



PARK CITY SCHOOL DISTRICT • DISTRICT 1



Phil Kaplan
Unopposed

Neighborhoods such as Deer Valley, Old Town, Prospector, Sidewinder and Thaynes Canyon.

QUESTION 3

Last year's bond campaign, and the fallout from it, remains an important issue in the community. What did you learn from the failed campaign, and what can the district do differently next time, if anything, to avoid the divisiveness in the community that resulted from it?

After the bond failed, I was the first board member on the radio, first to meet with many of the prominent opponents of the bond, and a leader of the Board's and the District's revamped community engagement efforts.

The bond failed because voters wanted more work done on the facilities master plan, opposed building athletic facilities, and opposed the total cost (according to post-election survey). To move forward, I believe we should propose an "Academic Bond," which

prioritizes student-learning facilities:

- Bring the 9th grade into the high school
- Find the right alignment for 5th and 6th grade with community input

As a Board leader in the current year's budget process, I helped create headroom in this year's property taxes in anticipation of putting this bond on the ballot in 2017. My plan lets us build the first class learning spaces that we need at minimal taxpayer impact.

QUESTION 1

Why are you running for a seat on the school board and what are your qualifications?

Since joining the Park City Board of Education in July 2015, I have been a strong advocate for our children. Your vote for me means: student learning first, fiscal responsibility with transparency, and continuous improvement in how our district runs.

My business experience as a four-time CEO and COO of public and private tech-

nology companies has translated directly to delivering effective oversight of our schools. It takes time to learn the system and to build relationships with the district team, parents, the community and other elected officials. I welcome continued exchange of ideas with all constituents.

In my first 14 months on the Board of Edu-

cation, I have led high impact initiatives, including: strategic planning, master planning, board-community outreach, and 15-to-Clean for healthier food service. I currently serve as Audit Committee Co-Chair, PCEF liaison, a board-level negotiator, and as board sponsor for several programs. I greatly appreciate your support and your vote.

QUESTION 2

Test scores show the district has fared little better than the rest of the state at closing the achievement/opportunity gap. What must the district do to ensure underserved students are receiving a first-class education?

A: Park City has 19 percent of our children on free/reduced lunch and 8 percent English Language Learners. Early reading proficiency is the key to solving achievement gaps for our underserved population.

With the Board's (including my) support, our administration set the goal of hav-

ing 90 percent of our children reading at or above grade level by the third grade. If a child is on track by then, they tend to stay on track through graduation.

With 58 AP classes, our high school can be nationally ranked. Yet, it fell off the rankings largely because of historical

achievement gaps. I would like to return our high school to the national rankings because it helps our college-bound kids gain admissions. In narrowing achievement gaps, it's also important not to shift resources away from gifted and talented kids and the middle majority of kids.

QUESTION 4

With a teacher shortage afflicting districts across the state, combined with the high cost of living in Park City, what can the district do to attract and retain high-quality teachers?

We're fortunate that we already have a team of the best and brightest educators. The District needs to ensure, using data, that our total compensation packages continue to be at a level that will let us attract and retain them. I lead the Board's initiative in this year's budget to take funding away from administration and put it in the classroom, which created 12 net new teaching positions and the smallest class sizes in many years. Other factors besides salary

and benefits impact our ability to attract and retain great teachers. In the strategic planning process that I co-chaired last year with a talented parent, we surveyed what Park City teachers needed from the district, what they thought we were doing well, and areas we could improve. Areas to improve include: more educator input to significant decisions, implementing new initiatives with better advanced planning, and increasing teacher prep time.

QUESTION 5

The district has been criticized for its treatment of students with diabetes. What is your response to those criticisms, and what, if anything, can the district do to better care for students with special medical considerations?

I have met with and listened to many of the parents who had medical-related concerns, both diabetes and other matters. The insight they gave me led me to encourage the District to initiate what I hope will be an open-minded and holistic review of special education, 504 planning, and related activities. This school year, the District is restructuring the special ed department, and then following up with state experts coming in to

make sure we are doing things the right way.

With my insight from running two healthcare companies, I believe it is realistic to keep students safe at schools within normal conditions. And because healthcare is not the core expertise of a school district, we need to communicate clearly the District's capabilities and limitations with parents to ensure an effective care continuum between home and school.



