

Port Angeles School District
Option X Advisory Group Report
January 30, 2007

BACKGROUND

In December 2006 a district parent proposed to the board of directors an alternative to the facilities configuration proposed by the district's Facilities Efficiency Task Force (see *Port Angeles School District Facilities Efficiency Task Force Report*, June 12, 2006). The board of directors asked the superintendent to study the proposal (see Appendix A, Option X Proposal) and report findings and recommendations. The superintendent identified a completion date of January 2007 for the analysis and recommendations.

The superintendent assembled an advisory group from a cross section of the district's Facilities Efficiency Task Force, the Fiscal Advisory Committee, and the Elementary Transition Task Force. A blend of school and central services staff and parents agreed to serve on the advisory group. Appendix B displays the advisory group membership appointed by the superintendent.

The advisory group met four times during the months of December and January to hear a presentation by the parent who presented the proposal, to ask clarifying questions, to identify information needs, to analyze the proposal and information gathered for the group, to determine a recommendation, and to finalize this report.

Appendices to this task force report are as follows:

- Appendix A, Option X Proposal
- Appendix B, Option X Advisory Group Membership
- Appendix C, Transportation Costs Analysis
- Appendix D, Facility Relocation Cost Analysis
- Appendix E, Portable Location Information

SUMMARY

The Option X Advisory Group examined a large volume of data, requesting data on thirteen separate questions arising out of the proposal. Upon reviewing and discussing the information presented in response to its questions, the advisory group determined that the increased major equipment and annual operating costs of the configuration, and the disruption of additional students, families, and staff outweighed the benefits of balancing annual variations in grade level enrollment. *The Option X Advisory Group recommends that the board of directors configure all elementary schools as K-6 schools consistent with the proposal of the Facilities Efficiency Task Force.*

A key program comparison between Option D and Option X addressed the issue of "where you live changes how your education is delivered to you". There would be differences in schools because of the K-2, 3-6 or K-3, 4-6 or K-6 configurations. The group did not feel this was equitable. Although some felt that it was "do-able" no matter what, others felt Option X was going

to be a tough program sell given the differences. Portable use could offset the “bubbles” much less expensively in times of major budget reductions. *In the end, the significant one-time and additional annual costs of Option X overrode the benefits of class size flexibility within grade bands.*

ADVISORY GROUP CHARGE

Based on the superintendent’s analysis of the task requested by the board of directors, the Option X Advisory Group was charged to:

- a) Participate in an Option X presentation by the parent, asking clarifying questions;
- b) Undertake a data review and analysis process, requesting information necessary to discuss the costs and benefits of the proposal, pursuing answers in the following order:
 - a. analyze operating impacts,
 - b. analyze capital facilities impacts,
 - c. analyze instructional program impacts;
- c) Assess the overall costs and benefits of the proposal, determine whether the benefits are justified by the costs, and develop a recommendation for the superintendent and board of directors.

A key factor influencing the advisory group’s analysis was the board’s determination to maintain a balanced budget in the face of declining enrollment and rising costs driven by unfunded state and federal mandates. The school district continues to plan for a \$900,000 savings target over the two years 2007-08 through 2008-09. This is due primarily to the final third of a 13-year enrollment decline driven by demographics, lack of family wage jobs, and lack of affordable housing.

ADVISORY GROUP ANALYSIS

The Facilities Efficiency Task Force discussed over 40 possible alternatives, including options that closed or reconfigured every single school in the district. A total of ten options were subjected to full cost-estimation. As a result, the only options advanced to the school district board of directors were the six options that actually met the Task Force’s charge to save at least \$900,000 per year.

The cost of preparing schools for relocation of students and staff involves both operational and capital expenses. The task force used only the capital expenses of making space available for classroom occupancy. Moving costs, contract-required relocation pay, and related costs were assumed to be the same for five of the six options, but had to be analyzed for Option X.¹

During the advisory group deliberations, data regarding the existing physical structure of the district’s K-5 elementary schools was reviewed again. Estimates were generated for Option X costs *in excess* of Option D. The summary table below contains the estimated cost differentials between Option X and Option D. *Positive numbers are additional costs estimated for Option X.*

¹ For background and details see *Port Angeles School District Facilities Efficiency Task Force Report*, June 12, 2006, at <http://www.portangelesschools.org/parents/FacilitiesEfficiencyTaskForce2006.html>.

They would not be incurred in Option D. Where a minus sign is used, the cost of Option D exceeds Option X (music staff only).

The advisory group discussed the ramifications of each aspect of the analysis, providing advocates and opponents of the options to offer their viewpoints. A consensus model was then used to arrive at a final conclusion.

