Executive Summary

Bethel School District (district) is a large district in Pierce County that is growing rapidly. By 2026, the district anticipates 3,000 more students than the 2017-18 enrollment of 19,339 students. This enrollment increase is expected to exacerbate an existing capacity issue. Multiple facilities are currently overcrowded, and many are aged to the point of needing remodeling or replacement, especially at the high school and elementary school levels. If no additional space is added by 2021, the district anticipates that it will be more than 5,000 students over their total capacity.

To gain an understanding of community values and seek input on how to address the district’s facilities challenges, the district initiated a community engagement process in 2017. A Long Range Facilities Task Force (Task Force), comprised of community members, staff, parents and students, met eight times from March to September 2017 to study the district’s facilities and create recommendations for the School Board. The Task Force provided recommendations on a range of topics associated with long-term school facilities planning, with the focus on addressing lack of classroom capacity.

In early 2018, the district ran a bond measure to raise money to fund the Task Force’s recommendations, as revised by the School Board. The bond measure failed to pass, leaving the district facing a deepening overcrowding situation. The Task Force was reconvened to discuss a variety of options and models for increasing capacity within the school district in the absence of capital improvements that would have been funded if the bond measure passed.

Over the course of eight meetings held between September 2018 and February 2019, the Task Force discussed 14 options for addressing the district’s capacity problem. Their discussions were informed by research conducted on each option and data provided by the district. After reviewing research information and discussing the pros and cons, the Task Force narrowed the list of viable options and created combinations. The Task Force was able to further narrow combinations by applying criteria and comparing combinations to data provided by the district.

After much discussion, the Task Force has determined their recommended path forward to address lack of classroom capacity in the Bethel School District in the absence of additional bond measure funding. Their general recommendation is summarized below and described in detail in the Final Recommendations section of the report.

High school level recommendation
Implement double shifting at least at one high school

Elementary school level recommendation:
The School Board should consider the following options

- Option 1: Change one middle school to elementary school.
- Option 2: Change elementary school grades to K-4 and middle school grades to 5-8 except for Elk Plain K-8 School of Choice, which remains the same.
Introduction

The Bethel School District (district) Long Range Facilities Task Force (Task Force) was reconvened in September 2018 after the failure of the district’s third bond measure since 2016. Their main charge was to study, discuss and evaluate options for housing students in the district in a capacity-constrained environment.

The Task Force met eight times between September 2018 and February 2019 to evaluate options generated by members and district staff. At each of the meetings, the Task Force was charged with determining which of the options discussed should move forward for further evaluation, in addition to clarifying and creating evaluation criteria for the remaining options.

The summary below details the information considered by the Task Force and their process for determining their recommendation to the School Board.

Background Information

Why is more capacity needed?

The Bethel School District is growing rapidly. Covering over 200 square miles in southeast Pierce County, it is the 16th largest district in Washington state. By 2026, the district anticipates 3,000 more students than the 2017-18 enrollment of 19,339 students, an increase of approximately 16 percent. This increase creates a challenge to district facilities, many of which are already over capacity, and some which are aging and in serious need of renovation or replacement.

What has been done to this point?

To plan for this growth, the district convened a Long Range Facilities Task Force in 2017 to study the district’s facilities and enrollment data, prioritize the most urgent needs, and recommend a smart, efficient, and long-term strategy for the district’s schools, including a fallback plan if a bond measure failed to pass. The Task Force’s fallback plan for how to proceed with addressing capacity issues without capital funding included evaluating several of the options included in this document. The Task Force reconvened in September 2018 to begin evaluating options and to provide recommendations to the School Board.

In November 2018, a school construction bond measure failed by just 307 votes shy of the required 60 percent supermajority. This bond measure attempt was the fourth to fail since 2016. As the student population continues to grow, the Task Force and the School Board are continuing to work together to create and implement solutions to the district’s capacity issues.
The Task Force

Former members joined new members when the Bethel Task Force was reconvened. Members were selected from an application process that had an overwhelming amount of community interest due to the impact of the options under consideration to parents in the district. Task Force members were selected from those who applied based on achieving a balanced representation of experiences, perspectives and geographic locations.

Selection process criteria included the following:

- Area of residence
- Experience considering complex issues and perspectives
- Demonstrated ability to compromise
- Desire to innovate and collaborate
- Familiarity with group processes
- Commitment to meetings and Task Force activities
- Demonstrated interest in Bethel School District
- Bethel district school experience (e.g., parents)

Over eight meetings, Task Force members analyzed the impacts of identified options, including impacts on student education, transportation, food services, maintenance, building capacity, staffing and the impact on the community (e.g., after-school activities, daycare, family schedules, vacations). Task Force meetings were facilitated by EnviroIssues, a neutral, third-party consulting firm.

The list below includes all individuals who were asked to become a member of the Task Force.

- Althea Clark
- Amy Briggs
- Andrea Smith
- Ashlee Walker
- Audra Brown
- Bernadette Patton
- Bill Taylor
- Bryan Streleski
- Carie Ann Lathrom
- Charis Storrs
- Dan Ferreira
- David Knight
- Debby Morgan
- Demetrius Forte
- Denise Clark
- Dennis Leingang
- Jay McIsaac
- Jeff Johnson
- Jennifer Van Gieson
- Joseph Hoge
- Kathleen M Jones
- Kimberly Price
- Marilynn Wood
- Melanie Thomas
- Mike Christianson
- Mujaahidah Sayfullah
- Paul Marquardt
- Porsche Appleman
- Rebecca Sok
- Richard Thurston
- Rick Knutsen
- Robert Crewse
- Robert Stanley
- Ron Mayberry
- Sandy Williamson
- Scott Martin
- Shannon Zimmerly
- Teresa Smith
- Terry Hurd
- Thomas Muñoz
- Tina Lee
- Todd Mitchell
- Tracy Hennessy
Data Provided to Task Force

Task Force members were provided with information about the options they were considering at each meeting. Information was gathered by the neutral, third-party consulting firm and the district to help inform Task Force discussions and decisions about which options to move forward. Data materials included:

Option factsheets

Factsheets provided Task Force members with an overview description of each option and shared Bethel-specific information on anticipated cost, potential capacity increases and anticipated changes to Bethel schools. Additionally, the Task Force was provided with a factsheet on portable classrooms (portables), to answer questions that came up during meeting discussions. Portables however, were not considered as an option for solving Bethel’s lack of classroom capacity since the district is already using portables at many schools.

Interview research

Interviews were conducted by the neutral third-party consulting firm with school districts across the country and in Puerto Rico that had on the ground experience with the year-round multi-track, double shifting and K-8 school models. Data from interviews were incorporated into option factsheets.

Criteria data sheets

Once the Task Force partially narrowed the options under consideration, they came up with criteria to measure remaining options against. The district provided them with data on how each remaining option measured against their criteria to help them come to their final recommendations.

See the appendix for the fact sheets and criteria measurements the district provided to the Task Force.
## Options Considered

During the Task Force’s first two meetings in September and October 2018, they identified options to address the district’s capacity needs. As they considered information from the district, they adjusted options and added new ones. In total they identified 14 individual options to review and discuss. Options were generated both by district staff and Task Force members. See Table 1 for information on the individual options considered and a description for each.

<table>
<thead>
<tr>
<th>OPTION</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year-round multi-track (school-specific and district-wide)</td>
<td>Students and teachers are split across four to five instructional tracks. Each track follows their own schedule during the calendar year alternating periods of instruction and vacation, like a “school-within-a-school.”</td>
</tr>
<tr>
<td>Double shifting (school-specific and district-wide)</td>
<td>Students and teachers are split in half and attend school in shifts. Shifts are split up by time of day (e.g. AM / PM) or day of the week (A days or B days).</td>
</tr>
<tr>
<td>Distance learning</td>
<td>Takes advantage of online classroom services and allows students to participate in classes from home instead of in person.</td>
</tr>
<tr>
<td>Use of Bethel Learning Center</td>
<td>Select classes or administrative functions would relocate to Bethel Learning Center.</td>
</tr>
<tr>
<td>Explore space at local colleges</td>
<td>Bethel already partners with local colleges; this option would expand this program so that more 11th and 12th graders could participate.</td>
</tr>
<tr>
<td>Change one middle school to elementary school</td>
<td>Reconfigure one of Bethel’s six middle schools to become an elementary school and increase capacity at the elementary school level.</td>
</tr>
<tr>
<td>Use parts of middle schools for elementary schools</td>
<td>Elementary schools that share a campus with a Bethel middle school would utilize available middle school spaces.</td>
</tr>
<tr>
<td>Partner with adjacent districts</td>
<td>Explore if there is additional capacity at adjacent school districts to accommodate Bethel elementary and/or high school students.</td>
</tr>
<tr>
<td>Turn all middle / elementary schools into K-8</td>
<td>Reconfigure all existing elementary and middle schools to house kindergarten through 8th grade (K-8) students.</td>
</tr>
<tr>
<td>All middle schools turn to 5-8 / elementary schools to K-4</td>
<td>Bethel’s six middle schools (6-8) would change to 5-8 and 16 elementary schools (K-5) would change to K-4 to create capacity at the elementary school level.</td>
</tr>
<tr>
<td>All middle schools turn to 4-8 / elementary schools to K-3</td>
<td>Bethel’s six middle schools (6-8) would change to 4-8 and 16 elementary schools (K-5) would change to K-3 to create capacity at the elementary level.</td>
</tr>
<tr>
<td>Re-purpose a commercial site</td>
<td>Bethel would re-purpose a commercial site for student use.</td>
</tr>
<tr>
<td>Close Elk Plain School of Choice and change to elementary school</td>
<td>Elk Plain would change to an elementary school (K-5) and middle school-aged students would return to the Bethel middle school closest to them.</td>
</tr>
<tr>
<td>Change one middle school to high school</td>
<td>Reconfigure one of Bethel’s six middle schools to become a high school to create capacity at the high school level.</td>
</tr>
</tbody>
</table>
Narrowing Options

The Task Force narrowed options to their final recommendation in three distinct phases. Details on each phase and the Task Force’s process is detailed below.

Phase 1: Education and discussion

During the first five meetings (September – December 2018) Task Force members were given information on each of the individual options identified. They worked to understand each option and if it would meet Bethel’s capacity needs. At the end of each meeting, members were asked to identify options to keep for further consideration and options to remove. During this phase the Task Force narrowed individual options to nine that they moved forward into phase 2.

Phase 2: Selection process

After Task Force members identified individual options to move forward, they developed criteria and asked the district to provide them with data on each criterion.

At the sixth Task Force meeting on January 10th, members compared individual options against level one criteria (see table 2). The district provided data tables identifying how each option performed against the criteria. Six options were retained for additional consideration.

Since no individual option solved the district’s capacity needs, the Task Force identified combinations of options that could meet the district’s needs. Five combinations were selected to move forward.

### TABLE 2. Level one criteria considered during the sixth Task Force Meeting on January 10, 2019

<table>
<thead>
<tr>
<th>CRITERION</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration of solution</td>
<td>Measured how long the proposed model solves Bethel’s capacity problem.</td>
</tr>
<tr>
<td>Capacity gained (e.g., % of problem solved)</td>
<td>Measured how much capacity the proposed model provided.</td>
</tr>
<tr>
<td>Equity impacts</td>
<td>Measured if there were equity impacts to using a proposed model (e.g., do all students have access to specialized classes, are all students equally impacted by the options, are options applied to all school categories in the district or only to certain schools).</td>
</tr>
<tr>
<td>Impacts to after-school / extra-curricular activities</td>
<td>Measured impacts to after-school and extra-curricular activities, such as sports programs or child care.</td>
</tr>
<tr>
<td>Safety impacts</td>
<td>Measured impacts to student safety and health.</td>
</tr>
<tr>
<td>Cost</td>
<td>Measured the level of investment the district would need to make to implement option.</td>
</tr>
<tr>
<td>Additional resources needed</td>
<td>Measured if there were additional resources needed (e.g., teachers, bus drivers), beyond what the district currently has to implement option.</td>
</tr>
</tbody>
</table>

**Note:** The Task Force discussed the importance of the Impacts to Academics criterion, part of level two criteria, and considered prioritizing it along with other criteria reviewed during the first meeting in January. Since none of the options considered had significant academic impacts, although important to the Task Force, it was not a major enough differentiator to be prioritized in the first level of evaluation. Instead, it was considered in the second level of evaluation at the meeting on January 31st.
At the seventh Task Force meeting on January 31st, members compared combinations to level two criteria (see table 3). The district again provided data tables demonstrating how each combination performed against the criteria (See figure 1, on page 8, for identified combinations).

**Phase 3: Developing recommendations**

At the January 31st meeting, the Task Force further discussed the five combinations. From those discussions they identified their recommendation for solving Bethel School District’s capacity needs at the high school level, but they were divided on how to solve the district’s capacity needs at the elementary school level.

At the final Task Force meeting on February 21st, members reviewed two options for addressing elementary school level capacity needs. The options considered included:

**Option 1**
Elementary school grades change to K-4 and middle school grades change to 5-8 except for Elk Plain School of Choice which will remain as is.

**Option 2**
Changing one middle school to an elementary school.

The Task Force agreed that both options have merit. The majority of the Task Force recommended changing one middle school to an elementary school, adding a capacity gain of 600. Their primary concern was avoiding moving 5th graders from elementary school to middle school. A smaller contingent was in favor of changing the grade split between middle school and elementary school to K-4 and 5-8. The primary consideration for those in favor of changing the grade bands was that it gained 1,600 elementary school slots, doing the best job of addressing the elementary capacity issues. They acknowledged it would leave a 665 student deficit at the middle school, but noted that the deficit could be addressed by adding portables. Both options would leave Elk Plain K-8 School of Choice as is.

<table>
<thead>
<tr>
<th>CRITERION</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impacts to special programs</td>
<td>Measured impacts to special programs offered by schools (e.g., special education, music, honors programs, summer school).</td>
</tr>
<tr>
<td>Feasibility of transportation</td>
<td>Measured the feasibility for the district to change bus schedules and routes.</td>
</tr>
<tr>
<td>Impacts to academics</td>
<td>Measured if there were impacts to student performance (e.g., lower test scores, poor performance in class).</td>
</tr>
<tr>
<td>Staff impacts</td>
<td>Measured if there were negative impacts to teachers and administrative staff (e.g., professional development opportunities, work schedules).</td>
</tr>
<tr>
<td>Impact to common areas</td>
<td>Measured if school common areas were sufficient for the projected size of the student body.</td>
</tr>
<tr>
<td>Home life impacts</td>
<td>Measured if there were impacts to family schedules and day-to-day activities (e.g., do parents need to change their schedules to accommodate new school hours).</td>
</tr>
<tr>
<td>Before / after school impacts</td>
<td>Measured if there were impacts to childcare, summer programs or other services that are closely connected with the school day/calendar.</td>
</tr>
<tr>
<td>Impacts to curriculum</td>
<td>Measured if classroom curriculums needed to change to meet student needs (e.g., Teachers are moving classrooms and need to adjust curriculum, or teachers need to offer additional classes).</td>
</tr>
<tr>
<td>Contract / negotiation impacts</td>
<td>Measured if option would impact the district’s ability to negotiate desirable contracts with teaching/administrative staff or aligned with current contract conditions.</td>
</tr>
<tr>
<td>Impacts to district reputation</td>
<td>Measured if option would harm the district’s reputation with parents and other school districts in Washington state.</td>
</tr>
<tr>
<td>Ease of implementation</td>
<td>Measured if the district would need to significantly change school schedules or spend extra money to implement the option.</td>
</tr>
<tr>
<td>Timing of implementation</td>
<td>Measured the school year that the option could be implemented by.</td>
</tr>
</tbody>
</table>
Phase 1
Education and discussion

Phase 2
Selection process

Phase 3
Develop recommendations

<table>
<thead>
<tr>
<th>Identified options</th>
<th>Created combinations</th>
<th>Applied criteria</th>
<th>Final recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year-round multi-track (school specific &amp; district wide)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year-round multi-track (school specific)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Double shifting (school specific)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Double shifting at high school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Double shifting at high school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change one middle school to elementary school</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Distance learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use parts of middle schools for elementary schools</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Turn all middle schools and elementary schools into K-8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keep Elk Plain School of Choice as a K-8 elementary school</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Double shifting at high school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change one middle school to high school</td>
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<td></td>
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<tr>
<td>Notes: In both recommended elementary school options, Elk Plain Elementary School stays the same.</td>
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</tr>
</tbody>
</table>

FIGURE 1. Task Force process used to identify and narrow options to come to their final recommendation.
Final Recommendation

After carefully investigating data on each option to address lack of classroom capacity in the district, and then combining potential options into comprehensive combinations, the Task Force has identified the following recommendations for the School Board.

High school level recommendation

The Task Force recommends implementing a double shifting schedule at least at one high school.

The Task Force recommends the School Board consider the following before implementation:

- The Task Force recommends establishing clear criteria for determining which students and teachers would be assigned to early and late shifts before moving forward with this recommendation.
- The district must be transparent about the criteria and process they use to select the high school(s) that transitions to the double shifting schedule.
- The Task Force is concerned about the equity of implementing the double shifting model. They would like the district to either transition all high schools to double shifting or make the high school that transitions a School of Choice.
- To improve gym access for high school athletic programs on the double shifting schedule, the Task Force suggests implementing the double shifting model at a high school that shares a campus with a middle school. This would allow late shift students to use the middle school gym while athletic programs use the high school gym for practice.

Elementary school level recommendation

The Task Force recommends the School Board consider the benefits and challenges of the following two options to determine which one should be implemented:

Option 1
Elementary school grades change to K-4 and middle school grades change to 5-8 except for Elk Plain School of Choice, which will remain as is.

Option 2
Change one middle school to an elementary school.

Next Steps

The Task Force has completed its work. After months of careful consideration, discussion, studying and contemplation, it has completed recommendations for how to address the capacity issues the Bethel School District faces at the high school and elementary school levels, without bond measure funding. While the 2019 Bond Request was passed by the voters, the Task Force suggests the School Board review the recommendations and keep them as reference should another capacity deficit develop in the future.
Appendices

Appendix A: Option Factsheets..........A-1
Appendix B: Criteria Definition and Data Sheets..........A-2
Appendix C: Task Force Meeting Summaries..........A-3
Appendix D: Elementary School Options Comparison Table..........A-4
Use of Bethel Learning Center

Model/Option Overview
The Bethel Learning Center, located across the street from Bethel Middle School, is an existing resource serving the Bethel area community. The building features three meeting spaces and a kitchen. Funding for the center has come from state and federal grants and community donations.

Bethel Specific Information

<table>
<thead>
<tr>
<th>Anticipated cost</th>
<th>High School</th>
<th>Middle school</th>
<th>Elementary school</th>
<th>District wide</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$ Low</td>
<td>$ N/A</td>
<td>$ Low</td>
<td>$</td>
</tr>
<tr>
<td>Potential capacity increase</td>
<td>Elementary School: 60 students from Shining Mt High School: 90 students from Bethel HS</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What Could Change? (schools affected)
- Select classes or administrative activities re-locate to Bethel Learning Center
- Bethel Learning Center rentals will be more limited
- Boys and Girls Club would not be able to run out of the facility
- Madigan Medical would need a new location to provide services to students.

Benefits of The Model
- Additional capacity
- Impacts fewer students (school-specific v district-wide)

Challenges of The Model

Community & family
- Family schedule
- After-school care
- Vacation

Student
- Safety

Instructional
- Summer school/remediation
- Atmosphere
- Student achievement/learning outcomes

Teaching staff
- Classroom space
- Curriculum
- Additional staff
- State testing

**Administration**
- Work hours
- Additional staff

**Extracurricular activities**
- Athletics
- Music / band
- Clubs / social organizations

**Facilities**
- Storage
- Time
- Access
- Increase in wear and tear
- Additional staff

**Transportation**
- Additional buses/routes
- Additional bus drivers
- Increase in traffic during student pick-up & drop-off
Distance Learning

Model/Option Overview

Distance Learning is typically used by non-traditional students. In this approach there is geographic separation between teachers and students during instruction. Various technologies are used to facilitate student-to-teacher and student-to-student communication. Distance Learning has existed for a long time in one form or another. In this factsheet, we’ll be considering the use of the internet to facilitate classroom interaction. This type of distance learning typically requires working with an outside vendor to help organize and deliver classes.²

Bethel Specific Information

<table>
<thead>
<tr>
<th>Anticipated cost</th>
<th>High School</th>
<th>Middle school</th>
<th>Elementary school</th>
<th>District wide</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medium $</td>
<td>$ N/A</td>
<td>$ N/A</td>
<td>$ N/A</td>
<td>$</td>
</tr>
</tbody>
</table>

Potential capacity increase

Low – probably under 200 High School students

What Could Change? (schools affected)

- Infrastructure for online education
- Classroom curriculums
- Teacher availability to students

Other District experiences

Districts currently / previously using this model

- If option moves forward:
  - List districts interviewed, if applies

District feedback

<table>
<thead>
<tr>
<th>Anticipated/experienced transition challenges</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Implementation timing considerations</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Effects on learning outcomes</th>
</tr>
</thead>
</table>
Recommended for use in other districts?