PARK CITY SCHOOL DISTRICT • DISTRICT 2

Peter Yogman



Neighborhoods such as Highland Estates, Park Meadows North, Ranch Place and Snyders Mill.

Andrew Caplan



QUESTION 1

Why are you running for a seat on the school board and what are your qualifications?

This is a critical time for our school system. A misguided bond has put us behind meeting the pressing needs for facilities. At the same time, we will need to communicate, fund, and implement an exciting and far-reaching educational plan that can be transformative for our schools. I believe I have the experience, skills, and dedication to help us successfully meet these challenges. Not to offer my services would be to let down a community that has been wonderful for my family for the last 21 years. All of our candidates running for the school board from all districts

care deeply about our schools. This is not a contest about who cares more. It is about who can best move us forward on the right path and set priorities. We also cannot have great schools without a united community. I am uniquely positioned with children who attended our schools while also having good friends with children currently in school at all grade levels. I can relate to and communicate with the many citizens whose children are grown, but who absolutely must be brought along to support the funding we will so desperately require.

I am running to serve the children and parents of Park City. I am blessed to have two young children one of which attends Parley's Park and one who will in 3 years time. As a parent I want the best education possible for my children, which is a main factor in why my family chose to live in Park City. My desire to serve our community has led me to become a board member of the Park City Education Foundation as well as the Park City Film Series. My wife is also civically involved as the board president of PC

EATS and also serves as a board member of the Park City Community Foundation. As a family we care deeply about this community and want to do all we can to enrich it for all of our citizens. I have a background in banking and upon moving back to Park City I opened my own firm where I serve as CEO. I will bring the leadership and management skills that I have gained from my career, as well as a passion for analytics and responsible budgeting that are essential to running a company to my role as board member.

QUESTION 2

Test scores show the district has fared little better than the rest of the state at closing the achievement/opportunity gap. What must the district do to ensure underserved students are receiving a first-class education?

We now have outstanding, visionary programs that are only partially implemented and will take time. Our pre-school program will produce lasting results as demonstrated in the Granite school district. Intervention at an early age builds necessary brain functions for life-long learning as well as imparts foundational knowledge. We should coordinate this program with other pre-school programs so that all children are being taught the necessary curriculum in the most effective manner. We are introducing technologies that

allow individual tracking of student weaknesses that can be specifically targeted with intervention across grade levels. I have met with our superintendent and we agree that we must still address the large summer drop-off in academic progress that disproportionately hurts underserved students. We must also find ways to raise student expectations of themselves, the most important factor predicting academic success according to John Hattie's work that forms one pillar of our district learning plan.

The achievement gap is not only a district problem but a community problem. We have a special mountain town with a diverse socioeconomic population and as a community we need to focus on providing equal opportunities to all of our children. We are moving in the right direction but I want to see more done for the youngest children from providing more free daycare and pre school services to scholarships and transportation for extra curricular activities

focusing on the arts and sports. The district needs to engage Park City's nonprofits and ensure that the efforts of our teachers and programs to close the gap are not going it alone. We have so many passionate people leading programs in our schools like preschool, Latinos in Action (LIA) and now Bright Futures but for us to truly close the achievement gap we need more funding and involvement from the community.

QUESTION 3

Last year's bond campaign, and the fallout from it, remains an important issue in the community. What did you learn from the failed campaign, and what can the district do differently next time, if anything, to avoid the divisiveness in the community that resulted from it?

The bond failed because it did not appropriately set priorities. The process broke down and became rushed. It lacked clarity, did not seek to collaborate with all stakeholders, and was insensitive to community effects. Re-establishing an effective process will put us back on track since this is a community that supports schools. This has already started with a new high school expansion committee. We must prioritize academic needs while meeting sports facility requirements in a fiscally responsible manner. Other contentious

issues, such as grade structure, should be re-examined based on the best research showing substantial negative effects of large cohort schools on younger children, relating to both behavior (including high risk behaviors) and academic performance. An additional elementary school may be a better option for children, parents, and neighborhoods, with less impact on the community. Student enrollment projections may actually be underestimated and should be quickly revisited for facility planning.

The biggest takeaway from the bond failure is that we have a community that cares about our children and our schools. We have citizens that want to see the school board act in a responsible and thoughtful way with their tax dollars and citizens who require involvement and communication large financial decisions that the district makes. Ultimately the majority if not all of our community want more funding for our children's education as it benefits all members of the community who reside here re-

gardless of whether or not they have children in our schools. It is the job of the school board to continue to push forward the work that has been already done and get new schools and facilities built as we are at capacity and in need of urgent upgrades. Communication is key and lets work together to get the facilities built that our children deserve.

