into designs
 - Better paths and trails to schools to encourage walking and riding
- Build another High School or two

- Students should learn about what goes into their food; how it fuels their bodies
- Allow more opportunities for physical activity throughout the day
- Not combining the café and lunchroom at Elementary schools
- Provide options for rainy day/snowy day recess
- Continue to teach social/emotional intelligence, relationships, language, and diversity
 - Teach students how to better communicate with their teachers and peers
- Establish later start times
- Create smaller neighborhood schools with smaller class sizes
 - Smaller enrollment/class sizes lead to more connection between students and teachers
 - Need to manage the number of students so that everyone has access to wellness
 - Smaller student to teacher ratio will facilitate more personal connections
 - Overcrowding impacts students physical and mental wellness
 - Students need to know/feel that they aren't a number
- Look into alternative education options (i.e., Charter, Magnet, Tech ed, concurrent enrollment, dual immersion)
- Provide multiple avenues for learning (in-person/online) to give options that fit all learning paths
- Consider adding school enrichment programs that parents could volunteer to teach (e.g., after-school science, art, literature classes). Provides more challenge for students and introduces them to other interests
- Replace diesel school buses with electric vehicles
- Consider creating a tech-specific High School
- Consider success in performing arts and music rather than focusing on sports
- Incorporate mindfulness into curriculum

Is there anything missing?

- Need to include details on how schools will meet these goals and ensure accountability