Benefits of The Model
✓ Additional capacity
   Students participate in courses from their home computer or laptop, since they are participating in courses online.iii

✓ Increased flexibility
   Research shows that distance learning provides more flexibility for students and families, allowing them to take classes from wherever works for them and scheduling study time around other schedule obligations. Distance learning also allows students to move through coursework at their own pace.iv

☐ Impacts fewer students (school-specific v district-wide)

Challenges of The Model
Community & family
☐ Family schedule
☐ After-school care
☐ Vacation

Student
✓ Social development
   Students have minimal in person interaction with teachers and classmates in this model. Critics argue that socialization is a critical aspect of K-12 education and Distance Learning does not provide students with enough opportunity for interaction in these early years.v, vi

☐ Safety

Instructional
☐ Summer school/remediation
✓ Atmosphere
   Due to the virtual nature of the classroom, there is limited capacity for only one speaker to talk at a time. Discussions have the potential to take longer than in-person interactions, and discussions are prone to being confusing if two speakers are talking at once. Technical limitations on discussions and engagement can cause frustration with students.vii

Student achievement/learning outcomes

Teaching staff
✓ Curriculum
   The 24-7 nature of Distance Learning can result in more demands on teachers, rather than less. Teachers will also need to translate their curriculums to use online, mostly likely through an outside vendor. Research shows that it can be difficult to ensure the quality of the class content.viii Teachers
also find that they don’t get immediate feedback from students on whether or not they understand the content of a lesson which makes it challenging to ensure that students are keeping up with the course. Additionally, it is also difficult to make sure that work is being completed by the student and not someone else.\(^x\)

- ✔ State testing
  
  \textit{Research shows that if schools use curriculum from an outside vendor that is not state-based it can be difficult to align courses with state standards.}\(^x\)

- ☐ Classroom space
- ☐ Additional staff

\textbf{Administration}

- ☐ Work hours
- ☐ Additional staff

\textbf{Extracurricular activities}

- ✔ Music / band
- ✔ Athletics
- ✔ Clubs / social organizations

\textit{Distance education does not replace extracurricular activities.}\(^x\)

\textbf{Facilities}

- ☐ Storage
- ☐ Time
- ☐ Access
- ☐ Increase in wear and tear
- ☐ Additional staff

\textbf{Transportation}

- ☐ Additional buses/routes
- ☐ Additional bus drivers
- ☐ Increase in traffic during student pick-up & drop-off

\textbf{Resources}


iii Ibid., 2.

iv Ibid.

v Ibid., 3.


ix Harris O’Hanlon, L. (n.d.).


xi Ibid.
Explore Space at Local Colleges

Model/Option Overview

Bethel School District currently partners with Pierce College, Tacoma Community College and Bates Technical College for their 11th and 12th grade Running Start program. This is a program that is fully utilized and currently Pierce College Puyallup and Tacoma Community College have very large attendance rates making it difficult for running start students to get choice of courses.

Bethel Specific Information

<table>
<thead>
<tr>
<th>Anticipated cost</th>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Potential capacity increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low – probably under 200 High School students</td>
</tr>
</tbody>
</table>

What Could Change? (schools affected)

- Running Start program expands to include more high school student. Currently in the district 315 students are full time running start students and 52 students access running start on a part time basis.

Benefits of The Model

- Additional capacity
- Impacts fewer students (school-specific v district-wide)

Challenges of The Model

Community & family
- Family schedule
- After-school care
- Vacation

Student
- Safety

Instructional
- Summer school/remediation
- Atmosphere
- Student achievement/learning outcomes

Teaching staff
- Classroom space
- Curriculum
- Additional staff
- State testing
Long Range Facilities Task Force - Housing our students: Explore Space at Local Colleges | 2

Administration
- Work hours
- Additional staff

Extracurricular activities
- Athletics
- Music / band
- Clubs / social organizations

Facilities
- Storage
- Time
- Access
- Increase in wear and tear
- Additional staff

Transportation
- Additional buses/routes
- Additional bus drivers
- Increase in traffic during student pick-up & drop-off
Partner with Adjacent Districts

Model/Option Overview

This option explores if there is space at any of the schools in adjacent districts for Bethel elementary and/or high school students. Adjacent school districts to Bethel include: Clover Park, Yelm, Orting, Puyallup, Franklin Pierce, Eatonville.

Bethel Specific Information

<table>
<thead>
<tr>
<th>Anticipated cost</th>
<th>High School</th>
<th>Middle school</th>
<th>Elementary school</th>
<th>District wide</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Potential capacity increase</td>
<td>None</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What Could Change? (schools affected)

- Bethel students attend classes in adjacent districts

Adjacent District Feedback

<table>
<thead>
<tr>
<th>District</th>
<th>Yes/ how much?</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clover Park</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Yelm</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Orting</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Puyallup</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Franklin Pierce</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Eatonville</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

Benefits of The Model

- Increase capacity

Challenges of The Model

Community & family
- Impacts more students (school-specific v district-wide)

- Family schedule

- After-school care
- Vacation
Student
- Safety

Instructional
- Summer school/remediation
- Atmosphere
- Student achievement/learning outcomes

Teaching staff
- Classroom space
- Curriculum
- Additional staff
- State testing

Administration
- Work hours
- Additional staff

Extracurricular activities
- Athletics
- Music / band
- Clubs / social organizations

Facilities
- Storage
- Time
- Access
- Increase in wear and tear
- Additional staff

Transportation
- Additional buses/routes
- Additional bus drivers
- Increase in traffic during student pick-up & drop-off
Bethel School District
Long Range Facilities Task Force - *Housing our Students*

**Change One Middle School to Elementary School**

**Model/Option Overview**

To create more capacity at the elementary level, one of Bethel’s six middle schools would become an elementary school.

**Bethel Specific Information**

<table>
<thead>
<tr>
<th>Anticipated cost</th>
<th>High School</th>
<th>Middle school</th>
<th>Elementary school</th>
<th>District wide</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$ N/A</td>
<td>$Med</td>
<td>$ N/A</td>
<td>$</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Potential capacity increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary: creates 726 new capacity (reducing overcrowding from 2,712 down to 1,986)</td>
</tr>
<tr>
<td>Middle School: 197 excess capacity</td>
</tr>
</tbody>
</table>

**What Could Change? (schools affected)**

- There would be five middle schools in Bethel School District instead of six
- There would be 17 elementary schools in Bethel School District instead of 16.

**Benefits of The Model**

- **Additional capacity**
  
  *Additional capacity would be created at the elementary school level. Overcrowding would still exist in some schools.*

- **Cost-effective**
  
  *Converting a middle school into an elementary school allows the previous building to be reused at a low-cost if no renovations are needed. Reusing or repurposing an existing building can be significantly less expensive than demolishing and rebuilding. Facilties such as gyms, cafeterias, playgrounds, or sports fields may already exist at the middle school. However, the number of renovations greatly depends on the school that is being converted, which may add to overall costs.*

- **Classroom space**
  
  *This approach repurposes existing classroom spaces to fit the need of elementary students. Schools are built and designed with very specific needs to cater towards education, thus, repurposing a middle school to become an elementary school may face limited structural challenges.*

**Challenges of The Model**

**Community & family**
- Family schedule
- After-school care
- Vacation

**Student**
- Impacts more students (school-specific v district-wide)

---

*Bethel School District, Long Range Facilities Task Force - Housing our Students: Change Middle School to Elementary School*
Converting schools of any type has the ability to affect many students district-wide. The addition of a new elementary school will require new district and school boundaries to ensure student populations are evenly distributed. This option may not be popular as it may force some families to relocate schools. Additionally, students from the converted middle school will have to transfer to other middle schools in the district.

☐ Safety

Instructional
☐ Student achievement/learning outcomes
☐ Summer school/remediation

Teaching staff
✓ Additional staff

Not all middle school teachers could teach elementary school. May result in riffs for some teachers and create a need to hire new teachers and have displacement impacts to classified and administrative staff. Converting a school of any type has the ability to affect many students district-wide. The addition of a new elementary school will require new district and school boundaries to ensure student populations are evenly distributed. This option may not be popular as it may force some families to relocate schools. Additionally, students from the converted middle school will have to transfer to other middle schools in the district.

☐ Classroom space
☐ Curriculum
☐ Development
☐ State Testing

Administration
☐ Additional staff
☐ Professional development

Extracurricular activities
☐ Athletics
☐ Music / band
☐ Clubs / social organizations

Facilities
☐ Additional staff
☐ Access
☐ Time
☐ Storage space
☐ Increase in wear and tear
Use Parts of Middle Schools for Elementary Schools

Model/Option Overview

To create more capacity at the elementary level, elementary school students would use select spaces at each of Bethel’s middle schools that share a common campus.

Bethel Specific Information

<table>
<thead>
<tr>
<th>Anticipated cost</th>
<th>High School</th>
<th>Middle school</th>
<th>Elementary school</th>
<th>District wide</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$ N/A</td>
<td>$ N/A</td>
<td>$ Low</td>
<td>$</td>
</tr>
</tbody>
</table>

What Could Change? (schools affected)

- 5th grade elementary classes would re-locate to a Bethel Middle School, Frontier Middle School and Liberty Middle School

Benefits of The Model

✓ Student achievement/learning outcomes

Using parts of a middle school as an elementary school can create a more collaborative teaching process across various grades. Studies show that creating a shared knowledge of teaching and learning experiences from collaborative teaching can help improve student achievement. According to the National Middle School Association, “[elementary] students benefit from teachers working together, planning activities, groupings, and advising students as a team, as compared to the traditional isolation of elementary classroom teachers.” Teachers can plan more cohesive curriculums and provide academic continuity between transitions in grade levels.

✓ Social development and extracurricular activities

The average elementary school student is now entering adolescence up to a year earlier than previously identified. Organizing some 5th grade classes with middle schoolers bring together age groups that are more similar in social and mental development. Middle schools provide a unique opportunity for 5th grade students participate in new cooperative teaming arrangements and social activities that are not offered in elementary schools.

✓ Curriculum

Moving teachers from the solitary environment of an elementary school to a more collaborative, team-based environment of a middle school can have benefits on curriculum. Teachers will be able to keep their sense of ownership for their curriculum, while being able to receive instructional support from the team. Teacher teams can provide a more diverse curriculum in the classroom and enhance student learning.

- Additional capacity
- Impacts fewer students (school-specific v district-wide)
Challenges of The Model

Community & family
- Family schedule
- After-school care
- Vacation

Student
- Safety

Instructional
- Student achievement/learning outcomes
- Summer school/remediation

Teaching staff
- Additional staff
- Classroom space
- Curriculum
- Development
- State Testing

Administration
- Additional staff
- Professional development

Extracurricular activities
- Other classes
  - Facilities for physical education classes, science classrooms, libraries, or spaces of elective courses may not be adequate or appropriate for all students, depending on the curriculum structure. While allowing 5th grade classes to be taught at middle schools can provide more exposure to extracurricular activities, the school administration needs to ensure there is enough capacity for those students to participate in those activities to create opportunities for extracurricular enrichment.
- Athletics
- Music / band
- Clubs / social organizations

Facilities maintenance
- Additional staff
- Access
- Time
- Storage space
- Increase in wear and tear
Transportation

- Additional buses/routes
- Additional bus drivers
- Increase in traffic during student pick-up & drop-off


4 National Middle School Association. (n.d.).


Close Elk Plain School of Choice & Change to Elementary School

Model/Option Overview

Elk Plain School of Choice is currently a K-8 school that offers exceptional arts programs to older students. To create more capacity at the elementary level across the district, Elk Plain would change to an elementary school (K-5) and middle school aged students would return to the Bethel middle school closest to them.

Bethel Specific Information

<table>
<thead>
<tr>
<th>Anticipated cost</th>
<th>High School $</th>
<th>Middle school $</th>
<th>Elementary school $</th>
<th>District wide $</th>
</tr>
</thead>
<tbody>
<tr>
<td>Potential capacity increase</td>
<td>Elementary: creates 207 new capacity</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What Could Change? (schools affected)

- Elk Plain middle school students would return to Bethel middle school

Benefits of The Model

✓ Cost-effective

Saves transportation costs. Currently students are bused from all over the District. As a typical K-5 elementary school the school would have its own service boundary reducing long distance busing and transfer buses.

☐ Additional capacity
☐ Classroom space

Challenges of The Model

Community & family
☐ Family schedule
☐ After-school care
☐ Vacation

Student
☐ Impacts more students (school-specific v district-wide)
☐ Safety

Instructional
✓ Student achievement/learning outcomes

Moving students from the K-8 to middle school may have negative impacts. One study found that attending a middle or junior high school negatively impacted certain measures of beliefs about students’ academic abilities. The most dramatic effect was measured in students attending middle...
schools; they were more likely to have a negative view of their reading skills and interest levels. The researchers also saw negative effects of middle and junior high schools on teachers’ views of student reading and writing competence. No difference was detected in students’ test scores.¹

- Summer school/remediation

**Teaching staff**
- Additional staff
- Classroom space
- Curriculum
- Development
- State Testing

**Administration**
- Additional staff
- Professional development

**Extracurricular activities**
- Athletics
- Music / band
- Clubs / social organizations

**Facilities**
- Additional staff
- Access
- Time
- Storage space
- Increase in wear and tear

**Transportation**
- Additional buses/routes
- Additional bus drivers
- Increase in traffic during student pick-up & drop-off

All Middle Schools turn to 4-8 / Elementary to K-3

Model/Option Overview
In this option Bethel School District’s six middle schools (6-8) would change to 4-8 and 16 elementary schools (K-5) would change to K-3 to create capacity at the elementary level.

Bethel Specific Information

<table>
<thead>
<tr>
<th>Anticipated cost</th>
<th>High School</th>
<th>Middle school</th>
<th>Elementary school</th>
<th>District wide</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
<td>$ Medium</td>
<td>$ Low</td>
<td>$</td>
</tr>
<tr>
<td>Potential capacity increase</td>
<td>Elementary: creates 3,203 new capacity</td>
<td>Middle: creates -2248 capacity deficiency</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What Could Change? (schools affected)
- All 4th and 5th grade students would change schools

Benefits of The Model
✓ Student achievement/learning outcomes
   Most studies show that grouping students from 4th – 6th grade together and 7th – 8th grade together is better for student learning and achievement, since they are more alike than different in those age groups.\(^1\) However, there are impacts to student achievement and learning outcomes in this model that should be considered. See below for more information.

✓ Safety
   Studies show that putting younger students with older students, especially in middle school can help temper some of the “robust adolescent issues” that can consume school staff.\(^2\) Older children placed with younger siblings at the same school can assume roles as protectors, tutors or role models. Having students attend the same school for longer is also shown to develop a stronger sense of community and belonging in students that combats bullying and other negative behaviors that can be found in middle schools.\(^3\)

- Additional capacity
- Cost-effective
- Classroom space

Challenges of The Model

Community & family
- Family schedule
- After-school care
- Vacation
Student
✓ Student achievement/learning outcomes

Studies show that transitions to new schools can have a significant impact on student performance and achievement. Although there is no research directly associated with 4th graders joining middle schools, research about 5th graders joining middle school shows that students are dealing with many changes besides the transition to a new school, including new faculty, new schedules and being in a setting where they are now the youngest instead of the oldest. ⁴

☐ Impacts more students (school-specific v district-wide)

Instructional
☐ Student achievement/learning outcomes
☐ Summer school/remediation

Teaching staff
☐ Additional staff
☐ Classroom space
☐ Curriculum
☐ Development
☐ State Testing

Administration
☐ Additional staff
☐ Professional development

Extracurricular activities
✓ Athletics
(See Clubs/Social organizations for extracurricular impacts)

✓ Clubs / social organizations

Research on the impact of varying grade configurations including those of K-8 schools shows that “there are challenges associated with ensuring access to elective courses and extracurricular activities, as well as building appropriate physical facilities for all age groups.” ⁵

☐ Music / band

Facilities
✓ Renovation

Research shows that buildings that serve a wider range of students do need some retrofitting to allow for additional educational needs.⁶

☐ Additional staff
☐ Access
☐ Time
☐ Storage space
☐ Increase in wear and tear

⁴
⁵
⁶
Transportation

✓ Additional buses/routes

   Bus routes may need to shift depending on where new 4th grade students are located.7

☐ Additional bus drivers

☐ Increase in traffic during student pick-up & drop-off

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3 Othello School District. Retrieved on November 6, 2018 from https://www.othelloschools.org/Page/1412
Bethel School District
Long Range Facilities Task Force - Housing our Students

All Middle Schools Turn to 5-8 / Elementary to K-4

Model/Option Overview
In this option Bethel School District’s six middle schools (6-8) would change to 5-8 and 16 elementary schools (K-5) would change to K-4 to create capacity at the elementary school level.

Bethel Specific Information

<table>
<thead>
<tr>
<th>Anticipated cost</th>
<th>High School</th>
<th>Middle school</th>
<th>Elementary school</th>
<th>District wide</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$ Low</td>
<td>$ Low</td>
<td>$ Low</td>
<td>$ Low</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Potential capacity increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary: creates 1,600 new capacity</td>
</tr>
<tr>
<td>Middle: creates a – 650 capacity deficiency</td>
</tr>
</tbody>
</table>

What Could Change? (schools affected)
- All 5th grade students would change schools

Benefits of The Model
✓ Student achievement/learning outcomes
  Studies say that in general 5th grade students do benefit from participation in the more responsive environment of middle schools. It is worth noting though that the developmental rate of all 5th graders is not the same, so there may be some students that this model doesn’t work for. Additional impacts to student achievement and learning outcomes are listed below.

✓ Safety
  Studies show that putting younger students with older students, especially in middle school can help temper some of the “robust adolescent issues” that can consume school staff. Older children placed with younger siblings at the same school can assume roles as protectors, tutors or role models. Having students attend the same school for longer is also shown to develop a stronger sense of community and belonging in students that combats bullying and other negative behaviors that can be found in middle schools.

☐ Additional capacity
☐ Cost-effective
☐ Classroom space

Challenges of The Model
Community & family
☐ Family schedule
☐ After-school care
☐ Vacation
Studies show that transitions to new schools can have a significant impact on student performance and achievement. Research about 5th graders joining middle school shows that students are dealing with many changes besides the transition to a new school, including new faculty, new schedules and being in a setting where they are now the youngest instead of the oldest.  

- Impacts more students (school-specific v district-wide)
- Safety

Instructional
- Summer school/remediation

Teaching staff
- Curriculum
  - (See classroom space below for curriculum impact)
- Classroom space
  - Students in 5th grade are typically taught in self-contained classrooms. If programs intend for 5th graders to continue in self-contained classrooms there may need to be some classroom space adjustments. If not, then individual subject teachers (e.g. math, science, history) may need to adjust curriculums to meet the needs of their younger students.

- Additional staff
- Development
- State Testing

Administration
- Additional staff
- Professional development

Extracurricular activities
- Athletics
  - (See Clubs/Social organizations for extracurricular impacts)
- Clubs / social organizations
  - Research on the impact of varying grade configurations including those of K-8 schools shows that “there are challenges associated with ensuring access to elective courses and extracurricular activities, as well as building appropriate physical facilities for all age groups.”

- Music / band

Facilities
- Additional staff
- Access
- Time
- Storage space
Increase in wear and tear

Transportation
✓ Additional buses/routes
  Bus routes may need to shift depending on where new 5th grade students are located. Research shows that some schools have considered leaving 5th graders on their regular elementary school buses instead of putting them on buses with older students, but there are time considerations that should be evaluated before making this decision.