QUESTION 4

With a teacher shortage afflicting districts across the state, combined with the high cost of living in Park City, what can the district do to attract and retain high-quality teachers?

I must be careful here not to make promises that could risk delicate, future, salary negotiations between the Board and teacher representatives. We know the teacher survey indicated wide-spread, general dissatisfaction that must be addressed to have the reputation that attracts talent. We need to establish a collaborative culture so teachers are part of the process of transformation. Next is housing. Raising wages sufficiently to allow teachers to buy homes in the District is not real-

istic. We must work collaboratively with the City and County and enlist the expertise of Mountainlands Community Housing Trust for attainable housing. In addition, I have met with MCHT and we believe there may be incredible opportunity to utilize District property on the periphery of schools and fields for affordable, teacher housing without compromising future District needs. This will provide a huge benefit to attract teachers at no cost to taxpayers and should be explored.

The issue of attracting and retaining our teachers is something that I have put as a priority from the beginning of my campaign. Our teachers are the most important asset that our children and our district have and it is the job of the school board and administration to ensure that Park City is a destination for the best and brightest teachers as they enter the profession or consider relocation. With the teacher contract negotiation coming up this spring, the

district needs to become a leader in this process and consider policy including raising pay aggressively, providing housing stipends so that more teachers can live in the district, and offering grants to forgive student loans. In addition the board and administration has to do better to provide leadership to our teachers so that they feel as appreciated by their employer as they do by our students and parents.

QUESTION 5

The district has been criticized for its treatment of students with diabetes. What is your response to those criticisms, and what, if anything, can the district do to better care for students with special medical considerations?

A: My answer is consistent with what I said back in April. Student health and welfare is a priority and we must spend the funds necessary to ensure it by having adequate nursing coverage in all elementary schools and beyond. The cost of litigation is high. The cost of losing a student is infinite. Due to some investments I have made in new technology for diabetics I know a fair amount about this disease. Diabetic children are type 1, which means their bodies

do not produce insulin necessary to reduce and regulate glucose (sugar) levels. Insulin injections must be carefully calculated to establish baseline levels with bolus supplementation to match meal time glucose spikes. Errors can lead to dire consequences including coma or even death if not addressed promptly. Chronic excursions of glucose levels outside of range may cause long-term damage to many organs and will shorten life expectancy.

Health services are and need to be a priority of our district. The shortfalls in the past are not isolated to students with diabetes but rather include a multitude of mental and physical health related issues. We are a district with over 5,000 students and no two are alike. Whether the issue is ADHD, dyslexia, depression or diabetes the district needs to find a way to provide a safe and healthy environment for all of our children

to learn. Currently, our schools have their own practices for dealing with each issue and this will be the first academic year in many where we even have a nurse in every school. We have a child nutrition services director, we have an after school coordinator but we still don't have an individual responsible for coordinating the health needs of our children. When elected I will make funding this position a top priority.

QUESTION 6

How are you different from your opponent?

I cannot speak to any differences with Andrew so I will only address my own strengths. As to experience, I have lived through every grade in the Park City schools with my children, tutored students from elementary through high school, developed hands-on science lessons for young students, and coached sports. I have the knowledge and impartiality to address issues in every grade. I bring the skills of a successful entrepreneur to craft creative solutions to difficult problems. For instance, to relieve overcrowding pressure on Treasure Mountain I developed the plan to move ninth grade to the high school over

a year faster, which I presented to our business manager and is now pending with the Board. I have unique solutions for our teachers and proposals to coordinate our pre-schools to close the opportunity gap. I have proposed language programs for those students disappointed not to be a part of our wonderful Dual Language Immersion program. I read deeply in the academic literature, especially as it relates to our vision for schools, so I can help communicate and build community support. I can heal community divisions. Finally, I have unmatched dedication, having attended every school board meeting but one since March.

