

Park City Day School

Educational Philosophy



An educational experience based on a foundation of essential human values that nurture and challenge each child through an interdisciplinary, experiential learning program. We achieve educational excellence by committing to the highest standards of learning and *living*.

Park City's only independent, NAIS accredited pre-school through 8th grade academic institution.

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Integrated Programmatic Elements

Sophisticated learning, mental acuity, authentic engagement, and strong relationships flourish when we place equal emphasis on the content we teach and the context in which it's taught. PCDS encompasses pre-school through 8th grade and provides fluidity and consistency in academics, relationships, social-emotional learning, character development and leadership. Other local Park City schools span PS-5, 6-7, 8-9, requiring a minimum of 3 transitions from PS through 8th grade and the reestablishment of relationships and norms with each transition. Positive consistent environments help young children develop trust, emotional security, self worth, self agency, a strong sense of belonging and dependable learning habits. Our **Responsive Classroom** approach, **Strive for Five** value framework, **Outdoor Education** experiences and **Round Square** global partnerships are interwoven and fully integrated from early childhood and deepen the potency of our academic work.

Responsive Classroom is an evidence-based approach to teaching and learning that focuses on cognitive growth and uses self-directed, experiential learning in a relationship-driven environment. The guiding principles focus students on how they address a task or problem, what strategies they apply, why they think what they think, allowing time to reflect and assess their process. This metacognition, or intentional awareness of their thinking process, allows students to transmit their knowledge and reasoning across tasks and contexts in and outside of their classrooms. **Academic "rigor" happens when students are deeply and authentically engaged in learning in ways that enable long term retention and multidimensional application. The process of which develops our students into critical and creative independent thinkers.** This process might begin with questions that spark the student's interest in a topic and then encourage them to generate their own ideas, making their way to the answers through questions, challenges and collaborations.

The values of our **Strive for Five** social-emotional learning curriculum are Respect, Responsibility, Teamwork, Integrity and Compassion. These core values are embedded in our daily activities, interactions and community culture. They are explored in our academic curriculum, reinforced through our "High Five" recognition program, our social "House" system and our Buddy program. Buddy classes meet weekly after school-wide assembly and engage in arts, cooking, reading together and sports like winter sledding. It is common and heartwarming to see an older student high-fiving a younger one as they pass in the hall.

Our **Outdoor Education** ("OE") is as distinctive and formidable as the geography that surrounds us. In a developmentally appropriate progression from preschool to 8th grade, outdoor education is embedded in our daily learning. Starting in preschool, our students participate in weekly greenhouse classes, regular exploration of our own 11 acres and local hikes in the Wasatch Mountains. The program then advances to week-long multi-sport expeditions within the five National parks and more than 40 State parks of Utah. Our OE program is cross curricular, incorporating environmental, physical & social sciences as well as literature, history, mathematics, and art. Academic concepts become "sticky" as they are discovered and put to use in real world environments.

PCDS is the only school in Utah to partner with **Round Square** allowing our students and teachers to collaborate in an international consortium of 230 schools in 50 countries around the world that subscribe to a common set of IDEALS: Internationalism, Democracy, Environmentalism, Adventure, Leadership, and Service. K-8 students participate in Round Square classes once per week and students fifth through eighth grade can attend international student conferences as well as participate in host family exchanges around the world. By incorporating Round Square into our academic program, PCDS students develop global competence, appreciate the value of cultural diversity and build confidence in their contribution to our global community.

We educate the whole child to foster:

Lifelong evidence-based learning within and beyond a classroom

Independent thinking that's critical and creative, adaptive and collaborative

Hard-working, resilient, team-oriented citizens of the world

Authentic, principled individuals with strong self-worth and solid character

Environmental awareness, global competence and appreciation of the value of cultural diversity

Our approach to achieve this vision:

- Academic Excellence through innovative, interdisciplinary teaching
- Responsive Classroom
- Strive for Five Values and Service Program
- Experiential Learning
- Integrated Outdoor Education
- Round Square values-driven global partnership program





Strive for Five & Integral Service Program



Our Strive for Five values-based curriculum is the foundation on which our educational program is built.