☐ Additional bus drivers
☐ Increase in traffic during student pick-up & drop-off

Resources

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2 Ibid.
3 Othello School District. Retrieved on November 6, 2018 from https://www.othelloschools.org/Page/1412
Re-purpose a Commercial Site

Model/Option Overview

To create more capacity at the elementary and high school level, Bethel School District would re-purpose a commercial site for student use. This process is referred to in the research as the “adaptive reuse” of building spaces. This option would involve leasing and remodeling a commercial space to either house students or administration functions to add capacity.

Bethel Specific Information

<table>
<thead>
<tr>
<th>Anticipated cost</th>
<th>High School</th>
<th>Middle school</th>
<th>Elementary school</th>
<th>District wide</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$High</td>
<td>$High</td>
<td>$High</td>
<td>$High</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Potential capacity increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary: creates 300 – 400 new capacity depending on size of building (90 sq. ft. per student = 27,000 – 36,000 sq. ft.)</td>
</tr>
<tr>
<td>High School: creates 300 new capacity depending on size of building (140 sq. ft. per student = 42,000 sq. ft.)</td>
</tr>
</tbody>
</table>

What Could Change? (schools affected)

- Classroom structure
- Transportation
- Curriculum
- Special programming (e.g. athletics)
- Safety

Benefits of The Model

✓ Classroom space

Research suggests that repurposing commercial buildings for schools presents an opportunity for educators and school staff to create more modern and creative spaces for learning. Since office buildings often contain large windows to allow more light in, students may get more light in commercial spaces than in a standard school. Depending on the location students may also have more views to look at or be inspired by more interesting architectural design.

□ Additional capacity
□ Cost-effective

Challenges of The Model

Community & family

□ Family schedule
□ After-school care
□ Vacation

Student
✓ Safety
Finding a space that meets school safety needs, or that can be adjusted to meet safety needs, can be challenging. Buildings need to allow for supervision of student arrival at school, transition between classes and internal circulation. Schools also need to be able to manage visitors to school campuses, on-site traffic and parking.4

☐ Impacts more students (school-specific v district-wide)

Instructional
☐ Student achievement/learning outcomes
☐ Summer school/remediation

Teaching staff
✓ Curriculum
Research shows that the more creative schools can be with curriculum and programs the better when repurposing commercial buildings. Often this is challenging because schools have developed very specific programs and space typologies that have limited flexibility. It is likely teachers would need to adjust their curriculums to meet the building spaces available to make this option work.5,6,7

☐ Additional staff
☐ Classroom space
☐ Development
☐ State Testing

Administration
☐ Additional staff
☐ Professional development

Extracurricular activities
✓ Athletics
Finding space for athletic programs can be challenging since many commercial buildings offer limited space for outdoor spaces.8,9

☐ Music / band
☐ Clubs / social organizations

Facilities
✓ Conditions
Adapting a commercial building for a school use presents several challenges according to the research. The first challenge is making sure buildings meet various code requirements for schools. Requirements include things like buildings codes, classroom size requirements, types of spaces the school must provide, and other safety and ADA standards. Buildings that have been vacant may have concealed conditions that may be costly to mitigate.10

Another challenge is identifying the spaces that meet programmatic needs, for example finding space for a dining hall, gym and classrooms. Spaces may also need to be altered to meet programmatic needs which can be demanding and expensive.11,12
Additional staff
Access
Time
Storage space
Increase in wear and tear

Transportation
✓ Additional buses/routes
✓ Additional bus drivers
✓ Increase in traffic during student pick-up & drop-off

Research shows that the location of repurposed buildings relative to school communities is important. Bus routes are optimized to provide the most efficient transportation for students and if they aren’t efficient costs can become expensive. Likewise, if more students and parents need to drive traffic can become unreasonable.¹³

¹ Cooper Carry (2015, March 23). Yesterday’s office buildings are the schools of tomorrow. Retrieved November 1, 2018, from https://www.slideshare.net/CooperCarry/yesterdays-office-schooltomorrow
⁵ Ibid.
⁷ Cooper Carry (2015).
¹⁰ Donnelly, B.
¹³ Donnelly, B.
Multiple Shift Schooling is an approach that has been primarily considered and used by developing nations as a solution to overcrowding in schools. The approach extends the hours of school operations and breaks the school day or week into instructional shifts. Models include Double Shifting, Triple Shifting and Quadruple Shifting. To meet the minimum instructional hours required in the State of Washington, each shift must be approximately 6 hours (excluding lunch) and run for 180 days out of the year. Since it becomes challenging to meet state requirements with triple and quadruple-shift models, this factsheet will focus on Double Shifting.

Double Shifting can be split up in two ways. The first way is by day, with one shift running in the morning (e.g. 7:15 a.m. to 1:45 p.m.) and the other shift running in the afternoon (e.g. 2:15 p.m. to 8:45 p.m.). In between shifts there is typically a 30-minute break. The second way is on an A/B day system where students attend school either on A days (e.g. Monday, Wednesday, Friday) or on B days (e.g. Tuesday, Thursday, Saturday). School days are longer in an A/B day system to make up for the two missed days that students would have if they were going to school Monday through Friday. Unless students are in school for 12 hours a day the school year must be extended so students reach the required 1,080 instructional hours.

Research shows that shifts can be broken up by grade (e.g. 1st – 3rd grade students attend school in the morning & 4th-6th grade students attend school in the afternoon). Teachers can also be assigned to a specific shift or work both shifts. Research shows that where possible teachers should be assigned to one shift to provide them time for curriculum planning and to prevent fatigue.

**Bethel Specific Information**

<table>
<thead>
<tr>
<th>Anticipated cost</th>
<th>High School</th>
<th>Middle school</th>
<th>Elementary school</th>
<th>District wide</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$ High</td>
<td>$ N/A</td>
<td>$ High</td>
<td>$</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Potential capacity increase</th>
<th>Elementary School : 0 – 300 students depending on school</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High School: 300 – 1000 students depending on school</td>
</tr>
</tbody>
</table>

**What Could Change? (schools affected)**

- School daily or weekly schedules
- Bus schedules
- Use of school facilities
- Staff support for school programs, facilities maintenance, and student transportation
- Storage space usage
- Operation costs
- Access to afterschool activities – sports/clubs
- Nutritional breaks/lunch times
Other District Experiences

Districts currently / previously using this model

- Bayamon School District | Puerto Rico
- Peninsula School District | Great Key Peninsula Area, WA
- Post Falls School District | Post Falls, ID
- Washoe County School District | Reno, NV

Interview Feedback

The feedback provided below was gathered through phone interviews with the Post Falls School District in Post Falls Idaho; emails with Dr. Charles Ballinger, Former Executive Director for the National Association for Year-Round Education; and the Puerto Rico Department of Education.3,4,5

<table>
<thead>
<tr>
<th>Anticipated/ experienced challenges</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Meeting state required school minutes.</strong> To keep the school day as close to a normal school schedule as possible, Post Falls School District shortened their lunches for all students. Their AM shift ran 6:45 a.m. – 12:00 p.m. and their afternoon shift ran 12:30 p.m. - 5:45 p.m.</td>
<td></td>
</tr>
<tr>
<td><strong>Serious safety concerns to consider.</strong> Post Falls stopped using the Double Shifting model after a student was killed in a car crash riding their bike home from school after the second school shift let out at 5:40 p.m. in the dark.</td>
<td></td>
</tr>
<tr>
<td><strong>Space for PE and afterschool sports.</strong> Since PE classes are typically offered during all shifts it can be challenging to find space for sports teams to practice. Post Falls’ solution was to bus older students to practices off campus, so younger students could use their gymnasium and fields in the afternoons. The younger students didn’t participate in sports teams.</td>
<td></td>
</tr>
<tr>
<td><strong>Teacher shift assignments.</strong> Teachers in Post Falls liked the Double Shift schedule. The challenge was for teachers who had children going to school on a normal school day schedule. Principals are encouraged to work with these teachers to assign them to a shift that works for their family.</td>
<td></td>
</tr>
<tr>
<td><strong>Shared classrooms and classroom material storage.</strong> It can be challenging for teachers to share classroom space, but at Post Falls they were able to adjust to the new schedule. The school did buy more storage containers for teachers to make it easy for them to pack up and move their classroom materials.</td>
<td></td>
</tr>
<tr>
<td><strong>Transportation to/from school.</strong> This is a perceived challenge. At Post Falls bus drivers enjoyed having the extra work. They bused students to/from school twice in the morning and twice in the afternoon. The Post Falls school district is also 60 square miles.</td>
<td></td>
</tr>
<tr>
<td>Implementation timing considerations</td>
<td>• <strong>Post Falls School District took seven months to plan and transition to the Double Shifting model.</strong> The district needed time to inform families about the transition and answer their questions. Most parents understood the need for the switch.</td>
</tr>
<tr>
<td>Effects on learning outcomes</td>
<td>• <strong>Since Post Falls School District only used Double Shifting at their middle school, it is too small a sample size to accurately conclude if there was an effect on learning outcomes.</strong> However, they did not see a significant change in academic performance from students leaving the middle school and continuing to high school.</td>
</tr>
</tbody>
</table>
| Cost implications | • **Additional costs when using this model are mostly operational.** Post Falls needed to hire a second team of custodial staff to make sure both shifts had access to custodial services. They also needed to pay bus drivers to work four times a day instead of just twice. Additionally, they bought more storage containers for teachers to use for storing their classroom materials. 
• **Post Falls estimates they spent 1/3 more money using the Double Shift model.** |
| Capacity gained | • **Post Falls was able to add 850 students to their middle school using this model.** |
| Recommended for use in other districts? | • **Post Falls School District would only recommend this model to schools as a last resort.** Although Post Falls said this model is easier to implement than most people think, it is not as good for students as a normal school day schedule. 
• **Dr. Charles Ballinger says that if the Double Shifting model is used, it’s better to use it at the high school level where students are more independent.**
• **Post Falls doesn’t recommend using Double Shifting at the high school level because the model makes after school activities difficult.** |

**Benefits of The Model**

✅ Additional capacity
*In the Double Shift model students are split into two groups, so only half the student body is using school facilities at one time.*

✅ Student rest/recovery
*If the student day is shortened, students have a full half-day to recreate, study, volunteer and/or rest unlike in a normal school system where students attend school for a full day.* Some students also like starting the school day later since it provides an opportunity to sleep in during the morning.

☐ Impacts fewer students (school-specific v district-wide)
Challenges of The Model

Community & family
✓ Family schedule

*Students are required to go to school either very early in the morning or late in the afternoon which can be challenging for working parents to coordinate pick-up and drop-off.*\(^9\)\(^10\) If parents have children on different shifts it becomes even more challenging to coordinate family schedules.

✓ After-school care

*Since Double Shifting schedules do not match working hours, parents who work need to find care for their children outside of school.*\(^11\) Sources cite\(^12\),\(^13\) that in developing world countries parents are able to lean on relatives for child care, which may not be possible for families in more developed countries.

☐ Vacation

Student
✓ Safety

*Students staying late at school may need to walk or bike home in the dark or in other elements that are un-safe.*\(^14\)

Instructional
✓ Summer school/remediation

*In this model it is hard to schedule remediation classes since school classrooms are in constant use and there is no extra time or space available.*\(^15\) Space would be available in the summer when the common break occurs.

✓ Atmosphere

*Students coming early for the afternoon shift can be disruptive to early shift classes and vice versa, early shift students who stay late can be disruptive to afternoon shift classes. Since no one ever comes to school at the same time it can also be hard to create cohesive and distinctive school communities.*\(^16\) Difficult to allow students to engage in the school environment during after school activities such as sports and clubs because the building is in use by other students during the time for activities to take place.

✓ Student achievement/learning outcomes

*If the day is shorter, as it may be on many Double Shifting models, it will impact the time students are in school learning. A shortened day greatly impacts the ability to provide intervention supports to students.*

Teaching staff
✓ Classroom space

*Additional classroom space may be needed for students coming to school early before their shift or staying late after their shift ends.*\(^17\)
✓ Curriculum

If teachers are working both shifts, they can become fatigued and have less time to plan lessons.\(^{18, 19}\) Since teachers share classrooms they are also limited in the wall space they can use and can’t leave notes up on chalk boards for students to reference.

✓ Additional staff

Research shows that in some countries, such as Hong Kong, Singapore and Puerto Rico, teachers are not allowed to work both sessions to prevent fatigue in the afternoon. Therefore, more teachers are needed to cover additional classes.\(^ {21}\) In the United States shifts can more easily be broken up by grade level, so the teachers already at the school can be more easily split up.\(^ {22}\)

☐ State testing

Administration

✓ Work hours

As the Bethel School District understands this model, there would be two shifts run. School A would be in the morning and School B would be in the afternoon (second shift). Each building/shift would have their own administrators, resulting in an increase in administrator costs. Teachers would also be separate – one set of teachers for School A and a second group of teachers for school B.

☐ Additional staff

Extracurricular activities

✓ Athletics

Schools that choose a double-shift may face some difficulties providing athletic extracurriculars for all grade levels. Students that attend school in the afternoon may not be able to participate in sports, since competitive matches usually occur in the afternoon when those students would still be in class.\(^ {23}\)

✓ Clubs / social organizations

Studies show that most students do not have the opportunity to participate in extracurricular activities, since schools find it hard to provide the space for practices and it can be hard to schedule times that work for all interested students.\(^ {24, 25}\) It is also challenging to schedule competitive matches with teams from single shift schools, since matches are typically scheduled in the afternoon when double-shift students are still in class. Without sufficient extracurricular activities, students in this model can also become bored and are in danger of becoming involved in gangs or activities that exacerbate other social problems.\(^ {26}\)

Double Shifting can be difficult at the high school level since there are typically more extracurricular activities offered.\(^ {27}\) However, it is possible that opportunities for extracurricular activities may not be affected if the District decides to shorten break times for students and end the afternoon shift at the same time as the existing single-track schedule.\(^ {28}\)

☐ Music / band
Facilities

✓ Storage

*Extra cupboards, store rooms and offices are needed for teachers to keep their supplies. Extra study rooms and other facilities may also be needed for students coming to school early or staying late.*

✓ Access

*Since students are in school from early in the morning until late at night, maintenance staff have limited time and access to facilities for cleaning and completing other maintenance tasks on school equipment.*

✓ Increase in wear and tear

*Extra use of facilities in this model puts strain on school buildings and equipment. Buildings typically need to be replaced sooner than schools on a single shift system.*

☐ Additional staff

☐ Time

Transportation

✓ Additional buses/routes

*In a morning/afternoon double-shift model, additional bus routes would need to be planned to transport students to schools for each shift. These extra routes would require some additional funding. However, it is possible that additional bus drivers would not need to be hired depending on the availability of the existing staff.*

☐ Additional bus drivers

☐ Increase in traffic during student pick-up & drop-off

Resources

3 Ibid
7 Ibid., 87.
10 Cacho, Raynald M., Cacho, Lynle C., & Raneses, Marlon M. (2019), 84.
11 Bray, Mark. (2008), 48.
12 Cacho, Raynald M., Cacho, Lynle C., & Raneses, Marlon M. (2019), 84.
13 Bray, Mark. (2008), 40.
14 Cacho, Raynald M., Cacho, Lynle C., & Raneses, Marlon M. (2019), 84.
15 Bray, Mark. (2008), 51.
16 Ibid., 50-52.
17 Ibid.
19 Cacho, Raynald M., Cacho, Lynle C., & Raneses, Marlon M. (2019), 84
20 Bray, Mark. (2008), 50-51.
21 Ibid., 45.
23 Ibid.
24 Ibid., 60.
26 Bray, Mark. (2008), 49.
28 Bray, Mark. (2008), 49.
29 Ibid., 43.
30 Ibid., 43.
31 Ibid., 42.
UPDATED Turn All Middle/Elementary schools to K-8

12/13/18

Model/Option Overview

This approach would reconfigure all existing elementary and middle schools to kindergarten through 8th grade (K – 8) schools. Currently, there is only one K - 8 school in the Bethel School District (BSD), Elk Plain School of Choice.

Bethel Specific Information

<table>
<thead>
<tr>
<th>Anticipated cost</th>
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<th>District wide</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N/A</td>
<td>$ High</td>
<td>$Med</td>
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</table>

Potential capacity increase

Elementary : 1000 (current elementary capacity at -2,712 and MS at 955 for a net capacity reduction in overcrowding at the elementary schools by approximately 1,000 students)

What would change? (schools affected)

- Students enrolled in existing traditional middle and elementary schools would change to a K – 8 system
- Students would have fewer academic transitions between grade levels
- Use of school facilities

Other District experiences

Districts currently / previously using this model

- Adams 12 School District | Thornton, CO
- Boulder Valley School District | Boulder, CO
- Lone Star School District | Sapulpa, OK
- Orleans Parish School District | New Orleans, LA
- Ouachita Parish School District | Monroe, LA
- San Diego Unified School District | San Diego, CA
- School District of the City of York | York, PA
- Many school districts in Florida

Interview feedback

The feedback provided below was gathered through a phone interview with Cubberley Elementary School Principal Cathleen Imbroane in the San Diego Unified School District. Cubberley Elementary has been using the K-8 school model since the mid-90s and Principal Imbroane has been teaching at K-8 schools for the past 12 years.¹

<table>
<thead>
<tr>
<th>Anticipated/ experienced challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <strong>Accommodating facility needs of both younger &amp; older students.</strong> The Cubberley K-8 School was originally an elementary school. They were able to accommodate older students by adding portables. Now middle school aged students attend classes in...</td>
</tr>
</tbody>
</table>
portables and younger students attend class in the original school building. This is helpful since they have different bell systems for younger and older students. Cubberley also splits up space in their playground so that younger and older students are separated and have different lunch schedules for younger and older students.

- **Safety concerns about younger & older students sharing facilities.** Cubberley school has not had a problem with older and younger students sharing space, although they do separate their classes and use of facilities. Principal Imbroane says this is mostly to alleviate concerns from parents. She says older students are actually an asset for younger students, and at the Cubberley school they hold events that bring younger and older students together (e.g. full school runs, arts programs).

- **Middle school age extracurricular programs.** The San Diego Unified School District has multiple K-8 schools with smaller sports teams. Principal Imbroane says this works since the K-8 schools can play each other in one division. They haven’t had a problem building teams of about 12 students each at K-8 schools.

- **Elementary age extracurricular programs.** The Cubberley School releases elementary age students early on Thursdays to allow time for teacher trainings. Early Thursday releases provide an opportunity for them to offer extracurricular programs to elementary students (art programs, skateboarding lessons, Lego engineering classes).

<table>
<thead>
<tr>
<th>Implementation timing considerations</th>
<th><strong>The Cubberley School recommends adding one grade level at a time over a period of three years.</strong> Time is needed to build in programming for new grade levels. Taking more time also helps ensure that the school is not over staffing for new grade levels.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effects on learning outcomes</td>
<td><strong>Very positive effect on learning outcomes.</strong> Kids “stay younger longer,” meaning the elementary school culture stays in place longer. Students don’t worry about transitioning to new schools and parents can be involved in their child’s education for a longer period. The transition from elementary school to middle school is also easier because teachers are closer to each other and can plan curriculum that better meets student needs. Academically, K-8 school students in the San Diego Unified School District are much higher performing than their middle school counter parts.</td>
</tr>
<tr>
<td>Cost implications</td>
<td><strong>Additional costs to consider are staff and facilities based.</strong> To accommodate new students, portables need to be used. Since students follow different schedules, new bell systems need to be set-up. New teachers also need to be incorporated into schools to accommodate new grade levels.</td>
</tr>
</tbody>
</table>
**Capacity gained**

- **Cubberley school did not gain capacity in their existing school facilities.** They added portables to their facilities to accommodate older students.

**Recommended for use in other districts?**

- **Yes, Principle Imbroane would recommend using this model.** She emphasized that older students are a resource for younger students in this model and schools should plan events that bring students of different ages together.