My daughter is attending kindergarten at Parley's and my son is 1.5 years old meaning my children will be in the district for the next 20 years. The board needs diversity of opinions and views and we currently have only one member with elementary age children serving (my opponent hasn't had children in the district schools for many years). My family is at schools in our district every day of the week either to transport our daughter, to participate in EATS events, or to serve as a board member of the Park City Education Foundation. My motivation to serve is clear, to bring our

district to new levels of achievement for my children and for all children in Park City. I have a passion for public service and thankfully with a flexible work schedule I can dedicate as much time as necessary to serve our community. My skillset as a CEO gives me not only the leadership qualities to serve in such an important role but also a keen familiarity with giving direction and achieving compromise where necessary on key policy and budgeting issues. I appreciate you giving me the opportunity to serve and represent you and your family.



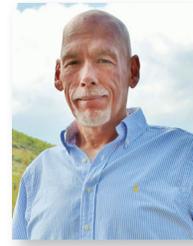
PARK CITY SCHOOL DISTRICT • DISTRICT 3

Petra Butler



Neighborhoods such as Park Meadows South, Park West, Silver Springs and Ranch Road South.

Moe Hickey



QUESTION 1

Why are you running for a seat on the school board and what are your qualifications?

I am running because our school board is in need of change. Much of my 25 + years as a Special Agent with the FBI and United States Secret Service has been dedicated to helping and protecting children. My skill set is unique in that I understand the threats facing our children today and how to mitigate those threats. I believe with my experience I can make a difference in the lives of our children. Utilizing the skills learned by conducting thousands of interviews, I know how to listen not just to respond but to also understand. I will make data driven decisions, ask difficult

questions, and hold people accountable. I have real world experience dealing with crisis situations involving children and know how to effectively address them. Having served as the Cyber program supervisor for Utah, Idaho and Montana, I have a clear understanding of cyber issues facing our children today including the profound impact of social media. I have been assigned to four United States Embassies in Europe and Eastern Europe and numerous task forces. As such, I have the strong ability to work as a team player. The school board needs someone with my skill set.

I strongly believe that public education is the backbone of a strong community. I have been involved in the PCSD since I moved here eleven years ago. I was a founding member of both the Men of McPolin and Men4Ed, I have served on the Park City Ed Foundation Board and served for seven years on the School Board. I understand the role a board member plays in the effective management of a district regarding budget and policy. I have a strong working knowledge of both areas and a background in finance. I also have been involved in the com-

munity, serving on committees as well as being a member of Rotary. This allows me to interact with different segments of the community and to be an advocate for our children.

QUESTION 2

Test scores show the district has fared little better than the rest of the state at closing the achievement/opportunity gap. What must the district do to ensure underserved students are receiving a first-class education?

The district needs to ensure it provides all its students with a first class education. I believe we can't fully address the achievement gap without first understanding the underlying causes. Many of our children have more obstacles to overcome than just reading, writing and arithmetic. If we truly want to be effective in educating our children in school, we must understand what happens in their lives outside of school. Even with additional resources, the school

district can't do this alone. Addressing issues such as housing, day care, after school programs and mentoring is a good start. There are however, more issues which need to be addressed such as substance abuse, mental health, and domestic violence. I want to pursue a multipronged approach of engaging students, parents, educators, administrators, and the community to identify and overcome the obstacles outside of school which are impeding learning.

We do have an opportunity gap in this community and it needs to be addressed on many levels. We have many pieces in place but I believe that we must take a community school approach to address all the challenges we are facing. This year the PCSD is approximately 24 percent "free and reduced" lunch, which means a family of four living on \$28,000 or less per year. This is poverty by definition and leads to many prob-

lems for our children. We need to continue to expand our pre-K program as well as our all day kindergarten. Research shows that if we can get students to grade level by 3rd grade they have a much greater chance of success. We need to expand our afterschool program to all schools K-12, and fund it properly. Lastly we must find research-based programs for the secondary years to attempt closing the existing gaps.

QUESTION 3

Last year's bond campaign, and the fallout from it, remains an important issue in the community. What did you learn from the failed campaign, and what can the district do differently next time, if anything, to avoid the divisiveness in the community that resulted from it?

The failure of the bond was largely due to issues with the proposed cost and the proposed building of athletic facilities. In reviewing focus group data and talking to hundreds of people in the community, the resounding opinion is the bond needs to focus on academics. Therefore, we need to prioritize building first rate student learning facilities. We also need to address moving the 9th grade to the high school and determine the

appropriate placement for the 5th and 6th grades. I have learned many parents of children in the elementary school want their children to remain in their neighborhoods through 5th or even 6th grade. I believe we need to be open to this idea and seek options as to what the best academic fit is for our students. Park City residents believe strongly in a good education system and are not opposed to funding it.

