

**Port Angeles School District**  
**Facilities Efficiency Task Force Community Forum Report**  
**August 25, 2006**

**BACKGROUND**

In the summer of 2002, it became clear that the financial stability of the Port Angeles School District would continue to be significantly affected by a number of issues. Foremost among these issues were a continuing decline in student enrollment since the 1997-98 school year, and reductions in school funding made by our state legislature. While declining enrollment is largely driven by community demographic trends, fewer high-wage jobs and sharply rising housing prices in Clallam County also have contributed to school district enrollment declines.

As a result of the district's Fiscal Advisory Committee 2005-06 Report, the Port Angeles School Board recognized that even after trimming \$600,000 to balance the 2006-07 budget, difficult decisions would need to be made to assure that the district would maintain an appropriate fiscal balance for the 2007-08 school year and beyond. The Fiscal Advisory Committee members recommended that the school board not make further cuts in programs or staff, but rather gain nearly \$900,000 in savings from reducing facilities expenses the two years following 2006-07.

Therefore, at their January 23, 2006 board meeting, board members approved the re-establishment of the Facilities Efficiency Task Force to examine enrollment data and comparative statistics, and to develop a recommendation regarding the efficiency of district-operated facilities.

The Facilities Efficiency Task Force examined a large volume of data, considering forty possible solutions, and reported their findings to the board on June 12, 2006.

The viable options considered by the task force are discussed in detail in their report available for review on the Port Angeles School District website: [www.portangelesschools.org](http://www.portangelesschools.org), or at the Central Services Building, 216 East Fourth Street.

The task force recommends shifting to a K-6 elementary school configuration, moving the entire Fairview Elementary School population plus a portion of the Franklin Elementary School population, including the self-contained special education program, to Roosevelt Middle School, and consolidating all 7th and 8th grade students at Stevens Middle School.

This option was selected by the task force because:

- it saved enough money to stabilize the district's financial shortfall due to future declining enrollment;
- its K-6 elementary configuration offers the least number of school transitions for students;
- it keeps together in one building most families with two or more elementary-aged students;
- it maintains reasonable neighborhood elementary school balance across the district; and
- it offers flexibility for the long-range facilities committee to do long-range planning work.

Like all other options, it requires significant re-boundary work to balance school size, and requires the movement of Choice Community School onto the PAHS campus to realize the full savings over the two-year period. However, at the June 26 board meeting the board decided not to address the Choice Community School relocation now, and to focus only on the K-8 element of the plan during this summer and fall.

The task force suggested that the school board gather community input in time to make a decision about whether to accept this option for implementation, or another option or combination of options, no later than December 2006. This permits the community to know the outcome prior to a February 2007 Maintenance & Operations Levy election, and allows staff, students and families adequate time to plan for transitions.

*Community Forums* focusing on the June 12 report from the Facilities Efficiency Task Force were held on Wednesday, July 12 at 6:00 pm., at the Roosevelt Middle School Library and Tuesday, August 15 at 6:00 p.m. at the Stevens Middle School Library. The public was invited to share ideas and offer feedback in a roundtable discussion with school district administrators, board members and Facilities Efficiency Task Force members.

Additional input has also been sought from community members via district email or mail to school district administrators and board members.

As noted, discussion issues and suggestions from the *Community Forums*, plus mail and email input, have been compiled in this report and will be posted to the district’s website for review.

Appendices to the *Community Forums* report are as follows:

- Appendix A, Facilities Efficiency Task Force Membership
- Appendix B, Timeline for Facilities Efficiency Task Force Input and Decisions - 2006
- Appendix C, Community Forum Worksheet
- Appendix D, Community Forum Protocol for Facilitators

**JULY 12 COMMUNITY FORUM COMMENTS**

These comments are compiled as written or verbalized by participants according to Facilities Efficiency Task Force option recommendations.