Our values are:

1. Respect
2. Responsibility
3. Teamwork
4. Integrity
5. Compassion

Value-based, social-emotional learning is embedded in how we approach teaching and in all daily interactions. Our values and the service that demonstrates them become an innate and authentic part of everyday on or off campus.



Experiential Learning – Learning By Doing

Experiential Learning is structured to require students to take initiative, make decisions and be accountable for results

Experiences are supported by reflection, critical analysis and synthesis

Students experience success, failure, adventure, risk-taking and uncertainty and then navigate through their experience

Our Students are actively engaged:

- Posing questions
- Being curious
- Investigating
- Experimenting
- Solving problems
- Assuming responsibility
- Being creative



- Our Outdoor Ed program is all year long and includes every grade - preschool through 8
- Outdoor Ed is cross curricular, incorporating environmental, physical & social sciences as well as literature, history, mathematics & art
- Experiences capitalize on the amazing natural landscape that surrounds us
- Students develop collaborative and leadership skills, self confidence, and learn persistence, courage, compassion
- Academic concepts are put to use



Integrated Outdoor Education

Park City Day School's Outdoor Education Program (OE) is distinguished from other schools because it is fully integrated throughout our academics as well as our leadership, values and SEL programs. Our program is not comprised of annual class trips or after school sports. From preschool day hikes on local trails to rock climbing, canyoneering and whitewater rafting in the upper grades, our OE is a daily element of experiential, real-world learning that connects our students to nature and to each other while fostering courageous learners. Our students first OE overnight trip is a third grade camping trip. At the start of each year, our fifth graders and eighth graders embark on a OE leadership retreat together. During the day, the fifth graders complete a ropes course and the eighth graders summit Mount Timpanogos (11,753 ft). They come together each night around the campfire and discuss elements of leadership. They create a divisional (5th - Lower school; 8th - Middle school) plan for the year. Our alumni say how formative this trip was in their future leadership challenges.





PCDS/Round Square Shared Ideals

- Internationalism
- Democracy
- Environmentalism
- Adventure
- Leadership
- Service



Round Square Global Partnership

Park City Day School is the only school in Utah that partners with Round Square allowing our students and teachers to collaborate in an international consortium of 230 like-minded schools in 50 countries. This significantly expands our students' learning experiences to a global level and demonstrates the value of extraordinary difference while holding to the same set of values and ideals. By incorporating Round Square in our program, PCDS students develop global competence, appreciate the value of cultural diversity and build confidence in their contribution to our global community. Starting from Kindergarten through 8th grade, students participate in weekly Round Square classes. Students fifth through eighth grade can participate in international host exchange programs and student conferences around the world. This year in partnership with other Round Square international schools our middle school students can travel and study for two weeks in Bogota, Columbia as well as attend a student conference in London, England. Having weekly connections and collaborations with international, like-minded schools cultivates an authentic global mindset. For more information on Round Square [click here](#) or the Round Square logo above.

