

# Wasatch County School District 2022 Facilities Master Plan

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WASATCH SCHOOL DISTRICT FACILITIES MASTER PLAN

# Executive Summary

Wasatch County School District, like many districts in fast growing areas, is experiencing enrollment

growth and overcrowding in many of its schools. According to projections from the Kem C. Gardner Institute at the University of Utah and based on the level of development interest in the towns and cities of Wasatch County, this rate of growth will continue for the foreseeable future.

WCSD enrollment is projected to increase by 1,710 students to 9,251 in the next five years. This is a 23 percent increase. Table EX-1 is projected

enrollment by grade level.

In response to enrollment pressures, WCSD and

The planning process brought together members

7 of the community to identify Guiding Principles for educational facilities and facilitate the identification and evaluation of options to address growth in the district.

Learning environments are inspiring, safe, & welcoming

Schools support multiple learning styles and life-long learning.

Schools support teachers

## Planning Process

the Wasatch County community initiated a facilities planning process that was community-vision driven. WCSD identified three primary goals for the process:

- Be innovative and forward-thinking as we plan for growth.
- Ensure that students reach their personal goals and become productive, contributing members of

society.

- Create solutions that are efficient and financially responsible.

TABLE EX-1: PROJECTED 2027 ENROLLMENT BY LEVEL

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Guiding Principles

### PRINCIPLES

in delivering high-quality education

Schools are integrated into the community to serve multiple purposes

Schools support students in their overall wellness

Elementary School	3,274	3,879	605	18%
Middle School	1,758	2,197	439	25%
High School	2,509	3,175	666	27%
<b>Total</b>	<b>7,541</b>	<b>9,251</b>	<b>1,710</b>	<b>23%</b>

Source: Wasatch County School District, Davis Demographics  
\* October 2021 Enrollment Count

The Facilities Planning process also evaluated WCSD's current facilities for:

- Capacity
- Educational Suitability
- Facility Condition

## Capacity

Table EX-2 is a comparison of capacity and 2022 actual and 2027 projected enrollment for each of WCSD's schools by level.

Wasatch High School enrollment exceeds capacity by almost 500 students. Current students are accommodated in the West Campus building and in portable classrooms. The hallways, cafeteria, auditorium and similar facilities are not adequate to serve current enrollment. Enrollment is projected to exceed capacity by more than 1,160 students in the next five years.

capacity. Other elementary schools will near capacity in the next few years as well. Total elementary enrollment is projected to exceed capacity in 2027/2028.

Growth is expected to continue throughout the planning period of 2022–2042. Middle school enrollment is projected to exceed capacity near the end of the planning period in 2037–2040.

## Educational Suitability

Three Educator Workshops were convened to identify how existing school facilities serve the district's programs, teachers' missions, and the students' needs. This discussion resulted in ranked criteria for evaluating the suitability of WCSD's existing school facilities to meet its education vision, mission, and programs. This work resulted in a suitability matrix with a weighted scoring system to evaluate each school.

TABLE EX-2: 2022 AND 2027 BY LEVEL AND SCHOOL

Midway Elementary School enrollment also exceeds

	2022	2027	2022	2027	2027-2022
Daniels Canyon	868	565	303	551	317
Heber Valley	812	578	234	665	147
J.R. Smith	744	661	83	876	-132
Midway	586	664	-78	688	-102
Old Mill	868	806	62	1,099	-231
Elementary School Total	3,878	3,274	604	3,879	-1
Rocky Mountain	1,040	756	284	987	53
Timpanogos	1,300	1,002	298	1,210	90
Middle School Total	2,340	1,758	582	2,197	143
Wasatch High School	2,010	2,509	-499	3,175	-1,165

Source: Wasatch County School District, Davis Demographics

\* To be updated in 2024



The educator-based work was supported by consulting team on-sight evaluations of each of WCSD's schools to develop the comprehensive Educational Suitability Considerations found in Tab 6 of the plan.

## Facility Condition

WCSD's four oldest facilities were assessed for facility conditions. The Wasatch Learning Academy, Midway Elementary School, Wasatch High School West Campus, and J.R. Smith Elementary School are more than 30 years old, built between 1964 and 1981 and have been expanded and remodeled to accommodate growth and change. The facility assessments evaluated the physical conditions of the architecture, building systems, and site surroundings of each building.

The Wasatch High School West Campus building is unsuitable for its current educational mission. It is also in need of significant repairs, retrofits and

upgrades to provide a safe, healthy and resilient

learning environment.

Midway Elementary School is also recommended

for either a significant remodel or replacement. An

evaluation and cost benefit analysis of the remodel or replacement is recommended.

## Recommendations

The plan identifies several current and future facility needs to support the high-quality education delivered by WCSD. These include:

- Add capacity to district schools including:
  - + A new high school as soon as possible
  - + A new elementary school in 5-6 years
  - + A new middle school in 10-15 years
- Address needs identified in the Educational Suitability evaluations.



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- Master Plan the Wasatch High School

property to address the West Campus

building and needs of the Alternative High

School and other functions.

- Evaluate the most cost-effective approach to

addressing facility condition and educational

suitability needs at Midway Elementary

School.

The plan also identifies operational approaches to addressing growth. These include:

- Use boundary adjustments to address current overcrowding in some elementary schools.

TABLE EX-3: IMPLEMENTATION STEPS

- Use portable classrooms, on a temporary basis, to address overcrowding while planning and constructing new schools to address enrollment growth.

- Continue to offer online options.

Table EX-3 identifies recommended actions by time frame.

Secure Funding for a new high school	Update enrollment projections on a regular basis	Update enrollment projections on a regular basis	Update enrollment projections on a regular basis	Update enrollment projections on a regular basis
Revise Elementary School Boundaries to balance enrollment	Include identified educational suitability and facility needs on district capital improvements program	Update Facilities Master Plan as needed	Update Facilities Master Plan as needed	Update Facilities Master Plan as needed

Design & build new high school	Master plan the Wasatch High School site to address the West Campus building and evaluate the future needs of the Alternative High School and other functions.	Design & construct a new elementary school	Secure funding for a new middle school	
Complete an evaluation of the cost effectiveness of remodel versus replacement of Midway Elementary School	Secure funding for and implement the recommendation of the Midway Elementary School evaluation.	Implement the Wasatch High School Master Plan	Design & construct a new middle school	
	Secure funding for a new elementary school	Begin planning for a new middle school		



## Purpose of Project

Wasatch County is the second-fastest-growing county in the state of Utah. In the ten-year period between the 2010 and 2020 censuses the county grew by more than 11,240 people, a 47 percent increase in population. Growth is expected to continue. The county is projected to add another 46,000 people by 2060, a 131 percent increase from 2020. Residents in areas with this level of growth feel the impacts in several ways:

- Increased traffic congestion and delays
- Housing prices
- Busier stores and services
- Increased enrollment at area schools

Local governmental entities respond to the pressures of growth by planning for future needs.

In November of 2019, the Wasatch County School District (“WCSD”) proposed a bond to build two new schools intended to address the unprecedented growth in the county. The two proposed schools would have alleviated overcrowding at Midway Elementary and Wasatch High schools. The bond did not pass. Community feedback following the unsuccessful bond focused on the need for a District-wide facilities master plan to identify space needs, now and in the future, to address both long term and short-term facility needs. In response to this feedback, the district issued a Request for Proposals seeking an independent firm to provide:

- Building System Inventory
- Long-Range Facility Plan
- Vision for the Future

<sup>1</sup>Kern C. Gardner Policy Institute State and County Projections 2020–2060, Release Date:

## District Background

The WCSD is one of the top-performing school districts in the state of Utah, with an 89 percent graduation rate at the high school. This is over 10 percent higher than the state average and around 4 percent higher than the national average. Wasatch averages and Postsecondary Readiness Coursework.

High School also outperforms the state of Utah in ACT

FIGURE 1–1: MUNICIPALITIES WITHIN WASATCH COUNTY SCHOOL DISTRICT



City, Jordanelle, Midway, and Wallsburg. The Wasatch Education

The School District was established in 1898 to serve all of Wasatch County's 1,117 square miles, including Charleston, Daniel, Deer Valley, Heber

Center, built in 1905, is the oldest educational building still in use. The School District serves more than 7,500 students in eight schools—one high school, two middle schools, and five elementary schools. High school students are also offered the opportunity to learn business and professional skills at the District's Center for Advanced Professional Studies (CAPS). This program allows students to develop critical skills while being mentored by industry partners.

### WCSD MISSION & GOALS

"Ensuring all students obtain all the knowledge, skills, and dispositions that will enable them to reach their personal goals and be productive, contributing members of our society."

Organizational Goals:

- Become the highest-achieving district in the State of Utah
- Become a nationally recognized model



Wasatch School District Boundary

## Municipalities within Wasatch County School District **Boundaries**



10.5 Miles

0 1.75 3.57

community

There are nine municipalities in WCSD. These municipalities include towns such as Hideout, Interlaken, Charleston, Daniel, Independence, and Wallsburg. Heber City and Midway are the two cities located entirely within the District boundaries. Heber

PLC district

- Have all secondary students involved in activities that connect them to the school

FIGURE 1-2: SCHOOLS WITHIN WASATCH COUNTY SCHOOL DISTRICT

School Campus

Earthstar Geographics

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## County Boundaries

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City, with a 2020 Census population of 16,856, is the largest municipality within the school district.

Wasatch County is 40 miles east of Salt Lake City in the northern part of Utah. Seventy percent of the county is publicly owned and it is one of the smaller counties

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in Utah. Wasatch County is bounded to the north by Summit County, to the east by Duchesne County, to the southwest by Utah county and to the northwest by Salt Lake County.

## Local Planning Initiatives

### 2001 Wasatch County General Plan

The 2001 Wasatch County General Plan provides a framework to promote the health, safety, and welfare of the community in Wasatch County. The uses of the general plan revolve around:



- Development
- Growth
- Strengthening the economic base
- Natural Resources
- Capital Improvement

### Heber City 2050

The Heber City General Plan’s goals are to provide a higher quality of life for the community as well as address how growth can create a positive impact on the community. The plan focuses on enhancing the amenities and small town feel of Heber.

The following priorities were identified to guide development as growth occurs:

- Preserve the surrounding open lands
- Create friendly neighborhoods and centers
- Enhance and strengthen the downtown
- Grow, promote, and diversify recreational opportunities

### Midway City General Plan 2016

The planning process of the 2016 Midway City General Plan identified a vision for the city rooted in the following community values:

- Family-Oriented
- Aesthetically pleasing

- Safe
- Walkable
- Visitor friendly

The community is proud of their Swiss character, natural environment, and history as an agricultural town. While enhancing and expanding their facilities and services is a priority, residents agree that this expansion should fall within an organized small-town community structure and maintain fiscal responsibility.

### Transportation Network

As communities grow, the impact of more people and activity in an area can be felt in the transportation network through congestion and delays. Mountainland Association of Governments (“MAG”) is the regional transportation planning group that serves Summit, Wasatch and Utah counties. MAG provides transportation planning and funding. MAG, in cooperation with Wasatch County, UDOT, Heber City, Midway, and other private agencies, developed the 2015–2040 Long-Range Transportation Plan. The Transportation Plan identifies projects and funding sources to address long-term transportation needs. Transportation Plan implementation is in phase one of four.

Phase 1 (2019–2030) Major projects Include:

- Widen US-40 and construct passing lane
- Add new 3-lane road by US-40, Exit #8
- Add a turn lane along River Road
- Add a new 2-lane road at Wallsburg, as second access to US189

#### WASATCH SCHOOL DISTRICT FACILITIES MASTER PLAN

- Construct new interchange on US-40 at MP 13.24
- Widen Center Street (1490 E to 3600 E) to 5 lanes

Phase 2 (2031–2041) Major Projects Include:

- North Village Connector 3-lane road
- South Field Road turn lane
- New 5-lane road on 1300 South (Industrial Pkwy to South Field Rd)

Phase 3 (2041–2050) Major Projects Include:

- Construct a 4-lane road from 21.8 miles South of Heber City to mouth of Daniels Canyon
- Construct center turn lane on SR-222

### Future Vision Projects Include:

- Heber Hub intersection improvements
- Widen and expand US-40 Southeast to Duchesne County border

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### Community Planning Context



As student enrollment has increased in all WCSD schools, traffic has become more congested. Of the 1,117 square miles of the school district, all eight schools are located within a 19.41 square mile area.

Wasatch High School, Rocky Mountain Middle School, Timpanogos Middle School, Old Valley Elementary, and Heber Valley Elementary are all located near or on

W 600 S. Drop-off and pick-up times in the morning

and afternoon coincide with local business opening and closing times, making these times especially congested.

The physical buildings themselves have been affected by the growth throughout the district. As enrollment has increased each year, supplemental learning and support areas within schools have been repurposed into classrooms. Other areas, particularly the auditorium and cafeteria at the high school, are at capacity with the current number of students. For more information on school capacity, refer to Tab 2: Projected Enrollment and Growth.



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WASATCH SCHOOL DISTRICT FACILITIES



## 2 | District Demographics

### Past & Current Enrollment

WCSD school-aged population has increased in the past ten years by 51%. This growth is a result of increased population in all age groups within Wasatch County. The school-aged population is expected to grow by another 29.5% by 2025. Table 2-1 is a comparison of student enrollment in the District from 2017 to 2022. Student enrollment at all grade levels increased steadily over a 5-year period with the exception of 2021 enrollment which was lower than the previous year's, because of the Coronavirus pandemic.

### Projected Enrollment & Growth

Wasatch County is one of the fastest growing counties in Utah. To evaluate the impact of this growth on school enrollment, WCSD contracted Davis Demographics in 2018 to develop and analyze the district's demographic data to provide population projections, specifically within school-aged children. Davis Demographics updated this analysis in the winter of 2022. The updated data provide insight into timing of future school developments.

TABLE 2-1: PAST AND CURRENT ENROLLMENT

Total Resident Students	6,778	7,541	763	2.3%
Elementary School	3,073	3,274	201	1.3%
Middle School	1,638	1,758	120	1.5%
High School	2,067	2,509	442	4.3%

\* Average Annual Growth Rate

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The unprecedented growth in Wasatch County is not expected to taper off. Student population for WCSD is projected to increase by 26%, or by 1,800 students over the next ten years. Along with the recent influx of new residents, the county has been experiencing between 410 and 480 births a year (over a six-year period.) With a potential minimum of 12,000 more housing units to be constructed over the next ten years, the number of school-aged population will likely meet and exceed the 26% projected increase.