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**Benefits of The Model**

- **Student achievement/learning outcomes**

  *Studies have shown that students who attend K–8 schools perform better academically than students who attend traditional, secular elementary and middle schools.*

  Some research suggests that academic transitions, such as from elementary school to middle school or middle school to high school, **have implications on how well students perform academically. Transitions add additional stress to students and may negatively impact academic achievement.**

  *K–8 configurations limit transitions and can lead to improved academic achievement.*

- **Curriculum**

  *Separating elementary and middle schools often creates isolating environments for teachers where there may be little insight to other teaching and learning experiences. In some cases, “a middle school teacher will never have a single professional training session devoted to understanding what children learn in kindergarten through fifth grade.”* 

  However, under a K–8 configuration, there is more opportunity for teachers to collaborate and create shared knowledge of teaching and learning experiences throughout all grades. This understanding helps teachers create more cohesive curriculums that can help improve student achievement.

- **Parent involvement**

  *Some studies have shown that K–8 schools have more parent involvement than schools with smaller grade configurations.*

  Students remain at the same school for a longer period of time, which not only allows for a longer relationship between teachers and students, but also parents and schools. Additionally, “parents with one or more children at the same school for an extended period of time are more likely to remain connected to the school and enroll other students at the school.”

- **Student safety**

  *Researchers suggest that the K–8 model allows older students to have distinct opportunities for leadership and socialization, which can translate into becoming role models for safety and academic success for younger students.*

  Older students “with younger siblings at the same school often assume roles as protectors, tutors, and role models in school.”

  Additionally, students in K–8 schools “were less likely to report being victimized, less likely to report getting into trouble for bad behavior, and less likely to perceive their school as unsafe” as compared to more traditional schools.

- Additional capacity
- Impacts fewer students (school-specific v district-wide)
Challenges of The Model

Community/Family
- Family schedule
- After-school care
- Vacation

Student
✓ Safety

There is a perceived safety problem with older and younger students going to school in the same space. Safety concerns can be alleviated by separating younger and older student classroom spaces and common areas.  

Instructional
- Student achievement/learning outcomes
- Summer school/remediation

Teaching staff
✓ Classroom space

Classroom space may need to be added for older students, since it is recommended that spaces for younger and older students be separated.

✓ Additional staff

Staff may need to be hired or move schools to accommodate new grade levels.

Curriculum
- Development
- State Testing

Administration
- Additional staff
- Professional development

Extracurricular activities
✓ Other classes

A limitation of the K–8 model is that schools need to be able to provide sufficient resources for a wide range of ages and grades in the same building. Facilities for physical education classes, science classrooms, libraries, or spaces of elective courses may not be adequate or appropriate for all students. For example, students in grades 6-8 may require different facilities than those in grades K-5, or even K-2 and grades 3-5. Opportunities for younger students may be “seriously diminished” by catering too much to older students or vice-versa.

✓ Athletics

See Clubs / social organizations for impacts

✓ Music / band

See Clubs / social organizations for impacts
✓ Clubs / social organizations

*Schools need to provide separate athletic programs for elementary and middle school aged students. This can be challenging since younger and older students have different needs.*

Facilities maintenance
- Additional staff
- Access
- Time
- Storage space
- Increase in wear and tear

Transportation
- Additional buses/routes
- Additional bus drivers
- Increase in traffic during student pick-up & drop-off

Other
✓ Food services

*Elementary students have single menu selections while 6th – 8th grade students are offered a variety of selections each day and different portion sizes. Some kitchens are not large enough or equipped to provide two sets of meal types.*

Resources


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Ibid. 15.

9 Ibid.


12 Ibid.

13 Ibid.


15 Ibid.

Model/Option Overview

The Year-Round Multi-Track (YRMT) school model was first implemented in 1971 after World War II. This model is used primarily to alleviate overcrowding in schools. The model divides students and teachers into groups or tracks of approximately the same size. This model is also scalable which makes it useful for a variety of school sizes.

In the YRMT model, each track is assigned its own schedule. Teachers and students assigned to the same track generally follow the same schedule and are in school and on vacation at the same time, like a “school-within-a-school.” Schools typically break teachers and students into four or five tracks. A typical instruction/vacation Year-Round calendar pattern looks like:

- Quarter system: 60 days of instruction followed by 20 days of vacation (60/20 calendar)
- Trimester system: 45 days of instruction followed by 15 days of vacation (45/15 calendar)

Special programs like afterschool activities (e.g. sports) can be assigned to one single track. Special staff (e.g. librarians, councilors) are hired on a long-term contract and asked to split their vacation up throughout the year, so they can provide their services across all tracks.

Bethel Specific Information

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</table>

<table>
<thead>
<tr>
<th>Potential capacity increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary School: 0 – 200 students per track depending on school</td>
</tr>
<tr>
<td>High School: 0 – 368 students per track depending on school</td>
</tr>
</tbody>
</table>

What Could Change? (schools affected)

- School schedules / vacations
- Bus schedules
- Use of school facilities
- Classroom curriculums
- Staff support for school programs, facilities maintenance, and student transportation
- Summer programs
- Air-conditioning usage
- Storage space usage
- Operation costs

Other District Experiences

Districts currently / previously using this model

- Los Angeles Unified School District | Los Angeles, CA
- Post Falls School District | Post Falls, ID
- San Diego Unified School District | San Diego, CA
- Wake County School District | Wake County, NC
• Washoe County School District | Reno, NV
• Vacaville Unified School District | Vacaville, CA
• Some school districts in Hawaii

Interview Feedback

The feedback provided below was gathered through phone and email interviews with the Washoe County School District in Reno, NV and Dr. Charles Ballinger, Former Executive Director for the National Association for Year-Round Education. Dr. Ballinger also worked with the San Diego School District and has been working with YRMT models since 1971. ²,³

| Anticipated/experienced challenges | • Being kind to families. Transitioning to this model requires a lot of close coordination with families. School staff must provide a clear process for assigning tracks to students, be available to answer questions from parents, and make time to meet with families with more than one student in school to make sure they are assigned to a schedule that will work for them.

• Accurately predicting the number of students who will attend each track. When the Washoe County School District switched to a multi-track schedule there were many families that requested the summer track and then switched to a balanced calendar school before their track began school. The consequence was that the school hired too many teaching staff for the students who actually attended the summer track.

• Impacts to daycare and other before/after school programs. There can be major impacts to daycare and other before/after school programs when switching to this model. School staff need to make sure they connect with people providing these services before they make the switch to ensure programs can adjust with the school.

• Athletic programs and other extra-curricular activities are perceived to be highly impacted, but interviews show they aren’t. If students want to participate in after school programming, experience shows that they will prioritize coming to practices even if they are off-track and on vacation.

• Most YRMT schools assign special education teachers and students to one track. Shorter vacations benefit special education students who learn better when work is more continuous.

• Teacher track assignments. In general, teachers like the track system. Some teachers may have conflicts with their assigned tracks if they have children who go to school on a different track or attend a school with a balanced calendar. |
| Implementation timing considerations | • *Allow ample time for coordination with families.* Districts recommend taking 1 to 1.5 years to transition into this model.  
• *Begin coordination no later than the October before implementation.* Washoe County School District’s protocol is to start connecting with students and parents the October before switching to YRMT once a school is over capacity. |
| Effects on learning outcomes | • *No significant impacts to student performance.* Schools in Washoe County and San Diego school district have not seen a significant change in student performance due to using the YRMT model. |
| Cost implications | • *Costs increase for schools using this model, but tax payers save money in the short-term in comparison to building a whole new school.* Additional costs to consider when transferring to this model include additional staff, transportation, nutrition programs, building and program costs.  
• *Schools also see more wear and tear on their facilities,* since classrooms and common spaces are in use all year long.  
• *Washoe County School District spends between $250K to $300K more per school, per year.*  
• *Washoe County and Dr. Ballinger recommend switching schools to YRMT when they are 116 – 120% over capacity, for the most cost benefit.* |
| Capacity gained | • *Schools typically gain 25% more capacity when using the YRMT model.* |
| Recommended for use in other districts? | • *Recommended as the best model to solve problems with overcrowding.* When a district is unable to build a new building or add additional portables, YRMT is recommended as the next best option. Reasons include: it is the most cost-effective option (compared to Double Shifting), it functions within an economy of scale, and it has been proven to work at a variety of schools.  
• *YRMT model is recommended for use in elementary schools.* It can be easier to implement this model at the elementary level since students don’t have as many elective courses as high schools do. In general, the more special topic teachers/staff that are required, the harder the YRMT model becomes to implement while giving students equitable access to all courses. |

**Benefits of The Model**

✓ Additional capacity

*The YRMT model creates additional capacity at schools by splitting the student body into different tracks and rotating them through the school so that one track is always on vacation. The number of tracks are figured by the capacity available, but generally students are split into four or five tracks.⁴*
Example:
- School’s capacity = 900 students
- Need to enroll = 1,200
- Students are divided into four tracks of 300 students each
- Three tracks are in session at one time (900 students) while one is on vacation (300 students)
- Capacity Equation: \[\frac{300 \text{ (Vacation)}}{900 \text{ (Capacity)}} = 33\%\text{ capacity gained}\]

✓ Continuous student learning
Since students have shorter breaks they are less likely to forget what they learned and teachers don’t need to spend as much time reviewing information. This style of education can also be more effective for disadvantaged student populations, such as students for whom English is a second language.\(^5\)\(^\text{, }\)\(^6\)

✓ Allows day-time instructional hours to be maintained
In a YRMT model, students maintain the same daily schedule as single-track models.\(^7\)

✓ Student jobs
If implemented at the high school level, juniors and seniors are able to hold jobs throughout the year. In San Diego some student councilors set-up programs with local grocery stores to employ students on a rotating basis, so that when one student was on vacation they could work and when they rotated back into school another student would take their place.\(^8\)

☐ Impacts fewer students (school-specific v district-wide)

Challenges of The Model

Community & family
✓ Family schedule
Families with more than one child in school are disproportionately impacted by the switch to YRMT. If their children attend different schools, they could have a student on a track that doesn’t match their brother or sister’s track, which can be disruptive to family schedules.\(^9\)

✓ Vacation
Instead of one three-month summer break, students have several short breaks throughout the year. This can be challenging for families who have children on different school schedules or for families who live in states that value their summer months (e.g. Idaho).\(^10\),\(^11\),\(^12\)

✓ Intersession activities
Multi-Track models disrupt student summer activities and childcare programs since vacations are broken into smaller segments throughout the year instead of one three-month vacation.\(^13\) Schools need to work with their communities to make sure students have intersession activities available.

✓ After-school care
After-school care facilities tend to work in conjunction with schools. When a calendar year changes, care facilities must adapt or risk going out of business.\(^14\) School staff should work closely with community programs to make sure they are aware of the shift before it happens.
### Student
- Safety

### Instructional
- **✓** Student achievement/learning outcomes
  - *A study by the California State Department of Education*\(^\text{15}\) *showed that multi-track students in California performed worse than students in traditional and single-track schools. However, districts we interviewed said there were no significant differences in student performance.*

- **✓** Summer school/remediation
  - *Students don’t attend summer school in a YRMT model since there are no long breaks. However, research suggests that intersession support for struggling students is still needed.*\(^\text{16}\)

### Teaching staff
- **✓** Additional staff
  - *In this model additional teachers need to be hired since teachers typically follow the same track schedule as their students and go “off track” at the same time.*\(^\text{17,18}\)

  *There may be an increase in the number of new teachers because current teachers may leave the district to be on the same schedule as their children or the preferred traditional schedule. Reduced opportunity to support students through intervention programs during breaks.*

  *Staffing projections may also prove to be difficult. In some YRMT schools, projecting enrollment numbers was difficult because students might switch schools or districts after the start of the school year.*\(^\text{19}\) *Inaccurate enrollment numbers can make it difficult to predict the number of teachers that are needed on a given track.*

- **✓** Classroom space
  - *In a multi-track model, teachers are assigned to a classroom that follows the same track as their students.*\(^\text{20}\) *When they are “off track,” their classroom is used by a teacher on a different track. Because teachers share classroom spaces they need to pack up and store their classroom materials multiple times a year which impacts the time they need for classroom set-up. It also means that teachers don’t have a place to work when they are off track.*\(^\text{21}\)

- **✓** Curriculum
  - *All tracks are never in school at the same time which creates problems for teachers who offer advanced, elective, and specialized courses.*\(^\text{22}\) *In a multitrack system, teachers must offer these courses several times to smaller groups or have students cross-track for special courses.*

- **✓** Development
  - *The lack of a long summer vacation can prevent teachers from enrolling in professional development courses because they don’t have the same time available.*\(^\text{23}\)

- **✓** State testing
  - *In Washoe County School District, some tracks had artificially deflated statewide testing scores due to the students having fewer instructional days prior to testing.*\(^\text{24}\) *In a traditional single-track school, students have the same number of instructional days prior to testing.*
Administration

✓ Additional staff

Additional staff are needed to support tracks, but teachers can choose to teach extra sessions or substitute if they would like. Additional clerical and administrative staff are also needed in YRMT schools to allow other staff members to take time off.25

✓ Professional development

Administrators on a multi-track system find it hard to schedule professional development events.26

Extracurricular activities

✓ Athletics

When athletics are in season and a student is not in school, they may not be able to participate in a sport due to transportation constraints or may choose not to participate if they do not want to go to practice while on vacation.

✓ Music / band

Many schools only have one band or choir. In a YRMT model, classes need to be assigned to one track or offered as after school extracurricular activities for all students, regardless of their track.27

✓ Clubs / social organizations

It can be challenging to schedule students on different tracks for club sessions. Additionally, even if students in the same school can coordinate their schedules, they may still be out-of-sync with other schools in a district.28 This can pose challenges for scheduling competitive events.29

Facilities

☐ Additional staff

☐ Access

✓ Time

Facilities are only available for maintenance on evenings and weekends (all overtime). Work can therefore be more expensive (all overtime) and maintenance that requires more than 15-20 days to complete can be challenging to schedule.30, 31

✓ Storage space

Teachers need to store their classroom materials while they are “off-track” so other teachers can use their classrooms.32

✓ Increase in wear and tear

Facilities are in near-continuous use in a YRMT model, so there is more wear on school buildings and resources.33, 34

Transportation

☐ Additional buses/routes

☐ Additional bus drivers

☐ Increase in traffic during student pick-up & drop-off
Additional Resources

- Pepper, S. Multi-Track Calendars. Presentation, National Association for Year-Round Education.
- Washoe County School District. Multi-Track Year-Round Schedule Information. Retrieved from https://www.washoeschools.net/mtyr

2 Ibid.
3 Lapenta, B (2018, November 30). Information Request: Year-Round Multi-Track school model [E-mail interview].
13 Year-Round Education Program Guide - Multitrack Year-Round Education (CA Dept of Education). (n.d.).
14 Ballinger, C. (2018, November 28). Year-Round Multi-Track Questionnaire [E-mail interview].
15 Ibid.
17 Ibid.
19 Lapenta, B. (2018, November 28). Information Request: Year-Round Multi-Track school model [E-mail interview].
23 Ibid.
24 Lapenta, B. (2018, November 28). Information Request: Year-Round Multi-Track school model [E-mail interview].
25 Ibid.
26 Costs and Benefits of the Year-Round Calendar System. (2013, April 19).
28 Costs and Benefits of the Year-Round Calendar System. (2013, April 19).
30 Ibid.
31 Costs and Benefits of the Year-Round Calendar System. (2013, April 19).
32 Ibid.
33 Costs and Benefits of the Year-Round Calendar System. (2013, April 19).
34 Sun Staff. (2015).
Model/Option Overview

Portable classrooms (sometimes referred to as demountable classrooms, or simply “portables”) are temporary classrooms that provide a short-term, lower-cost solution to overcrowding in schools. This option is the most popular approach to overcrowding schools in the US due to providing increased flexibility and cost-effectiveness compared to conventional construction methods. Low-end traditional models with a single classroom can be purchased for as low as $50,000 per unit for a single-classroom unit. Bethel School District is exploring double (two classroom) portables as a solution to overcrowding, which costs approximately $150,000 to construct, or $85 per square foot. These costs include transporting the portables and installing them on a foundation.

There are some additional set up costs associated with installing portables; some installation fees can include a one-time fee of $65,000, which may not provide all the necessary equipment to install the portable. Site preparation, student furniture, permits, design and construction management fees, staff time, and aluminum ADA ramps can cause some portables to exceed $650,000 in the Bethel School District. It’s worth noting that a portable classroom can still cost roughly half of a traditional classroom. If the needs of the portables are shorter-term, school districts may also lease portables for as low as $500 a month.

Portables can provide quick and temporary relief from overcrowding while school districts determine more long-term solutions.

Bethel Specific Information

<table>
<thead>
<tr>
<th>Anticipated cost</th>
<th>High School</th>
<th>Middle school</th>
<th>Elementary school</th>
<th>District wide</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$ High</td>
<td>$</td>
<td>$ High</td>
<td>$</td>
</tr>
<tr>
<td>Potential capacity increase</td>
<td>Elementary: 88 student capacity being added in 2019 at Graham and Kapowsin, future capacity district wide 308 students with addition of portables at Centennial, Rocky Ridge and Kapowsin</td>
<td>Middle: future capacity district wide 600 students with the addition of portables at Cougar Mt, Liberty, Spanaway.</td>
<td>High School: 240 student capacity being added in 2019. Zero future capacity</td>
<td>(Based on Districts assessment of sites that could accommodate additional portables.)</td>
</tr>
</tbody>
</table>

What would change? (schools affected)

- Use of school facilities
- Storage space usage
- Operation costs
Air-conditioning usage

**Benefits of the Model**

✓ Additional capacity

*Portable classrooms create additional capacity by adding more physical classroom space at each school. A double portable can house 44 total students, with 22 students in each elementary classroom and 60 total students, with 30 students in each high school classroom.*

✓ Impacts fewer students (school-specific v district-wide)

*Each school can determine if the site and/or building has capacity for additional portables needed to be purchased to partially combat overcrowding.*

**Challenges of the Model**

**Community/Family**
- Family schedule
- Vacation
- After-school care

**Student**
✓ Safety

*Portable classrooms are often located further from school services (i.e. administrative offices, restrooms, libraries, etc.) and the lack of restrooms in some portables requires students to walk long distances to the main buildings. Portables may also require special security procedures, such as walking with classmates or going in supervised groups to use the restrooms in the main school building.*

**Instructional**
✓ Student achievement/learning outcomes

*Older portables may have issues with providing proper ventilation for students and teachers. According to the largest U.S. study on ventilation rates in classrooms, poor ventilation is correlated with student absences due to illness.*

☐ Summer school/remediation

**Teaching staff**
✓ Classroom space

*While portables can help ease overcrowding within classrooms, other common areas – such as gyms, playgrounds, parking lots, and cafeterias – may still be overcrowded since portables only address classroom space and do not address other spaces for students.*
Development
State testing

Administration
Additional staff
Professional development

Extracurricular activities
Athletics
The location of portable classrooms may negatively impact extracurricular activities, such as athletics. Each classroom needs to be placed in a location that provides sufficient space due to the footprint of each portable. Portables are often situated in parking lots or recreational fields, which takes away space that is required for outdoor sports. However, portables are versatile and can be customized acoustically and aesthetically to fit the needs of other extracurricular activities, such as music or band.15

Music / band
Clubs / social organizations

Facilities maintenance
Increase in wear and tear
While portables require less up-front capital than traditional classrooms, older portables may end up costing more than a traditional classroom. Portables frequently require minor repairs and, if used long-term, the cost of the accumulated repairs can be more expensive than a traditional classroom.16

Additional staff
Access
Time
Storage space

Transportation
Additional buses/routes
Additional bus drivers
Increase in traffic during student pick-up & drop-off

Resources


7 Newquist, C. (1997)


9 Assumes continued use of existing portables in poor condition


### Long Range Facilities Task Force - *Housing our Students*

**Level 1 Evaluation: Criteria Rating Definitions**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Definition</th>
</tr>
</thead>
</table>
| Duration of solution                                 | Measures how long the proposed model solves Bethel’s capacity problem.  

*Short term = 1 – 2 years, Mid-term = 3 - 4 years, Long term = 5+ years*  

| Capacity gained (e.g. % of problem solved)          | Measures how much capacity the proposed model provides.  

*Low = 0 – 10%, Medium = 10 – 25%, High = 25%*  

| Equity impacts                                      | Measures if there are equity impacts to using a proposed model (e.g. do all students have access to specialized classes, are all students equally impacted by the option, are options applied to all school categories (all HS, or all MS or all ES) in the district or only to certain schools?  