Option X Additional Cost Analysis Summary Table			
Item Description	Capital Cost Estimate	Initial/One-Time Operating Cost Estimate	Recurring (Annual) Operating Cost Estimate
Transportation Re-routing	\$800,000		\$250,000
Teacher Relocation		\$38,000	
Facility Content Relocation		\$29,000	
Special Education			\$130,000
Music	-\$20,000		-\$45,500

Transportation Cost, Duration Estimates

The largest cost impact of Option X is the additional routes necessary to expand transportation areas for four schools. The Jefferson and Franklin Elementary School attendance areas would fully overlap, and the Dry Creek and Hamilton attendance areas would fully overlap. This means each of the paired schools would have to have its own morning and afternoon bus routes in the same area. This duplicates the routes for each pair. Alternatively, a shuttle bus plan was examined and found to be unworkable with respect to school schedules and additional capital and operating costs. The advisory group found that the district-wide bus schedules, which blend elementary, middle, and high school routing, maximize efficiency in order to minimize maintenance and operations levy contributions to student transportation. The Option X adjustments—whether or not shuttle buses are used—would increase costs dramatically.

Capital costs for additional coaches for this re-routing are estimated at \$800,000, part of which would come from the transportation fund, and part from the general fund balance or borrowing. Additional driver labor costs were estimated at \$170,000, and additional mechanic time and operating (mileage) costs, such as fuel, oil, and parts, were estimated at \$80,000 annually. In most cases the re-route was designed to maintain maximum runs of one hour. Detailed analyses provided by the Pupil Transportation Services office are contained in Appendix C.

Teacher & Facility Move Cost Estimates

Under Option D all of the Fairview Elementary School teachers, most of the Roosevelt Middle School teachers, all of the sixth grade teachers at Stevens Middle School, and likely some Franklin Elementary School teachers would need to be relocated to new schools.

Under Option X, additional teacher movement would be necessary. Jefferson and Franklin Elementary Schools would swap K-2 and 3-6 grades. Dry Creek and Hamilton Elementary Schools would swap K-3 and 4-6 grades. The additional costs for teacher relocation are estimated to be \$38,000. The additional costs for moving the contents of their classrooms and the contents of the two libraries are estimated to be \$29,000 (see Appendix D).

Enrollment Projection Updates

The advisory group received an updated enrollment report from the business and operations office. Minor adjustments to the enrollment projections were determined to be insignificant in the analysis. The minor changes did not substantively affect either option.

Current Floor Plan Verification

The advisory group reviewed the floor plans of each elementary school, and heard that the Elementary Transition Team had verified the work of the Facilities Efficiency Task Force with respect to adequate numbers of rooms and support spaces to accommodate the Option D relocations.

Portable Classroom Locations, Uses

Portable locations and uses were verified (see Appendix E). Facilities staff provided locations, descriptions of current use, and photographs of every portable owned by the school district. Advisory group members verified the use descriptions. One portable move is necessary under Option D. Two additional portables will be vacated when Fairview Elementary School staff are moved to the Roosevelt Middle School campus. Those portables will be relocated to other campuses irrespective of the selection of Option D or Option X. Therefore, there is no *additional* cost for Option X, or Option D.

Student, Family Displacement Estimates

Elementary program staff provided data on student and family displacement under Option X. There is additional movement involved under Option X as opposed to Option D. There are affects on students with any transition. Staff calculated that approximately 700 students would have to transition under Option X, while about 450 would transition due to boundary changes under Option D. The actual additional number of *families* displaced was not readily available from the database.

Advisory group members discussed the amount of bonding time in the longer term K-5 or K-6 setting as essential to many students and their ultimate school success. Discussion included concerns that the inability to form long-term relationships with families, over time, would be academically detrimental as a result of the disruptions.

YMCA After-School Care Impact

The group was concerned about the impact on the district's relationship with the YMCA, particularly as regards the provision of on-campus child care services. The YMCA staff reported a willingness to work with any site. However, the YMCA does need to have a critical mass of students to provide services on any campus. The one issue that will come up under Option X or D is the fact that a student "ages out" of day care at age 12, which students often reach in 6th grade.

Multi-Age Classroom (MAC) Enrollment

Over the years, MAC has become more of a Franklin Elementary School attendance area program. Seats in the MAC were only opened when space became available. Under Option X, the MAC would be a grade 3-6 program. The superintendent confirmed that the MAC was expected to be a district-wide program, not a single-school program. The grades included in the MAC have changed over the past several years, and teachers would need to work on expanding to a grade 1-6 program, or shifting to a grade 3-6 program. Maintaining a grade 1-6 program open to all district families is only possible under Option D.

Special Education Enrollment, Classes

Special education programs in the district were reviewed program by program, and site by site. The Elementary Transition Team determined that special education programs are going to need to be adjusted somewhat, no matter which option is chosen. Under Option X, to maintain mainstreaming, more teachers may be needed. Impacts would be contingent depending on where programs are placed. Since decisions were not yet made under Option D, the advisory group was unable to compare the two options. It appears that the district would need two additional special education teachers, and programs would require additional space as well. This can not be confirmed until the team and board make final determinations on program locations.

Music Program Structure, Costs

Moving grades 4-6 into three buildings makes strings and band more manageable. This configuration allows beginning band in 5th grade and still stays below the teacher FTE's now necessary. The band program is enhanced under Option X, based upon the desire to maintain the same amount of time for the same number of students. Potentially, there are one-time expenses to create an inventory of instruments. The major expense would be in wind instruments. Option X provides the ability to offer a program enhancement, but does not require it. Option D would be more expensive as far as instrument acquisition. A top end estimate is about \$10,000 per school to purchase the wind/percussion instruments. With Option D 2 more schools need wind/percussion instruments.