**Option A**

<b>Response and Comments</b>
<ul style="list-style-type: none"> <li>• Very difficult for families of elementary school children to work with small children at separate schools. The potential for small children to be placed in danger due to lack of supervision. Also too many transitions for young children.</li> <li>• Allows for more opportunities for older/younger kids.</li> <li>• Whatever plan moves the multi-handicap from Franklin to Roosevelt.</li> <li>• The Roosevelt classroom is not large enough to house my current classroom load, much less what it would be if sixth graders were added. It takes not only additional classroom</li> </ul>

teaching space, but also “storage” space. I currently have four wheel chair students and one of those students has two wheelchairs, a walker and a large three wheel trike. Other students have standers in addition to wheelchairs. The adults needed to work with these students also take space. Appropriate fenced in play ground needed.
<b>Concerns for Consideration</b>
<ul style="list-style-type: none"> <li>• Would need four special education classes (primary and intermediate) self-contained.</li> </ul>

**Option B**

<b>Response and Comments</b>
<ul style="list-style-type: none"> <li>• Very difficult for families of elementary school children to work with small children at separate schools. The potential for small children to be placed in danger due to lack of supervision. Also too many transitions for young children.</li> </ul>
<b>Concerns for Consideration</b>
<ul style="list-style-type: none"> <li>• Would need four special education classes (primary and intermediate) self-contained.</li> </ul>

**Option C**

<b>Response and Comments</b>
<ul style="list-style-type: none"> <li>• Very difficult for families of elementary school children to work with small children at separate schools. The potential for small children to be placed in danger due to lack of supervision. Also too many transitions for young children.</li> <li>• Allows for more opportunities for older/younger kids.</li> <li>• Why close a unique campus like Fairview? It’s one of a kind.</li> </ul>
<b>Concerns for Consideration</b>
<ul style="list-style-type: none"> <li>• Would need four special education classes (primary and intermediate) self-contained.</li> </ul>

**Option D**

<b>Response and Comments</b>
<ul style="list-style-type: none"> <li>• A concern for children in sixth grade for 2006-07 transition into Roosevelt for one year, and then into Stevens (or the reverse); this is a difficult thing.</li> <li>• Will staff from Roosevelt move to Stevens for continuity?</li> <li>• I do not feel it is fair to uproot students from Monroe currently attending Franklin again.</li> <li>• Best option.</li> <li>• Possibility of Roosevelt becoming a magnet K-6 due to facilities.</li> <li>• Not persuaded that more growth on west side.</li> <li>• Stevens best fit as middle school.</li> <li>• Prefer this K-6 option and 7-8.</li> <li>• Keeps the MAC<sup>1</sup> together.</li> </ul>
<b>Concerns for Consideration</b>
<ul style="list-style-type: none"> <li>• Concern about moving two special education classes and not having a third room. Room is small space.</li> </ul>

<sup>1</sup> Multi-Age Classroom at Franklin Elementary School.

- Band and specials for sixth grades.
- How long are seventh and eighth grade students going to be on buses to Stevens Middle School coming from Fairview?
- Length of time on bus.
- Cost of transporting.
- Emotional needs of special education kids.
- Loss of Sequim kids and East kids to Sequim.
- Prefer Jefferson closure for elementary. Put Central Services and Choice there.
- If sixth grade is added to the elementary schools, it is a must to have full time counselor, especially at the large elementary schools (Franklin, Dry Creek, and Roosevelt). Too much time and energy is spent on discipline. We need this help, especially with the older kids.

**Option E**

<b>Response and Comments</b>
<ul style="list-style-type: none"> <li>• A concern for children in sixth grade for 2006-07 – transition into Roosevelt for one year and then into Stevens (or the reverse); this is a difficult thing.</li> <li>• Will staff from Roosevelt move to Stevens for continuity?</li> </ul>
<b>Concerns for Consideration</b>
<ul style="list-style-type: none"> <li>• Band and specials for sixth graders.</li> <li>• If considered, Jefferson School should be the choice.</li> </ul>

**Option F**

<b>Response and Comments</b>
<ul style="list-style-type: none"> <li>• A concern for children in sixth grade for 2006-07 transition into Roosevelt for one year and then into Stevens (or the reverse); this is a difficult thing.</li> <li>• Will staff from Roosevelt move to Stevens for continuity?</li> <li>• Not realistic for K-6 facility; does not lend itself to team teaching throughout.</li> <li>• Better than D, due to not having to move special education classes.</li> <li>• Fairview is unique.</li> <li>• This appears to be the better option for several reasons: 1. Will not affect the special needs students. 2. Option D has more potential for revenue loss due to students leaving to attend Sequim Schools. 3. The last closure was on the east side.</li> <li>• Consideration to students/parents that have already moved their kids. Busing. Plenty of room at Fairview for portables. Potential loss of Sequim students that currently go to Fairview. Team teaching at Roosevelt is exceptional. We hope this concept can be incorporated into whatever middle school is adopted. Establish a “merge committee” to address issues facing combining of middle schools.</li> <li>• The only viable option for long term vision that includes a new high school.</li> </ul>
<b>Concerns for Consideration</b>
<ul style="list-style-type: none"> <li>• A concern for children in sixth grade for 2006-07 transition into Roosevelt for one year and then into Stevens (or the reverse); this is a difficult thing.</li> <li>• Will staff from Roosevelt move to Stevens for continuity?</li> <li>• More money for teachers who have to make the move.</li> </ul>

- Playground for special education if they move.
- Leave special education at Franklin and change boundaries to make up the room.
- Number of students in seventh and eighth building – administrators.

