

## **Long-Range Facilities Task Force 2013**

### **Minutes Long-Range Facilities Task Force**

#### **Tuesday, May 21, 2013**

Meeting was held at the North Olympic Peninsula Skills Center, May 21, 2013 from 5:00 p.m. – 7:00 p.m. Dr. Michelle Reid facilitated the meeting.

#### **Members in Attendance:**

Bob Anderson, Jay Averill, Bernie Brabant, T. Scott Brandon, Barry Burnett, Amity Butler, Garry Cameron, Ron Craig, Cindy Crumb, Nolan Duce, Bill Feeley, Ron Garcelon, Gary Gleason, Mark Hannah, Michele Haworth, Bill Helwick, Ron Jones, Jon Keywood, Sue Lindley, Chuck Lisk, Mike McCarty, Lise McCoy, Tabatha Meadows, Steve Methner, Sheila Roark Miller, Joyce Mininger, Leslie Mraz, Jerry Nichols, Stacey Nickerson, Kelly Pearson, Gary Pringle, Jane Pryne, Michelle Reid, Karen Ross, Linda Rotmark, Stacey Sanders, Sean Schoenfeldt, Tina Smith-O'Hara, Scott Soule, Catie Tesreau, Judy Thomas, Tracy Walker, Kate Wenzl, Jane Wise, Darryl Wolfe, Jami Wood

#### **Members Absent:**

Roxi Baxley, Quint Boe, Kyle Cronk, Dani LaBlond, Cheri LeFevre, Ted Mattie, Andrew May, Michelle Olsen, Bryon Olson, Janet Parker, Steve Pazan, Theresa Rothweiler, Julie Smith, Nathan West, Steve Zenovic

#### **Call to Order/Welcome:**

Dr. Pryne brought the meeting to order at 5:00 p.m. Reviewed with the Task Force that the next meeting, June 4, is the last meeting Michelle Reid will be facilitating. We then have a break until August 20 – Dr. Pryne will facilitate the remainder of the year.

#### **Purpose – Visioning:**

Michelle Reid started with Chapter 5 in Creating Innovators. After reading the first paragraph on page 141, the Task Force discussed with their table groups the quote: What is our “cultural literacy” or that knowledge which is most important to pass on in Port Angeles?

Clarification: “knowledge which is most important to pass on in Port Angeles.” Certain things about our “culture” in Port Angeles that we feel it is important for our kids to have!

#### **Comments:**

- Program of Studies – by law – approved our School Board
- We have chosen a unique program to 22.5 credits to graduate (minimum threshold), other districts 24 credits to graduate, other districts require more math.
- College Board recognizes a large number of AP Courses. Depending on what school you go to you have access to these courses. Students that have had a large number of these AP Classes – depending on the college selected – the AP classes might qualify the student to register for classes ahead of those without the AP classes. Our league – Colorado, California, Arizona.
- It is also possible that students without the AP Classes may not get their preferred professors.
- What we choose to do in our district has long range ramifications.

### Comments (continued)

- In the next 10-15 years, we need to incorporate for our students what we think is important.
- Question: What is the number of students going on to college? How many stay? How many graduate.
- Dr. Cameron discussed student statistics – 25-30% go to a 4 year college.
- Home buyers are looking for what is available to their family.
- Import families – they want to know what opportunities are available to the students!
- Cultural Literacy – most important to pass on is the “valuing of becoming an educated person.”
- Dr. Reid discussed PSAT - SAT tests, no longer timed testing.
- Incorporate self-motivated learning.
- Question: How do we break the generational chain of “I can’t wait to get out of here and go on welfare like my family?” Comment: Solid Mentorship
- Ron Jones shared an example of “mentorship” from the 1989 trip for students to Carnegie Hall. From this experience, 2 students choose a different path (that they wouldn’t have taken had they not been made aware of opportunities) and went on to college and eventually became professional musicians. Important to broaden the horizons for our students.
- Venezuela Program – musical instruments for all kids – success! We must keep the Arts Program!

Second quote: “...what you know is far less important than what you can do with what you know. The interest in and the ability to create new knowledge to solve new problems is the single most important skill that all students must mast today...The issue is not structure v. no structure; but rather creating a different structure.” How do we construct that for our youth? What does it look like? (Page 142 and 182) Task Force discussed quote with their table groups.