Round Square Program Elements

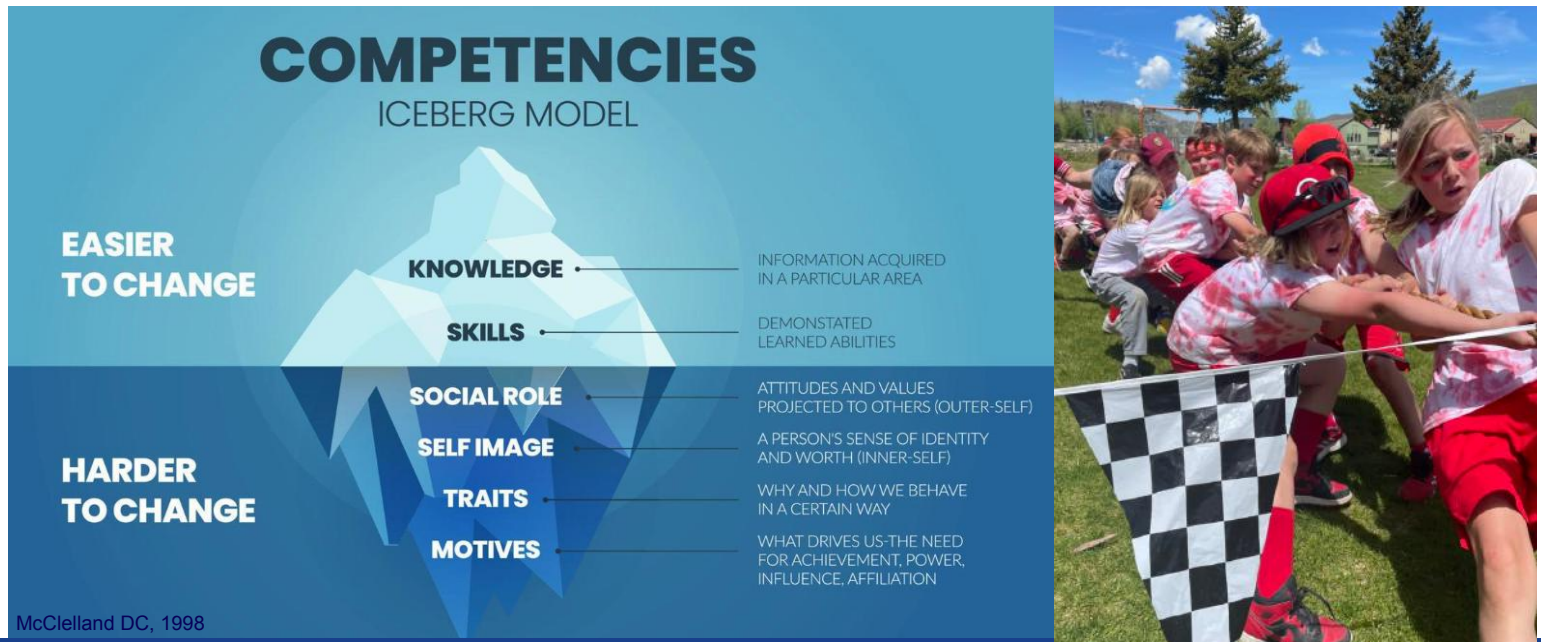
- Weekly Round Square Classes from K-8
- Domestic & International Exchanges for Students & Faculty
- PenPal Exchanges
- Virtual and In-person Student Conferences
- Collaborative Service Learning Opportunities
- Field Trips & Local NPO Partnerships
- 5th and 8th Grade Leadership Retreats
- Earth Day Campus Clean-up
- Patriot Day Commemoration & All-School Flagpole Hike



The Difference the Day School Makes

Our educational philosophy is grounded in value driven programmatic elements interwoven with a strong academic scope and sequence because lifelong learning is built on character. Our mission, to inspire students to live great and giving lives, is achieved by intentionally forging meaningful relationships with each of our students, fostering their innate curiosity about themselves and the world around them and supporting them in their individual social-emotional and academic journey. Within the framework of these affirming relationships, our students find their voice, have agency over their own learning and recognize their responsibility to share their thinking in their classrooms, our school leadership and service programs and with their communities beyond school.

Our students become aware and self-reflective of their learning, they develop a rich repertoire of learning strategies and the ability to deploy those strategies flexibly across a broad range of subject matter and experiences. In the process, students gain the competencies to sustain a lifetime of learning. The measure of our students success encompasses all the relevant empirical evidence, much of it beyond test scores, that create fulfilling later life outcomes. These competencies which are not easily quantified, are gained from belonging to the PCDS community. This is the PCDS difference. For our students, their Park City Day School education is earned by doing, in giving a piece of themselves to this place, and in return, the sense of the place remains with them and informs who they become.



Academic Scope and Sequence - Overview

Park City Day School's Early Childhood program lays the foundation for all that is to come in a child's academic journey. Our talented faculty nurture and cultivate each student's curiosity and intrinsic drive to learn by providing multi-sensory, hands-on experiences focused on the whole child. The student's day is a thoughtfully organized balance of whole-group meetings, small group learning centers, and unstructured play time, both indoors and in nature. Three and four year old students also participate in our buddy program and enrichment classes taught by specialists in science, Spanish, performing arts, and physical education. This holistic, developmentally-appropriate approach develops problem-solving skills, perseverance, and prosocial behaviors in line with our school wide Strive For Five values. PCDS ECE students enter Kindergarten with robust social and emotional tools, well-developed academic confidence, strong relationships, and a deep love of learning and school.

