

# Bethel School District

## Long Range Facilities Task Force



### Meeting #5 Summary

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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

#### Task Force members in attendance

Althea Clark  
Audra Brown  
Bill Taylor  
Carie Ann Lathom  
Charis Storrs  
David Knight  
Debby Morgan  
Demetrius Forte  
Jay Mclsaac  
Jennifer VanGieson  
Kim Price  
Marilyn Wood

Paul Marquardt  
Peggy Brayton  
Porsche Appleman  
Rebecca Sok  
Rick Knutsen  
Robert Stanley  
Ron Mayberry  
Sandy Williamson  
Terry Hurd  
Tina Lee  
Todd Mitchell  
Tracy Hennessy

#### Members absent

Amy Briggs  
Ashlee Walker  
Bernadette Patton  
Bryan Streleski  
Dan Ferreira  
Denise Clark  
Dennis Leingang  
Dick Thurston  
Jeffrey Johnson  
Joe Hoge

Kathleen Jones  
Melanie Thomas  
Mike Christianson  
Mujaahidah Sayfullah  
Robert Crewse  
Scott Martin  
Shannon Zimmerly  
Teresa Smith  
Thomas Munoz

#### Meeting observers

Penny Mabie  
Cathie Carlson  
Leigh Ann Dryer  
Marlene Anglemeyer  
Doug Boyles  
Joel Stutheit  
David Hammond  
Erika Anderson

Tom Seigel  
Lori Haugen  
Dave Wells  
Jennifer Bethman  
Brenda Rogers  
Amy Pivetta

## **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 10<sup>th</sup>.

The meeting was adjourned at 7:21pm.