

Bethel School District

Long Range Facilities Task Force



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

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

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 EnviroIssues' 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 the 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:
 - If there is no space at local colleges, this doesn't seem like an option we should continue to explore.
 - Transportation would have to be provided. It isn't provided, currently, for those students who are in the Running Start program.
 - Food service would be a challenge, even if there were space.
 - 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.