The Lower School years, ages five to eleven, are when a child acquires, practices, and refines the literacy, math, and social skills that will serve them for a lifetime. PCDS implements Science of Reading- and standards-based curricula and frequent benchmark assessments to ensure that each child is progressing, but what sets us apart are our small class sizes and focus on thematic experiential education and social and emotional learning. Our homeroom teachers and specialists in visual arts, performing arts, wellness, science, and Spanish create cross-curricular project-based learning experiences that build students' love of and excitement for learning while providing immediate feedback and daily one on one attention. Teachers know where each child is and meet the child with individualized pacing and varied learning environments that promote their natural development. Students enter Middle School with a solid sense of self, a passion for learning, and a growth mindset that prepares them to approach new opportunities and challenges.

Students in sixth through eighth grade are at a pivotal point in brain development. Our team of experienced middle school educators understand how to leverage the unique opportunities of this intense phase of growth to facilitate deep learning and emotional health. Middle schoolers thrive on social connection, so meaningful, scaffolded collaborative learning is a pillar of our program across subject areas. Our teachers go beyond the core standards and provide rich opportunities for independent learning. Our students have agency in their learning and are empowered to take charge of their own experience. With the support and supervision of their core subject teachers and advisors, our students engage in Harkness circles, travel internationally, create innovative solutions to complex problems, and challenge themselves to be their best selves. They enter high school ready for any challenge while exemplifying what it means to lead great and giving lives.



Early Childhood Program

Overview: Our “purposeful play” philosophy in Early Childhood cultivates each students' curiosity and establishes their academic foundation in literacy, numeracy, and social emotional learning. Through curated centers and multi-sensory hands-on experiences, our master teachers help children develop a lifelong love of learning. Fostering curiosity, critical thinking skills, creative problem-solving, communication, collaboration, and good citizenship are all central to our three-year-old Preschool and four-year-old Junior Kindergarten classrooms.

Program: Early Childhood students form deep relationships with their teachers and each other as they navigate a highly-engaging classroom and expansive outdoor campus. With a developmentally appropriate flow between moments of direct instruction, unstructured play, and curated centers, the students are highly-engaged in their learning. Three and four-year-olds also have weekly specialist time with the science teacher, Spanish instructor, Librarian, along with time in the gym for Wellness. Early Childhood classes spend considerable time outside while exploring our 11-acre campus. They plant and harvest in the greenhouse, enjoy the sledding hill, venture off on a bug hunt on the Infinity Trail, or play on one of two large playgrounds. Students are eager to enter Kindergarten with a love of school, a strong foundation in literacy and numeracy, and close bonds that continue to flourish throughout their PCDS career.

Student Experience: Two modern light-filled classrooms allow ample space with diverse activities for our youngest students to embark on their educational journey. With a student to teacher ratio of less than 7:1, our teachers guide students through fun and engaging centers, such as making letters in shaving cream, using tweezers to develop fine motor grip strength, or a creative lesson on their thematic unit, like hibernation. Unstructured creative play areas promote friendship, sharing, and effective communication skills.



Lower School Program

Overview: Our Lower School program builds the foundation for academic excellence through integrated, project-based learning. Our focus in these formative years is to ensure every student develops a solid sense of self, a passion for learning, and a growth mindset that prepares them to approach new challenges with vigor. Our students develop 21st century skills in effective communication, critical thinking, collaboration, and creativity through engagement in a wide variety of educational experiences. In addition to the humanities, LS students have specialist classes in science, the arts, performance, Round Square, and Spanish language. We hold our students to a high academic standard while challenging them holistically to be their best selves.

Literacy Program: Through a science of reading approach, our Lower School literacy program develops each student's reading and writing skills while creating confident communicators. Through the Wilson *Foundations* program, students gain a phonemic awareness beginning in preschool and continuing through third grade. *Foundations* Elements Include: Phonemic Awareness, Phonics/Word Study, High Frequency Word Study, Reading Fluency, Vocabulary, Comprehension Strategies, Handwriting, Spelling, expanding on direct phonics instruction, decoding, handwriting development, and fluency, our students become readers and proficient communicators. Comprehension skills become an essential focus through novel study from third grade onward.