### **Additional Suggestions – July 12**

- Which special education programs will be housed where – BD, etc.-which ones will be at Roosevelt?
- Will the staff to student ratio be the same at the middle schools when they combine?
- Busing concerns: how long will kids be on a bus? Long bus rides to Stevens? Longer than an hour?
- Would like to see actual bus routes for middle schools going to Stevens.
- Concern about limiting opportunities when middle schools combine – i.e.: athletics teams, etc.
- Are boundaries going to be re-done?
- Concern about range of special education needs with K-6.
- Concern about fitting all seventh-eighth graders at Stevens.
- Hate to lose “Teams” at Roosevelt.
- Concern about losing students back to Sequim or others choosing to go to Sequim.
- Why close a unique campus like Fairview? It is one of a kind.
- Loss of revenue if Fairview closes (Sequim kids go back to Sequim, Fairview kids will transfer to Sequim).
- Double Money Loss; is housing growth “really” on the west side?
- Will kids spend less time on buses in A or F?
- Must commit to one hour or less for a one way bus ride even if it costs a little more.
- Whatever plan moves the multi-handicap from Franklin to Roosevelt: the Roosevelt classroom is not large enough to house my current classroom load. Much less what it would be if sixth graders were added. It takes not only additional classroom teaching space but also “storage” space. I currently have four wheelchair students, and one of those students has two wheelchairs, a walker and a large three wheel trike – other students have standers in addition to wheelchairs. The adults needed to work with these students also take space. Appropriate fenced-in playground needed.
- Give email addresses at these meetings, so people could send thoughts, ideas.
- I have heard many parents state that they would rather drive their middle school students to Sequim instead of having them attend Stevens. Also people living east of Fairview may choose to have students attend Sequim schools. Will we lose students from Sequim currently attending Fairview?
- Does the cost to renovate schools take into account retrofitting bathrooms for early elementary students?
- Will boundaries for schools change after a school is closed? For example, Dry Creek is not full at this time and other schools are more than full.
- I also don’t feel that self contained special education students should be moved unless absolutely necessary.

- If K-3-4-6, 7-8 can not be done due to an elementary school being able to house the kids, what about a K-4, 5-8? Developmentally and emotionally, needs of the kids makes sense. Please think about this.
- High school facilities and declining high school enrollment need to be addressed. It is a situation that will become high priority in the next 2-3 years.
- Possible relocation of high school?
- Music program will be impacted – no band for sixth graders?
- Will the district consider adding elementary counselors to support principals at the K-6 schools?
- Sports programs at 7-8 added.
- Timing of community forums (summer?) not much. Representation of parents and community. Can we really make a decision by August 28?
- WASL – Fourth grade levels to be tested at K-6. Will there be support for this?
- Extra supervision on the playground for K-6? Is there some way to get parents of problem kids more involved to reduce discipline problems? Favor K-8, 9-12 configurations.
- Close Jefferson. Put Central Service and Choice there.
- Don't make decision August 28. Have another forum after school starts, then a later September decision meeting.
- Don't ever sell a school.
- My students need to stay at Franklin! They have finally adjusted to their new environment. They are learning academics and social integration at Franklin. They don't need to be at Roosevelt learning home living skills. There is plenty of time for that! Also, I am concerned that my class will be comprised of K-6 students and it is developmentally inappropriate to have Kindergartners in the same room with sixth graders. Please consider my concerns. Thank You Very Much.
- Maintenance of closed buildings.
- Restructuring/remodeling at empty buildings.
- Community use of unused school building.
- K-3, 4-6 wings within a K-6.
- Maintain programs such as band, strings, etc.
- Jefferson-Choice/CSB.
- Jefferson should have been a three unit, but levy failure.
- High School remodel.
- Is there an alternative to leaving any school vacant?
- Where would the Choice program go if closed?
- Is there another use for a mothballed building?
- How many districts use the K-6 model?
- Can K-6 be a whole school or would it be two schools in one?
- Will we be hiring people to accommodate the needs of older students?
- Sixth graders will lose support and opportunities. (Music, Electives, etc)
- Why was Jefferson not considered? Are we rushing into another decision that we will regret?
- Process must be fair – not a political school closure.
- The process of summer meetings is not inclusive. Move this process to when school is in session.