Table 2-2 shows the projected student enrollment until 2031. The next nine years show an increase in elementary student enrollment by 719 students, middle school student enrollment by 513 students, and high school student enrollment by 922 students. While all three of the student

level increases are correlated to the increase in housing, the high school is impacted the most significantly as the increased middle school and elementary school population

advances to the high school. The increase in students affect the district in different ways, but the most obvious concern is reaching maximum enrollment capacity in the existing schools.

## Impact of Growth

Table 2-3 shows the student capacities of the eight schools in the district, along with the year the schools will reach 90 percent capacity and full capacity. The 90 percent capacity threshold identifies the timing for district-level planning to address anticipated capacity issues.

Midway Elementary and Wasatch High School are currently over capacity. Midway has addressed capacity needs using portable classrooms. Wasatch High is using the West Campus Building and portable classrooms to provide needed capacity.

TABLE 2-2: PROJECTED ENROLLMENT BY LEVEL

2021	2,876	1,634	2,378	6,888
2022	3,274	1,758	2,509	7,541
2023	3,542	1,977	2,776	8,295
2024	3,678	2,051	2,940	8,669
2025	3,811	2,088	3,069	8,968
2026	3,903	2,149	3,130	9,182
2027	3,879	2,197	3,175	9,251
2028	3,793	2,305	3,185	9,283
2029	3,794	2,338	3,201	9,333
2030	3,884	2,332	3,275	9,491
2031	3,993	2,271	3,431	9,695
Full Capacity	3,878	2,340	2,010	
90% Capacity	3,490	2,106	1,809	

\*Already past 90% capacity

WASATCH SCHOOL DISTRICT FACILITIES MASTER PLAN

Four additional schools will reach 90 percent capacity and three of the four will reach full capacity within the next ten years. These projections show a need for both a long-term and short-term plan for when these schools will no longer be able to accept students.

### Addressing Growth

This plan identifies options for addressing growth in enrollment in WCSD schools. The applicability and appropriateness of the various approaches were evaluated based on community priorities, long-term growth data, building condition and functional status. The recommended actions for the 0–5 year time frame will alleviate current overcrowding and address identified needs within WCSD’s oldest buildings. Recommendations for the 5–10 and 10–20 year time frames identify the timing of future actions and additional detailed planning to address anticipated capacity issues.

Timing of new construction should balance the need for additional space with maintaining minimum enrollments when new schools are added as well as the financial investment required.

TABLE 2-3: CAPACITY

Heber Valley Elementary School	812	731	*	*
Midway Elementary School	586	527	2017	2018
JR Smith Elementary School	744	670	2023	2024
Old Mill Elementary School	868	781	2021	2023
Daniels Canyon Elementary School	868	781	*	*

## Other Considerations Impacting Capacity

As WCSD grows and evolves, so do educational

programs, services and technologies. In addition to the impacts of county-wide growth on the schools,

new programs and initiatives bring additional students, educational offerings and support, all requiring more space within the facilities. These include:

- Pre-Kindergarten classes for 3- and 4-year olds
- Increased special education classes and support services
- District coaching experts located in some school buildings
- Expanded professional learning community (PLC) processes
- Resource officers located in each school building
- Increased use of technology in all schools, requiring staff and ‘digital dens’
- Increased fine arts and performing arts offerings in the elementary schools

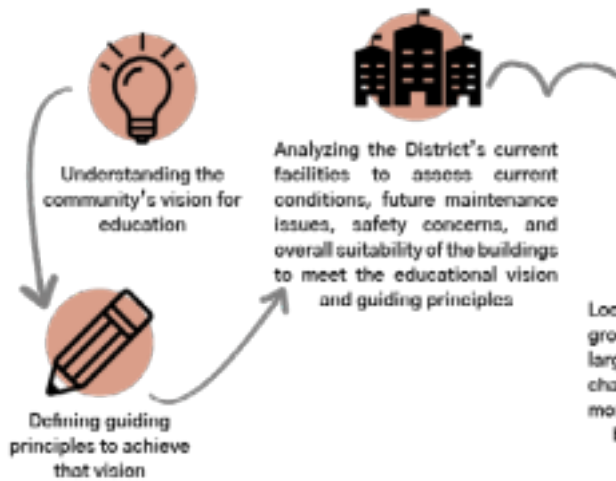
Total Elementary Capacity	3,878	3,490	2022	2029**
Rocky Mountain Middle School	1,040	936	2028	2028**
Timpanogos Middle School	1,300	1,170	2025	*
<b>Total Middle School Capacity</b>	<b>2,340</b>	<b>2,106</b>	<b>2025</b>	<b>2030**</b>
Wasatch High School	2,010	1,809	2015	2017

\* School not expected to reach 90% or full capacity before 2042.

\*\* To be updated in 2024

A portion of an engagement activity held with the Wasatch School District Community.

A master plan follows a “tried and true” process of:



## FIGURE 3-1: CAPACITY **3 | Planning Process**

The planning process kicked off on September 20, 2021, with a community values survey to identify community goals for education, assess attitudes towards the prior bonding process, and evaluate initial community attitudes towards strategies for addressing growth

As part of the kickoff, the planning process was branded as the **Future Schools Project** and included a custom website and logo. The logo, developed based on a design from district students, is an easily recognizable symbol of the process and allows community members to identify the materials and announcements associated with the process. The website provides an accessible location for information and materials related to the process and provides opportunities for community input and feedback.

The planning process began with a forum for community leaders to discuss their goals and aspirations for education in WCSD. This occurred

in the **Future Schools Project** Summit held on November 3, 2021. The all-day event was attended by students, educators, parents, and community members.

Working in table groups, Summit participants answered three key questions:

1. What is the role of a school in a neighborhood or community?
2. What is quality education in Wasatch County? How is it measured?
3. How do learning environments contribute?

The common themes and topics that emerged ultimately lead to the formation of the guiding principles.

Participants stayed involved in the **Future Schools Project** process by serving on committees that met several times each during the process.

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## 21 **Three Step Process**

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The planning process can be described in three steps.

Although these steps are presented in a linear fashion,

it is an iterative process where information learned in each step is evaluated and refined in each subsequent step.



## Step 1: What you have

This phase focused on research and assessment as a foundation for future steps. There are three primary components to this step:

- Evaluating current building conditions
- Identifying District approach to education
- Projecting current and future enrollment

This was achieved not only through identifying a building system inventory, but through a mission, delivery of education, programs and initiatives that support the mission. Research and assessment began by identifying a building system inventory, confirming the district’s mission and delivery of education, and discussing programs and initiatives that support that mission.

The consulting team also reviewed past planning efforts completed for the District, including demographic projections for the student population. These efforts were used as data sources incorporated into the process.

Both the Steering and Advisory Committees attended guided tours of the schools to observe the administrators, teachers, and programs in action, to better understand how the school buildings are being used. Committee members observed how the unprecedented growth has been accommodated and the “creative workarounds” faculty and staff have put in place. Additionally, the consultant team experts in architecture, structural, mechanical and electrical engineering, toured the schools and compiled data

to determine not only the physical condition of the buildings, but how efficiently the space inside is being

used. These observations and evaluations were crucial to determining how the existing facilities currently meet the vision established by the district and identifying the potential reconfigurations that could enhance current use.

Comprehensive discussions with various stakeholder groups—including students, parents, teachers, administrators, specialists, partners, and community members—helped identify what “the highest level of educational services” means to the community. In addition to the **Future Schools Project** Summit held at the very beginning of the project, a series of workshops, specifically designed for educators, were held in November, December and January. The initial discussion focused on the following questions:

1. How do your current facilities support the educational programs offered at your schools?
2. How could the learning environments and support spaces better support your mission as a teacher?
3. How could the learning environments better engage and support your students?

The emerging themes that came from these discussions informed a tool used to assess the suitability of each school facility to meet the district’s mission and the community’s vision for education. These themes were then given to the steering committee, who worked with the consultants and the District to develop the guiding principles.

## Step 2: What you need

Based on the ideas generated from the **Future Schools Project** Summit, the project website, and seven community meetings, Guiding Principles were established for the **Future Schools Project** Master Plan. The Guiding Principles were used to evaluate options to address growth now and into the future. The Guiding Principles were shared online through surveys and through community open houses to be verified and refined, where necessary.

WASATCH SCHOOL DISTRICT FACILITIES MASTER PLAN  
FIGURE 3-2: COMMUNITY ENGAGEMENT STRUCTURE

SCHOOL BOARD Approving Body

MANAGEMENT TEAM

Recommending Body

COMMITTEE

Advisory Body

EDUCATOR COMMITTEE

Advisory Body ADVISORY

COMMUNITY STEERING COMMITTEE

Advisory Body

School Board:

- + Reviews and adopts responses to demographic and growth changes
- + Reviews and adopts facility changes and replacements
- + Reviews and adopts Master Facility Plan

Advisory Committee:

Representatives of Local Organizations & Jurisdictions

- + Reviews demographic/growth information + Provides input from their organization + Provides information back to their organization

General Public:

- + Provides input + Provides feedback
- + Online surveys

- + Community Meetings
- + Public Open House
- + Informs tools to evaluate facility suitability + Provides input from

teachers within their network + Provides information from planning process back to teachers, parents and community members

Management Team:

District Leadership, Board Members, & Consultants

- + Guides process
- + Selects or organizes selection of Community Steering Committee members
- + Selects or organizes selection of educator and student participants
- + Reviews content for community meetings and events
- + Reviews content for educator meetings
- + Provides feedback on community meetings and events + Reviews and recommends Master Facility Plan

Educator Committee:

Educators & Administrators

- + Provides feedback on alignment of current learning environments to educational mission and delivery methods.

Community Steering Committee:

Cross Section of Community Members

- + Reviews demographic/growth information
- + Reviews facility suitability information
- + Encourages participation in process from their representative groups
- + Provides input from their individual representative groups
- + Provides information back to their individual representative groups from planning process

- 3 Advisory Committee Meetings

- 2 Combined Steering/Advisory Committee

Meetings

- 5 School-based Community Meetings
- 1 Zoom Community Meeting
- 1 Heber Leadership Academy Meeting

For this process, we completed:

- 3 Steering Committee Meetings

- 1 Chamber of Commerce Meeting
- 1 Rotary Club Meeting
- 3 Educator Workshops
- **Future Schools Project** Summit
- 1 Online Comment Forum
- 2 Community Surveys

WCSD's Guiding Principles for future facilities are:

*Learning Environments are inspiring, safe, and welcoming.*

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

*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.

*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.

*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.

*Schools support students in their overall wellness.*

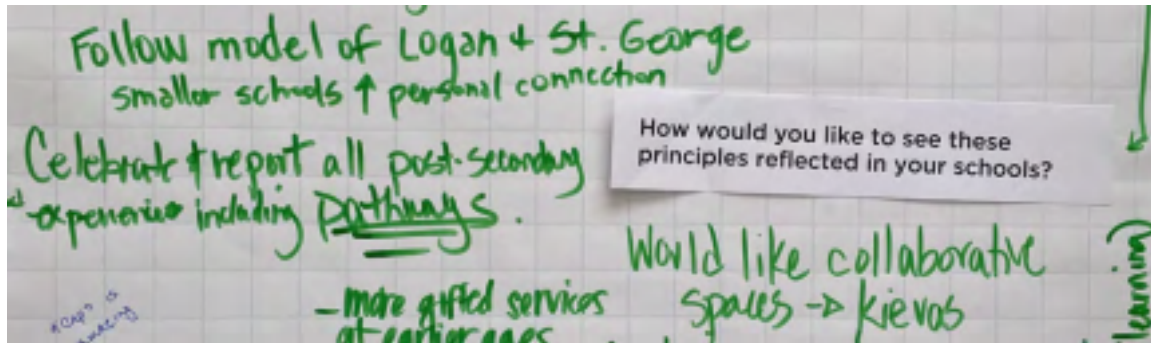
- Education and school buildings support physical, emotional, and intellectual wellness.
- School buildings and grounds support positive social interaction.
- Schools are designed to incorporate natural light into the learning environments.

In addition to the Guiding Principles, options to address growth must also meet the district's underlying goals for the **Future Schools Project** process:

- Be innovative and forward-thinking as we plan for growth.
- Ensure that students reach their personal goals and become productive, contributing members of society.
- Create solutions that are efficient and financially responsible.

### **Step 3: How you get there**

After establishing prioritized goals, we explored the many possible paths forward. The consulting team, stakeholder committee and advisory committee reviewed possible approaches to determine the one that best addressed their needs, represented the best value for the district, and made best use of strategic opportunities both now and in the future.



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## Facility Assessments

Feedback collected on the guiding principles. ■ Ceilings

At the project outset, the consulting team interviewed the district's operations and maintenance directors to gather history and information about each school, patterns of student and community use, and the additions, major remodels and changes in use that have occurred over time.

The facility assessments were conducted in December 2021 and focused on the physical conditions of the architecture, building systems and site surroundings of the four oldest school buildings in the district: the Wasatch Learning Academy, Midway Elementary School, Wasatch High School West Campus, and J.R. Smith Elementary School. All four are more than 30 years old, built between 1964 and 1981. They have been expanded

accommodate growth and change within the district. The remaining six schools range in age from 5 to 25 years and were built to meet modern building codes and standards. They were not assessed in detail as part of this effort.

The buildings were assessed by a team of architects and engineers who evaluated conditions of:

- Driveways,
- parking lots, pedestrian paving, landscaping

- Exterior siding
- Roofing
- Windows
- Doors
- Walls
- Flooring
- Interior conditions
- Structural systems
- Mechanical and plumbing systems
- Electrical systems

The building and grounds were also reviewed for general compliance with accessibility standards.

The assessments assigned a number score between 1 and 5 for each category of conditions and averaged them for a total system score and an overall building score.

**1 – Critical:** Extremely worn or damaged. Consider replacement within next two years.

**2 – Poor:** Worn from use. Nearing end of life cycle. Consider replacement within two to four years.

**3 – Fair:** Average wear for age. No immediate issues. Consider replacement within five to six years.

**4 – Good:** No immediate issues or concerns. Consider re-evaluation within 6 to 8 years.

**5 – Excellent:** Nearly new. No issues to report. Plan for 8 to 10 years or more for life span.

In addition to the scoring, recommendations are made for replacement of specific systems and equipment nearing the end of their useful lives or that are out of compliance

with safety standards. Further detail on conditions assessments can be found in Appendix A.