In writing, kindergarten students master letter formation and begin to write words and sentences. By second grade, students start to craft structured paragraphs and expand to more complex genres by fifth grade, such as persuasive essays, expository writing, and poetry. Reading and writing skills are cultivated through one-on-one teacher conferences, peer-to-peer editing, and small group collaboration.

Student Experience: As part of their trip around the world, first graders take a virtual trip to Africa. The teacher arranges the classroom like an airplane, complete with a parent volunteer playing the role of flight attendant. They read texts about that place, and write an informational piece on the flora and fauna of Africa. The writing process takes several days as they create a draft, peer edit, and even share with their older buddy class.

Mathematics: Our teachers utilize a vast toolkit to bring math alive in the Lower School with *Bridges in Mathematics* serving as the keystone programmatic resource. *Bridges* is a comprehensive PK–5 curriculum that equips teachers to fully address state standards in a challenging, engaging, and accessible manner. Students gain a deep understanding of concepts, proficiency with key skills, and the ability to solve complex problems. The curriculum is composed of three distinct but integrated components: Problems & Investigations, Work Places and the Number Corner.

Student Experience: Fourth Graders engage in collaborative math games and hands-on activities in a way that honors mistakes and encourages multiple methods to solve the same problem. They begin their daily math practice on the rug for a review from the previous day before diving into a large group direct instruction of a new concept or activity. Finally, they break off into small groups to complete the activity or to play a math game associated with developing that concept as the teacher visits each group for targeted differentiation. Through collaboration, students learn from one another, practice communication skills, and gain a joy of learning.





Lower School Program

Social Studies: The Lower School Social Studies program is designed for students to explore, investigate and research complex topics. From geography and world cultures to American history and issues of equity and inclusion, there is a strong focus on monthly social emotional themes as part of our Strive for Five curriculum. The Social Studies block includes primary and secondary resources related to their course of study, such as a Utah History text utilized in fourth grade. Our Lower School curriculum builds upon the previous year with the objective that students gain a positive sense of themselves and their place in our local and global communities. Students examine the perspectives of others in both present-day and historical contexts, as well as explore the foundation of their own beliefs. In unison with Outdoor Education, Round Square and service programs, students engage in integrated projects that help them understand and live a life of stewardship and civic engagement.

Student Experience: The 3rd Grade Park City History Unit kicks off with a visit to the local Park City Museum and other historical sites. Students choose a landmark building, research its history and complete a beautiful watercolor drawing in art class. They also choose a historical figure from Park City's past, study their life, and craft a written monologue which is then performed in that voice. Finally, the class creates a culmination of their work, which is then presented in both English and Spanish for the community.

Science: K-5 students visit the science lab with the specialist teacher twice per week. Students explore a range of topics in earth, physical, and biological sciences. Our pedagogical approach and curriculum is aligned with Next Generation Science Standards(NGSS). Through a process of sense-making and evidence-based reasoning, students learn to engage in scientific debate and fact-finding. By encouraging students' natural curiosities, we are able to use student-generated interests and questions to support scientific inquiry and instruction. Our Trout in the Classroom program is a highlight of the program as students hatch rainbow trout eggs, raise them and ultimately release them back into the wild. This project exemplifies the experiential aspect of our science lab and curriculum.

Student Experience: As part of a fifth grade unit on regenerative farming practices, the students first explored soil and what makes a healthy ecosystem. They travel to a nearby ranch which employs these sustainable practices. The students engage with the farmers, observe how they rotate pastures and even fed the cows. When they return to campus, they utilize the greenhouse, test the soil, and discuss how we can promote regenerative practices on our own campus.