### Comments:

- Success Teacher: Your willingness to adapt to change determines your success. (Where do we let students practice adapting?) Collaboration!
- Some of our strongest students are least likely to take risks because of their GPA and costs. Parents are less likely to allow it because it doesn’t seem safe considering long range goals.
- Ways to Design Curriculum/Structured/Unstructured - Creative Clusters/Children allowed to collaborate routinely in areas that are of great interest to them. Teacher brings in the “structure” for the follow through.
- Technology today puts an amazing wealth of ideas in front of kids.
- Boot Strapers - areas of strength – self-reliant – out in the woods – do it yourself – take academic achievement and the kids in an environment – structured way – collaborative.
- Quote: “Our youth now love luxury. They have bad manners, contempt for authority; they show disrespect for their elders and love chatter in place of exercise; they no longer rise when elders enter the room; they contradict their parents, chatter before company; gobble up their food and tyrannize their teachers.” ≈ Socrates
- Example given: driven students in a classroom requiring collaboration; the driven student does the work – elbows others out. How can you come up with a project for groups that will collaborate in a “real” way? Answer: Cooperative Learning Groups – Be very thoughtful about *what* we give groups to do that don’t *require a group* to do it. Each person has to have an independent/ uniquely their responsibility within the group.

- Have we gone outside of the United States to compare their structure to ours? Yes, Dr. Reid commented that the United States reviews more than anywhere in the world (some cases ¼ of the year). UK strong literacy programs, Singapore strong academics – state curriculum. United States – Going to Common Core – National Curriculum. Quote from Tony Wagner, “Race to the top is become the Race to Mediocrity.” Everyone go standard? There are students that can go further. We need to offer options to students that qualify and need other courses. We don’t need to turn everything upside down – just have options available for students that want it.
- Facilities don’t have to look the same. Programs don’t have to look the same.

#### Hamilton Kindergarten Classes go to Seattle

The Task Force viewed the DVD of Hamilton’s Kindergarten Class recent trip to Seattle. Principal Pringle commented that some of the kids had never been on a Ferry or to Seattle. Bernie Brabant is aware of High School students in our community that haven’t been to Seattle. Judy Thomas – kids at Franklin that hasn’t been to the pier.

#### Long Range Facilities & Capital Bond Committee Report 2009

This is the Engineering Committee Report that summarizes the BLRB Interim Report 2008. The Task Force reviewed the Long Range Facility Capacity Scenario Matrix, page 6 of the report. Task Force comments:

- Build in multiple stories considered? Yes. Port Angeles building height codes are restrictive.
- Enrollment leveled out 700 short of the 2008 prediction.
- John Fotheringham will either attend June 4 or August 20 meeting to discuss report.
- Drop out in enrollment is more dramatic at the elementary age.
- High school is not as much – families are moving here that have their last student at home.
- Capital Bond Report – Looked at new construction.
- The point system awarded in the report is an OSPI approved point system.

**Observation:** In all three different studies, it has been recommended not to add a unit K-6 to Jefferson Elementary. This approach should be taken off our current considerations.

#### BLRB Interim Report – January 2008

Task Force spent time reviewing the BLRB Interim Report.

Comments:

- Selling off other property – this property is not selling for the dollars hoped for.
- K-5 Schools?
- K-8 Schools?
- 1 High School?

#### Grade Level Re-Design Task Force Report- August 2004

The Task Force briefly reviewed/discussed this report.

Correction to Previous Comments:

Judy Thomas wanted the record to show that she is not in favor of a K-6 grade structure. K-5 is much better.

**Next Meeting – June 4, 2013**

Bring reports back that were handed out May 21:

- Grade Level Re-Design Task Force Report - 2004
- BLRB Interim Report – January 2008
- Long Range Facilities & Capital Bond Committee Report – June 2009

Book Study: Creating Innovators - Read Chapter 6

- ❖ Possible Fall Book Study: Transition to Managing Change
  - Possibly – “*Sacred Cows {Make the Best Burgers}*” Developing Change-Driving People and Organizations by Robert Kriegel, PhD and David Brandt, PhD.

**Adjournment Closing**

The meeting adjourned at 7:00 p.m.

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Minutes by Marsha McKay