Contract Accommodations, Impacts

Human Resources review of the teacher bargaining agreement indicates there are no significant contract issues that Option X creates over and above Option D. The student days may be longer, but the teacher days will be evened out. Teachers have a 7.5 hour contracted day, and use of the time during the day varies by campus and grade level.

Grade Level Re-Design Task Force Report

The advisory group reviewed the results of the district Grade Level Re-Design Task Force research and analysis. In essence, one of the key findings of the task force was that minimizing school transitions is in the best interest of student learning. Over multiple years, Option X increases transitions, where Option D does not.

Questions about facilities or budget items may be sent to the Port Angeles School District via e-mail at budget_questions@pasd.wednet.edu. Budget suggestions may be sent via e-mail to budget_suggestions@pasd.wednet.edu. Answers will be posted on the district's web site at www.portangelesschools.org.

Written comments about this report may be sent via U.S. Mail to:

Superintendent's Office
Port Angeles School District
216 East Fourth Street
Port Angeles, WA 98362

Appendix A

Option X Proposal

SITUATION:

The school district must reduce expenses by approximately \$750,000 a year due to declining enrollment. The proposal to do this is to combine the two middle schools into one offering 7th and 8th grade district-wide and to convert a middle school into an elementary school thereby closing one elementary school. In addition, it has been proposed to convert all five elementary schools into a K-6 format instead of the current K-5 format.

The district must come up with solutions to the following issues in implementing this plan:

- 1) Continue to offer the same music program for 6th graders as they currently receive at no added cost: i.e. 6th graders receive five days of lessons/week for band and strings.
- 2) Determine how best to serve our special needs children under the proposal whereby special education classes move from Dry Creek to Hamilton and from Franklin to Roosevelt
- 3) Determine where preschools should be offered
- 4) Determine how to extend the teaching day for the outlying schools to ensure equitable classroom time for 4th, 5th and 6th graders at Dry Creek and Fairview/Roosevelt.
- 5) Determine how to handle "bubble" classes that exist in current grades K, 2nd, 3rd, and 5th, other than to increase class sizes above 24 and more.
- 6) How to redraw the boundaries in the district to reduce Hamilton from a three unit to a two unit school; thus, approximately 150 children K-6 must be moved eastward to Jefferson causing a ripple effect whereby half of Jefferson must be moved to Franklin and one-third of Franklin must move to Fairview/Roosevelt.

OTHER ISSUES

- 7) Dry Creek is short one current fourth grade. Hamilton has an extra second grade. Franklin has an extra grade in both 4th and 5th grades. Fairview has an extra 2nd and 3rd grade. How does this get fixed for the future through redrawing the boundary?
- 8) Transportation for all schools must be one hour or less, ideally.
- 9) Movement of teachers will be by seniority - will impact every school when factoring 6th grade teachers into the elementary schools. One unit of teachers from Hamilton must be placed elsewhere, again factoring seniority amongst the schools.
- 10) Should the MAC program be moved to Fairview/Roosevelt instead of special education? Students in MAC are primarily in Franklin district.

Appendix A, cont.

Option X Proposal

Under Option D as proposed, these are the pros and cons for implementation:

Pro:

Saves approximately \$750,000 (to be defined)

Keeps transitions between schools to 2 - Elementary to Middle to HS

Con:

Cannot offer the current strings/band program to 6th graders without adding costs for additional staff

Causes band teachers to go to 5 schools instead of 2

Breaks 6th grade teacher teams from two schools into 5 schools

Overloads regular education classes at Hamilton while attempting to mainstream 3 special education classes at a two unit school

Cannot easily extend day for outer schools to ensure that 4th, 5th and 6th graders receive equitable education time with the inner corridor schools

Have to reroute all bus routes to implement the shift in school population eastward

Have to significantly impact all families in the district to reduce Hamilton to a two unit school. Will impact significant population at every school (Hamilton 1/3, Jefferson 1/2, and Franklin 1/3)

With implementation of all day kindergarten, there are no "extra" rooms to handle any "bubble" classes at any school except Fairview/Roosevelt. Dry Creek does not currently have enough rooms to implement Option D except by curtailing current special education (resource rooms) and Title 1 programs.

Cannot control class sizes across the five schools through boundary adjustments

Does not lead to greater collaboration among teachers

Does not facilitate alignment of curriculum within grade levels by having more of the same grade teachers within one building.

Shifting populations due to a high number of rental families versus home owners will cause school populations and class sizes to be erratic

Appendix A, cont.

Option X Proposal

Significant teacher movement at all schools

If the district were to reevaluate the K-6 plan, a solution which could work better for the district well into the future would be to COMBINE school boundary areas as follows:

Combine Hamilton and Dry Creek boundaries and offer grades K-3 at Hamilton (5 units) and grades 4-6 at Dry Creek (6 units)

Combine Jefferson and Franklin boundaries and offer grades K-2 at Jefferson (5 units) and grades 3-6 at Franklin (5 units)

Continue to have Fairview/Roosevelt as a K-6 school (3 units)

Under this option, the following would be recommended:

Band and Strings under this proposal would be offered at only 3 schools instead of 5 (Dry Creek, Franklin and Fairview/Roosevelt), thus reducing the number of schools that teachers must shift to and allowing more flexibility in scheduling

Special Education could be offered at Hamilton (primary) and Jefferson (primary); Dry Creek and Franklin (intermediate) and Fairview/Roosevelt (Maria White's class and the RBD unit from Hamilton), thus spreading the impact and needs over the district and not overloading one particular school.