TABLE 3-1: WCSO BUILDING INVENTORY

Wasatch Education Center	1905				X		2003	20,000	N/A
Wasatch Learning Academy	1964				X	One, date unknown	2013, 2021	6,000	K-8
WCSO Transportation Building	1972				X	1990, 2016		48,200	N/A
Midway Elementary School	1975				X	1997	2017	68,200	PK-5
Wasatch High School West Campus	1976				X	1979, 1981, 1990, 2014		95,000	9-12
JR Smith Elementary School	1981				X	2006	2006, 2011	66,000	PK-5
Heber Valley Elementary School	1997			X		2012	2017	76,000	PK-5
Rocky Mountain Middle School	2000			X		2019	2021	109,250	6-8
Old Mill Elementary School	2006		X			None	None	74,469	PK-5
Wasatch High School	2009		X			2011, 2014	2015, 2021	323,200	9-12
Daniel's Canyon Elementary School	2017	X				None	None	80,000	PK-5
Timpanogos Middle School	2017	X				None	None	144,800	6-8
Wasatch Aquatic Center	2017	X				None	None	36,971	N/A

TABLE 3-2: CONDITIONS SCORING SUMMARY

Architectural Site Condition	5.00	2.42	2.50	2.38
Architectural Building Condition	4.75	4.01	2.90	3.80
Structural Condition	2.80	3.53	2.50	3.25
Mechanical Condition	5.00	3.30	2.70	3.50
Electrical Condition	3.90	3.80	3.70	3.70
<b>Overall Facility Condition</b>	<b>4.29</b>	<b>3.41</b>	<b>2.86</b>	<b>3.33</b>

**Other:**

Portable Building Condition	N/A	3.00	4.10	2.50
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## WASATCH SCHOOL DISTRICT FACILITIES MASTER PLAN

## Educational Suitability Assessments

The consulting team visited all district schools for guided tours by the principals in September 2021. The tours were conducted during school hours so the team was able to observe the learning environments in use and how administrators and faculty are using and adapting them to meet changing and evolving needs.

The master plan team conducted three workshops with the Educator Committee in November and December 2021 and January 2022. Workshop participants were organized into three discussion groups—elementary, middle school, and high school—to brainstorm responses to key questions about how the existing school facilities serve the district’s programs, the teachers’ missions, and the students’ needs. The three discussion groups reported to the larger group and convergent themes

surfaced.

During the second and third workshops, the committee used these themes, together with the Guiding Principles, to develop and rank criteria for evaluating the suitability of the district's existing school facilities to meet its educational vision, mission and programs. The criteria, fleshed out into descriptive statements, comprise a suitability matrix with a scoring system that is weighted based on the committee's ranking of each criterion. Minor variations in the criteria used for elementary, middle school, and high school are based on applicability to the circumstances of each.



School tour of Wasatch High School conducted as a part of the community engagement process.

## Suitability Criteria

- School Size/Capacity

- Classroom Size
- Use of technology
- Technology infrastructure
- Welcoming and safe
- Engaging and inspirational
- Visible learning
- Parent volunteers
- Student access/Learning for all
- Classroom grouping
- Environmental wellness
- Flexible learning
- Expression/Identity
- Learning styles
- Real-world skills
- Furniture
- Community use and connections
- Student collaboration
- Social setting
- Teacher planning and collaboration
- Counseling
- Wellness rooms
- Small-group learning
- Special Education
- Media center
- Arts
- PE/Athletics
- Assembly
- Science classroom/STEM labs
- Cabinetry
- Security

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TABLE 3-3: EDUCATIONAL SUITABILITY SCORING SUMMARY

	Midway	JR Smith	Heber Valley	Old Mill	Daniels Canyon	Rocky Mountain	Timpanogos	Wasatch High	Wasatch West
Learning environments are inspiring, safe and welcoming.	1.74	2.74	3.23	3.49	3.51	2.21	3.74	3.33	2

Schools support multiple learning styles and life long learning.	2.56	2.64	3.64	3.72	3.42	2.7	2.9	3.18	2.24
Schools support teachers in delivering high-quality education.	2.95	3.21	3.37	3.37	3.68	3.08	3.6	2.77	2.49
Schools are integrated into the community to serve multiple purposes.	5.00	5.00	4.00	5.00	5.00	5.0	4.00	4.00	2
Schools support students in their overall wellness.	3.00	1.60	3.60	4.40	3.59	3.4	4.07	3.65	1.65
<b>Average Score for Guiding Principle Alignment</b>	<b>3.05</b>	<b>3.04</b>	<b>3.57</b>	<b>4.00</b>	<b>3.84</b>	<b>3.28</b>	<b>3.66</b>	<b>3.39</b>	<b>2.08</b>

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Teacher Planning and Collaboration	0.82	2.46	3.28	2.46	2.46	0.5	0.5	1.4	1.4
Counseling Conference Space	1	3	3	4	3	3	3	3	2
Wellness Rooms	0.94	0.94	3.76	2.82	2.82	2	2	3	5
Small Group Rooms	2	3	3	3	3	1	1	1.5	1
Special Education Space	3	3	3	4	4	3	4	2	2
Media Center	3	3	4	4	5	3	4	3	4
Arts	2	2	5	4	5	2	2	5	
Physical Education	4	3	3	4	5	5	5	5	3
Assembly	3.84	3.84	3.84	4.8	4.8	3.8	3.8	3.2	0.8
Science/STEM/Labs	0.88	0.88	3.52	1.76	1.76	4	4	4	2
Cabinetry/Storage	2.4	3.2	3.2	4	4	2.5	2.5	1.5	1
CTE						3	3	5	4
Security	3	4	2	3	5	3	5	4	2



Average Score for Space Needs Alignment	2.36	2.84	3.56	3.67	4.02	3.00	3.33	3.48	2.36
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#### WASATCH SCHOOL DISTRICT FACILITIES MASTER PLAN

The evaluation assigned a number score between 1 and 5 to each criterion, as follows:

- 1:** Does not meet criteria, additional space mandatory
- 2:** Meets criteria minimally, additional space needed
- 3:** Meets criteria partially, additional space recommended
- 4:** Meets criteria substantially, requires some additional or reconfigured space
- 5:** Meets criteria fully, does not require additional or reconfigured space

Criteria were then weighted using the ranking given to each by the educators. Notes are included to substantiate scoring. Table 3–3 shows a summary of all eight schools, including the High School’s West Campus. Further detail on criteria assessments can be found in Tab 6.

## Community Vision & Goals

### Community Engagement

The **Future Schools Project** included a comprehensive communications plan to ensure transparency in the process. Goals of this communication plan were to:

- Create a **Future Schools Project** dedicated website, accessible through its own URL and the WCSD website, with up-to-date information to ensure transparency.
- Facilitate meetings around education ideals and community values rather than focusing on the buildings.
- Conduct surveys for community feedback on core values and assessment of the guiding principles.
- Construct a summit and multiple workshops to create an iterative process that generates feedback from educators and the various committee members before testing the information with the community.

- Use both Steering Committee and Advisory

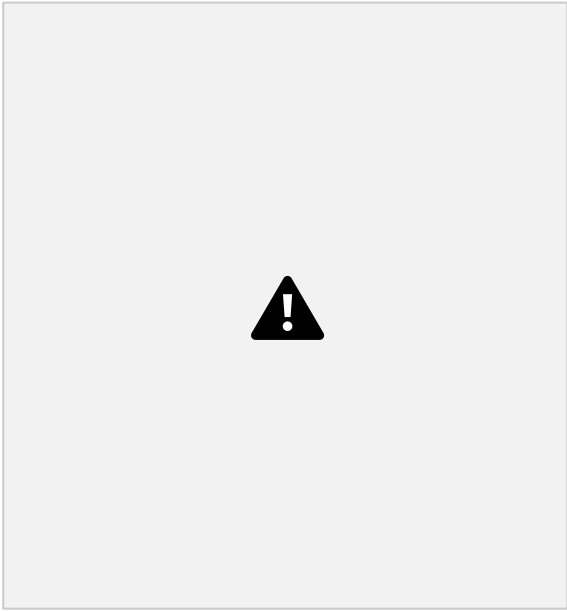
Committee members to provide feedback

on consultant approaches to the planning

process.

- Use social media and WCSD resources to provide updates on the planning processes
- Develop a document that is transparent and available for public review.

Every part of the planning process included review and input, not just from the educators and committee members, but the community itself. Along with online surveys held throughout September–October and January–February, open houses were held at Daniels Canyon, Heber Valley, JR Smith, Midway, and Old Mill Elementary Schools. A virtual open house was conducted via Zoom for community members unable to attend the in-person events. With input from various stakeholders during meetings at the Rotary Club and chambers of commerce, a large part of the community was able to review and express their opinions on priorities for achieving goals, responding to growth, and meeting facility needs. The materials used in the public meetings can be found in Appendix C.



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WASATCH SCHOOL DISTRICT FACILITIES



## 4 | District-Wide Considerations

Community members provided their initial preferences for the following options to address growth in the kickoff survey in September and October of 2021. The following options were reviewed and discussed by the Steering and Advisory committee members in their joint meeting on March 3, 2022. The meeting included presentations from experts who have experience in managing solutions to overcrowding, with committee members engaging in small group discussions after each presentation. The groups then weighed in with their position on each option presented.

### Options to Address Growth

#### Grade Reconfigurations

Capacity increase = 0%

Grade reconfigurations are a strategy to move students from schools at one level to schools with existing capacity at a different level. To address overcrowding in the high school, a grade reconfiguration to move 9th grade to middle school and 6th grade to elementary school was considered. This would change enrollment by level as follows:

TABLE 4-1: GRADE RECONFIGURATION



- Boundary adjustments are contentious and emotional
- Even with adjustments, WCSD elementary schools will be at capacity within the next few years

TABLE 4-2: ELEMENTARY ENROLLMENT

Daniels Canyon	565	561	868

Heber Valley	578	666	812
JR Smith	661	768	744
Midway	664	685	586
Old Mill	806	1,131	868
Totals	3,274	3,811	3,878

Source: Wasatch County School District & Davis Demographics \* To be updated in 2024

committee members indicated that this is not a preferred option for the following reasons:

- Another temporary fix
- Struggle for students and teachers; more students = hard to meet individual needs; kids have hard time connecting
- May have a greater impact on kids with special needs

Double Sessions/Extended Day

Capacity increase = 15%

Double Sessions and Extended Day are operational strategies to increase school capacity by teaching students in shifts or by creating smaller groups early and late in the day for reading instruction. Alpine School District administrator Rochelle Spencer explained how splitting the students into an early and a later track can accommodate a larger student population. She observed that while the varied start and end times helped some parents with their work schedules, it also meant larger class sizes and a cost to the district of an additional 15% in teacher salaries to reflect the longer days.

<sup>1</sup>Based on 2022 participation in online coursework

Ms. Spencer noted that this solution can create uneven class sizes, stating, “We have had cases where you’ve been very lopsided, so (in) one track, you’ve got three-fourths or two-thirds of your class, and the other track is just one-third. So, for a teacher, that’s hard. And then having the middle of the day be the biggest part of your class because it is a much larger class on (the Double Session) model, so we’ve actually moved back to the traditional model this year.”

Online Coursework

Capacity increase = 2.5%

As a result of the Covid-19 pandemic, online coursework

After discussing this option in small groups, as a strategy for delivering education was tested

by students and educators. Following the return to the classroom in the WCSD, 507 Wasatch High

School students took an online course during this

past quarter, only 15 students are fully online, which represents 0.6% of the total student body. Mandatory participation in online coursework is the only reliable way to create capacity in the schools using this option.

Student performance suffers when online coursework is a standalone option.

After discussing online coursework in small groups, committee members indicated that this is not a preferred option for the following reasons:

- Online learning is not universal, a lot of students don't perform as well in online environments
- Students aren't selecting online learning
- Shouldn't be a mandatory option, volunteer only.

## Year-round Enrollment

Capacity increase = 25%

Year-round enrollment creates "tracks" where students and teachers are in school for a number of weeks and then "off-track" or out of school for a number of weeks. In Utah, some schools have used a four-track system where three tracks are in the school at any given time.

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Ms. Becky Gerber of Jordan School District explained

the benefits and challenges of running four separate

tracks for students throughout the calendar year.

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"The largest benefit is the ability to significantly

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increase the capacity of a school," Ms. Gerber

explained. "You've got kids on four tracks—you will

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have three tracks in the building at all times, with one track off, and that rotates. Students are on a nine week in-class, and then they have a three-week break, and—depending on the calendar—sometimes that stretches into a four-week break. We had several teachers that enjoyed that rotation of nine weeks on three weeks off, and even some of our families, but I would say probably not the vast majority. Several challenges that we encountered with this model, that really steered us to move away from the model, are the limited calendar options in order to get the required number of days and hours into a school year. You have to have longer school days, the days are extended by anywhere from 15 to 20 minutes in order to be able to get all that time in, and then you actually have fewer school days by the time kids have rotated on and off."

After discussing year-round enrollment in small groups, committee members indicated that this is not a preferred option for the following reasons:

- Summer break very important, wouldn't want to miss student/teacher connection
- Knowledge retention impacted by frequent breaks
- Doesn't work for secondary—where the need is
- Professional Learning Communities (PLC)
  - District loss of half of team impacts productivity

## Construction

Capacity increase = Dependent on level and type

Construction of new space increases capacity while maintaining WCSD's current educational approach and structure. In addition to classroom space, investment in new space must also include spaces to support the delivery of education including teacher coordination and collaboration spaces, student collaboration and specialty "pull-out" spaces, gymnasiums, arts, and cafeteria areas as well as administrative needs.

Capacity expansion of the high school is WCSD's most pressing need in 2022. Capacity is 2,010 and current enrollment is 2,509. Students are currently accommodated at the West Campus and in portables. Support areas including the cafeteria, auditorium, and similar facilities are undersized for current enrollment. The West Campus structure scored the lowest on both the building and educational suitability assessments and should be replaced or significantly remodeled.

spaces and eliminating the need to use the West Campus building.