*Low = applied to all schools in the category, High = only applied to select schools, specialized classes, or other programs in the category*  

| Impacts to after-school/extra-curricular activities | Measures impacts to after-school and extra-curricular activities, such as sports programs or child care.  

*Low = students will have similar access as currently available, Medium = students are still able to engage in after-school/extra-curricular activities but participation may be inconvenient or require additional coordination and/or resources, High = lack of access to after-school/extra-curricular activities*  

| Safety impacts                                      | Measures impacts to student safety and health.  

*Low = little to no safety impacts, Medium = there are perceived safety concerns (older students going to school with younger students), High = there are major safety concerns (arriving or leaving school in the dark)*  

| Cost                                                | Measures the level of investment the district would need to make to implement option.  

*Low = option can be implemented with minimal cost to the district ($0 - $500,000), Medium = option can be implemented with reasonable cost to the district ($500,001 -$1,000,000), High = option would require significant cost to the district for implementation ($1,000,001 or higher)*  

| Additional Resources Needed                         | Measures if there are additional resources needed (e.g., teachers, bus drivers), beyond what the district currently has, to implement option.  

*Low = limited additional resources needed, Medium = moderate additional resources needed, High = significant additional resources needed*  

---

Additional criteria will be used to further narrow options during meeting #7 on January 31, 2019  
**These include:** Impacts to special programs; feasibility of transportation; impacts to academics, staff impacts (e.g. professional development); use of common area space; Home life impacts, Before/after school impacts; impacts to curriculum; contract/negotiation impacts; impacts to district reputation; ease of implementation.
### Bethel School District

**Long Range Facilities Task Force - Housing our Students**

#### Level 1 Evaluation: Options Data Sheet

**Instructions:**
- Use the criteria rating definitions document to understand the information listed below for each option.
- Criteria that impact different types of schools (e.g. high schools, elementary schools) are shown as split cells with different criteria ratings.
- Criteria ratings are color coded so you can easily see their impact:
  - **White** = Low impact
  - **Light green** = Medium impact
  - **Dark green** = High impact

<table>
<thead>
<tr>
<th>Proposed option</th>
<th>Duration of solution</th>
<th>Capacity gained</th>
<th>Equity impacts</th>
<th>Impacts to after-school/extra-curricular activities</th>
<th>Safety impacts</th>
<th>Cost</th>
<th>Additional resources needed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Short term, Mid-term</td>
<td>Low, Medium or High</td>
<td>Low or High</td>
<td>High School (HS)</td>
<td>Low, Medium or High</td>
<td>Low</td>
<td>Low</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mid-term</td>
<td>High</td>
<td>High Elementary School (ES)</td>
<td>High</td>
<td>High</td>
<td>High</td>
</tr>
<tr>
<td>1 Year-Round Multi-Track (select schools only)</td>
<td>Mid-term</td>
<td>Medium</td>
<td>High</td>
<td>High Elementary School (ES)</td>
<td>Low</td>
<td>High</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2 Double Shifting (select schools only)</td>
<td>Mid-term</td>
<td>Medium</td>
<td>High</td>
<td>High Elementary School (ES)</td>
<td>High</td>
<td>High</td>
<td>High</td>
</tr>
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<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>3 Change one middle school to elementary school</td>
<td>Mid-term</td>
<td>Medium – will require additional portables at Middle Schools</td>
<td>Low</td>
<td>Low</td>
<td>Low</td>
<td>Low</td>
<td>Medium - High</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Change one middle school to high school</td>
<td>Long term</td>
<td>Medium - will require additional portables at Middle schools</td>
<td>Low</td>
<td>Low</td>
<td>Low</td>
<td>Low</td>
<td>Low</td>
</tr>
<tr>
<td>Proposed option</td>
<td>Duration of solution</td>
<td>Capacity gained</td>
<td>Equity impacts</td>
<td>Impacts to after-school/extra-curricular activities</td>
<td>Safety impacts</td>
<td>Cost</td>
<td>Additional resources needed</td>
</tr>
<tr>
<td>-----------------------------------------------------------</td>
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<td>----------------</td>
<td>----------------------------------------------------</td>
<td>----------------</td>
<td>------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Use parts of middle schools for elementary schools</td>
<td>Short term</td>
<td>Low</td>
<td>High</td>
<td>Low</td>
<td>Low</td>
<td>Low</td>
<td>Medium</td>
</tr>
<tr>
<td>Turn all middle schools and elementary schools into K-8</td>
<td>Short term</td>
<td>Low - Medium</td>
<td>High</td>
<td>Middle School</td>
<td>High</td>
<td>Low</td>
<td>High</td>
</tr>
<tr>
<td>Turn all middle schools into 5-8 and all elementary schools into K-4</td>
<td>Mid-term</td>
<td>Low - Medium</td>
<td>High</td>
<td>Low</td>
<td>Low</td>
<td>Low</td>
<td>Low</td>
</tr>
<tr>
<td>Close Elk Plain School of Choice and change to elementary school</td>
<td>Long term</td>
<td>Low</td>
<td>High</td>
<td>Low</td>
<td>Low</td>
<td>Low</td>
<td>Low</td>
</tr>
<tr>
<td>Distance learning</td>
<td>Long term</td>
<td>Low</td>
<td>Low</td>
<td>Low</td>
<td>Low</td>
<td>Low</td>
<td>Low</td>
</tr>
</tbody>
</table>
### Level 2 Evaluation: Criteria Rating Definitions

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capacity gained</td>
<td>Measures how much capacity the proposed model provides.</td>
</tr>
<tr>
<td></td>
<td><em>Low</em> = 0 – 10%, <em>Medium</em> = 10 – 25%, <em>High</em> = 25%</td>
</tr>
<tr>
<td>Cost</td>
<td>Measures the level of investment the district would need to make to implement option.</td>
</tr>
<tr>
<td></td>
<td><em>Low</em> = option can be implemented with minimal cost to the district ($0 - $500,00), <em>Medium</em> = option can be implemented with reasonable cost to the district ($500,001 - $1,000,000), <em>High</em> = option would require significant cost to the district for implementation ($1,000,001 or higher)</td>
</tr>
<tr>
<td>Impacts to special programs</td>
<td>Measures impacts to special programs offered by schools (e.g. special ed, music, honors programs, summer school).</td>
</tr>
<tr>
<td></td>
<td><em>Low</em> = No impact, <em>Medium</em> = Has minimal impacts to programs, <em>High</em> = Programs need to change or cannot be offered at all</td>
</tr>
<tr>
<td>Feasibility of transportation</td>
<td>Measures how feasible it is for the district to change bus schedules and routes.</td>
</tr>
<tr>
<td></td>
<td><em>High</em> = No changes bus routes/schedules needed, <em>Medium</em> = Changes to bus routes/schedules are minimal and easy for the district to accommodate, <em>Low</em> = Changes to new bus routes/schedules require additional resources that the district doesn’t have</td>
</tr>
<tr>
<td>Impacts to academics</td>
<td>Measures if there are impacts to student performance (e.g. lower test scores, poor performance in class).</td>
</tr>
<tr>
<td></td>
<td><em>Low</em> = Student performance is not changed, <em>Medium</em> = There are minimal impacts, but they are manageable, <em>High</em> = There are many impacts to student performance and they are hard to manage</td>
</tr>
<tr>
<td>Staff impacts</td>
<td>Measures if there are negative impacts to teachers and administrative staff (e.g. professional development opportunities, work schedules).</td>
</tr>
<tr>
<td></td>
<td><em>Low</em> = No impact, <em>Medium</em> = Impacts exist but they are manageable, <em>High</em> = Impacts exist that will make it challenging to provide professional development opportunities and reasonable work schedules</td>
</tr>
<tr>
<td>Criteria</td>
<td>Definition</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| **Impact to common areas**     | Measures if common areas are sufficient for projected size of student body  <br>  
Low = Common areas adequately sized for projected student body,  
Medium = Common areas will be pressured but manageable,  
High = Common areas will not be able to support the student body size |
| **Home life impacts**          | Measures if there are impacts to family schedules and day-to-day activities (e.g. Do parents need to change their schedules to accommodate new school hours).  
Low = No impact to family schedules,  
Medium = Family schedules may change but only minimally,  
High = Impacts exist, and they may be challenging for many families to accommodate |
| **Before/after school impacts**| Measures if there are impacts to childcare, summer programs or other services that are closely connected with the school day/calendar.  
Low = No impact,  
Medium = Impacts exist but they are easily managed,  
High = Impacts exist, and the district will need to work closely with these services to make adjustments to support students and families |
| **Impacts to curriculum**      | Measures if classroom curriculums need to change to meet student needs (e.g. Teachers are moving classrooms and need to adjust curriculum or teachers need to offer additional classes).  
Low = No changes to curriculum are needed,  
Medium = Impacts exist but they don’t change curriculum significantly,  
High = Impacts exist, and curriculum needs to be significantly modified or re-developed |
| **Contract/negotiation impacts** | Measures if option will impact the district’s ability to negotiate desirable contracts with teaching/administrative staff or aligns with current contract conditions  
Low = No impact,  
Medium = There are anticipated impacts that may affect the district ability to offer desirable contacts, or will require some adjustment to current contracts,  
High = There are anticipated and/or proven impacts that will harm the district’s ability to offer desirable contacts or current contracts will require significant modification and/or renegotiation |
| **Impacts to district reputation** | Measures if option will harm the district’s reputation with parents and other school districts in Washington state.  
Low = No impact,  
Medium = There is reason to believe the option will harm the district’s reputation,  
High = It’s almost certain the option will harm the district’s reputation |
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ease of implementation</td>
<td>Measures if the district will need to significantly change school schedules or spend extra money to implement the option.</td>
</tr>
<tr>
<td></td>
<td><em>Low</em> = School schedules and buildings stay pretty much the same, <em>Medium</em> = School schedules stay the same, but the district needs to invest extra money to implement the option, <em>High</em> = School schedules need to change, and the district needs to invest a lot of extra money to implement the option</td>
</tr>
<tr>
<td>Timing of implementation</td>
<td>Measures the school year that the option can be implemented by.</td>
</tr>
</tbody>
</table>
## Level 2 Evaluation: Proposed Combinations Data Sheet

### Instructions:
- Use the criteria rating definitions document to understand the information listed below for each option.
- Criteria that impact different types of schools (e.g. high schools, elementary schools) are shown as split cells with different criteria ratings.
- Criteria ratings are color coded so you can easily see their impact:
  - **White** = Low impact or most capacity gained
  - **Light Green** = Medium impact or medium capacity gained
  - **Dark Green** = High impact or least capacity gained

### Proposed Combination Table

<p>| Proposed combination | Capacity gained | Cost | Feasibility of special programs | Impacts to special programs | Feasibility of transportation | Impacts to academics | Impacts to academics | Staff impacts | Impact to common areas | Impact to common areas | Impact to academics | Before/after school impacts | Impacts to curriculum | Contract/negotiation impacts | Impacts to district reputation | Ease of implementation | Timing of implementation |
|----------------------|-----------------|------|---------------------------------|-----------------------------|-----------------------------|------------------------|------------------------|--------------|------------------------|------------------------|------------------------|---------------------------|---------------------------|--------------------------|---------------------------|--------------------------|
| A                    |                 |      |                                 |                             |                             |                        |                        |              |                        |                        |                        |                           |                           |                          |                          |                          | 2021-22                   |
| Double shifting (select schools only) at high school | Medium 600-800 students | High | Medium limited course selections | Medium | Low | High | Low | High | High | High | High | Low | High | High | High | High | High | High | High | 2021-22 |
| Change one middle school (MS) to elementary (ES) | Medium 600 students | Medium high initial cost | Low | High | Medium | Low | MS High | Low ES | Low | Low | Low | Low | Low | Low | Low | Low | Low | Low | Medium | 2020-21 |
| Year-Round Multi-Track (select schools only) at the elementary level | Medium 600-750 students (4/5 schools) | High | Low | Low | High | High | Low | High | High | Low | High | High | High | High | High | High | High | High | 2021-22 |
| Change one middle school to high school | Medium 800 students | Low medium initial cost | Low | High | Low - Medium | Low | Medium | Low | Low | Low | Low | Low | Low | Low | Low | Low | Low | Low | Medium | 2020-21 |
| B                    |                 |      |                                 |                             |                             |                        |                        |              |                        |                        |                        |                           |                           |                          |                          |                          | 2021-22                   |
| Double shifting (select schools only) at high school | Medium 600-800 students | High | Medium limited course selections | Medium | Low | High | Low | High | High | High | High | Low | High | High | High | High | High | High | High | High | 2021-22 |
| Change middle school to grades 5-8 | 88S deficiency at Middle School | Low | Low | High | High for 5th grade | Low | High | High | High | Low | High | Low | Low | High | Low | Low | Low | Low | Low | 2021-22 |
| Elementary schools to K-4 | High 1600 students | Low | Low | High | Low | Low | Low | Low | Low | Low | Low | Low | Low | Low | Low | Low | Low | Low | Low | 2021-22 |
| Change Elk Plain SOC to an elementary school | Low 220 students | Low | Low | High | Low | Low | Low | Low | Low | Low | Low | Low | Low | Low | Low | Low | Low | Low | Low | High | 2020-21 |</p>
<table>
<thead>
<tr>
<th>Proposed combination</th>
<th>Capacity gained</th>
<th>Cost</th>
<th>Impacts to special programs</th>
<th>Feasibility of transportation</th>
<th>Impacts to academics</th>
<th>Staff impacts</th>
<th>Impact to common areas</th>
<th>Home life impacts</th>
<th>Before/after school impacts</th>
<th>Impacts to curriculum</th>
<th>Contract/negotiation impacts</th>
<th>Impacts to district reputation</th>
<th>Ease of implementation</th>
<th>Timing of implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Double shifting (select schools only) at high school</td>
<td>Medium 600-800 students</td>
<td>High</td>
<td>Medium limited course selections</td>
<td>Medium</td>
<td>Low</td>
<td>High</td>
<td>Low</td>
<td>High</td>
<td>Low</td>
<td>High</td>
<td>Low</td>
<td>High</td>
<td>High</td>
<td>2021-22</td>
</tr>
</tbody>
</table>
| Change middle school to grades 5-8                         | 885 deficiency at Middle School i  
2 Would require 15 double portables at middle school(s) | Low       | Low                   | High for 5th grade           | Low                  | High          | High                     | High             | Low                         | High                 | Low                       | Low                        | High                     | 2021-22                 |
| Elementary schools to K-4                                 | High 1600 students | Low       | Low                   | High                         | Low                  | Low           | Low                     | Low              | Low                         | Low                  | Low                       | Low                        | Low                     | 2021-22                 |
| Keep Elk Plain as a K-4 SOC elementary school             | Low 220 students | Low       | Low                   | High                         | Low                  | Medium       | Low                     | High             | Low                         | Low                  | Low                       | Medium                     | Low                     | 2020-21                 |
| Double shifting (select schools only) at high school       | Medium 600-800 students | High     | Medium limited course selections | High                         | Low                  | High          | Low                     | High             | Low                         | High                 | Low                       | High                       | High                     | 2021-22                 |
| Change middle school to grades 5-8                         | 665 deficiency at Middle School i  
2 Would require 12 double portables at middle school(s) | Low       | Low                   | High for 5th grade           | Low                  | High          | High                     | High             | Low                         | High                 | Low                       | Low                        | High                     | 2021-22                 |
| Elementary to K-4                                          | High 1600 students | Low       | Low                   | High                         | Low                  | Low           | Low                     | Low              | Low                         | Low                  | Low                       | Low                        | Low                     | 2021-22                 |

1 Would require 15 double portables at middle school(s)
2 Would require 12 double portables at middle school(s)
Meeting #1 Summary

Bethel School District Long Range Facilities Task Force Meeting #1
Tuesday, September 18, 2018
5:30-7:30PM
Pierce County Skills Center, 16117 Canyon Rd E, Puyallup, WA 98375

Task Force members in attendance
Althea Clark
Audra Brown
Bill Taylor
Bryan Streleski
Cari An Lathrom
Dan Ferreira
David Knight
Debby Morgan
Demetrious Forte
Dennis Leingang
Dick Thurston
Jay Mclsaac
Jennifer Van Gieson
Kim Price
Marilynn Wood
Mike Christianson
Mujaahidah Sayfullah
Paul Marquardt
Peggy Brayton
Porsche Appleman
Rebecca Sok
Rick Knutsen
Robert Crewse
Ron Mayberry
Sandy Williamson
Scott Martin
Shannon Zimmerly
Terry Hurd
Thomas Munoz
Tracy Hennessy

Members absent
Andrea Smith
Ashlee Walker
Ashley Smith
Bernadette Patton
Cathy Hood
Dana Irwin
Denise Clark
Geraldine Johnson
Jeffrey Johnson
Joseph Hoge
Katherine Tackenberg
Kathleen Jones
Kimberely Johnson
Kimberly Sablan
Kyle Walton
Lupe Juarez
McKenzie Woody
Melanie Thomas
Nathan Ryma
Robert Stanley
Stefan Yehle
Suzanne Shumaker
Teresa Smith
Tim Garber
Tina Lee
Todd Mitchell

Meeting observers
Penny Mabie
Cathie Carlson
Leigh Ann Dryer
Bang Parkinson
Jennifer Bethman
Doug Boyles
John Manning
Karen Campbell
Joel Stutheit
Dave Wells
David Hammond
Tom Seigel
Chad Honig

MEETING PURPOSE AND OVERVIEW
The Bethel School District Long Range Facilities Task Force met for their first meeting on September 18th at the Pierce County Skills Center. The meeting’s key objective were:

- What is the charge of the Task Force?
- What are the challenges that need to be solved?
- What options are available to house our students for the next 5-10 years?
- What information will we need to be able to consider and recommend options to the School Board?

Penny Mabie, facilitator, went over introductions of the Task Force members, and an overview of the meeting’s agenda, objectives, materials and ground rules.

Cathie Carlson, Director of Construction and Planning, provided an overview of the current context and challenges for which the Task Force will be developing recommendations:
Context:

- Building capacity
  - High School – 4417
  - Middle School – 5310
  - Elementary School – 6768
- Anticipated Enrollment
- Growth pressures
  - Planned developments
  - Growth rate
  - Preschool requirements
  - Elementary school class size requirements

Challenges:

- 2017 Bond Measure – Failed
  - 3 new schools – 1 high school, 2 elementary schools
  - 1 new building – replace Challenger High School
  - 1 school renovated – Bethel High School
  - 3 elementary schools and 1 middle school renovated and expanded
- 2018 Bond Measure – November 2018
  - Identical request
  - New projects wouldn’t come on line until at least 2021
- Unhoused students
  Penny noted that if the 2018 bond measure passes, the Task Force will shift its attention to options that would help meet the capacity needs while waiting for new buildings to come on line.

Penny reviewed the draft Task Force Charge, which includes members’ responsibilities and commitment to meetings.

- Purpose
  - Study, discuss and evaluate options for housing students
  - Recommend housing option(s) for next 5-10 years
- Term
  - Meet eight times between September 2018 and February 2019
  - Present recommendations to School Board in March 2019

Penny asked the Task Force members if they agreed to the Charge – all signified agreement. Penny noted the document will be made final and posted on the District website.

Cathie Carlson reviewed options the District has/is considering for housing students:

- Convert Elk Plain School of Choice to a K-5 elementary school
- Repurpose/lease a commercial site
- Seek space at adjacent school districts
- Close a middle school, move those students to other middle schools, re-open the middle school as an elementary school
- Double-shifting
  - District-wide
  - School specific
- Year-round track school
  - District-wide
Cathie noted that another option, moving 9th graders back to middle schools, was on the list but was removed from consideration, as the school board does not want that option considered.