We still have a need for a bond related to the academic needs of our students. We have had an increase of approximately 600 new students in the past four years and we do not have the adequate facilities to meet this demand. I would like to separate academics and extracurricular as best possible. We can earmark some of our current capital to address our extracurricular needs, which will allow us to truly partner with

other local agencies. I favor the ninth grade going back to the High School, 7th and 8th being located at Ecker Hill. I would then like to explore and compare whether having a separate 5th and 6th grade school or having 5 pre-K – 6th grade schools is best for our students and community. I would open the Master Planning meetings to the public and make sure the community is involved.

QUESTION 4

With a teacher shortage afflicting districts across the state, combined with the high cost of living in Park City, what can the district do to attract and retain high-quality teachers?

We are very fortunate that Park City has some of the best teachers in the state. They do so much more than just teach our children. Many act as nurse (providing a band-aid), counselor (just listening), referee (on the playground), comedian (telling a silly joke), or just being a friend (offering a smile). Teachers are continually asked to do more, often times without any additional resources. To keep our teachers, we need to ensure they are valued and respected. The

school district needs to work on developing an environment that seeks input from teachers in the decision making process. We need to encourage community leaders to continue ongoing efforts to develop affordable housing for our teachers so they too can live in the community in which they work. We also need to ensure our compensation packages are at a level where we can continue to attract the best and brightest.

This will be one of the challenges facing the PCSD and schools nationwide for the next decade. Locally we need to work with our current staff to identify what they value and would like to see incorporated in the next contract. We must pay our teachers as professionals and show them the respect that they deserve. I have been working with some current legislators on a concept for developing a Higher-Ed model that

would be unique to Utah. It takes a long term approach, but would also have very strong benefits to the State. It would require a partnership between K-12, Higher-Ed and State Government. I would be happy to discuss the specifics at any time.

QUESTION 5

The district has been criticized for its treatment of students with diabetes. What is your response to those criticisms, and what, if anything, can the district do to better care for students with special medical considerations?

If a student has a specific medical issue such as diabetes, they fall under the protection of the Americans with Disabilities Act (ADA). As such, the school has a legal obligation to ensure related aids and services are based on an individualized assessment of each student's needs. We are at a point where students are requiring more services (medical and mental health) than ever before and the district often does not have the resources to support our stu-

dents. Getting services for our children should not be an adversarial process. The school district is conducting a review to determine the necessary resources to address the current lack of student services. It is anticipated the district will be providing the recommendations in November. If the outcome of this review determines a need for additional resources, the district will have to prioritize ADA services while still maintaining fiscal responsibility.

I do not have all the specifics related to the students with diabetes so I will make a general comment. We as a district are responsible for ALL our students and we should provide the best environment that our resources allow. In light of this issue and others, I would favor a nurse at every school. They would be a resource on a host of issues we are facing. I feel strongly that the benefits outweigh the costs.

QUESTION 6

How are you different from your opponent?

I differ from my opponent based on my background. After more than 25 + years as a Special Agent with the Federal Bureau of Investigation and the United States Secret Service, my experiences both domestically and internationally have provided me with a realistic and worldly perspective on the needs, issues and potential threats facing our children today. I have honed my leadership skills by successfully making critical decisions based on available facts in fast paced, high stress and often life threatening situations. My ideas of how to protect and enhance the lives of our children come from years of experience dealing with child preda-

tors and how they target and exploit our children through vulnerabilities, curiosity and trust. I have witnessed the detrimental impact to children when they are not engaged with schools, families or communities. My extensive investigative background enhances my ability to gather and assess information to reach objective decisions. My proven liaison and management skills enable me to continue to develop strong relationships with key district personnel, community leaders and organizations. At the same time, I come with a clean slate, able to make decisions which are fair, based on data, objective, and without potential for conflict.

Since I have lived in Park City I have been consistently involved in public education. I have served on numerous district committees as well as having been the liaison to a number of entities. I have served on multiple non-profit boards and have a full understanding of the role of the board. Over the years I have developed relationships with many of the community partners of the school district. I have also established relationships with the State School Board, the State Office of Education and with Legislators of both parties. I believe I bring a level-headed and long-term view to the process

and my main focus is and will be for ALL the children of our district.