New facilities

Estimated cost of new high school = \$120–151 million (\$330/SF)

Building a new high school will increase capacity according to the size of the new high school. A new school will return the existing high school to designed capacity, relieving pressure on support

Additions & Remodels

Estimated cost of 14 classrooms + expansion of support space = \$10.5–12.1 million (\$310/SF)

Guiding Principles.

Extending the wings of the current high school will add 14 classrooms. This option increases capacity by 420 students, currently space is needed for 499 students. This option does not accommodate current student enrollment and does not address growth. In addition to adding classrooms, this option includes expansion of the cafeteria, auditorium, and other shared spaces

Evaluation of Options

The options can be characterized into two general categories:

- Short-term operational adjustments
- Long-term physical capacity increases

Operational adjustments include:

- Grade reconfigurations
- School boundary adjustments
- Double sessions/Extended day
- Online coursework
- Year-round enrollment

Physical capacity increases include:

- New construction
- Additions

Each option was reviewed and evaluated as an option to address capacity needs generally based on the district’s Master Plan Process Goals and the

Master Plan Process Goals

Be innovative and forward-thinking as we plan for growth.

Several of the operational, short-term options considered have been tried and discontinued by other districts. These include grade reconfigurations,

double sessions/extended day, and year-round

enrollment. The districts generally cited two reasons for discontinuing the strategy:

- It was always intended as a temporary solution,
- or
- Student/family/educator feedback was

negative.

In the case of online coursework, WCSD will continue to offer state-of-the-art online instruction to all students who choose that option. However, current participation rates indicate that this strategy cannot be expected



to result in significant relief to overcrowding.

When evaluating long-term physical capacity increases, innovation and forward-thinking options should be identified. Flexible design will allow WCSD facilities to accommodate innovations in teaching approaches and respond to student needs over the long term.

### Ensure that students reach their personal goals and become productive, contributing members of society.

The grade realignment option would reduce 9th grade access to the full complement of courses offered at Wasatch High School. In addition, most educators agree that including 9th grade in high school is the preferred approach. The extended-day option results in larger class sizes for the majority of the day and challenges the way teachers approach the curriculum. Similar concerns were identified relating to year-round school because the on-track/ off-track schedule extends the school day and poses challenges for teachers.

Online coursework is an option for many students. Recent experience in WCSD has shown that students taking an online course do better, and pass rates improve, if the online coursework is supplemented

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by a teacher/mentor available to answer questions and act as a resource. In addition, mandatory online coursework is not in the best interest of all students.

Design of new or expanded schools should focus on meeting the Guiding Principles identified in the **Future Schools Project** to meet the needs of students.

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- Create solutions that are efficient and financially responsible.

Financial impacts are either operational or capital related. Operational financial impacts include the following:

- Teacher salaries
- Staff salaries (bus drivers, cafeteria, office, janitorial, etc.)
- Building operations (power, cooling, etc.)

Table 4-3 provides an indication of the level of financial impact where one \$ is relatively inexpensive and \$\$\$\$ is expensive.

Capital or construction related financial impacts can be significant. To get the most value for community

tax dollars, construction of additions or new buildings should be evaluated based on the capacity added and projected future need. In other words, how much “time” is the community buying with the investment. Timing of construction should also be considered since historically, construction costs experience annual increases in materials and labor.

Interest rates are important because state law limits financing options for school districts. Bonding is the preferred method, based on current statutory constraints.

## Guiding Principles

Participants at the March 3, 2022, meeting discussed and evaluated each of the options with the Guiding Principles in mind. Based on their feedback, several of the options were retained for consideration as overcrowding occurs. These include:

- Boundary adjustments
- Optional online coursework
- Construction
- + Additions
- + New buildings

Grade Reconfiguration	–	–
School Boundary Adjustments	\$	Bussing costs
Double Sessions/Extended Day	\$\$	15% Increase in most costs
Online Coursework	\$	Teaching coordinators
Year–Round School	\$\$\$	25% increase in most costs

## 5 | District-Wide Recommendations

The District and Wasatch County community have

devoted considerable time, thought, and energy to answering the questions:

- What is the most effective way to accommodate growth in enrollment?
- How can all students achieve at their highest level in a high-growth environment?

The planning process spent several months identifying Guiding Principles and options to answer these two questions. As the planning process moved forward, several baseline facts or “truths” were identified that guided recommendations:

- Guiding Principles as identified by the community
- Enrollment Growth as projected by Davis Demographics
- State Guidelines for school capacity

- Cost effectiveness, balancing present and

Each option for addressing growth as an overall

approach and as a strategy for addressing a specific situation, has been evaluated against the Guiding Principles. The Guiding Principles reflect the WCSD community’s vision and goals for how schools support education in Wasatch County.

Table 5–1 identifies 2022 and 2027 enrollment and capacity by level and school.

The projection methodology used by Davis Demographics is based on the number and type of housing units entitled and permitted developments by the county, cities, and towns within WCSD. Projections are completed on a regular basis and presented to the WCSD Board of Education. As new projections become available, projected enrollment

Daniels Canyon	868	565	303	551	317
Heber Valley	812	578	234	665	147
J.R. Smith	744	661	83	876	-132
Midway	586	664	-78	688	-102
Old Mill	868	806	62	1,099	-231
Elementary School Total	3,878	3,274	604	3,879	-1
Rocky Mountain	1,040	756	284	987	53
Timpanogos	1,300	1,002	298	1,210	90
Middle School Total	2,340	1,758	582	2,197	143
Wasatch High School	2,010	2,509	-499	3,175	-1,165

Source: Wasatch County School District, Davis Demographics

\*To be updated in 2024

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should be compared with capacity and this plan to

determine if the rate of growth is higher or lower

than contemplated in the plan. Adjustments to

“milestone” years for beginning the planning and

design process will be necessary as projections are refined over time.

Midway Elementary and Wasatch High School

are over capacity in 2022. Learning environments that are over capacity do not meet community guiding principles. WCS D enrollment at all levels is projected to grow by 1,710 students between 2022 and 2027. This is an average of 342 new students annually:

- 121 Elementary School students
- 88 Middle School students
- 133 High School students

Wasatch County is projected to continue to grow beyond 2027. Projected growth guides the timing of recommended actions in this plan. WCS D updates enrollment projections regularly. With each update, the timelines used in this plan should be updated and key milestones adjusted to reflect differences between projected and actual growth rates.

WCS D preferred options for addressing growth include:

- Boundary adjustments to balance elementary level enrollment and capacity
- Short-term use of temporary classrooms
- Optional online coursework
- Construction
- + Additions
- + New buildings

As a school or level reaches 90 percent capacity or greater, WCS D will initiate a review and planning process to identify the preferred strategy considering:

- Enrollment projections
- Guiding Principles

- Building condition
- Educational suitability score

The Planning Timeline of Actions matrix identifies the projected time frames for planning and implementation of strategies to address projected growth between 2023 and 2040. The actual timing of the implementation of the milestone action depends on actual rates of growth and could be earlier or later than depicted in the matrix.

**Immediate Actions**  
**New High School Design & Construction**  
**Occupancy 2025**

Wasatch High School is over capacity. Overflow spaces include the West Campus building and portable classrooms. The current environment does not meet the Guiding Principles and several issues were identified with the West Campus building that should be addressed as soon as possible.

There are limited options for addressing the current

overcrowding and projected growth at Wasatch High School. These include reducing enrollment demand at the school and increasing capacity through construction. Online coursework is the applicable option for reducing enrollment demand retained as WCSD options by the combined Community Steering and Advisory Committees. WCSD offers a robust online option to all students.

To effectively address current overcrowding and accommodate projected growth through 2027, participation in the online option would need to increase to represent 1,200 full-time students working off-campus. Currently 15 students engage in full-time online coursework. Only mandatory online, off-campus coursework will achieve this level of participation. Mandatory online coursework as a WCSD strategy was not supported by the combined Community Steering and Advisory Committees.

<sup>3</sup>Davis Demographics Report

Figure 5–1: Elementary School Planning Timeline of Actions

Number of  
students

5,000

4,500

4,000

3,500

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2022 Capacity (3,878)

2022 2023 2024 2025 2026 2027 2028 2029 2030 2031 2032 2033 2034 2035 2036  
2037 2038 2039 2040 Year

Davis Demographics Projections Planning Level Estimates

\*To be updated in 2024

Elementary School Capacity Exceeded  
New Capacity Needed

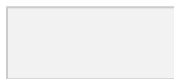


Figure 5–2: Middle School Planning Timeline of Actions

Number of  
students

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4,000

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3,000

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1,500

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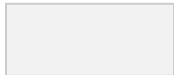
2022 Capacity (2,340)

2022 2023 2024 2025 2026 2027 2028 2029 2030 2031 2032 2033 2034 2035 2036  
2037 2038 2039 2040 Year

### Davis Demographics Projections Planning Level Estimates

\*To be updated in 2024

Middle School Capacity Exceeded  
New Capacity Needed



**Figure 5–3: High School Planning Timeline of Actions**

Number of  
students

5,000

4,500

4,000

3,500



3,000

2,500

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2022 Capacity (2,010)

2022 2023 2024 2025 2026 2027 2028 2029 2030 2031 2032 2033 2034 2035 2036  
2037 2038 2039 2040 Year

Davis Demographics Projections Planning Level Estimates

\*To be updated in 2024

High School Capacity Exceeded  
New Capacity Needed

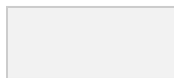


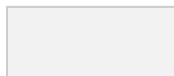
Table 5-2: Comparison of High School Size

Option #						
	Description	Total Students Served	Projected 2025 High School Students	Excess Capacity for Growth as of 2025	2017-2022 Avg. New High School Students/ Year	2022-2025 Projected New High School Students
1	New 2,010 Student Building	4,020	3,069	951	88	
2	New 2,430 Student Building	4,440	3,069	1,371	88	
3	420 Student Addition to Existing	2,430	3,069	-639	88	
4	1 Main/1 Magnet Schools	3,230	3,069	161	88	
	WHS w/additions	2,430				
	New Magnet School	800				

5	1 Main/1 9th Grade Academy	3,230	3,069	161	88	
	WHS w/additions	2,430	2,285	145	62	
	New 9th Grade Academy	800	784	16	27	

	1 – Learning environments are inspiring, safe, and welcoming			2 – Schools support multiple learning styles and life-long learning			3
Option #	a – Buildings are free of learning barriers; physical, mental, emotional, cultural, and social	b – Environments feel welcoming to students, teachers, and families	c – Schools are safe and secure	a – Meets the personal needs of individual students	b – Learning is goal oriented and prepares students for achievement after graduation	c – Diverse offerings and programs support teachers and students in addressing education gaps	a – Cl a eff teach relat
1	5	5	5	4	5	4	
2	4	5	5	3	5	5	
3	3	4	4	3	5	5	
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	3	4	5	3	5	5	
	5	5	5	5	5	3	
5							
	3	4	5	3	5	5	
	5	5	4	4	5	5	

Costs estimated in today's dollars (May 2022)



Construction of a new high school is the most effective alternative for addressing current overcrowding and projected growth. Several alternatives were identified by the consulting team and by members of the Steering and Advisory Committees. The alternatives evaluated were:

#### **New high school based on current WHS design**

A new high school to serve roughly half of the district's high school students is built at a new

location within the district's boundaries. The new school would accommodate approximately 2,010 students and offer a full range of classes and extracurricular activities.

This alternative results in 4,020 total high school capacity for current and future district high school students. This alternative is a fully independent high school.

#### **New high school similar to current WHS but approximately 21 percent larger**

A new high school to serve a 20 percent larger population of the district's high school students is

built at a new location within the district's boundaries. The new school would accommodate approximately 2,430 students and offer a full range of classes and extracurricular activities.

This alternative results in 4,440 total high school capacity for current and future district high school students. This alternative is a fully independent high school.

### Addition to existing WHS

An addition of classrooms and an expansion of the cafeteria, parking lot, and fire lane would accommodate approximately 2,430 students.

This alternative results in 2,430 total high school capacity for current and future district high school students. Total high school enrollment for 2022 is 2,509 students. This alternative requires the continued use of the West Campus building and portable classrooms to accommodate the excess student population.

### Addition to existing WHS

#### plus Magnet School

The addition and expansion of the classrooms, cafeteria, parking lot and fire lane at the WHS could be built along with a new magnet school. The new magnet school would serve approximately 800 students on the current WHS West Campus. The curriculum of the new, independent school will be determined later but is intended to serve students interested in a focused curriculum.

This configuration would serve approximately 3,230 students. The magnet school is a fully independent high school with a separate administration, faculty, and common spaces. The magnet school is part of Wasatch School District but would have a unique focus. Some

magnet schools in other areas focus on STEM, the arts, or language immersion.

### Addition to existing WHS plus 9th Grade Academy

To supplement the addition of classrooms and an expansion of the cafeteria, parking lot, and fire lane, a new Ninth Grade Academy could be built to serve ninth grade students on the current WHS West Campus. Ninth grade academies are typically self-contained, meaning students will not access classes in the main WHS. Students at the academy will however participate in WHS extracurricular activities.

This configuration would serve approximately 3,230 students. The Academy would serve up to 800 students and the current WHS would serve up to

2,430 Sophomores, Juniors, and Seniors. This alternative separates ninth grade students from upper class students for most of their day.

The alternatives were considered and evaluated based on the following:

- Number of students accommodated in the solution to address:
  - + Current overcrowding
  - + Projected need
    - 2025
    - 2027
  - + Ongoing Growth
- Cost of proposed solution
- Community Guiding Principles for Education
  - + Learning environments are inspiring, safe, and welcoming
  - + Schools support multiple learning styles

and life-long learning

- + Schools support teachers in delivering high quality education
- + Schools are integrated into the community to serve multiple purposes
- + Schools support students in their overall wellness
- District Master Plan Goals
- + The strategy is innovative and forward thinking
- + The strategy ensures students reach person goals and contribute to society
- + The strategy is efficient and financially responsible

Table 5-2 represents the evaluation of each alternative with an average score and ranking.