Preschools:

One independent preschool would remain at Dry Creek. It is a stand alone program and would not need to interact with the 4-6 population. It has its own entrance and its own playground and would serve the needs of the developmental preschool population on the west side.

Move the Intensive Early Intervention Program from Jefferson to Hamilton. This is an independent district program that would fit at Hamilton (a larger school) and free up space at Jefferson (a two unit school)

Move the other developmental preschool from Jefferson to Fairview/Roosevelt. This would help balance the needs on the east side.

Extending the day for the upper grades would be facilitated by staggering the bus runs to take the K-2/3 children home first and coming back for the 4-6, thus allowing equitable classroom time for the intermediate grades.

"Bubble" classes would be reduced by having more of the same grades in a smaller number of schools thus allowing greater control over class sizes. In addition, more schools would have a "flex" room available to them under this option.

Appendix A, cont.

Option X Proposal

Would even out the short and over units currently existing at Dry Creek, Hamilton, Jefferson, Franklin and Fairview/Roosevelt in K, 2nd, 3rd, 4th and 5th grades.

Would not require major boundary adjustments, just minor ones to shift some students east from Franklin/Jefferson district to Fairview/Roosevelt district.

Would allow room to offer 3-6 grades of MAC at Franklin as well as keep special education.

Could have "express bus" at both Hamilton and Jefferson to take 3-6 and 4-6 students direct to Dry Creek and Franklin thus allowing parents one drop off point for children in the morning.

Under the new option proposed, the following are the pros and cons:

Pro:

Saves approximately \$750,000 (again to be defined)

Sixth grade team of teachers would be at 3 schools instead of 5, thus not fragmenting the teams as much

Band/strings for 4-6 grades would be at 3 schools instead of 5 allowing continuation of current program without adding costs

Would allow extension of class day for grade 4-6 equitably for the district

Should help even out transportation issue without having to change all the routes

Allows greater control over class sizes when offering programs over 3 schools vs. 5

Provides greater collaboration for teachers in same grades

Facilitates alignment of curriculum when offered over 3 schools instead of 5

Spreads impact of special education programs amongst needs and does not overload one school

Allows greater flexing of teacher resources as student population increases or decreases

Allows technology dollars to be concentrated primarily on intermediate grades instead of having to be spread over 5 schools offering K-6

Keeps children who change schools with their current classmates and current teachers thus allowing familiarity even in a new school setting

Appendix A, cont.

Option X Proposal

Con:

Adds one transition for elementary schools

Sixth grade team is at 3 schools instead of two

Significant teacher movement

Families may end up with children at two different elementary schools

In addition, it is recommended that all day kindergarten implementation be delayed one year to allow additional flexibility in placing bubble classes. For instance, between Hamilton and Dry Creek there are currently 7 second grade classes. In combining boundaries and putting these students into 5 units at Hamilton, it would result in class sizes of 29. However, if all day kindergarten was not offered in 2007/2008, it would free up one room thus allowing Hamilton to offer 6 classes of 3rd grade next year, reducing class sizes to 24. The following year, 2008/2009, the bubble class would move on to Dry Creek which would be a 6 unit 4-6 school.

Appendix A, cont.

Option X Proposal

Brand X Dry Creek 4-6, Hamilton K-3, Jeff K-2, Frank 3-6, FV K-6

DRY CREEK

Current Programs	# of Classrooms Used	Proposed Programs	# of Classrooms Used
K-5 (Only 2 - 1st & 4th)	15	4-6 6 unit	18
Music	1	Music	1
Strings	1	Strings	1
Resource (Spec Ed)	1	Resource (spec ed)	1
Reading/Title	1	Reading/Title	1
Spec Ed	2	Preschool	1
Preschool	1	Band	1
		Spec Ed Intermed (Call)	1
Total Classrooms Used/Needed	22	Needed	<u>25</u>

Total number of inside classrooms available including MUSIC		24	24
Other potential classroom space: "computer" rm		1	1
Cafeteria/multi-purpose room		<u>1</u>	<u>1</u>
	Available	26 Available	26
		Extra(Short)	1

HAMILTON

Current Programs	# of Classrooms Used	Proposed Programs	# of Classrooms Used
K-5	18	K-3 5 unit	20
Music	1	Music	1
Strings (not full size class rm)	1	Preschool Early Intervnt	1
Resource (Spec Ed)	1	Resource (sped ed)	1
Computer	1	Computer	1
RBD	2	Spec Ed Primary(Davis)	1
Reading/Title	2	Reading/Title	1
Total Classrooms Used/Needed	26	Needed	26

Total number of inside classrooms available including MUSIC		20	20
Other potential classroom space: "computer" rm		1	1
Portable classrooms currently used:		4	4
Strings room (not full size)		1	1
ALSO AVAIL WOULD BE HEAD START PORTABLES (4)			
	Available	26 Available	26
		Extra(Short)	0

Appendix A, cont.