Task Force members provided other suggestions to consider:

- Increase use of distance learning
- Use parts of middle schools for elementary schools
- Use space at Bethel Learning Center for classrooms
- Turn all elementary school and middle schools into K-8 schools
- Use space at local colleges
- Variations of A & B days, with one group attending school on A days and another group attending on B days

Penny broke the Task Force up into table groups and asked them to make a list of questions or additional information that would be needed to explore/evaluate the different options. The groups then shared their lists and the following overarching list was developed:

- Impact on learning/achievement
  - Impact on families
- What schools would close or change?
- Which way is the district leaning?
- Enrollment of adjacent districts
  - Capacity availability
- Teachers
  - Contract to work both shifts
  - Quality of teachers willing to work in a double shift or year round multitrack environment
- Professional development for teachers and staff
- Maintenance needs
- Portables
  - Total number of spaces still available
  - Cost of portables w/bathrooms
  - Maintenance costs over 30 years
- Leasing
  - Looking at lease opportunities for classrooms or admin space (potentially freeing up room in the district for more classrooms)
  - How many classrooms would be gained
- Double shifting
  - Staff needs-admin, certificated, classified
  - Impacts to shared teacher space/classroom materials, etc
- Community Impacts
- Need information for all suggested models:
  - Where would funding come from?
  - What would the option look like?
  - Positives/negatives
  - Success-rates
  - Traffic issues
• Cost per student
• Cost/impacts to transportation
• Cost/impacts of remodeling leased facilities
• Cost/impacts to food service
• Scheduling impacts/challenges
• Impacts/costs to student achievement
• Impact to state required testing
• Turnover rates/recruitment of staff
• Bus driver shortage now
• Compare each model against needs to see duration of solution
• List of schools/districts who have done each model and feedback on their experiences

• Which schools would benefit/impact if site-specific

Next Steps:

• Meeting schedule:

<table>
<thead>
<tr>
<th>Meeting #</th>
<th>Date</th>
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<tbody>
<tr>
<td>1</td>
<td>Tuesday, 09/18/2018</td>
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<td>2</td>
<td>Thursday, 10/18/2018</td>
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<td>3</td>
<td>Thursday, 10/25/2018</td>
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<td>4</td>
<td>Thursday, 11/15/2018</td>
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<td>Thursday, 01/10/2019</td>
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<td>8</td>
<td>Thursday, 02/21/2019</td>
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<td>9</td>
<td>Tuesday, 03/12/2019</td>
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</table>

• Penny noted that all Task Force meetings will be at the Pierce County Skills Center and are scheduled for 5:30 to 7:30 p.m. with dinner provided.
• The meeting adjourned at 7:24pm
Meeting #2 Summary

Bethel School District Long Range Facilities Task Force Meeting #2
Thursday, October 18, 2018
5:30-7:30PM
Pierce County Skills Center, 16117 Canyon Rd E, Puyallup, WA 98375

Task Force members in attendance
Althea Clark
Amy Briggs
Ashlee Walker
Bill Taylor
Bryan Streleski
Cari An Lathrom
Charis Storrs
David Knight
Debby Morgan
Demetrius Forte
Denise Clark
Dennis Leingang
Jay McIsaac
Jennifer Van Gieson
Joe Hoge
Kathleen Jones
Marilynn Wood
Melanie Thomas
Mujaahidah Sayfullah
Paul Marquardt
Peggy Brayton
Rick Knutsen
Robert Stanley
Ron Mayberry
Sandy Williamson
Scott Martin
Shannon Zimmerly
Teresa Smith
Terry Hurd
Tina Lee
Todd Mitchell
Tracy Hennessy

Members absent
Andrea Smith
Audra Brown
Bernadette Patton
Cathy Hood
Dan Ferreira
Dick Thurston
Geraldine Johnson  
Jeffrey Johnson  
Katherine Tackenberg  
Kim Price  
Kimberly Sablan  
Mike Christianson  
Poursche Appleman  
Rebecca Sok  
Robert Crewse  
Stefan Yehle  
Thomas Munoz  
Tim Garber

**Meeting observers**

Penny Mabie  
Cathie Carlson  
Leigh Ann Dryer  
Marlene Anglemyer  
Bang Parkinson  
Jennifer Bethman  
Doug Boyles  
Karen Campbell  
Joel Stutheit  
Dave Wells  
David Hammond  
Tom Seigel  
Lori Haugen  
Amy Pivetta  
Brenda Rogers

**MEETING PURPOSE AND OVERVIEW**

The Bethel School District Long Range Facilities Task Force met for their second meeting on October 18th at the Pierce County Skills Center. The meeting’s key objectives were:

- What do we know about Year-Round Multi-Track Schools and Double Shifting?
- What additional information do we need to fully consider Year-Round Multi-Track schools and Double Shifting?
- What are the pros and cons for distance learning, using Bethel Learning Center and using space at local colleges to create additional capacity for students? How much capacity would these options provide? Would we recommend these as options to pursue?

Penny went over introductions of the Task Force members and an overview of the meeting’s agenda, objectives, materials and ground rules.

Penny introduced the work plan for the Task Force by date:

- #2 Thursday, October 18th
  - Year-round track schools
  - Double shifting
o Distance learning
o Use of Bethel Learning Center
o Explore space at local colleges
• #3 Thursday, October 25th
  o Change middle school to elementary school
  o Partner with adjacent school district(s)
  o Use parts of middle schools for elementary
  o Turn all elementary schools into K-8
• #4 Thursday, November 15th
  o Turn all middle schools into grades 5-8 or 4-8
  o Repurpose commercial site(s)
  o Close Elk Plain SOC and change to elementary
  o Double shifting option: A&B days
• #5 Thursday, December 13th
  o Year-round track schools
  o Double shifting
  o Identify any additional information needs for all options
• #6 Thursday, January 10th
  o Finish discussing year-round track and double shifting
  o Wrap up individual option discussions
  o Begin to develop recommendations
• #7 Thursday, January 31st
  o Topic: Recommendations development continued
• #8 Thursday, February 21st
  o Topic: Draft report and presentation to School Board
• School Board Presentation, Tuesday, March 12th
  o Topic: Recommendation report

Options discussion:

Penny led the group in discussing five options. She noted the discussion about the first two options, year-round multi-track and double shifting, was intended to introduce the concepts and determine what additional information was needed as Penny’s team conducted research about real-world application of these options.

Year-round multi-track schedule:

The discussion regarding year-round multi-track began with Penny referring members to the fact sheet in their packet (see Year Round “Multi-Track” School fact sheet). Penny provided and overview of what was found in EnviroIssues’ research including:

- Explanation of how multi-track works
- Explanation of a sample schedule
- What changes could take place:
  o School schedules/vacations
  o Bus schedules
  o Use of school facilities
  o Classroom curriculums
  o Staff support for school programs, facilities, maintenance and student transportation
  o Summer programs
Penny then asked the Task Force what additional information is needed for a deeper discussion of this option in December. She noted that her team will also conduct further literature review and phone interviews of districts/schools that have used this option, and will ask for any materials, plans, reviews that are available to share. The Task Force requested the following information:

- Academic impacts
  - During transition
  - Improve over years?
  - If worse, can they be mitigated?
  - Holiday schedules
  - Handling of extra-curricular activities
  - Impact on high school/college prep
  - Impact on state testing
  - Consider partial implementation
  - How long has it been implemented?
  - Professional development schedule implications?
  - Response from parents
  - When is year-end for students?
  - Impact to SPED/IEP students & parents

Double shifting:

The discussion regarding double shifting began with Penny referring members to the fact sheet in their packet (see Double Shifting fact sheet). Penny provided an overview of what was in the EnvirolIssues’ research including:

- Explanation of how double shifting works
- Explanation of sample schedules
- What changes could take place:
  - School schedules/vacations
  - Bus schedules
  - Use of school facilities
  - Classroom curriculums
  - Staff support for school programs, facilities, maintenance and student transportation
  - Storage space usage
  - Operational costs
  - Extra-curricular activities

Penny then asked the Task Force the same question about what additional information is needed for a deeper discussion of this option in December. The Task Force requested the following information:

- Was a state waiver needed/available for length of school day/number of school days
- Hiring/retention of faculty
- What was 2nd choice rather than this choice?
- Any considerations of multiple strategies?
The Task Force then discussed the following options, with Penny presenting an overview and then the group discussed the pros and cons of each option.

Distance Learning:

- Distance learning elements (see Distance Learning fact sheet):
  - Geographic separation between teachers and students during instruction
  - Various technologies are used to facilitate student-to-teacher and student-to-student communication
  - Typically requires working with an outside vendor to help organize and deliver classes
- Task Force comments on distance learning included:
  - My child did this. We were part of a cluster of parents that he school organized and supported. My child thrived got social interaction with the others who were also part of the cluster. There were organized group activities.
  - Online learning is available now. If it was so attractive to others, wouldn’t more people be doing it now?
  - Are high school or middle school students really reliable enough to work at home through online classes and keep their grades up, do assignments independently, etc.?
  - District comment: This would be a voluntary option for parents – the district would not be able to predict how many people took advantage of it from year to year. It would be difficult to predict and rely on the capacity it might free up.
  - There are some students who would thrive and others who would not. It all depends on the students and if there is support at home. With two parents working, there might not be enough support.

Use of Bethel Learning Center:

- Elements of the use of Bethel Learning Center to add capacity (see Use of Bethel Learning Center fact sheet):
  - Converts three rooms to classrooms
  - This option would only minimally affect Bethel High School or Shining Mountain Elementary
- Task Force comments on use of Bethel Learning Center:
  - This option only provides up to three classrooms. It would require additional transportation (or walking between campuses)
  - Food service is not available. Students would have to go to nearby school for lunches, or lunches would have to be brought in.
  - Doesn’t seem like enough bang for the buck. Our need is very large, and three classrooms doesn’t add much

Space at local colleges:

- Elements of exploring space at local colleges (see Explore space at local colleges fact sheet):
  - Running Start students are not currently transported by the district
  - Three local colleges are having capacity issues of their own
• Task Force comments on exploring space at local colleges:
  o If there is no space at local colleges, this doesn’t seem like an option we should continue to explore.
  o Transportation would have to be provided. It isn’t provided, currently, for those students who are in the Running Start program.
  o Food service would be a challenge, even if there were space.
  o Enhancing the Running Start program would be good – it’s a really good program for students to prepare for college.

Following the discussions, online polls were taken to determine if each of these three options:
• Should be left behind; no further discussion or information needed.
• Should be kept on the list of potential options; no further information needed.
• Should be kept on the list of potential options; more information and/or more discussion necessary before deciding.

The Task Force decided:
• Distance learning should be kept on the list of potential options, no further information needed at this time.
• Use of Bethel Learning Center and exploring space at local colleges should be left behind; no further discussion or information needed.

Next steps:
• The next meeting is next Thursday, October 25th.
• The meeting was adjourned at 7:26pm.
Bethel School District
Long Range Facilities Task Force

Meeting #3 Summary

Bethel School District Long Range Facilities Task Force Meeting #3
Thursday, October 25, 2018
5:30-7:30 p.m.
Pierce County Skills Center, 16117 Canyon Rd E, Puyallup, WA 98375

Task Force members in attendance
Althea Clark
Ashlee Walker
Audra Brown
Bernadette Patton
Bryan Streleski
Carie An Lathrom
Charis Storrs
Debby Morgan
Dennis Leingang
Jay McIsaac
Jeffrey Johnson
Joe Hoge
Kathleen Jones
Kim Price
Melanie Thomas
Paul Marquardt
Peggy Brayton
Rebecca Sok
Robert Stanley
Sandy Williamson
Teresa Smith
Terry Hurd
Tina Lee
Todd Mitchell

Members absent
Amy Briggs
Bill Taylor
Cathy Hood
Dan Ferreira
David Knight
Demetrius Forte
Denise Clark
Dick Thurston
Geraldine Johnson
Jennifer Van Gieson
Katherine Tackenberg
Kimberly Sablan
Marilyn Wood
Mike Christianson
MEETING PURPOSE AND OVERVIEW
The Bethel School District Long Range Facilities Task Force met for their third meeting on October 25th at the Pierce County Skills Center. The meeting’s key objectives were:

- Where is the district using portables and where is there opportunity to add more?
- What do we know so far about:
  - Change one middle school to elementary school
  - Partner with adjacent school district(s)
  - Use parts of middle schools for elementary
  - Turn all middle and elementary schools into K-8
- Is there additional information needed to fully consider these four options?
- What are the pros and cons of these four options? How much capacity would these options provide? Would we recommend these as options to pursue?

Introductions were made, and Penny gave an overview of the 11x17 Options Table. This table will be updated after every meeting and sent out electronically to the Task Force members. The table will track decisions made by the Task Force about which options to consider, and is a tool for task force members to use to note discussions, information and pros and cons about the options.

Penny noted there had been many questions about how portables are used in the district. She asked the district to develop a fact sheet on the topic. Cathie Carlson presented an overview of the information about portables.

Overview of Portables option (see Using Portable/Demountable Classroom fact sheet):
• Portables are intended to be temporary classrooms
• Provide short-term, lower cost solution to overcrowding in schools
• Bethel is using double portables as a partial solution to overcrowding
• Current number of portables in use:
  o Elementary School - 144 classrooms
  o Middle School - 16 classrooms
  o High School - 46 classrooms
• Final cost is between $600-$650K; adding onto a building would be up to four times that amount in cost
• Portables can take up space for parking, athletics
• Create demand on common areas; all student have to come in for library, gym, cafeteria use.
• Additional portables scheduled for 2019:
  o 1 double portable each at Graham Elementary and Kapowsin Elementary
  o 2 double portables each at Bethel High School and Spanaway Lake High School
• Space in the district for additional portables after the 2019 additions:
  o 6 more doubles for elementary/308 students
  o 10 more doubles for middle school/600 students
  o No more space for high school

Penny provided an overview of other proposed options for housing students:

• Change one middle school to an elementary school (see fact sheet of same name)
  o Creates more capacity at the elementary level by turning
  o What could change?
    ▪ There would be 5 middle schools in Bethel instead of 6
    ▪ School boundaries
    ▪ Students would need to change schools
    ▪ Transportation changes
    ▪ Repurposing of parts of the middle school may be necessary especially for pre-k and kindergarten classrooms
    ▪ Different furniture needs

Task Force discussion:
  o Would this have implications for teachers?
  o Concern this would put pressure on remaining middle schools.

• Partner with adjacent school districts
  o Partner school districts could include:
    ▪ Clover Park
    ▪ Yelm
    ▪ Orting
    ▪ Puyallup
    ▪ Franklin Pierce
    ▪ Eatonville
  o What could change?
    ▪ Transportation
- Some students would need to change schools
- Participation in extracurricular activities

Task Force discussion:
- What are other districts doing about capacity issues?
- With districts that have more capacity coming online because their bonds passed, would this have potential in the future?
- Distance on buses would be challenging.

• Use parts of middle schools for elementary schools
  - Select spaces at Bethel’s middle schools that share common campuses with elementary schools
  - What could change?
    - Transportation
    - Some students would need to change schools
    - Use of middle school facilities
    - Staff collaboration
    - Recess facilities
    - Food services

Task Force discussion:
- The district didn’t include the Thomson Elementary / Spanaway Middle School option because of the Spanish Immersion program at Thomson. Why does that matter? Response: The immersion program is very successful, but it requires students be immersed in all aspects of the school day, which would mean they would need to be at the elementary school all day. Also, the immersion program runs k-5, so moving the 5th grade to a middle school would disrupt the final year of the immersion experience.
- The Task Force discussed whether 5th graders should be in the same buildings as middle school ages and would there be performance or behavior issues as a result.

• Turn all middle schools and elementary schools into K-8
  - Existing middle and elementary schools would change to Kindergarten thru 8th grade (K-8) schools
  - One school in Bethel School District is already a K-8 school
  - Would need to designate some schools to include pre-k
  - What could change?
    - Many students would need to change schools
    - School boundaries
    - Fewer academic transitions between grades
    - Extra-curricular activities
    - Transportation
    - Food services

Task Force discussion:
- This has the most bang for the buck and should be considered.
- The fact sheet seems to show that there is a body of knowledge that shows K-8 is a more holistic approach to education.
There were big concerns on the part of some parents when the district moved 6th grade into middle schools (moving away from junior high): would that level of concern be anticipated with this kind of change? Are Bethel’s elementary schools adequate for middle schoolers? There would be impacts on athletics, as middle schools currently have very strong team identities.

Voting:

Online polling was conducted regarding the previously mentioned four proposed options for housing students with the following results:

- Change 1 middle school to elementary:
  - A. Leave behind, no further discussion: 15%
  - B. Keep on list of potential options, no further information needed: 40%
  - C. Need more information and/or discussion before deciding: 45%

- Partner with adjacent districts:
  - A. Leave behind, no further discussion: 100%
  - B. Keep on list of potential options, no further information needed: 0%
  - C. Need more information and/or discussion before deciding: 0%

- Using part of middle school for elementary:
  - A. Leave behind, no further discussion: 16%
  - B. Keep on list of potential options, no further information needed: 26%
  - C. Need more information and/or discussion before deciding: 58%

- Change all middle schools and elementary schools to K-8:
  - A. Leave behind, no further discussion: 20%
  - B. Keep on list of potential options, no further information needed: 15%
  - C. Need more information and/or discussion before deciding: 65%

Next steps:

Penny led the group in a discussion about what additional information was needed in order for the Task Force to further discuss the remaining options later in the process.

- Information needed for changing one middle school to elementary:
  - What schools gains most capacity
  - Transportation issues
  - Effects on feeder system to middle schools and high schools
  - Does it solve the elementary school capacity issues 100%
  - What capacity increase does the district need to ‘solve’ the problem?
  - How long does the option solve the problem/duration?
  - How soon would that middle school need to be turned back to a middle school?
  - What will the impact be on education?
  - What school would give us the biggest capacity towards transportation issues?

- Information needed for using part of middle schools for elementary:
  - What is the total capacity at the middle schools?
  - What is the gain in capacity with each middle school?

- Information needed for changing all middle and elementary schools to K-8:
- Class start/stop times
- Transportation impacts
- Safety issues between/due to expanded grade bands
- Extra-curricular activities
- Get info from other districts models
- Size of other districts doing K-8/characteristics of district
- Additional resources-library, gym, food services
- Staffing needs
- Student achievement/outcomes
- Feeder system changes from K-8 to high school
- Impacts on special needs students
- Adjustments to facilities needed

- Another option to consider: change a middle school to a high school?

- The next meeting is Thursday, November 15th.
- The meeting was adjourned at 7:30 p.m.
Meeting #4 Summary

Bethel School District Long Range Facilities Task Force Meeting #4
Thursday, November 15th, 2018
5:30-7:30PM
Pierce County Skills Center, 16117 Canyon Rd E, Puyallup, WA 98375

Task Force members in attendance
Althea Clark
Ashlee Walker
Audra Brown
Bill Taylor
Charis Storrs
Dennis Leingang
Jay McIsaac
Jennifer VanGieson
Kathleen Jones
Kim Price
Marilyn Wood
Mujaahidah Sayfullah
Paul Marquardt
Peggy Brayton
Porsche Appleman
Rebecca Sok
Rick Knutsen
Ron Mayberry
Sandy Williamson
Scott Martin
Terry Hurd
Tina Lee
Todd Mitchell
Tracy Hennessy

Members absent
Amy Briggs
Bernadette Patton
Bryan Streleski
Carie Ann Lathrom
Dan Ferreira
David Knight
Debby Morgan
Demetrius Forte
Denise Clark
Dick Thurston
Jeffrey Johnson
Joe Hoge
Melanie Thomas
Mike Christianson
Robert Crewse
Robert Stanley
Shannon Zimmerly
Teresa Smith
Thomas Munoz

Meeting observers
Penny Mabie
Cathie Carlson
Leigh Ann Dryer
Marlene Anglemyer
Doug Boyles
Joel Stutheit
David Hammond
Tom Seigel
Lori Haugen

MEETING PURPOSE AND OVERVIEW
The Bethel School District Long Range Facilities Task Force met for their fourth meeting on November 15th at the Pierce County Skills Center. The meeting’s key objectives were:

- What do we know so far about:
  - Turning all middle schools into grades 5-8
  - Turning all middle schools into grades 4-8
  - Repurposing commercial sites
  - Closing Elk Plain SOC & change it to elementary K-5
  - Double shifting options: A&B days (one group attends on A days, the other on B days)
- Is there additional information needed to fully consider these options?
- What are the pros and cons of these options? How much capacity would these options provide? Would we recommend these as options to pursue?