Scoring for the Guiding Principles and the Master Planning Goals is based on the following scale:

- 1- Does not meet criteria
- 2- Minimally meets criteria
- 3- Partially meets criteria
- 4- Substantially meets criteria
- 5- Fully meets criteria

Based on the Guiding Principles and Master Planning

Goals scoring the rank order of the alternatives evaluated is:

- 1- New high school based on current WHS design
- 2- New high school similar to current WHS but approximately 21 percent larger
- 3- Addition to existing WHS plus Magnet School
- 4- Addition to existing WHS plus 9th Grade Academy
- 5- Addition to existing WHS

## Alternative 1

A new high school based on the current WHS design ranked highest overall. This alternative scored highest in:

- **Creating learning environments that are inspiring, safe and welcoming.**

This alternative scored highest for this Guiding Principle because the design of the school and the size of the student body results in high quality environments

- **Schools are integrated into the community to serve multiple purposes.**

This alternative tied with the larger new high school alternative for the highest score for this Guiding Principle because the additional school will add meeting and gathering spaces, gymnasiums, and playing fields to the community. The alternative is also scored highest because a second location for a high school will reduce traffic to the current WHS site, relieving pressure on the local road system.

### WASATCH SCHOOL DISTRICT FACILITIES MASTER PLAN

- **Schools support students in their overall wellness.**

Similar to the scoring for Guiding Principle number one, the size and design of this alternative allows students to have positive social interactions with their fellow students, administrators and faculty.

- **Ensure students reach personal goals and contribute to society.**

This alternative ranked highest for this Master Planning Goal because of the size and design of the proposed school.

- **Schools support multiple learning styles and lifelong learning**

This alternative was tied for the lowest score in this Guiding Principle. Support for multiple learning styles becomes more challenging as the size of the school increases.

## Alternative 2

A new high school similar to current WHS but approximately 21 percent larger ranked second overall. This alternative scored highest in:

- **Schools support teachers in delivering high quality education.**

This alternative tied for the highest ranking for this Guiding Principle because the larger school size coupled with a smaller student population will promote effective teacher student relationships. This was offset somewhat by a slightly lower score in the subcategory relating to teacher Professional Learning Communities. The larger school size may result in limited familiarity among faculty members.

- **Schools are integrated into the community to serve multiple purposes.**

This alternative tied with the small new high school alternative for the highest score for this Guiding Principle because the additional school will add meeting and gathering spaces,

gymnasiums, and playing fields to the

community. This alternative also scored

highest because a new location for a high

school will reduce traffic to the current WHS

site, relieving pressure on the local road

system.

- **Efficient and Financially Responsible.**

Building excess capacity now for anticipated

growth in the future is more cost effective than building just to meet current or short term needs. Construction costs have risen significantly over the last year to two years. Absent a period of significant deflation, which is not expected in the near term, construction costs will continue to rise, making space constructed now more cost effective than space constructed in the future.

- **Schools support multiple learning styles**

## and lifelong learning

This alternative was tied for the lowest score in this Guiding Principle. Support for multiple learning styles becomes more challenging as the size of the school increases.

## Alternative 3

Adding on to the existing WHS and continuing to use the West Campus building and portable classrooms ranked last and scored the lowest on all Guiding Principles and Master Planning Goals. This option does not solve current overcrowding and does not address growth.

## Alternative 4

Adding on to the existing Wasatch High School and constructing a new Magnet School ranked third overall. This alternative scored highest in:

- **Schools support teachers in delivering high quality education.**

This alternative tied for the highest ranking for this Guiding Principle because the larger

school size for the existing WHS with a

smaller student population combined with

the 800 student Magnet School will promote

effective teacher–student relationships.

This was offset somewhat by a slightly lower

score in the subcategory relating to teacher

Professional Learning Communities for the

expansion of the existing WHS. However,

the Magnet School scored the highest

possible for promoting Professional Learning Communities for the Magnet School faculty.

- **Be innovative and forward thinking.**

This alternative scored highest on innovation as result of the Magnet School. Magnet

Schools traditionally have smaller class sizes, focus curriculum on a student's passions and interests and attract students from outside their geographic neighborhood.

This alternative was tied for the lowest score in:

▪ **Schools support multiple learning styles and lifelong learning.**

This score is due primarily to the size of the expanded WHS which resulted in a lower score for that building for meeting the personal needs of individual students and the focused offerings of a Magnet School which resulted in a lower score for Diverse offerings and programs.

▪ **Schools are integrated into the community to serve multiple purposes.**

This alternative received a low score for this Guiding Principle because it does not increase the number of meeting rooms, gymnasiums, or playing fields available to the community. This option also continues to concentrate all high school related traffic into one neighborhood in the valley. As the high school population grows, current congestion and negative traffic impacts will increase.

## Alternative 5

Adding on to the existing Wasatch High School and constructing a new Ninth Grade Academy ranked fourth

overall. This alternative scored highest in:

▪ **Schools support multiple learning styles and life-long learning.**

Scoring on this Guiding Principle was very similar across all of the alternatives. The remaining alternatives had a tied score. This alternative scored slightly higher because the Academy will allow focused ninth grade programs.

This alternative was tied for the lowest score in:

▪ **Schools support multiple learning styles and lifelong learning.**

This score is due primarily to the size of the expanded WHS which resulted in a lower score for that building for meeting the personal needs of individual students and the limited offerings of a Ninth Grade Academy which resulted in a lower score for Diverse offerings and programs.

▪ **Schools are integrated into the community to serve multiple purposes.**

This alternative received a low score for this Guiding Principle because it does not increase the number of meeting rooms, gymnasiums, or playing fields available to the community. The option also continues to concentrate all high school related traffic into one neighborhood in the valley. As the high school population grows, current congestion and negative traffic impacts will increase.

Additionally, this alternative received a lower score for Guiding Principle 1 – Learning environments are inspiring, safe and welcoming because a ninth grade academy minimizes the influence of older

### WASATCH SCHOOL DISTRICT FACILITIES MASTER PLAN

students as aspirational role models, a concern voiced strongly by student participants in the planning process.

#### Recommendation:

- Build a 2,010-capacity high school
- Locate to address traffic considerations ▪ Design to increase capacity through the

addition of classrooms. This will require the appropriate sizing of communal and shared spaces

- Begin design and construction as soon as funding is acquired

## Elementary School Boundary Adjustment – 2022

Midway Elementary School is overcapacity. The building itself should be evaluated for remodel or replacement to address Educational Suitability and Facility Condition recommendations. Midway does



not conform to many of the Guiding Principles because of temporary classrooms and overcrowding.

WCSD has adjusted the boundaries for Old Mill Elementary School to address overcrowding. This adjustment is not yet reflected in the numbers included in this report.

When all elementary school capacity is combined, there is adequate total capacity to accommodate projected growth through 2027 when a new elementary school will be needed in the high-growth areas of the county.

The community process identified boundary adjustments as the preferred method to address enrollment/capacity issues at individual elementary schools, reserving construction of a new school for when total elementary capacity is reached.

#### Recommendation:

- Adjust boundaries to reduce enrollment at

Midway Elementary School

## 0–5 Years

### Wasatch High School Campus Planning &

#### Programming – Kickoff 2022

The Wasatch High School Campus includes the Wasatch High and West Campus buildings and four temporary classrooms, in addition to temporary spaces for health and team functions. In addition to 2,509 Wasatch High School students, the campus houses WCSD’s alternative high school, the MTECH program, and other district administrative functions including IT Department offices and Maintenance Department storage and workshop. When the new high school is built and all Wasatch High School students are

accommodated in the main building, the temporary classrooms will be removed and the future of the West Campus Building must be evaluated.

As identified in the facility assessments found in Tab 3, the seismic, mechanical, and electrical evaluations of the West Campus building found items of significant concern. When the new high school is occupied, this building should be vacated (at least temporarily) and either remodeled to address the concerns or replaced with a building that meets current building code requirements and the Guiding Principles identified by the community. The following uses could be located in a remodeled or new building on the Wasatch High School campus or in a new location elsewhere in WCSD:

### 47 Alternative High School

WCSD’s Alternative High School currently serves 170 students. It is co-located with Wasatch High School, serving both the alternative and traditional

high school students in the West Campus building.

Most districts have separated alternative high

school programs from traditional ones as student

needs and educational approaches differ.

### Mountainland Technical College (MTech)

MTech is a member of the Utah System of Technical

Colleges. With the goal to “obtain student success at every level in the Mountainland region,” MTech has combined with UVU, charter schools, and area school districts, including Wasatch County, to create the UVU/MTECH K–16 Alliance. MTech currently has locations at Wasatch West Campus and Utah Valley University’s Wasatch Campus in Heber. 200 to 300 Wasatch High School students take MTech courses at these locations.

Mill Elementary Schools.

### Other District Functions

WCSD's IT Department offices are located in the West Campus Building, as are workshops and storage for the district's Maintenance Department. A new location, within existing support facilities, should be found for these functions.

### Evaluate Midway Elementary School"

The Educational Suitability and Facility Condition Analyses completed on Midway Elementary identified several recommendations for remodeling or replacing the current structure. WCSD should undertake a comprehensive analysis and comparison of the cost effectiveness of remodel or new construction to implement the recommendations identified in this plan.

### New Elementary School Planning – Kickoff 2029

As seen in the Planning Timeline, elementary enrollment is projected to be near capacity in 2026. Portable classrooms, as a temporary measure, can accommodate enrollment beyond capacity for the short term as planning for a new elementary

school begins. Plans should be made to secure funding for and implement the preferred alternative identified in the Midway Elementary School Remodel/Replacement assessment.

The most significant enrollment growth is projected to occur in the neighborhoods served by J.R. Smith and Old

### 5–10 Years

#### Wasatch High School Campus Master Plan Implementation

Implementation of the Campus Master Plan to address location and space needs for:

- Alternative High School
- MTech
- Wasatch High School

#### New Elementary School Design & Construction – Occupancy 2027

A new elementary school, similar in size to WCSD's most recently constructed buildings, should be designed to accommodate projected growth, achieve educational suitability, and meet community Guiding Principles. It should be available for occupancy in Fall 2027.

A school of approximately 870 students will accommodate projected growth through 2040.

### 10–20 Years

#### New Middle School Planning – Kickoff 2033

As seen in the Planning Timeline, middle school enrollment is projected to be near capacity in 2033 and exceed capacity in 2035. Portable classrooms, as a temporary measure, can accommodate enrollment beyond capacity for the short term as planning for a new middle school begins.

A school of approximately 1,300 students will accommodate projected growth beyond 2040.

#### New Middle School Design & Construction – Occupancy 2036

A new middle school, similar in size to WCSD's most recently constructed building, should be designed to accommodate projected growth, achieve educational suitability, and meet community Guiding Principles. It should be available for occupancy in fall 2036.

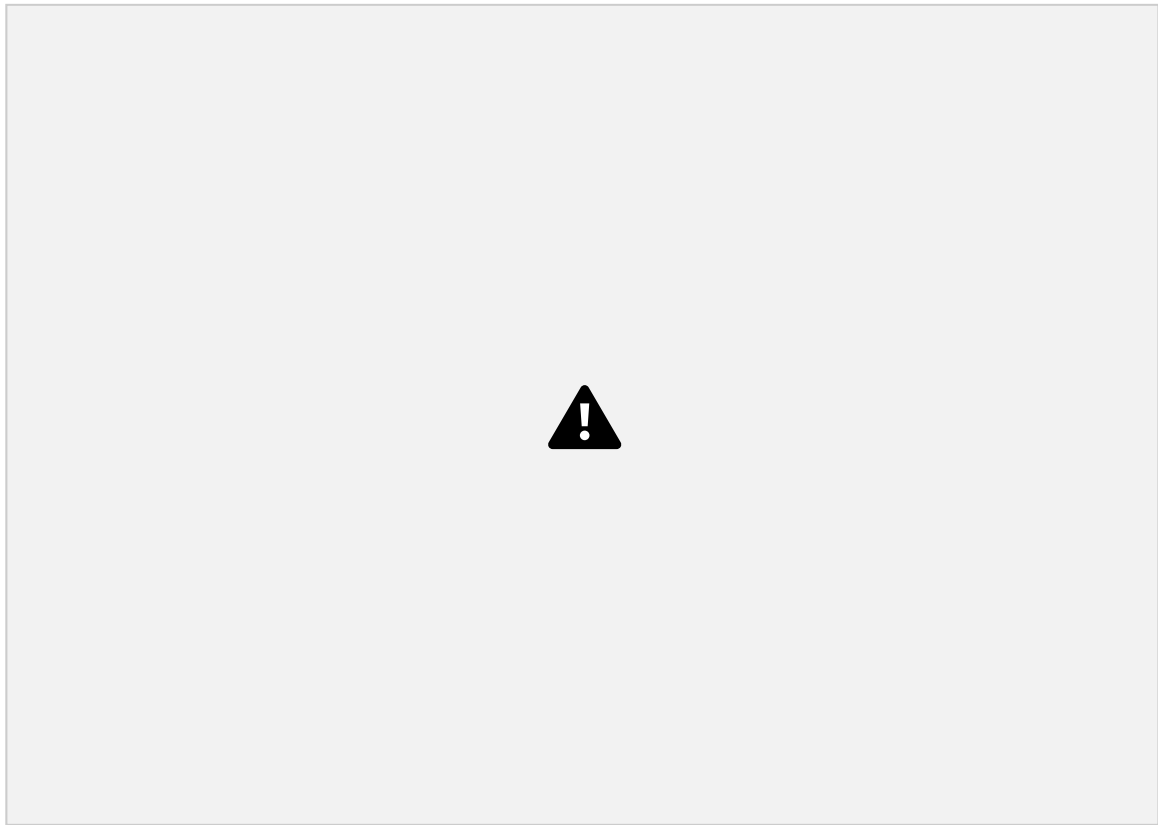
#### Considerations for Implementation

The timeline is based on 20-year growth and enrollment projections. For enrollment projections within the next 5 years, a high level of accuracy is expected. For projections in the 5- to 10-year

range, an average level of accuracy is expected, and beyond 10 years, limited accuracy is expected. The district updates its enrollment projections every two years so the implementation plan should be updated each time to reflect the new numbers. If enrollment

exceeds projections, actions in the 5- to 10-year range and beyond may need to be accelerated. If enrollment lags the projection, actions should be delayed.

If current growth trends continue, WCSD may need to kick off planning for a third high school around 2040.