Option X Proposal

JEFFERSON

Current Programs	# of Classrooms Used	Proposed Programs	# of Classrooms Used
K-5	12	K-2 5 unit	15
Music	1	Music	1
Strings	1	Resource (Office)	1
Resource (not a classroom)	1	Spec Ed K-2(Peterson)	1
Preschools	2	Reading/Title (Library)	
Reading/Title (Library)			
 Total Rooms Used/Needed	 17	 Needed	 18
 Total number of inside classrooms available including MUSIC		 15	 15
Portable classrooms currently used/future:		2	4
Resource Office		<u>1</u>	1
	Available	18 Available	<u>20</u>
		Extra(Short)	2

FRANKLIN

Current Programs	# of Classrooms Used	Proposed Programs	# of Classrooms Used
K-5	15	3-6 5 unit	20
Music	1	Music	1
Strings	1	Strings	1
Resource (Spec Ed)	2	Resource (Spec Ed)	1
MAC Grades 2-5	4	MAC incl as 3 unit	
Computer		Computer	
OT/PT/Vision	1	Band	1
Spec ed	2	Reading/Title (Lounge)	1
Reading/Title (office/lounge)	1	Spec Ed 3-6(Peterson)	1
 Total Classrooms Used/Needed	 27	 Needed	 26
 Total number of inside classrooms available including MUSIC		 22	 22
Other potential classroom space: "computer" rm		0	0
Portable classrooms currently used:		4	4
Reading/Title Lounge		1	1
	Available	27 Available	27
		Extra(Short)	1

Appendix A, cont.

Option X Proposal

FAIRVIEW/ROOSEVELT	# of Classrooms Used	Proposed Programs	# of Classrooms Used
Current Programs			
K-5	14	K-6 3 unit	21
Music	1	Music	1
Strings Back of cafeteria	1	Strings	1
Resource (Spec Ed)/Reading	1	Resource/Preschool	2
		Spec ed (White)	1
		Band	1
		Reading/Title	1
		RBD	<u>2</u>
Total Classrooms Used/Needed	17	Needed	30
Total number of inside classrooms available:		12	27
Portables used for speech,reading music, spec ed @FV	@FV	4	@Roose
Stage used for music			1
	Available	16	Available
			Extra(Short)
			0

Assumptions for this schedule

1. DC is 6 unit 4-6; Ham is 5 unit K-3, Jeff is 5 unit K-2, Frank is 5 unit 3-6, Fairview is 3 unit K-6
2. Dry Creek special ed primary (1) moved to Hamilton
3. Dry Creek preschool stays at Dry Creek
4. RBD program (2 rooms) moves to Fairview
5. Jefferson preschool-Early Intervention moves to Hamilton, Other Jeff preschool moves to Fairview
6. Special Ed program (not profound) stays at Franklin as 3-6 (1 rm) K-2 (not profound) goes to Jefferson (1 rm)
7. Resource room at each school is considered spec ed room
8. Profound spec ed goes to Fairview (1 Rm)
9. All day kindergarten (if not offered, Jefferson, Hamilton and Fairview gain 1 room)
10. Could the Special Ed at Dry Creek and Franklin 4-6 be combined and the Special Ed at Hamilton (K-3) & Jefferson K-2 be combined?

Appendix A, cont.

Option X Proposal

CURRENT ENROLLMENT DATA FOR 2006/2007

Does not include special ed or preschool

Current units of grades by school	K	1	2	3	4	5
Dry Creek 3 unit sch	3	3	3	3	2	3
Current Avg FTE per Class	20	17	21	20	20	21
Fairview 2 unit sch	2	2	3	3	2	2
	19	22	18	19	26	28
Franklin 3 unit sch *	3	3	3	3	4	4
	20	23	22	25	22	21
Hamilton 3 unit sch	3	3	4	3	3	3
	23	19	21	25	26	23
Jefferson 2 unit sch *	3	2	2	2	2	2
	20	23	22	22	21	19
District current FTE by grade	286	267	308	310	298	309
District current avg FTE by class	20	20	21	22	23	22
Summary of units by grade current	14	13	15	14	13	14
Proposed units by grade	13	13	13	13	13	13
Problem classes going forward	*		*	*		*

* Franklin and Jefferson will split kindergarten students to open an additional class at Jefferson so I combined all kindergarten students at both schools and split them into 3 units at each school as follows:

	Current	
Franklin	25	
	24	
	23	
Jefferson	24	
	<u>24</u>	
Total	120	6 units 20

Appendix A, cont.