Middle School Program

Overview: Our Middle School program emphasizes the importance of outstanding scholarship across the fields of English literature, social studies, math, science, and the arts. During this unique and critical phase of brain development, we believe Middle School is a time to increase demands while also offering support structures that allow students to develop autonomy, practice self-advocacy, forge their identities, and learn to value others' perspectives. Utilizing discussion-based Harkness circles and the Socratic method of teaching, our students learn how to ponder open-ended questions, listen attentively, disagree respectfully, and communicate effectively. The Advisory program encourages strong relationships and builds executive functioning skills. By the end of their PCDS career, our Middle School graduates are academically prepared for the rigors of high school and beyond, while also exemplifying our Strive for Five core values.

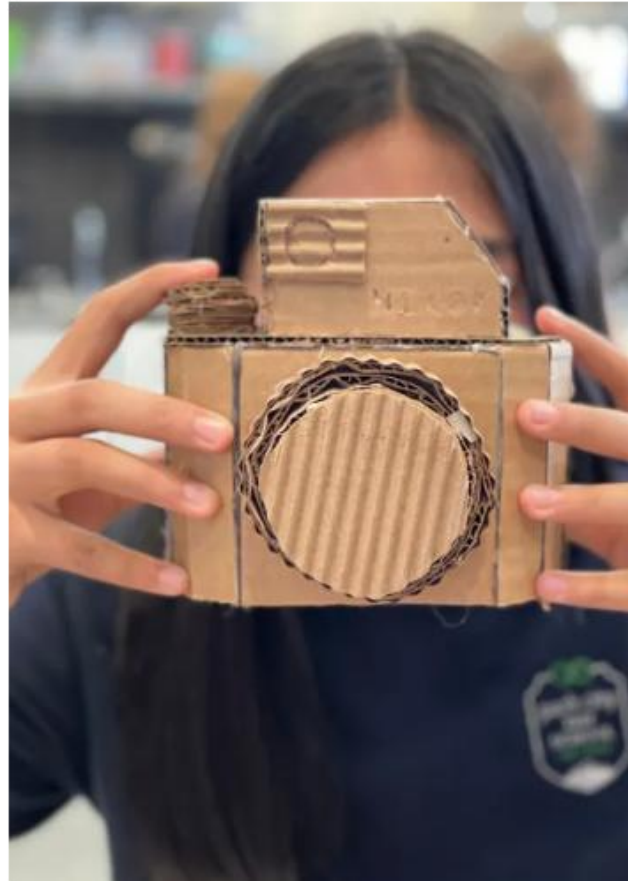
English Literature: Our students become critical readers and prolific writers over the course of their Middle School career. Students learn to annotate their reading, craft strong thesis statements, and organize five-paragraph essays. By eighth grade, students are well-versed in composing literary analyses, persuasive essays, and creative writings. Our Middle School English program offers a purposeful balance of the classics, contemporary young adult literature, poetry, and non-fiction. Often the literary selections have cross-curricular connections to social studies, multiculturalism, and issues of diversity, equity, inclusion and belonging. Mechanics, usage, and grammar are also important components of the English curriculum.

Student Experience: Through novel study, students dive deeply to examine challenging text through various perspectives. Acting as facilitator, the teacher will ask open-ended questions which spark conversation and promote debate. Writing exercises allow students to explore voice and choice while the editing process improves conventions and the technical aspects of writing.

Science: Our Middle School Science curriculum offers critical foundations in earth science, life science, chemistry, and physics. Students are required to learn through inquiry, experiment, careful observation, accurate data collection, and analysis of findings. Our students apply their scientific knowledge in consideration of real-world issues and design solutions. When possible, learning takes place in the field to bring the content to life. Units of study include geology, genetics, chemical reactions, micro- and macro-organisms, ecology, and STEAM challenges, such as rocketry and Rube Goldberg chain reaction machines.

Student Experience: Middle schoolers gravitate to the hands-on experiential approach in science. Through inquiry and experimentation, students avoid the need for rote memorization, they gain a deeper understanding of concepts and internalize the process of scientific reasoning. During their geology unit, eighth graders complete a scale model of geologic time which helps them grasp various periods of time and the huge impact of humans in their relatively short time on Earth.