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# 6 | Property-Specific Recommendations

LEGEND

- CAMPUS AREA NORTH
- RESIDENTIAL
- COMMERCIAL

200 ft

FIGURE 6-1: DANIELS CANYON AERIAL VIEW

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Elementary Schools

Daniels Canyon Elementary

Daniels Canyon is one of WCSD’s newest schools. The school currently serves grades Pre–K through 5th grade. The 80,000 square foot building was completed in 2017 and represents the size and use of space preferred by the district today.

Daniels Canyon Elementary is located in the town of Daniel on the southern boundary of Heber City, Utah. The 2022 enrollment is 565 students and 2022 capacity for Daniels Canyon is 868 students. There is room for growth in enrollment either through boundary adjustments or through new students in area neighborhoods.

needed to alleviate overcrowding at Midway and

J.R. Smith Elementary Schools.

Projected enrollment before any boundary

adjustments indicates capacity at Daniels Canyon through 2040.

52

District–Wide Context

The recommended elementary school boundary

adjustment will result in an increase in enrollment at Daniels Canyon. This boundary adjustment is

Educational Suitability Summary

Daniels Canyon was evaluated for educational suitability based on a 1–to–5 scale, with 5 representing a school that meets criteria fully and does not require additional or reconfigured space. The overall score for Daniels Canyon is 3.8. The considerations noted are steps to improve overall educational suitability, over time, and align the building as much as possible with the Guiding Principles.

TABLE 6–1: DANIELS CANYON PROJECTED ENROLLMENT

2022	95	96	92	91	108	114	565
2023	83	95	85	92	90	97	542
2024	80	91	97	89	98	91	546
2025	83	89	93	101	95	100	561
2026	90	91	90	96	106	96	569
2027	85	92	87	88	97	102	551
2028	85	88	89	86	89	93	530

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2029	90	92	89	91	91	86	<b>539</b>
2030	97	103	97	96	101	96	<b>590</b>
2031	102	109	107	104	106	106	<b>634</b>
				<b>Full Capacity</b>			<b>868</b>
				<b>90% Capacity</b>			<b>781</b>

#### WASATCH SCHOOL DISTRICT FACILITIES MASTER PLAN

### The Educational Suitability Evaluation

#### Indicates Need For:

- PLC space with proximity to classrooms
- More classrooms designed for the youngest students—Pre-K and kindergarten
- Counseling and wellness space
- Parent volunteer meeting and storage space
- Accessible playgrounds

### Considerations for Future Remodels/Building Projects:

- Future school designs based on the Daniels Canyon plan should prioritize locating classrooms on exterior walls with direct access to daylight and views.
- Consider remodeling classrooms to provide purpose-built space for the kindergarten classes displaced by the addition of pre-kindergarten.

- Consider providing PLC space with proximity

to classrooms, for teacher collaboration and

planning.

- Consider adding or dedicating an existing

conference room to Counseling.

- Consider providing meeting and storage space

for parent volunteers.

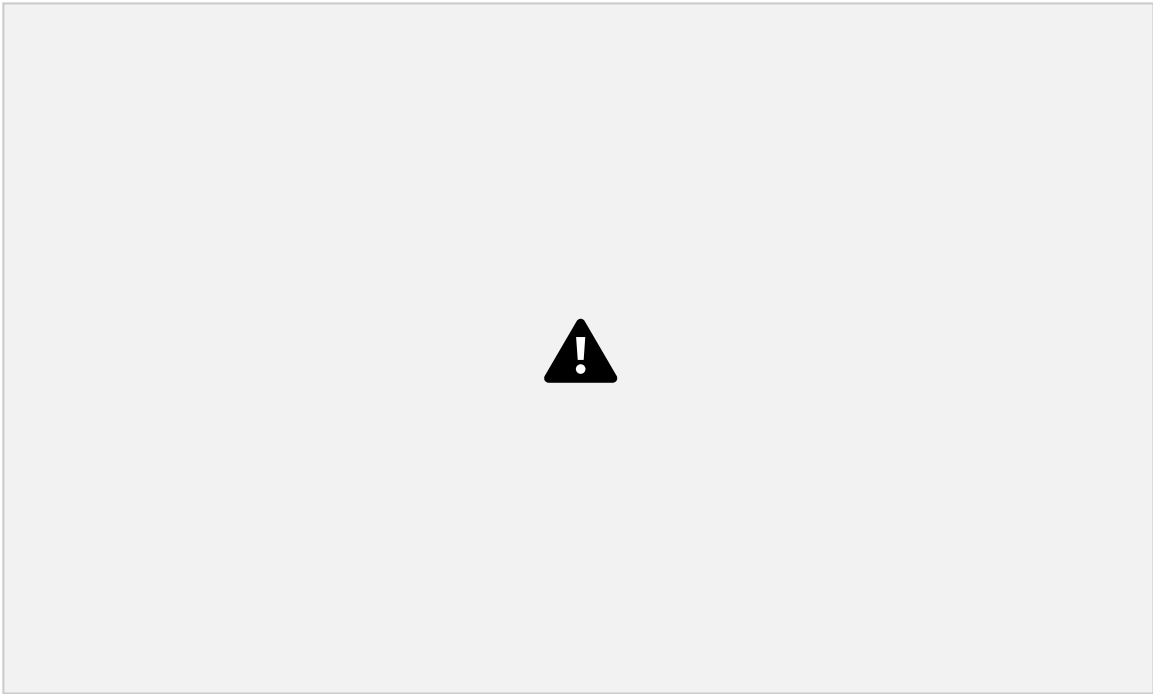
- Modify playground to offer a range of play

experiences to children of varying abilities.

This includes access to the play area and to the play equipment meeting ADA standards.

- Incorporate comfortable, movable furniture in all learning spaces to create a variety of settings.

- Assess room-by-room need for more power outlets for charging student devices.





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WASATCH SCHOOL DISTRICT FACILITIES

MASTER PLAN

**Figure 6–2: Daniels Canyon Floor Plan** 55

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Library/Media Center PLC/Teacher Support  
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Classrooms  
Special Education Rooms  
GATE  
Art  
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Food Services  
Cafeteria / Multi-Purpose Support  
Restrooms  
Admin



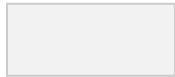
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**LOWER LEVEL MAIN LEVEL**



**Main Entry**

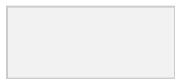


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Table 6-2: Daniels Canyon Suitability Score Sheet

School Size/Capacity	School size and capacity facilitates delivery of quality education and aligns with education goals.
Classroom Size	Are classroom sizes uniform, equitable, and adequate for group sizes?
Use of Technology	Technology equipment is available, easy to use and always works.
Technology infrastructure	(Determine ideal outlet number and distribution)
Welcoming and safe	All classrooms are within the main school building, no portables; Secure main entry and visitor protocol Secretaries work stations face the entry; SRO office at front of school with view to exterior and accessible to students and parents.
Engaging and Inspirational	Spaces are sized to accommodate hands-on learning. Tools and equipment that inspire curiosity are visible. Environment is well-lit with daylight and views.
Visible Learning	School includes both visual display surfaces both analog and digital. School includes spaces for students to present their work and perform.
Parent Volunteers	School includes meeting and storage space available to parent groups and volunteers.

Student Access/Learning for all	Building, site, playground, and equipment are accessible to all students regardless of age, physical ability, or primary language.
Classroom grouping	Core learning spaces are grouped by grade level within the building.
Environmental wellness	The majority of core learning spaces have exterior windows that bring in daylight and views. Skylights and clerestories are used for daylighting internal rooms. Artificial lighting provides appropriate levels of illumination. Acoustic conditions are conducive to learning.
Flexible Learning	Movable walls allow classrooms to open to each other or to hallways for flexibility in group sizes and use.
Expression/Identity	A sense of place is created by the design of the building, finishes, furnishings, branding elements and/or landscape, instilling a sense of pride and belonging in students.
Learning Styles	Classroom furnishings and technology is movable and variable. Whiteboards are provided on different walls to facilitate flexibility.
Real-world skills	School includes adventure lab, project lab, food lab, or maker space to spread out and experiment, build, cook, bake, garden, move and get your hands dirty. Such space is available to students across ability levels.
Furniture	Classroom furniture is varied, comfortable, easy to rearrange, and able to be grouped to create different learning settings.
Community Use & Connections	Building design includes spaces for community use and is zoned to facilitate public access to such spaces and secure other spaces.



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Table 6-2: Daniels Canyon Suitability Score Sheet, cont'd.

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Student Collaboration	Classrooms are large enough to provide space within for group work.
Social Setting	Building design includes spaces outside the classrooms for students to socialize and interact.
Teacher Planning & Collaboration	School includes dedicated meeting and collaborative work space for teachers that supports PLC processes.
Counseling	Dedicated conference space is provided for school counselors to meet with small groups (6 to 8 people).
Wellness rooms	The school includes rooms dedicated to wellness – places for students to safely decompress and release stress. A mother’s room is provided for faculty and staff.
Small Group Learning	Adequate space is provided throughout school for small groups and is located with proximity to core learning spaces.
Special Education	Space adequately accommodates the various levels of special education needs. SPED spaces have the ability to expand. They include windows and natural light like other classrooms.
Media Center	The media center has evolved along with forms of media and technology in use. It is multi-use. It provides space and storage for STEM and other hands-on activities while other uses are happening. Bookshelves are movable.
Arts	Dedicated space is provided for performing and visual art education.
PE/Athletics	Dedicated space is provided for physical education and sized to allow access to all students throughout day or week.
Assembly	School includes space large enough for student body to gather
Science Classroom/STEM Labs	School includes dedicated space for hands-on science learning
Cabinetry	Cabinetry is adequate in amount and accommodates current needs.
Security	School design and operation provides security to students and faculty throughout building and grounds

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Overall Average



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The school is in Heber City, Utah near the Heber Valley Railroad. The 2022 enrollment is 578 students and 2022 capacity for Heber Valley is 812 students. There is room for growth in enrollment either through boundary adjustments or through new students in area neighborhoods.

TABLE 6-3: HEBER VALLEY PROJECTED ENROLLMENT

2022	112	112	100
2023	112	123	114
2024	107	114	126
2025	105	106	114
2026	111	104	106
2027	108	110	104

## Heber Valley Elementary School | Aerial View

FIGURE 6-3: HEBER VALLEY AERIAL VIEW

### Heber Valley Elementary

Heber Valley Elementary School was constructed in 1997 and expanded in 2012. The school currently serves Pre-K through 5th grade. It is a 76,000 square foot building and is located adjacent to Rocky Mountain Middle School.

7	Principles.
2028	<b><u>The Educational Suitability Evaluation Indicates</u></b>
2029	<b><u>Need For:</u></b>
2030	<ul style="list-style-type: none"> <li>▪ Secure entry that routes visitors through office</li> </ul>
2031	<ul style="list-style-type: none"> <li>▪ More classrooms designed for the youngest students – Pre-K and kindergarten</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Dedicated conference room for Counseling</li> <li>▪ Additional meeting/small group rooms for re teaching and other uses</li> </ul>
	<ul style="list-style-type: none"> <li>▪ More storage space serving Multi-Purpose Room/Gym and whole school</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Intuitive wayfinding</li> <li>▪ Parent volunteer meeting and storage space</li> <li>▪ Accessible playgrounds</li> </ul>

59

### **District-Wide Context**

The recommended elementary school boundary

adjustment will result in an increase in enrollment

at Heber Valley. This is a result of overcrowding at

Midway and J.R. Smith Elementary Schools.

Projected enrollment before any boundary

adjustments indicates capacity through 2040.

### **Educational Suitability Summary**

Heber Valley was evaluated for educational suitability based on a 1-to-5 scale, with 5 representing a school that meets criteria fully, does not require additional or reconfigured space. The overall score for Heber Valley is 3.5. The considerations noted are steps to improve overall educational suitability, over time, and align the building as much as possible with the Guiding

### **Considerations for Future Remodels/Building Projects:**

- Consider remodeling the main entry and office to route visitors directly into the office for check-in.

- Related to previous consideration, capture hallway space at main entry to create more office space for conference rooms

- Consider implementing a wayfinding scheme through the use of color, signage or other elements to make navigating the school more intuitive

- Consider remodeling or extending classrooms to provide purpose-built space for the kindergarten classes displaced by the addition of pre-kindergarten.

- Incorporate comfortable, movable furniture in all learning spaces to create a variety of settings

- Assess room-by-room need for more power outlets for charging student devices

- Modify playground to offer a range of play experiences to children of varying abilities. This includes access to the play area and to the play equipment meeting ADA standards.



## Figure 6-4: Heber Valley Floor Plan <sup>60</sup>

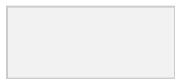
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Classrooms  
Special Education Rooms  
GATE  
Art  
Music  
Counseling  
Collaboration  
Food Services  
Cafeteria / Multi-Purpose Support  
Restrooms  
Admin  
Science / STEM / CTE Labs District Coaching



**Table 6–4: Heber Valley Suitability Score Sheet**

School Size/Capacity	School size and capacity facilitates delivery of quality education and aligns with education goals.
Classroom Size	Classroom sizes are uniform, equitable, and adequate for group sizes.
Use of Technology	Technology equipment is available, easy to use and always works.
Technology infrastructure	(Determine ideal outlet number and distribution)
Welcoming and safe	All classrooms are within the main school building, no portables; Secure main entry and visitor protocol; Secretary work stations face the entry; SRO office at front of school with view to exterior and accessible to students and parents.
Engaging and Inspirational	Spaces are sized to accommodate hands-on learning. Tools and equipment that inspire curiosity are visible. Environment is well-lit with daylight and views.
Visible Learning	School includes both visual display surfaces both analog and digital. School includes spaces for students to present their work and perform.
Parent Volunteers	School includes meeting and storage space available to parent groups and volunteers.
Student Access/Learning for all	Building, site, playground, and equipment are accessible to all students regardless of age, physical ability or primary language.
Classroom grouping	Core learning spaces are grouped by grade level within the building.