Option X Proposal

BRAND X

			Jim's Numbers for K							
Current numbers rolled forward by one year										
2007 units of grades by school			K	1	2	3	4	5	6	Total
Dry Creek (B)	6 unit	4-6					134	117	132	383
est Avg FTE per Class							22	19	22	
Hamilton (A)	5 unit	K-3 60+40 K	100 20	128 26	110 22	145 29				483
Franklin	5 unit	3-6				110 22	120 24	130 26	121 24	481
Jefferson	5 unit	K-2 60+40 K	100 20	120 24	114 23					334
Fairview	3 unit	K-6 60 K	60 20	38 13	43 14	53 18	56 19	51 17	56 19	357
District current FTE rolled fwd			260	286	267	308	310	298	309	2038
District current avg FTE by class fwd			20	22	21	24	22	21	22	
Summary of units by grade Brand X			13	13	13	13	14	14	14	
Proposed units by grade Option D			13	13	13	13	13	13	13	

Note the above schedule used CURRENT BOUNDARY DATA and would need to have some boundary adjustment made, primarily between FR/JF district and FV/RV district. (Hamilton & DC combined boundaries; JF & FR combined boundaries; adjust FV/RV boundary with JF/FR)

Assumptions for this schedule

1. DC is 6 unit 4-6; Ham is 5 unit K-3, Jeff is 5 unit K-2, Frank is a 5 unit 3-6, FV is a 3 unit K-6
2. Dry Creek special ed primary (1) moved to Hamilton
3. Dry Creek preschool stays at Dry Creek
4. RBD program (2 rooms) moves to Fairview/RV
5. Jefferson preschool-Early Intervention moves to Hamilton, other Jeff preschool moves to FV/Roose
6. Special Ed program (not MW) stays at Franklin as 3-6 (1 rm) K-2 (not MW) goes to Jefferson (1 rm)
7. Resource room at each school is considered spec ed room
8. Profound (MW) spec ed goes to Fairview (1 Rm)
9. All day kindergarten (if not offered, Jefferson, Hamilton and FV gain 1 room)
10. Could the Special Ed at Dry Creek and Franklin 4-6 be combined and the Special Ed at Ham (K-3) and Jeff (K-2) be combined?
11. Could use additional Head Start Portables for space (4 rooms)

(A) If all day kindergarten is not offered next year, it would make an extra room available to offer 6 classes of 3rd grade at Hamilton reducing class size to 24. This bubble class would then move to DC for 4th grade the following year.

(B) If DC reduces the number of units offered for 5th grade by one (to 5), class sizes would increase to 23.

Appendix A, cont.

Option X Proposal

Option D

Current numbers rolled forward by one year

			Jim's #								
2007 units of grades by school			K	1	2	3	4	5	6	Total	
Dry Creek	3 unit	K-6	60	60	52	73	59	40	64	408	
est Avg FTE per Class			20	20	17	24	20	13	21		
Fairview	3 unit	K-6	60	63	64	75	82	72	79	495	
			20	21	21	25	27	24	26		
Franklin	3 unit	K-6	60	71	70	66	72	88	80	507	
			20	24	23	22	24	29	27		
Hamilton	2 unit	K-6	40	48	39	42	50	51	46	316	
			20	24	20	21	25	26	23		
Jefferson	2 unit	K-6	40	44	42	52	47	47	40	312	
			20	22	21	26	24	24	20		
District current FTE rolled fwd			260	286	267	308	310	298	309	2038	
District current avg FTE by class fwd			20	22	21	24	24	23	24		
			13	13	13	13	13	13	13		

Note the above schedule is a guess on the number of students that would move but may not reflect the reality of the boundary map

Current 2nd grade population in district	3/2 units option D	Number of Units	Class Size per unit
DC	63	73	3
FV	53	75	3
FR	66	66	3
HAM	82	42	2
JF	44	52	2
	308	308	

Note under Option D, there are no extra rooms at any school to add a classroom for a bubble class.

	5/3 units other opt	Number of Units	5/3 units Class Size per unit	Number of Units	6/5/3 units Class Size per unit
DC	63	0	0		
FV	53	53	3	18	3
FR	66	110	5	22	5
* HAM	82	145	5	29	6
JF	44	0	0		
	308	308			

* If all day kindergarten is not offered next year, Hamilton would have the space to offer six units of 3rd grade.

Appendix B

Advisory Group Membership

	Advisory Group Composition	Volunteers	
1	Classified Staff Member (1)	Theresa Rothweiler (Jefferson)	
2	Elementary Certificated Staff Members (2)	Barry Burnett (Franklin)	
3		Dianne Whitaker, PhD. (Franklin)	
4	Secondary Certificated Staff Members (2)	Scott Soule (Roosevelt)	
5		Ron Jones (PAHS)	
6	Elementary School Principals (2)	Loren Engel (Hamilton)	
7		Nancy Pack (Franklin)	
8	Custodial or Maintenance Representative (1)	Nolan Duce	
9	Parents (3)	John Nutter	
10		Sarah Methner	
11		Vicki Helwick	
12	Central Services Administrator	Mary Hebert (Elementary Programs)	
13	Facilitator	Dr. Gary Cohn	

Appendix C

Transportation Cost Analysis

Analysis prepared by Jerry Eldred, transportation supervisor.

In looking at Option X, here are some concerns that we found.

1. Our Elementary schools are built to be neighborhood schools, so most of the kids live within the one radius mile circle of each school.
2. There are a large number of children that we do not transport at this time, but could need transportation under this option.
3. We do not have enough existing routes to accommodate these changes.
4. Trying to find a working solution to Option X, in some instances it shortened the day for K-3 children.