David Hammond spoke about the way curriculum is presented with regards to grades, i.e. K-5, 6-8, 9-12 and the way assessments are packaged for elementary for grades 3-5. It can prove difficult for teachers to provide the best for our students if the curriculum is packaged differently than our schools are set up.

Penny gave an overview of the phone call research progress regarding other districts following the different options the Task Force is considering for Bethel.

Turn all middle schools into grades 5-8 (see fact sheet):

- What could change (for all schools effected)?
  - 5th grade students would join middle schools
- School District perspective (for schools effected)?
  - Opportunities
    - Help alleviate elementary capacity issue
    - Cost effective solution
  - Challenges
    - Itinerant issues (Teachers and/or programs that move between classes/schools)
- Common area capacity issues (e.g. gyms, lunch rooms, restrooms, etc.)
- Ages/maturity issues
- Duration of solution (middle school capacity would be needed within how many years?)

Turn all middle schools into grades 4-8 (see fact sheet):

- What could change (for all schools effected)?
  - 4th grade & 5th grade students would join middle schools
  - School District perspective (for schools effected)?
    - Opportunities
      - Help alleviate elementary capacity issue
- Cost effective solution
  - Challenges
    - Itinerant issues (Teachers and/or programs that move between classes/schools)
    - Common area issues (e.g. gyms, lunch rooms, restrooms, etc.)
    - Ages/maturity issues
    - Duration of solution (middle school capacity would be needed within how many years?)

Repurpose commercial site(s) that are not in use to house students or serve administrative functions (see fact sheet):

- What could change (for classes affected)?
  - Classroom structure
  - Transportation
  - Curriculum
  - Special programming (e.g. athletics)
  - Safety
- School District perspective (for schools affected)?
  - Opportunities
  - Challenges
    - Significant zoning changes required
    - Bringing a commercial building up to state school standards could be complicated and expensive

Close Elk Plain School of Choice and change it to a K-5 (see fact sheet):

- What could change (for classes affected)?
  - Existing school serving K-8 students would change to housing only elementary school students (K-5th grade)
  - Middle school aged students (6th-8th grades) would return to the middle school their home address is zoned to.
  - Impacted middle schools would include:
    - Bethel MS
    - Cedarcrest MS
    - Cougar Mountain MS
    - Frontier MS
    - Liberty MS
- Spanaway MS
- School district perspective (for schools affected)?
  - Opportunities
    - Elk Plain would have its own boundary
    - Shining Mountain & Clover Creek students could be zoned for Elk Plain, reducing crowding at those schools
  - Challenges
    - School of Choice very popular and successful – losing it would be very unpopular
    - Students in special programs could lose access to those programs

Double Shifting- A/B Days where:

- What could change (for classes affected)?
  - Would extend the hours of school operations and breaks the school day or week into instructional shifts
  - A/B calendar – run two separate school weeks on alternating days
    - ½ student body in session on M-W-F
    - ½ student body in session on Tu-Th-Sa
  - Shifts can be broken up by grade (e.g. 1st-3rd grade students attend school on one track & 4th-6th grade student attend school on the other)
  - Teachers can be assigned to a specific shift or work both shifts
    - School schedules
    - Bus schedules
    - Use of school facilities
    - Storage space usage
    - Operational costs
    - Extra-curricular activities
    - Classroom curriculums
    - Staff support for school programs, facilities maintenance and student transportation

Voting:

Online polling was conducted regarding the previously mentioned four proposed options for housing students with the following results:

- Move 5th grade to Middle Schools:
  - A. Leave behind, no further discussion: 32%
  - B. Keep on list of potential options, no further information needed: 45%
  - C. Need more information and/or discussion before deciding: 23%
- Move 4th & 5th grades to Middle Schools:
  - A. Leave behind, no further discussion: 100%
  - B. Keep on list of potential options, no further information needed: 0%
  - C. Need more information and/or discussion before deciding: 0%
- Repurpose Commercial Sites:
  - A. Leave behind, no further discussion: 95%
  - B. Keep on list of potential options, no further information needed: 5%
  - C. Need more information and/or discussion before deciding: 0%
• Change Elk Plain SOC to a K-5th elementary:
  o A. Leave behind, no further discussion: 38%
  o B. Keep on list of potential options, no further information needed: 38%
  o C. Need more information and/or discussion before deciding: 24%

Collectively, the task force agreed to leave behind two options – Move 4th and 5th grades to middle school and repurpose commercial sites.

Next steps:

Penny asked the group to identify any additional information they needed for future discussions.

The following information was requested:
  o Duration necessary for changes
  o Impacts of changes
  o What’s already been done and why (6th-9th, 10th-12th to 6th-8th, 9th-12th)?
  o How many out of district students in Bethel?
  o How many Bethel students going out of district?

Penny led the group in a discussion and brainstorming to identify criteria that could be used to evaluate and narrow the list of options being considered. Cathie noted that once the list of options is reduced, she would be able to provide more detailed information on the remaining choices.

The task force identified the following potential criteria for a selection process:
  o Impacts to special programs
  o Feasibility of transportation
  o Cost
  o Duration
  o Impacts to academics
  o Staff impacts (professional development)
  o Space use of common areas
  o Capacity gained-% of problem solved
  o Home life impacts
  o Equity
  o After-school/extra-curricular activities
  o Before/after school impacts
  o Impacts to curriculum
  o Safety impacts
  o Contract/negotiation impacts
  o District reputation

Penny noted that Envirolissues will work with the district to use the criteria list to develop a draft down-select process for the task force’s review in December.

Next steps:
  • The next meeting is next Thursday, December 13th.
  • The meeting was adjourned at 7:06pm.
## Bethel School District
Long Range Facilities Task Force

### Meeting #5 Summary

Bethel School District Long Range Facilities Task Force Meeting #5  
Thursday, December 13th, 2018  
5:30-7:30PM  
Pierce County Skills Center, 16117 Canyon Rd E, Puyallup, WA 98375

<table>
<thead>
<tr>
<th>Task Force members in attendance</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Althea Clark</td>
<td>Paul Marquardt</td>
</tr>
<tr>
<td>Audra Brown</td>
<td>Peggy Brayton</td>
</tr>
<tr>
<td>Bill Taylor</td>
<td>Porsche Appleman</td>
</tr>
<tr>
<td>Carie Ann Latham</td>
<td>Rebecca Sok</td>
</tr>
<tr>
<td>Charis Storrs</td>
<td>Rick Knutsen</td>
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<tr>
<td>David Knight</td>
<td>Robert Stanley</td>
</tr>
<tr>
<td>Debby Morgan</td>
<td>Ron Mayberry</td>
</tr>
<tr>
<td>Demetrius Forte</td>
<td>Sandy Williamson</td>
</tr>
<tr>
<td>Jay McIsaac</td>
<td>Terry Hurd</td>
</tr>
<tr>
<td>Jennifer VanGieson</td>
<td>Tina Lee</td>
</tr>
<tr>
<td>Kim Price</td>
<td>Todd Mitchell</td>
</tr>
<tr>
<td>Marilyn Wood</td>
<td>Tracy Hennessy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Members absent</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Amy Briggs</td>
<td>Kathleen Jones</td>
</tr>
<tr>
<td>Ashlee Walker</td>
<td>Melanie Thomas</td>
</tr>
<tr>
<td>Bernadette Patton</td>
<td>Mike Christianson</td>
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<tr>
<td>Bryan Streleski</td>
<td>Mujaahidah Sayfullah</td>
</tr>
<tr>
<td>Dan Ferreira</td>
<td>Robert Crewse</td>
</tr>
<tr>
<td>Denise Clark</td>
<td>Scott Martin</td>
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<tr>
<td>Dennis Leingang</td>
<td>Shannon Zimmerly</td>
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<tr>
<td>Dick Thurston</td>
<td>Teresa Smith</td>
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<tr>
<td>Jeffrey Johnson</td>
<td>Thomas Munoz</td>
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<td>Joe Hoge</td>
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</table>

<table>
<thead>
<tr>
<th>Meeting observers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Penny Mabie</td>
<td>Tom Seigel</td>
</tr>
<tr>
<td>Cathie Carlson</td>
<td>Lori Haugen</td>
</tr>
<tr>
<td>Leigh Ann Dryer</td>
<td>Dave Wells</td>
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<tr>
<td>Marlene Anglemyer</td>
<td>Jennifer Bethman</td>
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<tr>
<td>Doug Boyles</td>
<td>Brenda Rogers</td>
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<tr>
<td>Joel Stutheit</td>
<td>Amy Pivetta</td>
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<tr>
<td>David Hammond</td>
<td></td>
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<tr>
<td>Erika Anderson</td>
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</table>
MEETING PURPOSE AND OVERVIEW
The Bethel School District Long Range Facilities Task Force met for their fifth meeting on December 13th at the Pierce County Skills Center. The meeting’s key objectives were:

- What do we know so far about:
  - Multi-Track Year-Round
  - Double Shifting
  - K-8 School Model
- What are the pros and cons of these options? How much capacity would these options provide? Would we recommend these as options to pursue?
- Is there additional information still needed to fully consider these options?
- Do we still need to add any steps/criteria to our selection process?

Discussing new information: Year-Round Multi-Track; Double-Shifting; K to 8 school model

Year-Round Multi-Track creates more capacity by dividing students and teachers into groups of tracks of approximately the same size. Tracks are assigned their own schedules, creating essentially a 'school within a school'. Typical instruction/vacation calendar patterns could be either a quarter system of 60/20 or trimester system of 45/15.

Anticipated / Experienced Challenges

- Being kind to families
- Accurately predicting the number of students who will attend each track
- Daycare and other before/after school program impacts
- Athletic & extra-curricular activity impacts
- Special education programs
- Teacher track assignments

Other Interview Highlights

- Recommended as best model to solve problems with overcrowding in elementary schools
- Cost increase for schools using this model (additional staff, transportation, nutrition programs, building and program costs)
- Schools typically gain 25% more capacity using this model

What could change (for schools affected)?

- School schedules / vacations
- Bus schedules
- Use of school facilities
- Classroom curriculums
- Staff support for school programs, facilities maintenance, and student transportation
- Summer programs
- Air-conditioning usage
- Storage space usage
- Operation costs
Bethel School District Input:

Challenges
- Staffing for teachers, classified & bus drivers
- Increased costs for staffing, buses, child nutrition

Opportunities
- No three-month break
- Reduction of class sizes
- Possibility of getting students out of portables

Task Force Discussion:
- Would this have ramifications for our transportation system? Response: Yes, we are currently short of bus drivers. This option would require having bus drivers year-round. Many of our bus drivers value the summer break. Many also come from other school districts where their children may be on different school schedules, causing issues for them. We could potentially lose a number of our bus drivers if this model is adopted.
- What about teacher quality? Would we lose teachers over this? Response: It’s possible we could lose teachers who don’t want to work this type of shift. If we lose seasoned teachers, we would likely be replacing them with less experienced teachers. This schedule would also provide challenges for teachers to attend external professional development opportunities that are scheduled over the summer break.

Double-shifting creates more capacity by dividing students and teachers into two groups or shifts. Shifts can be broken up by time of day or days of the week (e.g. A/B calendar). The school day or week is extended to meet state minimum instructional hours. Shifts are typically broken up by grade (e.g. 1st – 3rd grade students attend in the morning & 4th – 6th grade students attend school in the afternoon).

Anticipated / Experienced Challenges
- Meeting state required school minutes / days
- Serious safety concerns to consider
- Space for physical education and afterschool sports
- Teacher shift assignments
- Shared classrooms and classroom material storage
- Transportation to / from school

Other Interview Highlights
- Recommended for use at the high school level rather than the elementary level, but does make extra-curricular activities more challenging to schedule
- Expect additional costs of up to 1/3 more than the current school budget
- Capacity gains are significant with this model but wear and tear on buildings also goes up

What could change (for schools affected)?
- School daily or weekly schedules
- Bus schedules
- Use of school facilities
- Staff support for school programs, facilities maintenance, and student transportation
- Storage space usage
- Operation costs
- Access to afterschool activities – sports/clubs
• Nutritional breaks/lunch times

Bethel School District Input:

Challenges
• School days/minutes in order to obey state law
• Staffing for teachers, classified & bus drivers
• Increased costs for staffing, buses, child nutrition

Opportunities
• Reduction of class sizes
• Possibility of getting students out of portables

Task Force Discussion:

• This seems like a non-starter. Safety issues for students having to be transported and/or walk/ride bikes to school would be a serious concern.
• Wouldn’t this require a lot more buses? Response: Yes, as there wouldn’t be enough time for the buses taking the first shift of students home to pick up the next shift of students in time for their start time. It would require more buses and more drivers. And we already have a challenge filling all our driver shifts now, plus buses are expensive.
• If it requires more resources than we can afford, why consider it?
• This may have some promise for high school – there are probably a lot of high school students who would prefer to go to school later in the day.
• We would also have to have more teachers, too.

Changing all elementary/middle schools to K-8 models creates more capacity by reconfiguring all existing elementary and middle schools to kindergarten through 8th grade (K-8) schools thus using the excess capacity currently in the middle schools. There is currently only one K-8 school in the Bethel School District, Elk Plain School of Choice.

Anticipated / Experienced Challenges
• Accommodating facility needs of both younger & older students
• Safety concerns about younger & older students sharing facilities
• Middle school age extracurricular programs
• Elementary age extracurricular programs

Other Interview Highlights
• Model takes longer to implement. Recommendation is to add a new grade level once a year (e.g. three years to implement)
• Very positive effect on learning outcomes for students
• Additional costs to consider are staff and facilities based (e.g. use of portables, new teachers, adjusted bell schedules)

What could change (for schools affected)?
• Students enrolled in existing traditional middle and elementary schools would change to a K – 8 system
• Students would have fewer academic transitions between grade levels
• Use of school facilities
Bethel School District Input:

Challenges
- Implementation would take longer than other options
- Retrofitting bathrooms/classrooms for all ages

Opportunities
- Reduction of class sizes
- Possibility of getting students out of portables

Task Force Discussion:
- This seems to provide the most capacity to solve the elementary school challenge, but it does nothing for the high school level.
- The current middle schools would become really big schools for the younger students to attend.
- What kind of changes would be required to make the middle schools work for kindergarten and first-graders? Response: Modifications to restrooms would be needed, and new, smaller furniture would be needed. Playgrounds would need modifications. Classrooms for preschool would need to be have modifications based on state requirements.
- How would the transition be made? Response: We haven’t worked on implementation details yet, but it would require a lot of planning and would probably be done over a period of some years.
- Would it require re-boundarying? Response: Yes, likely for all elementary and middle schools.

Voting:

Online polling was conducted regarding the previously discussed proposed options for housing students with the following results:

- Year-Round Multi-Track:
  - A. Leave behind, no further discussion: 15%
  - B. Keep on list of potential options, no further information needed: 53%
  - C. Need more information and/or discussion before deciding: 32%

- Double-shifting:
  - A. Leave behind, no further discussion: 70%
  - B. Keep on list of potential options, no further information needed: 20%
  - C. Need more information and/or discussion before deciding: 10%

- Change all elementary/middle schools to K-8:
  - A. Leave behind, no further discussion: 33%
  - B. Keep on list of potential options, no further information needed: 48%
  - C. Need more information and/or discussion before deciding: 19%

Based on the polling discussions, the Task Force decided to retain all three options.
**Discussion of the selection process**

Penny noted to the Task Force that in January, the group would need to reduce the number of options still under consideration, for the district to provide additional information about options. Doing analysis of all options would be too challenging and require too much time.

Penny noted the full list of options still under consideration by the Task Force:

- Year-round Multi-Track (school specific)
- Year-round Multi-Track (district wide)
- Double-shifting (school specific)
- Double-shifting (district wide)
- Double-shifting: A&B day schedule
- Change 1 middle school to an elementary school
- Use parts of middle schools for elementary schools
- Turn all middle and elementary schools into K-8 schools
- Turn all middle schools into grades 4-8 and all elementary schools into K-3
- Close Elk Plain School of Choice and change it to an elementary school
- **An additional option of changing 1 middle school to a high school was added**

Penny shared proposed criteria to use in January for the first level of screening for the list of options. These criteria were developed from the considerations brainstormed by the Task Force in their November meeting.

- Duration of solution
- Capacity gained (% of problem solved)
- Equity
- Impacts to after-school/extra-curricular activities
- Safety impacts
- Cost

After discussion with the district, the Task Force requested an additional criterion be added to the list. This criterion would identify the significance of or consequences to the district’s resources (staff, buses and drivers were of most concern.) Penny will add that criterion into the evaluation process for the January meeting.

**Next steps:**

- Penny will update criteria and develop a selection process for the first phase of options evaluation for the January meeting.
- The next meeting is Thursday, January 10th.

The meeting was adjourned at 7:21pm.
Bethel School District
Long Range Facilities Task Force

Meeting #6 Summary

Bethel School District Long Range Facilities Task Force Meeting #6
Thursday, January 10, 2019
5:30-7:30PM
Pierce County Skills Center, 16117 Canyon Rd E, Puyallup, WA 98375

Task Force members in attendance
Althea Clark                                          Kim Price
Audra Brown                                           Marilyn Wood
Bill Taylor                                            Paul Marquardt
Carie Ann Lathom                                       Peggy Brayton
Charis Storrs                                          Porsche Appleman
David Knight                                           Rebecca Sok
Debby Morgan                                           Rick Knutsen
Demetrius Forte                                        Ron Mayberry
Dennis Leingang                                        Teresa Smith
Jay McIsaac                                            Todd Mitchell
Kathleen Jones                                         Tracy Hennessy

Members absent
Amy Briggs                                              Melanie Thomas
Ashlee Walker                                          Mike Christianson
Bernadette Patton                                       Mujaahidah Sayfullah
Bryan Streleski                                        Robert Crewse
Dan Ferreira                                           Robert Stanley
Denise Clark                                           Sandy Williamson
Dick Thurston                                          Scott Martin
Jeffrey Johnson                                        Shannon Zimmerly
Jennifer Van Gieson                                    Thomas Munoz
Joe Hoge                                                Tina Lee

Meeting observers
Penny Mabie                                             Joel Stutheit
Cathie Carlson                                         David Hammond
Leigh Ann Dryer                                         Tom Seigel
Marlene Anglemyer                                       Jennifer Bethman
Doug Boyles                                             Brenda Rogers
Karen Campbell

MEETING PURPOSE AND OVERVIEW
The Bethel School District Long Range Facilities Task Force met for their sixth meeting on January 10th at the Pierce County Skills Center. The meeting’s key objectives were:

- How do options score when measured against phase 1 criteria?
- What are the pros and cons of the remaining options based on their criteria scores?
- What options should the Task Force continue to consider?
• What opportunities are there to combine options?
• Is there additional information still needed?

Phase 1 Criteria Ratings:
Penny explained that the first task for the evening would be to look at the nine remaining options and discuss how they scored against phase 1 criteria. After reviewing criteria scores the Task Force would then work to narrow down the list of options. Penny reminded the group that phase 1 criteria were developed during the November and December meetings and included:
  o Duration of solution
  o Capacity gained
  o Equity
  o Impacts to after-school/extra-curricular activities
  o Cost
  o Additional resources needed

Penny noted she had received an email from a Task Force member who was concerned that “educational impact” was not included as part of the phase 1 criteria. The member expressed that justifying the Task Force’s concern for students could be difficult if educational impact wasn’t included. In response, Penny noted that the Task Force had agreed to include educational impact as part of phase 2 criteria. She added that the research conducted on all the options under consideration did not show negative impacts to educational outcomes. Therefore, as a measurement, educational outcomes would not be a major differentiator for the Task Force and would not be of great help in narrowing remaining options.

Penny asked the Task Force if the decision to keep educational impacts as a phase 2 criterion was still their choice. She also noted that, to ensure community members knew the importance of the criterion to the Task Force, the recommendations report would include a discussion of why it was not included as part of the first phase. This approach was deemed acceptable by the group.