Middle School Program

Social Studies: In our Middle School social studies program, our students learn to examine world cultures to discover the elements that bind all civilizations. Students source, discern, and filter evidence and learn to conduct meaningful research, analyze text, and deliver evidence-based arguments. By exploring the foundations of ancient governments, learning how our own country was formed, or examining global current events, students use inquiry to consider how human beings have made decisions over time, and how those decisions have historically shaped cultures and communities. The Middle School scope and sequence kicks off with two years of world cultures (beginning with prehistory) and concluding with U.S. History in eighth grade.

Student Experience: In social studies, students learn more advanced study habits such as note taking, critical reading, and Harkness discussion based inquiry. During the exploration of Ancient China, seventh graders examine and discuss a scholarly text to determine period milestones that denote each dynasty's reign. This discussion leads students to drawing connections with modern U.S. history.

Mathematics: Our Middle School Mathematics program continues to build upon our Lower School Bridges foundation with the Carnegie math program serving as the core scope and sequence. The Concrete, Pictorial, Abstract (CPA) approach, student metacognition (awareness of thinking) and multiple pathways to solution mindset are all implemented in an experiential manner. Our Middle School students progress quickly from deep application of math fundamentals, through Pre-Algebra, to multi-layered Algebraic problem-solving. As in the Lower School, students are encouraged to solve problems in multiple ways while explaining their rationale. Math classes involve logical, creative and hands-on application of math concepts as well as real world problem solving. Along the way, mistakes are celebrated and framed as learning opportunities. Students graduate Middle School math ready to take on the challenges of advanced math classes in high school.

Student Experience: As part of a geometry unit, sixth grade mathematicians form small groups to create a large scale blueprint of a themed cityscape. The projects incorporate various geometric requirements as outlined in a scoring rubric, such as two obtuse angled roads that lead into right angles.

Detailed Academic Scope and Sequence

To review our full academic scope and sequence by subject area and grade click [here](#).

K-8 Specialist Classes

Spanish Instruction

Spanish students engage in a multi-sensory environment in line with the Total Physical Response (TPR) and Teaching Proficiency Through Reading and Storytelling (TPRS) methods, including dance, story creation, music, and role-play. Our program encourages students to better understand and appreciate different cultures and influential figures from Spanish-speaking countries throughout the world. Exposure to different ways of thinking, speaking, and communicating allow students to understand and appreciate global cultures from an early age.

Lower School Spanish students are introduced to the sounds, structure, and vocabulary of Spanish within the context of themes such as family, school, daily life, nutrition, and customs in Spanish-speaking cultures. Students practice comprehension and speaking, with a focus on story creation and role-playing. By 5th grade, students can comprehend and respond to instructions and questions, describe themselves, their families, and their surroundings, and they begin to respond to conversational prompts in preparation for Middle School.

Spanish in the Middle School delves further into historical and cultural topics, while students make great progress toward conversational proficiency. Themes help students gain cultural perspectives and global competencies that support their emerging fluency. Goals for the end of 8th grade include comprehending spoken language, using correct pronunciation, as well as overall competence and confidence in conversation, discussion, and storytelling. Middle School students also have an opportunity to travel to our sister school in Bogotá, Colombia for an immersive experience.

Student Experience: As part of National Hispanic Heritage Month, students learned about influential Hispanic figures and created a mural to highlight their accomplishments. As a school, we acknowledged and celebrated Hispanic members of our school and the many gifts they bring to our community.

Visual Art

Our robust visual art program gives students broad exposure to materials, techniques, styles, and artists. More importantly, every child learns to think of themselves as an artist and to find joy in the process of self-expression. Through creative projects, students are encouraged to focus on the process and to not be paralyzed by the pursuit of perfection.

Students in the Lower School learn the fundamentals of working in different media, especially drawing and elements of line, form, shape, space, and color. They also learn to work with clay, pastels, paint, and other materials. Work in the art studio is often integrated with thematic units.

In the Middle School, projects get longer and more technically challenging, so students learn to better control their materials and work with patience toward a goal. Students study the work of established artists, such as Chuck Close, and complete impressive works inspired by that artist. The spring art show highlights the work of students in grades Kindergarten through 8th grade.

Student Experience: As part of a Middle School unit on cultural heritage, students research their family history and compile mixed-media artifacts to create a three-dimensional cigar box representing their families journey. The heritage boxes are displayed at Kimball Art Center.