Environmental wellness	The majority of core learning spaces have exterior windows that bring in daylight and views. Skylights and clerestories are used for daylighting internal rooms. Artificial lighting provides appropriate levels of illumination. Acoustic conditions are conducive to learning.
Flexible Learning	Movable walls allow classrooms to open to each other or to hallways for flexibility in group sizes and use.
Expression/Identity	A sense of place is created by the design of the building, finishes, furnishings, branding elements and/or landscape, instilling a sense of pride and belonging in students.
Learning Styles	Classroom furnishings and technology are movable and variable. Whiteboards are provided on different levels to facilitate flexibility.
Real-world skills	School includes adventure lab, project lab, food lab, or maker space to spread out and experiment, build, cook, bake, garden, move and get your hands dirty. Such space is available to students across ability levels.
Furniture	Classroom furniture is varied, comfortable, easy to rearrange, and able to be grouped to create different learning settings.
Community Use & Connections	Building design includes spaces for community use and is zoned to facilitate public access to such spaces and secure other spaces.
Student Collaboration	Classrooms are large enough to provide space within for group work.



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Table 6-4: Heber Valley Suitability Score Sheet, cont'd.

Social Setting	Building design includes spaces outside the classrooms for students to socialize and interact.
Teacher Planning and Collaboration	School includes dedicated meeting and collaborative work space for teachers that supports PLC processes.
Counseling	Dedicated conference space is provided for school counselors to meet with small groups (6 to 8 people).
Wellness rooms	The school includes rooms dedicated to wellness – places for students to safely decompress and release stress. A mother’s room is provided for faculty and staff.
Small Group Learning	Adequate space is provided throughout school for small groups and is located with proximity to core learning spaces.
Special Education	Space adequately accommodates the various levels of special education needs. SPED spaces have the ability to expand. They include windows and natural light like other classrooms.
Media Center	The media center has evolved along with forms of media and technology in use. It is multi-use. It provides space and storage for STEM and other hands-on activities while other uses are happening? Bookshelves are movable.
Arts	Dedicated space is provided for performing and visual art education.
PE/Athletics	Dedicated space is provided for physical education and sized to allow access to all students throughout day or week.
Assembly	School includes space large enough for student body to gather
Science Classroom/STEM Labs	School includes dedicated space for hands-on science learning
Cabinetry	Cabinetry is adequate in amount and accommodates current needs.
Security	School design and operation provides security to students and faculty throughout building and grounds

Overall Average



LEGEND

- CAMPUS AREA NORTH
- RESIDENTIAL
- COMMERCIAL

200 ft

FIGURE 6-5: J.R. SMITH AERIAL VIEW

J.R. Smith Elementary

J.R. Smith was constructed in 1981 and expanded in 2006. It is one of the older schools in WCSD. The school currently serves Pre-K through 5th grade. It is a 66,000 square foot building and is located in the northern end of Heber City near the District Offices.

The 2022 enrollment at J.R. Smith is 661 students and the 2022 capacity is 744 students. J.R. Smith is projected to reach capacity in 2025.

JR Smith Elementary School | Aerial View

63 TABLE 6-5: J.R. SMITH PROJECTED ENROLLMENT

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2022	106	115
2023	106	124
2024	105	119
2025	110	120
2026	124	129
2027	125	141
2028	127	139
2029	132	140

203 0	137
203 1	145

- Better artificial lighting conditions inside and outside
- Parent volunteer meeting and storage space
- Means for dividing Multi-Purpose room into two spaces
- Increased accessibility in and around cafeteria serving counter
- Accessible playgrounds

64

### District-Wide Context

The recommended elementary school boundary adjustment will result in a decrease in enrollment at J.R. Smith to alleviate projected overcrowding.

### Educational Suitability Summary

J.R. Smith was evaluated for educational suitability based on a 1-to-5 scale, with 5 representing a school that meets criteria fully, does not require additional or reconfigured space. The overall score for J.R. Smith is 2.8. The considerations noted are steps to improve overall educational suitability, over time, and align the building as much as possible with the Guiding Principles.

### The Educational Suitability Evaluation Indicates Need For:

- Greater curb appeal and improved entry
- Improved drop-off and pick-up zones
- A more gracious and welcoming entry
- PLC space for teachers
- More space for small groups
- More classrooms designed for the youngest students—Pre-K and kindergarten
- Natural light in the media center and internal classrooms

### Considerations for Future Remodels/Building Projects:

- Consider remodeling entry to school to create a more welcoming and inspiring identity that instills pride and belonging in students, faculty and staff. Provide covered entry for students who arrive early.
- Assess drop-off and pick-up curb and lanes for improved access by youngest students.
- Consider reconfiguring or adding space to provide more small group rooms and PLC space.
- Consider remodeling or extending classrooms to provide purpose-built space for the kindergarten classes displaced by the addition of pre-kindergarten.
- Consider increasing natural light by adding clerestories or skylights at internal rooms
- Consider replacing light fixtures and ceilings throughout school to improve illumination and feeling of space inside
- Incorporate comfortable, movable furniture in all learning spaces to create a variety of settings
- Assess room-by-room need for more power outlets for charging student devices
- Modify playground to offer a range of play experiences to children of varying abilities; This includes access to the play area and to the play equipment meeting ADA standards.

### Facility Condition Summary

J.R. Smith was one of the schools evaluated for overall building condition. The facility was evaluated on a 1-to-5 scale with 5 meaning excellent; nearly new. No issues to report. Plan for 8 to 10 years or more for life span. The overall score for J.R. Smith is 3.3. The recommendations are architectural, structural, mechanical, electrical, and plumbing to address any identified facility condition issues.



### Architectural/Structural Recommendations

- Repair areas where roof leaks by replacing  
  
damaged roof sheathing and roof anchorage
- Improve seismic connection of roof to walls at  
  
original building
- Move out-buildings on playgrounds to improve  
  
lines of sight
- Move portable classroom to location within  
  
perimeter fence

### MEP Recommendations

- Add fire protection system in original building
- Replace components of the heating, cooling and air distribution systems that are nearing the end of their useful lives.
- Add a grease interceptor for kitchen grease waste system
- Replace electrical branch panels
- Upgrade interior and exterior lighting and add lighting control system
- Add power outlets in classrooms near teacher desks
- Review and improve location of fire alarm devices
- Upgrade central sound and intercom system

### Cost Estimate

The costs to implement the recommendations made

in the J.R. Smith Facility Conditions Summary are noted below. These costs are estimated in today's dollars (May 2022) . Further detail can be found in Appendix D.

- Construction Cost \$11,607,953
- Soft Costs \$ 2,446,167
- Total Project Cost \$14,054,120

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WASATCH SCHOOL DISTRICT FACILITIES

MASTER PLAN

**Figure 6-6: J.R. Smith Floor Plan** 67

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Library/Media Center PLC/Teacher Support

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Classrooms

Special Education Rooms

GATE

Art

Music

Counseling  
Food Services

Cafeteria / Multi-Purpose Support

Restrooms

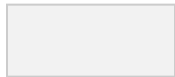
Admin



Table 6–6: J.R. Smith Suitability Score Sheet

School Size/Capacity	School size and capacity facilitates delivery of quality education and aligns with education goals.
Classroom Size	Classroom sizes are uniform, equitable, and adequate for groups sizes.
Use of Technology	Technology equipment is available, easy to use and always works.
Technology infrastructure	(Determine ideal outlet number and distribution)
Welcoming and safe	All classrooms are within the main school building, no portables; Secure main entry and visitor protocol; Secretary work stations face the entry; SRO office at front of school with view to exterior and accessible to students and parents.
Engaging and Inspirational	Spaces are sized to accommodate hands-on learning. Tools and equipment that inspire curiosity are visible. Environment is well-lit with daylight and views.
Visible Learning	School includes both visual display surfaces both analog and digital. School includes spaces for students to present their work and perform.
Parent Volunteers	School includes meeting and storage space available to parent groups and volunteers.
Student Access/Learning for all	Building, site, playground, and equipment are accessible to all students regardless of age, physical ability or primary language.

Classroom grouping	Core learning spaces are grouped by grade level within the building.
Environmental wellness	The majority of core learning spaces have exterior windows that bring in daylight and views. Skylights and clerestories are used for daylighting internal rooms. Artificial lighting provides appropriate levels of illumination. Acoustic conditions are conducive to learning.
Flexible Learning	Movable walls allow classrooms to open to each other or to hallways for flexibility in group sizes and use.
Expression/Identity	A sense of place is created by the design of the building, finishes, furnishings, branding elements and/or landscape, instilling a sense of pride and belonging in students.
Learning Styles	Classroom furnishings and technology are movable and variable. Whiteboards are provided on different levels to facilitate flexibility.
Real-world skills	School includes adventure lab, project lab, food lab, or maker space to spread out and experiment, build, cook, bake, garden, move and get your hands dirty. Such space is available to students across ability levels.
Furniture	Classroom furniture is varied, comfortable, easy to rearrange, and able to be grouped to create different learning settings.



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Table 6–6: J.R. Smith Suitability Score Sheet, Cont’d.

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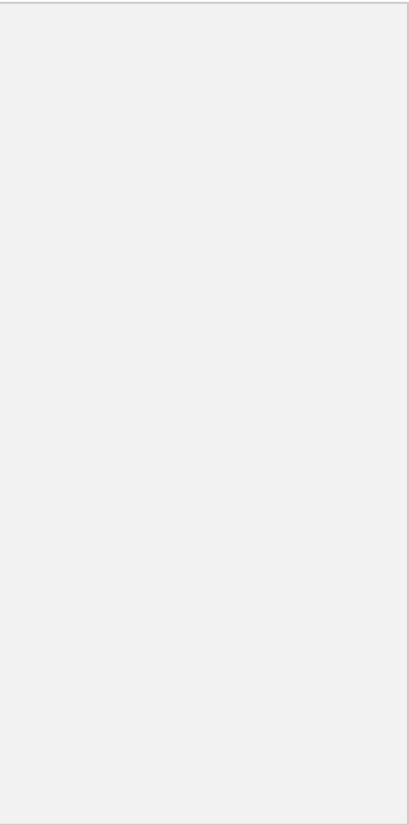
Community Use & Connections	Building design includes spaces for community use and is zoned to facilitate public access to such spaces and secure other spaces.
Student Collaboration	Classrooms are large enough to provide space within for group work.
Social Setting	Building design includes spaces outside the classrooms for students to socialize and interact.
Teacher Planning & Collaboration	School includes dedicated meeting and collaborative work space for teachers that supports PLC processes.
Counseling	Dedicated conference space is provided for school counselors to meet with small groups (6 to 8 people).
Wellness rooms	The school includes rooms dedicated to wellness – places for students to safely decompress and release stress. A mother's room is provided for faculty and staff.
Small Group Learning	Adequate space is provided throughout school for small groups and is located with proximity to core learning spaces.
Special Education	Space adequately accommodates the various levels of special education needs. SPED spaces have the ability to expand. They include windows and natural light like other classrooms.
Media Center	The media center has evolved along with forms of media and technology in use. It is multi-use. It provides space and storage for STEM and other hands-on activities while other uses are happening. Bookshelves are movable.
Arts	Dedicated space is provided for performing and visual art education.
PE/Athletics	Dedicated space is provided for physical education and sized to allow access to all students throughout day or week.
Assembly	School includes space large enough for student body to gather.
Science Classroom/STEM Labs	School includes dedicated space for hands-on science learning.
Cabinetry	Cabinetry is adequate in amount and accommodates current needs.
Security	School design and operation provides security to students and faculty throughout building and grounds.

Overall Average



LEGEND

- CAMPUS AREA NORTH
- RESIDENTIAL
- COMMERCIAL



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**Midway Elementary School | Aerial View**  
FIGURE 6-7: MIDWAY AERIAL VIEW

### Midway Elementary

Midway was constructed in 1975 and expanded in 1997. It is the oldest school building in WCSD. The school currently serves Pre-K through 5th grade. It is a 68,200 square foot building and is in the western part of the county.

Midway Elementary is located in the town of Midway, Utah. The 2022 enrollment is 664 students and 2022 capacity for Midway is 586 students. Midway is over capacity and currently using eight portable classrooms to accommodate students. Use of portable classrooms on a long-term basis does not meet community Guiding Principles for education.

TABLE 6-7: MIDWAY PROJECTED ENROLLMENT

2022	101
2023	102
2024	99
2025	101
2026	108
2027	106
2028	108
2029	111
2030	112
2031	114

71

### District-Wide Context

The recommended elementary school boundary

adjustment will result in a decrease in enrollment at

Midway to alleviate overcrowding.

### Educational Suitability Summary

Educational Suitability and Facility Condition

recommendations indicate a need for either

extensive remodel or replacement of WCSD's oldest

facility. An evaluation and analysis that identifies the most cost effective approach to addressing the needs at Midway Elementary is recommended for the immediate term.

Midway was evaluated for educational suitability based on a 1-to-5 scale, with 5 representing a school that meets criteria fully, does not require additional or reconfigured space. The overall score for Midway is 2.5.

The considerations noted are steps to improve overall educational suitability, over time, and to align the building as much as possible with the Guiding Principles.

### The Educational Suitability Evaluation Indicates Need For:

- Additional permanent classrooms to eliminate portables
- Larger, up-to-date kitchen and food service components
- Secure entry to route visitors through office
- Accessible playgrounds

### Considerations for Future Remodels/Building Projects:

- Rebuild or remodel original portion of school to include:

+ 8 to 10 additional classrooms. Design and assign some to PK and/or kindergarten so

both groups have purpose-built learning space.

+ Larger, updated kitchen and cafeteria + Office adjacent to main entry to route visitors directly into the office for check-in + Accessible restrooms for teachers and students

+ Adequate space for Counseling offices, conference room and wellness room

+ Large faculty break room

+ PLC space with proximity to classrooms + Small group rooms for pull-outs, coaching and team work

+ Meeting and storage space for parent volunteers

+ Natural light via windows and clerestories ▪

Incorporate comfortable, movable furniture in all learning spaces to create a variety of settings

▪ Assess room-by-room need for more power outlets for charging student devices

▪ Consider replacing old modular partitions between classrooms with framed walls to deck of appropriate STC rating.

▪ Incorporate comfortable, movable furniture in all learning spaces to create a variety of settings.

▪ Modify playground to offer a range of play experiences to children of varying abilities; This includes access to the play area and to the play equipment, meeting ADA standards.

### Facility Condition Summary

Midway was one of the schools evaluated for overall building condition. The facility was evaluated on a 1-to-5 scale with 5 meaning excellent; nearly new. No issues to report. Plan for 8 to 10 years or more for life span. The overall score for Midway is 3.4.