What we found is at Dry Creek and Hamilton we had a shortage of 5 buses; at Jefferson and Franklin we have a shortage of 2-4 buses; and at Fairview/Roosevelt we have a shortage of 2 buses. Option X seems to indicate that Fairview/Roosevelt would be a split dismissal in order to create longer class time for 4-6 grades so we included that split dismissal in our calculations.

Option X would increase by 4-8 routes in the morning and increase by 9-11 routes in the afternoon. We currently could support 2 of these new routes with our existing fleet; bring the increased purchase of buses to 7-9 buses at \$80,000 per bus. The cost of the new buses would range \$560,000-\$765,000. The recurring labor cost in the morning would be \$40,000-\$80,000 and in the afternoon would be \$70,000-\$90,000. Plus the additional operational expenses of fuel, etc.

Realizing some of these plans would not be possible, at Hamilton and Dry Creek we looked at traveling together with a 15 minutes dismissal difference; transporting individuals by grade levels and a bell adjustment of 1 hour difference. We also had to consider the students now walking to Hamilton that could no longer walk to school because of going to Dry Creek which then increased the shortage of buses.

At Jefferson and Franklin we have the majority of students living within the one radius mile circle of each school, most of whom walk. However, with this change those will now need transportation without the revenue to offset the costs. A small number will increase revenue to their new location but the majority are still within the one radius mile circle of their new school, but due to traffic patterns and safety concerns would not be able to walk to that new school. Living within the one radius mile produces much less revenue (K-5 Hazard Walk funds).

At Fairview (new location Roosevelt) we have to double the runs based on split dismissal and the geographical area covered. The K-3 buses cannot get back in time to take the 4-6 graders home.

Appendix C, cont.**Transportation Cost Analysis**

The PM routes have the greatest impact since we transport the largest number of students in the afternoon. And we don't have as much flexibility as we do in the morning due to dismissal limitations.

PM routes-**Hamilton- K-3 grades**

1. Using a single dismissal model, dismissing K-3 at Hamilton at 2:05, leaving at 2:10 and including the travel time to Dry Creek with all of the K-3 students on board for a 2:15 dismissal of 4-6 graders at Dry Creek, buses arrive at 2:20 and leave at 2:25 with all K-6 for the combined boundary areas.

Under this plan we would use the current 7 buses for Hamilton and Dry Creek which does not take into account the additional ridership for transporting the current walkers out to the Hamilton neighborhood which would require additional routes to provide the room for up to approximately 200 current walkers.

All 7 of these routes have other destinations that they must arrive at on time, those being High School and Stevens. By transporting this way due to the added travel time, 5 of these routes could no longer reach those destinations, therefore, increasing the need for 5 additional routes.

In addition, some K-3 would be on the bus for up to 1 ½ hours.

2. Looking at another version with both schools dismissing at 2:05, it would require 5 additional routes to cover the new combined boundary area for Dry Creek and Hamilton with two buses needing to travel the same roads from two different schools. This would also result in added expenditure for fuel, tires, and wear on buses.
3. We also looked at a split dismissal and it also created the shortage of buses at the next destination schools.
4. In looking at ways to not impact the buses at the next destination schools, the only way we found was an earlier release of K-3 at Hamilton, which would shorten their school day by 1 hour in order to utilize the same buses for 4-6 at Dry Creek. Knowing that this was not a viable option, it seems the only way to not impact the buses at the next destination schools. What we found with this solution was a very negative impact to students by shortening their day and some with very early pick up times.

Under Option X to ideally keep bus runs to 1 hr or less, it would take 2 additional routes in the Dry Creek/Hamilton boundary area to accomplish this.

Dry Creek- 4-6 grades

1. Combined with Hamilton example 1. above, K-6 take home.

Appendix C, cont.

Transportation Cost Analysis

2. We looked at a 2:35 dismissal for 4-6 grades at Dry Creek but found that no buses would be available since they are all busy with the Hamilton K-3 dismissal so this would add 5 routes.
(\$80K new bus plus \$20K labor x 5 routes = \$500K)

Jefferson- K-2 grades**Franklin- 3-6 grades**

Since these two schools are currently transported partially together we looked at these as a combined 1st dismissal, 2nd dismissal situation.

What we found was with adjustments within existing routing we could probably make the existing routes work with the exception of those that walk to school now. Since the majority of these students live within the radius mile and walk to school now, by moving them to the other school it would create too many hazards they would have to face by crossing busy streets. This would become the largest impact for this section of Option X. When you look at the number of students that we currently transport versus the students living with the radius mile, we find that we have a potential increase of 2-4 routes to transport these current walkers.

Fairview (at Roosevelt)- K-6 grades

1. 2:05 K-3 dismissals, **add 4 routes** for 2nd run at 2:35 4-6 dismissal.
2. 2:05 K-6 dismissal would **add 2 routes** for Stevens since 2 of these routes cannot continue to service Stevens.

AM routes-**Dry Creek- 4-6 grades**

Would increase existing routes to allow enough travel time to the additional elementary.