Performing Arts

Performing arts serves as a laboratory to practice social-emotional skills; develop empathy, work closely with classmates, express emotions, and explore conflict. Our youngest students are on stage in front of an audience beginning in preschool. By graduation, our students are confident communicators who feel empowered to express themselves through various creative outlets.

Beginning once per week in Early Childhood, the performing arts program centers around building confidence in children to take risks and to develop a positive sense of self. Entering the Lower School, students exercise their creativity twice a week through improv games, team building activities, monologues and class performances. Our teachers foster an atmosphere of encouragement, acceptance, appreciation and enthusiasm so students feel free to take risks. By Middle School, students are creating their own content and performing more complex productions through both performance class and elective classes. Graduating eighth graders leave us with a deep appreciation for the arts and can confidently deliver a commencement speech.

Student Experience: Hallmark performances, such as the fourth and fifth grade Shakespeare Festival and second grade's Charlotte's Web, create community excitement around the arts. Collaborations like the middle school Puppet Show, allow students to feel the joy of creating art for younger buddies. Cross-curricular collaborations such as third grade's People of Park City's Past, help students synthesize lessons from multiple subject areas.



Wellness

Physical education is connected to our active mountain lifestyle and our students embody that ideal. Early Childhood attends wellness class once every week in addition to daily unstructured play time. Lower and Middle School students participate in wellness twice weekly. In addition to introducing specific sports skills, students learn to practice a mindful and healthy lifestyle. Classes involve activities that develop healthy habits and positive decision-making. Our graduates understand the importance of a healthy mind and body and have the skills and desire to pursue an active lifestyle.

Student Experience: Middle School students work together to identify an area of fitness growth. Small groups work together to assess their baseline and then create a comprehensive plan for improvement. Skills range from improving a figure skating maneuver to increasing hand-eye coordination for lacrosse players.



Portrait of a PCDS Graduate



Nick Page '16, Alumnus & 2022 Olympian

"My teachers knew that I was passionate about skiing, so they incorporated skiing in projects that related to our work in the classroom." "I'm an only child, but I felt like I had 13 siblings by the time I graduated." - Nick Page

Nick Page graduated PCDS in 2016 and attended the Winter School. He competes on with **U.S. Olympic Freestyle Team and the Moguls Team**. Nick holds the all-time record for the highest degree of difficulty run ever competed in a moguls competition. (March 2022; Megev, France). Nick is the youngest man to ever win a NORAM event at only 16 years old— narrowly edging out legend Jeremy Bloom by just a few months.



PCDS at a Glance



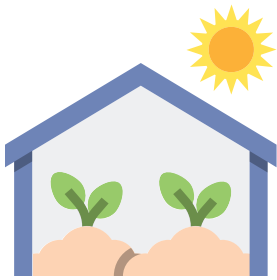
6:1 students teacher ratio



93% Alumni graduate into Honors/AP track



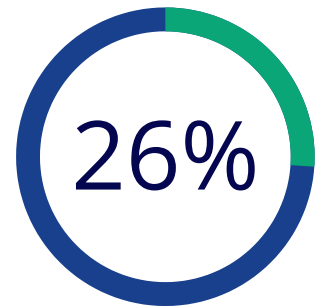
campus spans 11 acres in Wasatch Mountains



Campus Greenhouse year-round weekly classes



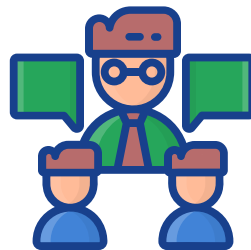
18.75% Students of color (Park City 11%)



26% of Students receive tuition assistance



Fully integrated Outdoor Education Preschool-8th



Student centered focus on cognitive growth



Only Utah school with Round Square global partnership

At Park City Day School sophisticated learning, mental acuity, independent thinking, long term retention and strong relationships flourish because:

- our students are deeply and authentically engaged in dynamic learning experiences
- we value the acquisition of self-knowledge and world knowledge
- our students have meaningful, lasting relationships with their teachers and peers
- we believe that spiritual grounding & wellness matter as much as high academic achievement
- we achieve educational excellence by committing to the highest standards of learning & living