## WASATCH SCHOOL DISTRICT FACILITIES MASTER PLAN

The recommendations are architectural, structural, mechanical, electrical, and plumbing to address any identified facility condition issues.

Architectural/Structural Recommendations ▪ Replace damaged ceiling and floor finishes ▪ Deficiencies noted in the 2011 structural seismic report have been remediated. No further structural recommendations.

### MEP Recommendations

▪ Replace original air handlers (located in mezzanine fan room) which are nearing end of their useful lives

▪ Replace aging fire sprinkler heads and seismically brace piping

▪ Repair cracked underground sewer line which is causing odors

▪ Replace sanitary sewer piping

▪ Replace galvanized water piping at original 1975 building

▪ Replace kitchen hood and cook hood

▪ Add make-up air for hoods

▪ Add grease interceptor for kitchen grease waste system

▪ Replace original electrical panel boards ▪ Upgrade interior and exterior lighting to improve levels

▪ Add automatic lighting control system ▪ Add power outlets in classrooms near teacher desks

▪ Relocate fire alarm pull stations

▪ Review number and spacing of horn strobes and smoke detectors along egress paths ▪ Upgrade central sound and intercom system

▪ Provide illumination for egress exterior of the exits

72

### Cost Estimate

The costs to implement the recommendations made in the Midway Facility Conditions Summary and the following spatial improvements are noted below.

- Expanded kitchen (1,500 SF)
- Minor remodel/refinish at cafeteria (3,300 SF)
- Addition to relocate main office (2,200 SF)

73

- Remodel/repurpose existing main office (2,200 SF)

- Remodeled restrooms (350 SF)

These costs are estimated in today’s dollars (May 2022). Further detail can be found in Appendix D.

- Construction Cost \$11,226,801

- Soft Costs \$2,371,012
- Total Project Cost \$13,597,813

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WASATCH SCHOOL DISTRICT FACILITIES

MASTER PLAN

**Figure 6–8: Midway Floor Plan** 74

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Library/Media Center PLC/Teacher Support  
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Classrooms

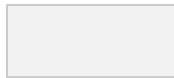
Special Education Rooms Gym / Phys. Ed. / AthleticsAdmin

Food Services

Cafeteria / Multi-Purpose Support

Restrooms

Portables



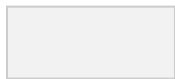
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Table 6–8: Midway Suitability Score Sheet

School Size/Capacity	School size and capacity facilitates delivery of quality education and aligns with education goals.
Classroom Size	Classroom sizes are uniform, equitable, and adequate for groups sizes.
Use of Technology	Technology equipment is available, easy to use and always works.
Technology infrastructure	Power outlets are plentiful to accommodate all needs
Welcoming and safe	All classrooms are within the main school building, no portables; Secure main entry and visitor protocol Secretaries work stations face the entry; SRO office at front of school with view to exterior and accessible to students and parents.
Engaging and Inspirational	Spaces are sized to accommodate hands-on learning. Tools and equipment that inspire curiosity are visible. Environment is well-lit with daylight and views.



Visible Learning	School includes both visual display surfaces both analog and digital. School includes spaces for students to present their work and perform.
Parent Volunteers	School includes meeting and storage space available to parent groups and volunteers.
Student Access/Learning for all	Building, site, playground, and equipment are accessible to all students regardless of age, physical ability or primary language.
Classroom grouping	Core learning spaces are grouped by grade level within the building.
Environmental wellness	The majority of core learning spaces have exterior windows that bring in daylight and views. Skylights and clerestories are used for daylighting internal rooms. Artificial lighting provides appropriate levels of illumination. Acoustic conditions are conducive to learning.
Flexible Learning	Movable walls allow classrooms to open to each other or to hallways for flexibility in group sizes and use.
Expression/Identity	A sense of place is created by the design of the building, finishes, furnishings, branding elements and/or landscape, instilling a sense of pride and belonging in students.
Learning Styles	Classroom set-up and technology are movable and variable. Whiteboards are provided on different walls to facilitate flexibility.
Real-world skills	School includes adventure lab, project lab, food lab, or maker space to spread out and experiment, build, cook, bake, garden, move and get your hands dirty. Such space is available to students across ability levels.



76

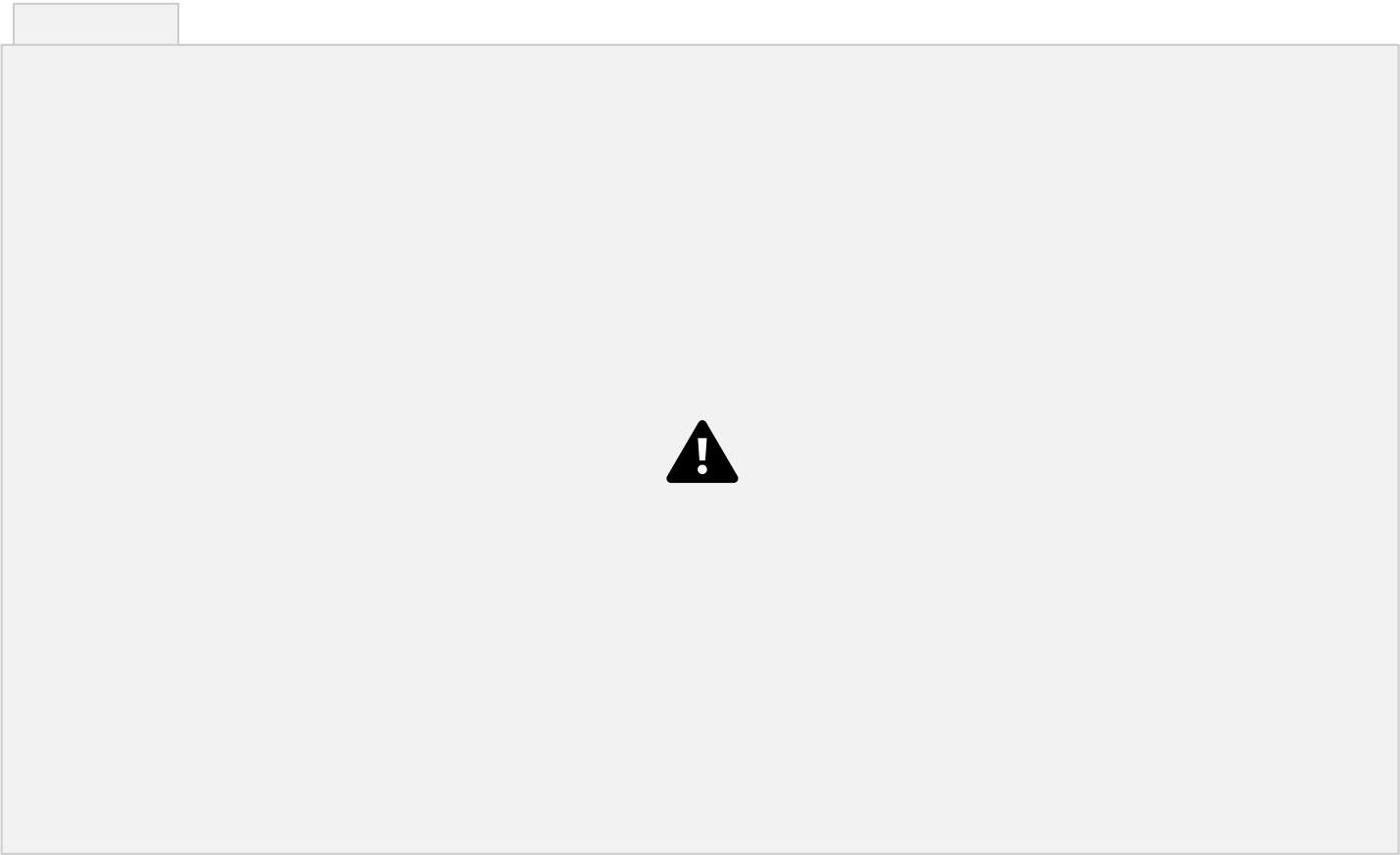
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Table 6–8: Midway Suitability Score Sheet, cont’d.

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Furniture	Classroom furniture is varied, comfortable, easy to rearrange, and able to be grouped to create different learning settings.
Community Use & Connections	Building design includes spaces for community use and is zoned to facilitate public access to such spaces and secure other spaces.
Student Collaboration	Classrooms are large enough to provide space within for group work.
Social Setting	Building design includes spaces outside the classrooms for students to socialize and interact.
Teacher Planning & Collaboration	School includes dedicated meeting and collaborative work space for teachers that supports PLC processes.
Counseling	Dedicated conference space is provided for school counselors to meet with small groups (6 to 8 people).
Wellness rooms	The school includes rooms dedicated to wellness – places for students to safely decompress and release stress. A mother's room is provided for faculty and staff.
Small Group Learning	Adequate space is provided throughout school for small groups and is located with proximity to core learning spaces.
Special Education	Space adequately accommodates the various levels of special education needs. SPED spaces have the ability to expand. They include windows and natural light like other classrooms.
Media Center	The media center has evolved along with forms of media and technology in use. It is multi-use. It provides space and storage for STEM and other hands-on activities while other uses are happening. Bookshelves are movable.
Arts	Dedicated space is provided for performing and visual art education.
PE/Athletics	Dedicated space is provided for physical education and sized to allow access to all students throughout day or week.
Assembly	School includes space large enough for student body to gather.
Science Classroom/STEM Labs	School includes dedicated space for hands-on science learning.
Cabinetry	Cabinetry is adequate in amount and accommodates current needs.
Security	School design and operation provides security to students and faculty throughout building and grounds.

Overall Average 3



LEGEND

CAMPUS AREA NORTH

400 ft

RESIDENTIAL

COMMERCIAL

Old Mill Elementary School |  
Aerial View

FIGURE 6-9: OLD MILL AERIAL VIEW  
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## District-Wide Context

The recommended elementary school boundary adjustment will result in a decrease in enrollment at Old Mill to alleviate projected overcrowding.

### Old Mill Elementary

Old Mill Elementary was constructed in 2006 and is one of the newer schools in WCSD. The school currently serves PK through 5th grade. It is a 74,469 square foot building and is located near Timpanogos Middle School in the eastern end of Heber City.

The 2022 enrollment is 806 students and 2022 capacity for Old Mill is 868 students. Old Mill is projected to reach capacity in 2023.

TABLE 6-9: OLD MILL PROJECTED ENROLLMENT

## Educational Suitability Summary

Old Mill was evaluated for educational suitability based on a 1-to-5 scale, with 5 representing a school that meets criteria fully, does not require

additional or reconfigured space. The overall score for Old Mill is 3.7. The considerations noted are steps to improve overall educational suitability, over time, and align the building as much as possible with the Guiding Principles.

### The Educational Suitability Evaluation Indicates a Need For:

- Additional permanent classrooms to eliminate portables
- Secure entry that routes visitors through office
- Additional small group rooms for pull-outs, coaching and other services
- Dedicated conference room for Counseling
- Parent volunteer meeting and storage space
- More effective space divider in Multi-Purpose Room
- Accessible playgrounds

### Considerations for Future Remodels/Building Projects:

- Add four to six classrooms if enrollment is not reduced in the short term. Design and assign some to PK and/or kindergarten so both groups have purpose-built learning space.
- Consider remodeling the main entry and office to route visitors directly into the office for

2022	1.5	
2023	1.5	
2024	1.5	
2025	1.5	
2026	1.5	
2027	1.5	
2028	1.5	
2029	1.5	
2030	1.5	
2031	1.5	

- check-in.
- Consider replacing divider curtain in Multi Purpose Room with motorized operable panel partition
  - Assess room-by-room need for more power outlets for charging student devices
  - Continue to incorporate comfortable, movable, furniture in all learning spaces to create a variety of settings.
  - Modify playground to offer a range of play experiences to children of varying abilities; This includes access to the play area and to the play equipment, meeting ADA standards.

WASATCH SCHOOL DISTRICT FACILITIES MASTER PLAN

**Figure 6–10: Old Mill Floor Plan** 79

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T  
Library/Media Center PLC/Teacher Support  
-  
S  
Classrooms

Special Education Rooms

GATE

Admin

Music  
Food Services

Cafeteria / Multi-Purpose Support

Restrooms

Portables



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LOWER LEVEL MAIN LEVEL





Table 6–10: Old Mill Suitability Score Sheet

School Size/Capacity	School size and capacity facilitates delivery of quality education and aligns with education goals.
Classroom Size	Classroom sizes are uniform, equitable, and adequate for groups sizes.
Use of Technology	Technology equipment is available, easy to use and always works.
Technology infrastructure	Power outlets are plentiful to accommodate all needs
Welcoming and safe	All classrooms are within the main school building, no portables; Secure main entry and visitor protocol Secretaries work stations face the entry; SRO office at front of school with view to exterior and accessible to students and parents.
Engaging and Inspirational	Spaces are sized to accommodate hands-on learning. Tools and equipment that inspire curiosity are visible. Environment is well-lit with daylight and views.



Visible Learning	School includes both visual display surfaces both analog and digital. School includes spaces for students to present their work and perform.
Parent Volunteers	School includes meeting and storage space available to parent groups and volunteers.
Student Access/Learning for all	Building, site, playground, and equipment are accessible to all students regardless of age, physical ability, or primary language.
Classroom grouping	Core learning spaces are grouped by grade level within the building.
Environmental wellness	The majority of core learning spaces have exterior windows that bring in daylight and views. Skylights and clerestories are used for daylighting internal rooms. Artificial lighting provides appropriate levels of illumination. Acoustic conditions are conducive to learning.
Flexible Learning	Movable walls allow classrooms to open to each other or to hallways for flexibility in group sizes and use.
Expression/Identity	A sense of place is created by the design of the building, finishes, furnishings, branding elements and/or landscape, instilling a sense of pride and belonging in students.
Learning Styles	Classroom furnishings and technology are movable and variable. Whiteboards are provided on different walls to facilitate flexibility.
Real-world skills	School includes adventure lab, project lab, food lab, or maker space to spread out and experiment, build, cook, bake, garden, move and get your hands dirty. Such space is available to students across ability levels.
Furniture	Classroom furniture is varied, comfortable, easy to rearrange, and able to be grouped to create different learning settings.
Community Use & Connections	Building design includes spaces for community use and is zoned to facilitate public access to such spaces and secure other spaces.