- Roosevelt/Stevens Size???
- Special Needs?
- Jefferson special needs? Holly Haller’s class?
- What is the impact of having younger age children move to another school?
- Why not two 5-8 buildings? Response – not enough savings.
- Parent brought up concern or option: Can specialist reductions occur that would result in savings?
- Group transition process – decision early to allow it to happen.
- Changing the name, painting the middle school site. All positions to make the transition much smoother.
- There will be significant bumping considerations when this occurs in PAEA.
- Cluster option.
- Was there an option to make RMS elementary a magnet school for tech/voc young student’s options?
- Sixth grade prep for seventh grade WASL will be something to consider.
- Sixth graders would lose some options that they now have in middle school – this does not provide a high quality education for kids at this level. Would there be space available for band, art, science, etc?

**AUGUST 15 COMMUNITY FORUM COMMENTS**

These comments are compiled as written or verbalized by participants according to Facilities Efficiency Task Force option recommendations.

**Option A**

<b>Response and Comments</b>
<ul style="list-style-type: none"> <li>• Too much cost for capital renovation</li> </ul>
<b>Concerns for Consideration</b>
<ul style="list-style-type: none"> <li>• None mentioned at meeting</li> </ul>

**Option B**

<b>Response and Comments</b>
<ul style="list-style-type: none"> <li>• None mentioned at meeting</li> </ul>
<b>Concerns for Consideration</b>
<ul style="list-style-type: none"> <li>• None mentioned at meeting</li> </ul>

**Option C**

<b>Response and Comments</b>
<ul style="list-style-type: none"> <li>• None mentioned at meeting</li> </ul>
<b>Concerns for Consideration</b>
<ul style="list-style-type: none"> <li>• 2 unit elementary schools – range of mainstreaming options are few.</li> </ul>

**Option D**

<b>Response and Comments</b>
<ul style="list-style-type: none"> <li>• Growth issues fairly addressed.</li> <li>• Most fair to community as it would eliminate East/West competition.</li> <li>• Important to make sure time frame involved in busing students is communicated.</li> <li>• Best option as it keeps neighborhood schools as close as possible.</li> <li>• No additional portable buildings would be needed.</li> <li>• Speaks to fairness of community, not east or west.</li> <li>• Concern regarding enough room for all programs.</li> <li>• Have task force members verified correctness of room numbers?</li> <li>• Board decision been made?</li> <li>• Plan offers few mainstreaming issues.</li> <li>• Change name of Stevens Middle School.</li> <li>• Lack of long term plan/vision created situation. Roosevelt should be considered as an alternate option as it would provide an opportunity to house band, shop, art and PE, plus it has a natural outdoor environment which would make it perfect for a science/technology magnet school for elementary students.</li> <li>• Keep Stevens and Roosevelt open – 7th &amp; 8th grade each. Close Fairview.</li> </ul>
<b>Concerns for Consideration</b>
<ul style="list-style-type: none"> <li>• Too much time on buses for kids on east side.</li> <li>• Movement of Choice to H.S.</li> <li>• Need plan for 6<sup>th</sup> grade.</li> <li>• Plan for blending Roosevelt and Stevens needs to be communicated.</li> <li>• Cost of busing?</li> <li>• Impact on sports activity.</li> <li>• Location of special education.</li> <li>• What about 6<sup>th</sup> grade music programs?</li> </ul>

**Option E**

<b>Response and Comments</b>
<ul style="list-style-type: none"> <li>• Best option as it keeps neighborhood schools as close as possible.</li> <li>• Most fair to community as it would eliminate East/West competition.</li> <li>• Make sure there is an age appropriate playground.</li> <li>• If combining 7&amp;8 grades, additional sports teams should be added.</li> <li>• Concern regarding enough room for all programs.</li> <li>• Have task force members verified correctness of room numbers?</li> <li>• Change name of merged school.</li> </ul>
<b>Concerns for Consideration</b>
<ul style="list-style-type: none"> <li>• Community building again for special education from Franklin.</li> <li>• 6th grade - recess self contained grade level or rotate, board option, pres above at Jefferson, not approved space and playground.</li> </ul>