The Task Force then discussed narrowing down the options list using phase 1 criteria. The nine options they considered were:
  • Year-Round Multi-Track (select schools only)
  • Double Shifting (select schools only)
  • Change 1 middle school to an elementary school
  • Change 1 middle school to a high school
  • Use parts of middle schools for elementary schools
  • Turn all middle schools and elementary schools into K-8
  • Turn all middle schools to 5-8 and all elementary schools to K-4
  • Close Elk Plain School of Choice K-8 and change to elementary school
  • Distance learning

Penny noted that the district advised Task Force members to evaluate Year-Round Multi-Track and Double Shifting options as applied at “select schools only” and not the entire district due to feasibility, cost and financial resources and staff. A suggestion was made to consider using a method identified during the research phase, used by one of the school district’s interviewed, to select schools where these options would be used. The method sets a threshold capacity level, and when a school reaches that capacity, it then transitions into the proposed option (Year-Round Multi-Track or Double Shifting).
Options Narrowing:
Penny asked everyone, as small table groups, to discuss the options using the Criteria Rating Definitions and the Options Data Sheet handouts to understand how the options compared to each other and the pros and cons of each option. After the discussion, Penny had Task Force members use their cell phones to participate in a poll to determine which options to leave behind and which to carry forward into the phase 2 evaluation.

After discussions, polling resulted in the following outcome (strike-through means the option was to be left behind)

<table>
<thead>
<tr>
<th>Option #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Year-Round Multi-Track at select schools</td>
</tr>
<tr>
<td>2</td>
<td>Double-Shifting at select schools</td>
</tr>
<tr>
<td>3</td>
<td>Change 1 middle school to an elementary school</td>
</tr>
<tr>
<td>4</td>
<td>Change 1 middle school to a high school</td>
</tr>
<tr>
<td>5</td>
<td>Use parts of middle schools for elementary</td>
</tr>
<tr>
<td>6</td>
<td>Change all middle and elementary schools to K-8</td>
</tr>
<tr>
<td>7</td>
<td>Change all middle schools to 5-8 grades and all elementary schools to K-4 grades</td>
</tr>
<tr>
<td>8</td>
<td>Close Elk Plain School of Choice and change it to an elementary school</td>
</tr>
<tr>
<td>9</td>
<td>Distance learning</td>
</tr>
</tbody>
</table>

Developing combinations:
Penny noted to the Task Force that none of the remaining options fully addressed the district’s capacity problems at both the high school and elementary school levels. She asked each table group to consider the information for each remaining option (e.g. options data sheet, poll results) and develop combinations that would address all Bethel School District’s capacity needs. Penny also asked the superintendent, assistant superintendents and Cathie, Director of Construction and Planning, to form their own table group and develop combinations as well.

Each group reported out on their results. During their table discussions, Task Force table groups came up with six different combinations. Several of them were identified by more than one group. The district table group came up with three options, one of which was also suggested by the Task Force table groups. The district veered from the instructions and used one option that the Task Force had already said they were leaving behind (Double Shifting).

All combinations Suggested

<table>
<thead>
<tr>
<th># of groups who suggested</th>
<th>Suggested by: Task Force (TF) Or District Leadership</th>
<th>Combination Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>TF</td>
<td>Year-Round Multi-Track high school + change 1 middle school to elementary school</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>TF + District</td>
<td>Year-Round Multi-Track elementary school + change 1 middle school to high school</td>
<td></td>
</tr>
<tr>
<td># of groups who suggested</td>
<td>Suggested by:</td>
<td>Combination Description</td>
<td>Notes</td>
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<tr>
<td></td>
<td>Task Force (TF) Or District Leadership</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>TF</td>
<td>Year-Round Multi-Track high school + change to 5-8 grade middle school + K-4 elementary school</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>TF</td>
<td>Change 1 middle school to high school + change to 5-8 grade middle school + K-4 elementary school</td>
<td>District noted that losing a middle school plus adding a grade to all middle school would result in an over-capacity situation at the middle school level</td>
</tr>
<tr>
<td>1</td>
<td>TF</td>
<td>Change 1 middle school to high school + change Elk Plain SOC to elementary + change to 5-8 middle school and K-4 elementary school</td>
<td>District noted that losing a middle school plus adding a grade to all middle schools would result in an over-capacity situation at the middle school level</td>
</tr>
<tr>
<td>2</td>
<td>TF</td>
<td>Year-Round Multi-Track high school + change to 5-8 middle school and K-4 elementary school + change Elk Plain SOC to elementary</td>
<td>One group suggested the same combination but added that Elk Plain remains a school of choice for K-4 grades</td>
</tr>
<tr>
<td></td>
<td>District</td>
<td>Double Shifting high school (2 sessions per day) + change 1 middle school to elementary</td>
<td>District noted they “broke the rules” because Double Shifting works better than Year-Round Multi-Track for high school due to after school impacts, curriculum impacts, staffing of single teacher programs, resources necessary to run school year-round, and student preferences for late or early shifts</td>
</tr>
<tr>
<td></td>
<td>District</td>
<td>Double Shifting high school (2 sessions per day) + change to 5-8 middle and K-4 elementary</td>
<td>District noted they “broke the rules” because Double Shifting works better than Year-Round Multi-Track for high school due to after school impacts, curriculum impacts, staffing of single teacher programs, resources necessary to run school year-round, and student preferences for late or early shifts</td>
</tr>
</tbody>
</table>
Finally, after all the combinations were reviewed, the district explained why they selected Double Shifting instead of Year-Round Multi-Track at the high school level. Their reasoning was that Year-Round Multi-Track would be complicated to implement at high schools where they need to consider Running Start schedules, academic programs, graduations, college applications, SAT Testing, etc. The district also needs to consider their resources, as some single-teacher programs would require additional staff to cover year-round school. The district also noted that many high school students would like to start and end their day later. For these reasons, the district said they believe that Double Shifting would be more beneficial than Year-Round Multi-Track to students and families at Bethel high schools.

A Task Force member asked why the group didn’t have this information prior to voting on the options, or why they didn’t know about the problems with Year-Round Multi-Track for high schools. Penny reminded the Task Force that in discussing all the options in previous meetings, most of this information was presented and/or provided in hand-outs. The Task Force briefly discussed the district’s thinking and then concurred on recommending the following combinations for further analysis by the district and discussion at the January 31 Task Force meeting:

<table>
<thead>
<tr>
<th>Combinations to carry forward for further analysis</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong> Year-Round Multi-Track Double Shifting high school + change 1 middle school to elementary school</td>
<td>Task Force agreed to change Year-Round Multi-Track to Double Shifting after listening to district’s rationale</td>
</tr>
<tr>
<td><strong>B</strong> Year-Round Multi-Track elementary school + change 1 middle school to high school</td>
<td></td>
</tr>
<tr>
<td><strong>C</strong> Year-Round Multi-Track Double Shifting high school + change to 5-8 middle school and K-4 elementary school + change Elk Plain SOC to elementary</td>
<td>Task Force agreed to change Year-Round Multi-Track to Double Shifting after listening to district rationale. One group suggested Elk Plain remain a school of choice for grades K-4</td>
</tr>
<tr>
<td><strong>D</strong> Double Shifting high school (2 sessions per day) + change to 5-8 middle school and K-4 elementary school</td>
<td></td>
</tr>
</tbody>
</table>

Next steps:
- Penny will update criteria and develop a selection process for the second phase of options evaluation for the next meeting
- The next meeting is Thursday, January 31st

The meeting was adjourned at 7:26pm.
Meeting #7 Summary

Bethel School District Long Range Facilities Task Force Meeting #7
Thursday, January 31, 2019
5:30-7:30PM
Pierce County Skills Center, 16117 Canyon Rd E, Puyallup, WA 98375

Task Force members in attendance
Althea Clark Kim Price
Ashlee Walker Paul Marquardt
Audra Brown Porsche Appleman
Bill Taylor Rebecca Sok
Brian Streleski Rick Knutsen
Carie Ann Latham Sandy Williamson
Charis Storrs Terry Hurd
Debby Morgan Tina Lee
Dennis Leingang Todd Mitchell
Jennifer Van Gieson Tracy Hennessy
Kathleen Jones

Members absent
Amy Briggs Marilyn Wood
Bernadette Patton Melanie Thomas
Dan Ferreira Mike Christianson
David Knight Mujaahidah Sayfullah
Demetrius Forte Peggy Brayton
Denise Clark Robert Crewse
Dick Thurston Robert Stanley
Jay McIsaac Scott Martin
Jeffrey Johnson Shannon Zimmerly
Joe Hoge Thomas Munoz

Meeting observers
Penny Mabie Tom Seigel
Cathie Carlson Jennifer Bethman
Leigh Ann Dryer Lori Haugen
Doug Boyles Chad Honig
Karen Campbell Brian Grassi
Joel Stutheit
David Wells

MEETING PURPOSE AND OVERVIEW
The Bethel School District Long Range Facilities Task Force met for their seventh meeting on January 31st at the Pierce County Skills Center. The meeting's key objectives were:

- How do combinations score when measured against phase 2 criteria?
- What are the pros and cons of the combinations based on their criteria scores?
• What options should the Task Force recommend to the school board?
• Is there additional information still needed?

MEETING #6 REVIEW
Penny received an email after meeting #6 from a Task Force member regarding the process used to determine combinations to consider. Specifically, the issue was that the Task Force had agreed to eliminate double shifting as an option, and then agreed to bring it back when it was proposed for high school by the district rather than the year-round multi-track option agreed to earlier in the meeting by the Task Force. Penny noted for the Task Force that the decision had been made very quickly. She inquired if all Task Force members understood the discussion and the reasons that year-round multi-track school was replaced by double shifting. Several Task Force members noted that when they originally chose year-round instead of double-shifting, it was with the assumption that the double-shifting was an all-or-nothing option, that is, it had to be agreed to for both high school and elementary school. They said if they had realized it could be selected for high school only, they would have kept it, as they voted it down because they thought having elementary students on double shift schedules was out of the question. Penny asked the Task Force if they all understood the district’s reasoning behind the switch, and they all agreed that they did understand and that double shifting should replace year-round multi-track school in Combinations A, B & D.

DISCUSSING PHASE 2 CRITERIA RATINGS
Penny asked Task Force members to talk amongst their tables and, using the Criteria Ratings Definitions sheet and the Criteria Ratings sheet, make sure they understand the phase 2 criteria and how each combination option measures against the criteria:
• Capacity gained
• Cost
• Impacts to special programs
• Feasibility of transportation
• Impacts to academics
• Staff impacts
• Use of common area space
• Home life impacts
• Before/after school impacts
• Impacts to curriculum
• Contract/negotiation impacts
• Impacts to district reputation
• Ease of implementation
• Timing of implementation

In evaluating each combination option, Penny asked Task Force members to use the criteria definitions and ratings tables to understand information for each option combination. She noted that criteria that impacts different types of schools (e.g. high school, middle school, elementary school) are shown as split cells; footnotes show the number of portables needed at middle schools when there’s a capacity deficiency; and the impacts for each criterion were color-coded as follows:
  o White = Low impact or most capacity gained
  o Light green = Medium impact or medium capacity gained
  o Dark green = High impact or least capacity gained
RECOMMENDATION DISCUSSION
Penny consolidated Task Force members into larger groups (4-6) and asked each group to consider the information currently at hand with the combinations options data sheet and the previous discussion regarding phase 2 criteria and determine which combination the group would recommend. She provided a worksheet that also asked the group to identify any caveats or conditions that should accompany their recommendation as well as the rationale for how they selected their recommendation. Each group reported out on their recommendation, conditions and rationale.

THE OUTCOME
The discussion began with five combinations under consideration:

<table>
<thead>
<tr>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
</table>
| A     | • Double Shifting (select schools only) at high school  
       | • Change one middle school to elementary |
| B     | • Year-Round Multi-Track (select schools only) at the elementary level  
       | • Change one middle School to high school |
| C.1   | • Double Shifting (select schools only) at high school  
       | • Change middle school to grades 5-8  
       | • Elementary schools to K-4  
       | • Change Elk Plain SOC to an elementary school |
| C.2   | • Double Shifting (select schools only) at high school  
       | • Change middle school to grades 5-8  
       | • Elementary schools to K-4  
       | • Keep Elk Plain as a K-4 SOC elementary school |
| D     | • Double Shifting (select schools only) at high school  
       | • Change middle school to grades 5-8  
       | • Elementary to K-4 |
Table group (four groups) discussions resulted in the following recommendations, removing B, and C.1 (see strikeout above):

<table>
<thead>
<tr>
<th>Identified by three groups</th>
<th>A</th>
<th>Identified by one group</th>
<th>C.2/D</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Double Shifting (select schools only) at high school</td>
<td></td>
<td>• Double Shifting (select schools only) at high school</td>
</tr>
<tr>
<td></td>
<td>• Change one middle school to an elementary school</td>
<td></td>
<td>• Change middle school to grade 5-8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Elementary schools to K-4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Keep Elk Plain as a K-4 SOC elementary school. The group recommended keeping Elk Plain as a K-8 SOC, since that reduced the middle school capacity deficit by 200 students.</td>
</tr>
</tbody>
</table>

Penny led the group in a discussion of the two recommendations. She then summed up the results of the discussion and identified additional work needed.

**High School:** The Task Force recommends double shifting (at select schools) to address capacity needs at the high school.

**Caveats:**
- Would like to see a potential schedule split to have a better idea how it would work
- Need very clear criteria and transparency about how the decision is made for what school(s) to change double shifting
- One group would like to see either a) all high schools go to double shifting or b) the high school that double shifts becomes a school of choice. Addresses equity across the high schools.
- Need clear criteria for determining who is put on A (early) shift or B (late shift)
- Access to gym for athletics will be challenging. Suggest double shifting a high school that is adjacent to a middle school, so the B shift could use the gym at the middle school to create more access during the late session when sports teams also need gym access.

**Elementary School:** There are two options still under consideration:

**Scenario 1:**
- Change middle school to grade 5-8
- Change elementary schools to K-4
- Keep Elk Plain as a K-8 SOC elementary school

**Rational for Scenario 1:**
- This scenario creates the most capacity at the elementary level, where the need is the greatest.
- Changing one middle school to elementary is a short-term solution. This is a longer-term solution.
- Saves the School of Choice
- Has the least negative impacts
Scenario 2:

- Change one middle school to elementary

Rational for Proposal 2:

- Avoids putting 5th graders at middle schools
- Leaves Elk Plain School of Choice as is
- Easiest to implement
- Scenario 1 results in a capacity deficit at the middle school level

NEXT STEPS

- Penny will work with district to provide a bit more specific information about capacity impacts from the two elementary school scenarios still under consideration
- Penny and her team will document this work in a draft report
- The Task Force can continue to discuss this over email and with constituents and associates. At Task Force meeting #8, on February 21, the group will finalize how the recommendation for elementary will go forward, recognizing there may not be consensus, (which is acceptable) and that outcome will be reflected in the recommendations to the School Board.

The meeting was adjourned at 7:36pm.
Bethel School District
Long Range Facilities Task Force

Meeting #8 Summary

Bethel School District Long Range Facilities Task Force Meeting #8
Thursday, February 21, 2019
5:30-7:30PM
Pierce County Skills Center, 16117 Canyon Rd E, Puyallup, WA 98375

Task Force members in attendance
Althea Clark
Ashlee Walker
Bill Taylor
Brian Streleski
Carie Ann Lathom
David Knight
Debby Morgan
Demetrius Forte
Dennis Leingang
Jay Mclsaac
Jennifer Van Gieson
Kathleen Jones
Kim Price
Marilyn Wood
Paul Marquardt
Peggy Brayton
Porsche Appleman
Rebecca Sok
Rick Knutsen
Ron Mayberry
Sandy Williamson
Terry Hurd
Tina Lee
Tracy Hennessy

Members absent
Amy Briggs
Audra Brown
Bernadette Patton
Charis Storrs
Dan Ferreira
Denise Clark
Dick Thurston
Jeffrey Johnson
Joe Hoge
Melanie Thomas
Mike Christianson
Mujaahidah Sayfullah
Robert Crewse
Robert Stanley
Scott Martin
Shannon Zimmerly
Teresa Smith
Thomas Munoz
Todd Mitchell

Meeting observers
Penny Mabie
Cathie Carlson
Leigh Ann Dryer
Doug Boyles
Joel Stutheit
Tom Seigel
Jennifer Bethman
Lori Haugen
Brian Grassi
Amy Pivetta
Marlene Anglemyer
David Hammond

MEETING PURPOSE AND OVERVIEW
The Bethel School District Long Range Facilities Task Force met for their eighth and final meeting on February 21st at the Pierce County Skills Center. The meeting’s key objectives were:
• What is included in the 2019 bond measure?
• What are the district’s plans now that the bond measure has passed?
• What are the Task Force’s recommendations for addressing the capacity needs at the elementary school level?

WHAT’S THE PLAN?
With the passing of the 2019 Construction Bond, Cathie Carlson fielded questions regarding timelines and schedules for the construction projects. Cathie explained the priorities for the construction program schedule, which will be presented to the school board for acceptance on February 26th.

Included in the 2019 Bond:
• Three new schools, including a new Bethel High School
• Renovation and expansion of six other schools, including a new wing at Graham-Kapowsin High School

Length of time it will take to implement these projects:
• Building a new elementary school – three years
• Building a new high school – four years
• Renovate & expand existing schools, using the current Bethel High School as a swing school – three years

Priorities for the construction program are to relieve capacity at the elementary and high school levels first, all subject to the school board’s approval on February 26th.

David Hammond then spoke regarding the short term options the district is considering implementing to manage capacity demands until the new capacity comes online, now that the bond has passed. Having an end date in sight when a new school will open helps immensely in the capacity issues, but there is still a need in the interim. The district is trying to implement changes without moving the same students too frequently. A strategy being considered is having students from new housing developments that are coming online soon be assigned to a school that has available capacity, rather than the closest geographically. Temporarily moving some programs out of certain schools to create capacity could also be an option. David thanked everyone for their work, their input and their dedication.

Tom Seigel then spoke about the importance of the work the Task Force has done the recommendations will be useful in the future not only for Bethel School District, but for other districts as well. Mr. Seigel, the board of directors as well as the school district is very appreciative of the Task Force’s time, effort and

RECOMMENDATIONS FOR ELEMENTARY LEVEL
The Task Force has two options still on the table regarding the elementary capacity issues:
• Change one middle school to elementary school
• Change grade bands to K-4 & 5-8

Penny explained that it the goal is not necessarily to have just one option, it is perfectly acceptable to recommend both options to the board. The Task Force discussed the differences between the two, and their pros and cons. After a brief discussion, it became obvious that both options had benefits and drawbacks, so the Task Force decided to include both options in its recommendations, so either could be considered, depending on the needs of the district at the time.
Penny confirmed with the Task Force their high school level recommendations and caveats, as well as their agreement on the elementary school level. The Task Force members were in agreement and satisfied with their final product.

**NEXT STEPS**

- Penny and her team will review, edit and finalize the final report
- Jay McIsaac volunteered to be the Task Force representative and present the Task Force's final recommendations to the school board on March 12th at 7pm in the ESC Board Room.

The meeting was adjourned at 6:36pm.
# Elementary Level Options Comparison

<table>
<thead>
<tr>
<th></th>
<th>Change one middle school to elementary school</th>
<th>Change elementary schools to K-4, and middle schools to 5-8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Capacity gained</strong></td>
<td>600 at elementary level</td>
<td>1600 at elementary level</td>
</tr>
<tr>
<td><strong>Class size reduction</strong></td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Requires rebounding</strong></td>
<td>Yes</td>
<td>Yes, due to different sized middle schools and the number of portables</td>
</tr>
<tr>
<td><strong>Middle school deficit?</strong></td>
<td>No</td>
<td>Yes, 665 student deficit at middle school level</td>
</tr>
<tr>
<td><strong>Use of portables</strong></td>
<td>Maintains current portable use</td>
<td>• Maxes out portables use at middle schools</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Need to add 10 double portables, some would come from elementary schools and some would need to be purchased</td>
</tr>
<tr>
<td><strong>Impact to Elk Plain SOC</strong></td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Remodeling needed?</strong></td>
<td>Yes, requires some remodeling of the middle school to meet elementary school standards</td>
<td>No</td>
</tr>
<tr>
<td><strong>Duration of solution for elementary</strong></td>
<td>6 years without class size reduction, 3 years with class size reduction</td>
<td>8 – 10 years with class size reduction</td>
</tr>
<tr>
<td><strong>Duration of solution for middle</strong></td>
<td>2 years for building capacity and 6 years with addition of 10 double portables</td>
<td>0 years, would require up to 10 double portables to accommodate current student population</td>
</tr>
</tbody>
</table>