

Bond Task Force – Meeting 2 Summary

December 18, 2017

Meeting #2, Wednesday, November 15, 2017, Ferndale High School

Attendees: Task Force members

Name		
Cathy Raymond	Shauna Torretta	Nicole Smith
Gregg Heyne	Tasha Miller	Michael Britt
Dustin Brittain	Jake Locker	Bob Baumstark
Kathy Hopkins	Doug McDonald	Joe Lupo
Rob Fickeisen	Garin Wallace	Audra McLain
Terry Terry	Sandi McMillan	Peter Finstuen
Jamie Plenkovich	Joy Born	Joey McAlpine
Jeremy Vincent	Eric Tripp	Faye Britt
Wendy Lawrence	Riley Cornelsen	David A Curuos
Chad Schmitt	Bud Larson	Rusti Elefson
Gordon Harmer	Kathy Hopkins	Tami Clark
Kirsten Cox	Dawn Martin	Charmel Solomon
Sarah Lenssen	Aanikka Hodges	Sydney Randall
Kimberly Towle	Aurora Davis	Edwin Elefson
Hugh Focker	RM Reh	Candice Wilson
Steve Menetee	Julia Besola	Dennis Tucker
Scott Brittain	John Fairburn	Denise Kamschulte
Damian Miller		

Staff

Ferndale School District

- Mark Deebach, Assistant Superintendent
- Linda Quinn, Superintendent
- Tammy Bengen

EnviroIssues facilitator

- Penny Mabie

Welcome and Introduction

Penny Mabie, EnviroIssues facilitator for the Ferndale School District (abbreviation: FSD) Bond Task Force (abbreviation: Task Force), welcomed Task Force members and observers to the meeting. She provided members with an overview of the meeting agenda and outlined the primary purpose of the meeting: Finalize the draft charter, develop draft guiding principles based on community values, understand Ferndale's educational philosophy and understand capacity and enrollment and how it affects facilities planning

Members and staff introduced themselves, with new members including their names and the interest/group they were representing on the Task Force.

Task Force Reports

Penny asked Task Force members to share what they are hearing out in the community about the work of the Task Force. Various responses included:

- Needs equal costs
- General awareness, but concern with costs
- People want specific information
- People want honesty
- People thought the last bond measure process was too quick
- People heard there is a lack of trust in the district
- Accuracy in information is crucial
- There is a concern with project overruns and how those would be avoided

Penny thanked members for sharing and noted she will ask this question at every Task Force meeting.

Charter Review

Penny reviewed changes made to the draft charter as a result of Task Force input from the previous meeting. She noted that based on input from Task Force Meeting #1 evaluations, she had divided the working subcommittee into two different groups – one focused on communications and the other focused on Task Force recommendations topics. The working sub-committees would still have the same function - to dig deeper into topics and provide insight and suggestions to the full Task Force. Penny asked if members were ready to finalize the charter. The following issues were discussed:

- Several members expressed concern that the school board guidance included a cap of \$100 million dollars for the bond measure, asking if that was a hard limit and where that number came from. Response: School Board selected that amount. It is not out of the questions that the Task Force could decide to recommend a package that exceeds that amount. It would be up to the School Board to decide how to respond.
- Several members expressed concern that delivering recommendations that seemed to ignore or go contrary to School Board guidance would be a bad idea. Could the dollar cap be removed? Response: Two school board members present noted that, while they thought the board would consider, they could not speak for the full board, and it would be up to the Task Force to ask that question of the full board.
- A member noted the description of the working sub-committee needed to be revised, since there were now to be two working sub-committees.

Penny told the group that proposed edits to the charter would be distributed via email and asked members to review and provide comments when they received the revised version.

Ferndale School District's Educational Philosophy

Linda Quin, Superintendent, provided a presentation on the district's educational philosophy and a draft paper, *Creating Ferndale Schools for the 21st Century and Beyond*, that described eight design principles.



Linda explained the principles and noted her hope that the Task Force would help revise and improve the paper, so it could be adopted for the district.

The Task Force engaged in discussion with Linda about the paper. Questions and comments included:

- There was concern that the district is not providing enough support and facilitating learning for union trades to help students transition to the outside world.
- Regarding Principle #7, a member appreciated the balance to be struck between well-built, made-to-last schools that the community can be proud of while avoiding building schools that are too fancy.
- One member observed the paper needed to be more concise and clear. It needs to demonstrate the value for the community's investment and as written would be too difficult for many to understand.

District Enrollment and Capacity

Mark Deebach, Assistant Superintendent, provided a presentation on the district's current and projected enrollment and school capacity. He noted that while the community is growing in size, school enrollment, both current and projected, is not keeping up with the growth. As a result, there is no projected need for additional capacity to house students. Mark did observe that there were some program needs and enhancements that drove a need for limited additional capacity. These include Career and Technical Education (abbreviation: CTE) and Parent Partnership programs. Regarding capacity, Mark noted that capacity isn't only about classroom space. For schools to be flexible and able to adapt to increased capacity, they need to have large enough core facilities, such as gyms, cafeterias, restrooms, common spaces, and hallways, to support growth or changing programs.

The Task Force engaged in discussion with Mark about his presentation. Questions and comments included:

- How can the area be growing yet school enrollment is not? Are students going elsewhere?
Response: We know some students are going to other district's schools. We know the numbers, but we don't know why they are going out of district.
- Is homeschooling taking students away? Home-schooling is growing. Since we don't currently offer a parent partnership program, our home school students are working with other county districts.
- Some members expressed support for enhanced CTE programs and noted that the district should invest in additional space and appropriate facilities for this very important program.
- Members asked for an explanation of the Parent Partnership program. Response: It is a program that supports home-schooling parents and students. The program offers resources, opportunities for students to gather together, attend field trips, etc. The program also offers presentations for groups of homeschooled students. We are trying to move things around, so we can begin offering a Parent Partnership program.
Question: Is there funding for the Parent Partnership program? Response: Yes, having the program adds additional income from the state as well helping with the enrollment dollar deficit expected.



Guiding Principles

Penny reminded the Task Force of the work they did in Meeting #1 to identify community values and concerns. She pointed out a handout with all the values compiled into one list. She asked Task Force members to work as table groups and draft guiding principles based on the values. She explained that the Task Force will use the guiding principles to ensure recommendations meet the values of the community and can provide a “test” against which to measure any potential recommendations.

During a debrief of the exercise, some proposed principles revolved around the following themes:

- Recommendations should be realistic
- Recommendations should be clear and concise
- Recommendations should demonstrate value
- Recommendations should clearly demonstrate educational value
- Recommendations should demonstrate fiscal responsibility

Penny noted she will take the results from each table and combine into draft guiding principles for the Task Force’s consideration. She will share that draft with the Task Force via email.

Next Steps

Penny noted the Task Force calendar has been updated to include dates for the Working Sub-Committees’ meetings. She provided a work plan that details what work will be done at each meeting and what the objectives were. She hoped that would be an aide for the Task Force to understand how their recommendations will be developed.

Penny closed the meeting at 9:00 p.m.

Handouts:

Meeting agenda
Draft Task Force Charter
Guiding principles work sheet
Revised Task Force meeting calendar
Task Force meeting evaluation