**Option F**

<b>Response and Comments</b>
<ul style="list-style-type: none"> <li>• Best option as it keeps neighborhood schools as close as possible.</li> <li>• Most fair to community as it would eliminate East/West competition.</li> <li>• Consider moving MAC program instead of Special Education.</li> <li>• Concern regarding enough room for all programs.</li> <li>• Have task force members verified correctness of room numbers?</li> </ul>
<b>Concerns for Consideration</b>
<ul style="list-style-type: none"> <li>• None mentioned at meeting</li> </ul>

**Additional Suggestions/Comments – August 15**

- Math program needs to be addressed in general.
- Options will mean closing 6<sup>th</sup> grade shop, band and everyday music.
- How will bridge construction impact travel of buses?
- K-6 schools will need to have a full time counselor or assistant principal to assist with the needs of older students, especially at the larger elementary schools.
- Will there be a 6th grade MAC?
- What will happen to the seminar program at Roosevelt?
- What will happen to 6th grade music and sports programs? Elementary buildings are not built to support these programs.
- Clarification of 6th rotation, subject specific or self-contained?
- Options for learning are being taken away, due to budget reductions and lack of long term planning or vision.
- Not one of the options considered placement for the MAC.
- Development of magnet program at Roosevelt, possibly elementary science/math magnet.
- Options for children to learn in a non-traditional setting may provide a welcome challenge to building a new program that could become the jewel of the school district.
- Not all children fit into the framework of a self-contained classroom or “bigness” of the high school campus.
- Communication is key to success of these changes.
- Possibility of developing a magnet program at Roosevelt – possibly elementary science/math magnet.
- Two versus three units school for rotation.
- Elective teachers in 7-8 transition returns, certify allow for change in assignment?
- Days to use plan?
- Greater range for self-contained classes in elementary.
- 2 year transition not sufficient time to bond to school or friends if student is from out of area.
- Move preschool and autism out of Jefferson to provide more room and plan for better facilities for those programs.
- Choosing middle school – removes choices for middle school students. Grade schools and high school have choices such as school – teachers – so will grade school.

- Concerned about 50% reduction of opportunities for middle school students (leadership, academic recognition, sports, music, etc.).
- Concern: Contrary to Tony Wagner and Denny Palmer Wolf of getting away from “industrial cookie cutter” education.

## **SUMMARY**

The Facilities Efficiency Task Force recommended, and the school board agreed, to gather comments and suggestions from community members once their June 12 report was presented, and before the board decided which, if any, task force option(s) it will select. (See report on district website: [www.portangeleschools.org](http://www.portangeleschools.org).)

*Community Forums* were planned for July 12 and August 15 so that the school board would have public community input on the task force’s options prior to their August 28, 2006 board meeting. This timing provided for the statutory 90-day period, which must include two hearings on a proposed closure, for the board to make a preliminary decision no later than August 28, 2006 for a November 27, 2006 final decision on school closure and realignment of our schools.

The task force recommended making a decision as soon as possible to give staff, students and families adequate time to plan for transitions.

At the conclusion of the July 12 and August 15 *Community Forums*, a number of issues surfaced across all of the viable options studied by the task force: special needs program concerns, busing time and costs, the importance of transition time for staff and students, and the impact of these changes on existing programs. In addition to voicing their concerns and suggestions, participants had numerous questions of district staff and board members.

For ease of thought, forum input is grouped according to task force options, followed by general concerns and questions from community members.

### **Option A**

This option raised a concern for the families of elementary school children that may have children at separate schools, but it allowed for more opportunities for older and younger students. Another drawback was the considerable cost for capital renovation. Feedback also focused on whether there was adequate space for special needs students, both for teaching and storage, as well as provision of appropriate playground accommodations. The number of transition times for younger students, including their safety, is an important consideration.

### **Option B**

Again, the same issues raised in Option A were expressed for Option B with the additional comment for special needs: “would need four special education classes (primary and intermediate) self contained.”

**Option C**

In addition to similar feedback as in Options A and B, it was thought that two unit elementary schools offered few range of mainstreaming options. One participant described Fairview as “one-of-a-kind” and questioned why such a unique campus should be closed.