Hamilton- K-3 grades

Add 2 routes to replacing existing routing that is now occupied elsewhere plus to provide additional routes for an unknown number of current 4-6 walkers to Hamilton who now would need transportation to the new location of Dry Creek.

Jefferson- K-2 grades**Franklin- 3-6 grades**

Add 2-4 routes to transport current walkers to new location for safety and time reasons. The majority of these students would not have an impact on generating revenue due to most still living within 1 radius mile of new school.

Fairview (at Roosevelt)- K-6 grades

No impact due to continuing current boundary areas.

Appendix D

Facility Relocation Cost Analysis

Project Elements and Activities - Unique to Option X		Estimated Cost
A - LIBRARY MATERIALS MOVE		
A-1	Prepare Materials for Moving and Restock at New Site	\$ 5,700
A-2	K-2 Materials from DC to Hamilton	\$ 182.88
A-3	4th Grade Materials from Hamilton to DC	\$ 182.88
A-4	3+ Materials from Jefferson to Franklin	\$ 182.88
A-5	K-2 Materials from Franklin to Jefferson	\$ 182.88
A-6	Contingency	\$ 700
TOTAL ESTIMATED COST LIBRARY MATERIALS MOVE		\$ 7,131.52
B - BUILDING TO BUILDING MOVES		
B-1	6 Teachers / Classes Move from Hamilton	\$ 2,472.00
B-2	11 Teachers / Classes Move from Dry Creek	\$ 4,532.00
B-3	6 Teachers / Classes Move from Jefferson	\$ 2,472.00
B-4	10 Teachers / Classes Move from Franklin	\$ 4,120.00
B-5	Contingency	\$ 1,500.00
TOTAL ESTIMATED COST BUILDING TO BUILDING MOVES		\$ 15,096.00
C - INTERNAL BUILDING MOVES		
C-1	8 Hamilton	\$ 1,465.92
C-2	5 Dry Creek	\$ 916.20
C-3	2 Jefferson	\$ 366.48
C-4	5 Franklin	\$ 916.20
C-5	Contingency	\$ 500.00
TOTAL ESTIMATED COST INTERNAL BUILDING MOVES		\$ 4,164.80
D - PROJECT COORDINATION		
D-1	Maintenance Lead Worker Coordinate Moves, Contractor and Work Force	\$ 2,500
TOTAL ESTIMATED COST PROJECT COORDINATION		\$ 2,500.00
TOTAL <u>ESTIMATED</u> MOVE COSTS UNIQUE TO OPTION X		\$ 28,892.32

<i>Hourly Rates Used in Cost Estimating</i>		
	<i>Head Custodian</i>	\$ 18.70
	<i>Custodian</i>	\$ 17.86
	<i>Sub-Custodian</i>	\$ 17.11
	<i>Maintenance Lead Worker</i>	\$ 30.82
	<i>Contract Labor</i>	\$ 35.20
	<i>Contract Truck</i>	\$ 12.00
	<i>District Truck and Trailer</i>	\$ 10.00
	<i>Per Diem Rate Per Day - Cert. Staff (per Business Office)</i>	\$ 356.25

Appendix E

Portable Location Information

Port. #	School	Size	Features	Use	
DBL-RR-01	Fairview	25 x 60	2 Rooms / Bathroom	Title 1 Music 3 Days After School Club	
DBL-00-02	Fairview	25 x 60	2 Classrooms	Sp. Ed. Speech Therapy P.E. & E.L.L. Office	
DBL-00-03	Roosevelt	25 x 60	2 Classrooms	Health Para-Ed Office	
DBL-RR-04	Roosevelt	25 x 60	2 Rooms / Bathroom / Office	Infant / Toddler Program	
DBL-00-05	Franklin	25 x 60	2 Classrooms	2 - 5th Grade Classes	
DBL-00-06	Franklin	25 x 60	2 Classrooms	Sp. Ed. - Resource Rm. Strings	
DBL-SQ-07	Jefferson	40 x 40	2 Classrooms	Strings Storage	
DBL-SM-08	Stevens	25 x 55	1 full classroom, 2 half rooms	After School Tutoring	
DBL-00-09	Stevens	25x60	2 classrooms	In-School Suspension Empty	
DBL-00-10	Stevens	25x60	2 Classrooms	B.D.	

Appendix E, cont.

Portable Location Information

Port. #	School	Size	Features	Use	
DBL-00-11	Stevens	25x60	2 Classrooms	LPC Storage	
SGL-00-12	Stevens	25x30	1 Classroom	Tech. Storage	
DBL-RR-13	Hamilton	25x60	2 Room / Bathrooms	Head Start	
DBL-RR-14	Hamilton	25x60	2 Rooms / Bathrooms	Head Start	
DBL-RR-15	Hamilton	25x60	2 Rooms / Bathroom	R.B.D. Program	
DBL-00-16	Hamilton	25x60	2 Classrooms	Title 1 Vacant	
DBL-00-17	High School	25x60	2 Classrooms	NJROTC	
DBL-00-18	High School	25x60	2 Classrooms ea	Various Classes Specialists (ELL/PT) Seelye Sp. Ed.	
DBL-00-19	High School	25x60	2 Classrooms ea	Read 180 Sp. Ed.	