

Long-Range Facilities Task Force 2013

Minutes Long-Range Facilities Task Force

Tuesday, June 4, 2013

Meeting was held at the North Olympic Peninsula Skills Center, June 4, 2013 from 5:00 p.m. – 7:00 p.m. Dr. Michelle Reid facilitated the meeting.

Members in Attendance:

Bob Anderson, Jay Averill, T. Scott Brandon, Barry Burnett, Amity Butler, Ron Craig, Kyle Cronk, Cindy Crumb, Nolan Duce, Bill Feeley, Mark Hannah, Bill Helwick, Ron Jones, Jon Keywood, Chuck Lisk, Andrew May, Mike McCarty, Lisa McCoy, Steve Methner, Sheila Miller, Joyce Mininger, Leslie Mraz, Stacey Nickerson, Michelle Olsen, Janet Parker, Steve Pazan, Kelly Pearson, Laura Price, Gary Pringle, Karen Ross, Theresa Rothweiler, Linda Rotmark, Sean Schoenfeldt, Julie Smith, Tina Smith-O'Hara, Catie Tesreau, Judy Thomas, Tracy Walker, Kate Wenzl, and Darryl Wolfe

Members Absent:

Roxi Baxley, Quint Boe, Bernie Brabant, Garry Cameron, Jeff Clark, Ron Garcelon, Gary Gleason, Michele Haworth, Dani LaBlond, Cheri LeFevre, Sue Lindley, Ted Mattie, Tabatha Meadows, Jerry Nichols, Byron Olson, Stacey Sanders, Scott Soule, Nathan West, Jane Wise, Jamie Wood, and Steve Zenovic

Call to Order/Welcome:

Dr. Pryne called the meeting to order at 5:00 p.m. This is our last meeting until August 20. Dr. Pryne thanked Michelle Reid, for planning and facilitating these meetings, noting that Michelle will not be back with us in August. Dr. Pryne thanked the Task Force for coming and being a part of this important work.

Michelle Reid focused the Task Force on the sixth chapter of Tony Wagner's book, *Creating Innovators*. One of the new books Dr. Pryne and Michelle Reid are looking into is *Sacred Cows Make the Best Burgers*. An example of a sacred cow is that we need a four-wall classroom for every 25 or 32 students; maybe that's a sacred cow you'll have to let go of. Another example: the school retains exclusive use of the building and any kind of school facility. Maybe the facility could be used by community programs, Boys & Girls, the YMCA.

The first question on the agenda is, "How do young innovators learn that it is okay to take risks and even fail?" Discuss this in your groups for ten minutes. On your agenda there's a second question for which I combined double quotes from Chapter 6: "The problem is that the highly disruptive nature of innovation creates new challenges to traditional authority and successful leadership of an innovative enterprise requires a different kind of authority...but information is one thing and values are another. More information doesn't necessarily create a desire to do something; in fact, too much information can produce a kind of paralysis."

Comments:

Michael Reid: The comment about relevance: the "more information doesn't create a desire to do something," the students are really asking about relevance. Dr. Reid: So what are they

asking about relevance? Response: When am I ever going to use this? It has to be connected to their everyday lives. Dr. Reid: Are kids the best filter for what's relevant to them?

Response: Of course; I can't tell the kids what their needs are, but I ask them what's relevant to them and what they want to learn about, and I say no, this is more relevant to him or her.

With respect to failure, a child shouldn't experience his first "big" failure at age 26. We shouldn't try to protect them from it. For instance, a parent (or teacher) praises everything the child brings home or creates, even though it is not worthy. There's a stage at which the child isn't having fun with learning. The parent has to know his child well enough to encourage him/her to continue or to say: well, not this year. Because, years later the child may come back to you and say why didn't you do this, or why did you do that? The parent should exercise understanding and common sense over the child.

- Tests need to be something we rely on and act upon.
- There is a difference in testing and micromanaging.
- Modeled by adults.
- Teach children how to reflect back on what the failure was and what you learned.

Purpose – Visioning:

Task Force took time to read/review the 2004 Grade Level Redesign Report.

Comments:

- Apply personal experience with the different grade level designs, K-5; 6-8, 9-12
- Limited by facilities – challenging to have one middle school.
- Possibility: 4 buildings, K-8?
- One of the big issues – *do not diminish programs* for 6th graders: Wood Shop, Economics, and Science in every elementary?
- Gym space is different for a K-8 facility (i.e. changing clothes)
- Teachers for K-8?
- Facility issues – gyms – changing clothes
- Arizona example: 1 Principal, 1 Secretary for 500 students is doable. Shared cafeteria, buddy system.
- Social development issues
- Teacher Training
- Look at historical studies
- K-8 Banding – back on the table?
- A challenge to have just one middle school.

Action Item: Dr. Pryne and Dr. Reid recently met with the elementary principals, the special education director and the transportation director to be thoughtful about, "What if anything could we do – even for next year. Tonight, we'll have a bridging activity and action item following the reports we're looking at. Question(s) / Thoughts(s): Could we more efficiently distribute our students so not to spend as much money on teacher positions? Could we distribute students more equitably? We must avoid class splits.

The Task Force reviewed the Boundary Map 2012-2013 and the District Attendance Area and Area Transfer Policies, and the Anacortes Model for Distributing Students. The Anacortes Model – the students are assigned according to the availability of space in the schools. Gary Pringle reviewed how busing in the Anacortes Model worked. School neighborhood divided into zones – bus would take a group of students “per zone”. So, within a ½ mile radius – 3 different students – attending 3 different schools – take the same bus, with no added cost.

Dr. Reid reviewed the new year staffing issues, student enrollment and class sizes for the District.

Dr. Pryne summarized that if the Task Force thinks the Anacortes Model is a possibility for the PASD, it would then go to the Policy Committee and the School Board.

Comments:

- We’ll have room at schools, but maybe not room at the right schools to accommodate the enrollment.
- What can we do more efficiently?
- Kids assigned based on availability of room at the schools.
- Policies are wrapped around boundaries.
- Shouldn’t the class room be a higher priority over efficiency?
- Would like more information on cost savings, and what the school would do with the savings.

Pros	Cons
<ul style="list-style-type: none"> • Maintain balance • Fiscal • Maybe more convenient • Efficient • Equity of resources • Keep value on the classroom size • Some children would welcome something different • Live within budget • Change of culture 	<ul style="list-style-type: none"> • Implementation • Potential to create ill will • Resistance • What do others have to give up? • Too many transitions

Next Meeting – August 20, 2013 @ NOPSC

Adjournment Closing

The meeting evaluation form was not done at this meeting (no comments/chart for August 27.)

The meeting adjourned at 7:00 p.m.
Minutes by Marsha McKay