**Option D**

Opinion showed that growth issues are fairly addressed in this option, and it presents a fair option to the community as it would eliminate any east/west divisions or competition. No additional portables would be needed, but concern was expressed for another special education move from Franklin Elementary School after the recent Monroe Elementary School closure, particularly due to space needs.

Roosevelt Middle School is an attractive option as it would provide an opportunity to house band, shop, art, physical education, and there is a need for these “specials” for sixth graders. Plus, it has a natural outdoor environment would make it perfect for a science/technology magnet school for elementary students.

Busing times and costs, uprooting former Monroe Elementary School students now at Franklin Elementary School for the second time, loss of Sequim School District students due to a Fairview Elementary School closure, the challenges of “blending” and “transitioning” Roosevelt and Stevens Middle Schools’ students and staff, building needs and east/west growth questions were important issues discussed. Additional help will be needed if sixth grade is added to elementary schools, particularly with counseling assistance.

**Option E**

Feedback given by participants showed that this option retained the “neighborhood school” feeling and was again, as in Option D, fair to the community in that east/west division and competition were eliminated or “softened.”

Transition concern was expressed for sixth graders, both new and those in one middle school in 2006-07 that must move to a “new” middle school in 2007-08. Questions arose about a name change and whether the staff/teachers would move to the “new” middle school. A suggestion was made for a sixth grade recess and a “self contained grade level” or rotation.

Concerns were raised regarding having enough room for all programs, verification of this information, and the need to continue band and “specials” for sixth graders.

**Option F**

Again, participants felt that this option kept the “neighborhood school” aspect in focus, and eliminated the feel of east/west division or competition. Concerns were again raised, as in the other options presented, about enough space for all programs, student and staff transitions to “new” schools, and revenue loss due to loss of Sequim students. Consideration should be given

to students that have already moved once; the last closure was on the east side. Suggestions were voiced to create a transition team or “merge committee,” which would address issues facing the combining of middle schools; this would help to nurture those aspects that are positive from each school, i.e., music programs and seminar program. Several positive comments were made about not having to move the special needs program from Franklin Elementary School. A suggestion was made to move the Multi-Age Classroom (MAC) from Franklin Elementary School instead of the special education program.

## **GENERAL COMMENTS**

Although a school closure and realignment of our schools is not favored, and some displeasure has been expressed over summer hearings and a deadline of August 28, there seems to be agreement on retaining quality programs and opportunities for all students. In addition, commitment to a fair and smooth transition process for both students and staff are of utmost importance, as well as communication between all parties involved.

Special attention to issues such as special education program needs, busing times and routes, retention of sixth grade programs, middle school athletics and music programs, were voiced over and over in all options discussed. Questions whether facilities are indeed sufficient to house new configurations, and issues about maintenance, remodeling and community use of closed buildings, and even retrofitting bathrooms for elementary students remain concerns.

Suggestions for assisting with transition:

- Change the school name and painting the middle school site.
- Retain a full-time counselor or assistant principal at the K-6 level to assist with the needs of older students, especially at the larger elementary schools.
- Move preschool and autism out of Jefferson Elementary School to provide more room, and plan for better facilities for those programs.
- Know that not all children fit into the framework of a self-contained classroom or “bigness” of the high school campus.
- Include options for children to learn in non-traditional settings; this may provide a welcome challenge to building a new program that could become the jewel of the school district.

## **QUESTIONS**

Numerous questions were collected during the forum process. This report was designed to capture them; a subsequent report will include a synthesis of questions and answers that can be provided prior to the board making a proposed determination. Additional questions will need to be answered during transition processes.

- Can we really make a decision for school closure and realignment of our schools by August 28?
- Are we rushing into another decision that we will regret?

- If the district chooses a K-6 configuration, how will music programs (band, choir, general music) continue with 6th grade (everyday) and 4th/5th (twice a week)? Is there space for orchestra, band, and general music in K-6 schools?
- If Roosevelt and Stevens Middle Schools are combined into one middle school, how would this configuration affect sports teams and school clubs? Would there be additional teams to accommodate more participants? Additional staff to advise student clubs?
- If 6th grade is reconfigured with K-6, will they be on a different schedule than the rest of the school?
- How will each option affect elementary special education? Will there be enough space for special education needs (wheelchairs, standers, walkers, playground and easy access)?
- Which special education programs will be housed where?
- Will the physical condition of buildings be considered when making a decision for closures?
- Will the staff to student ratio be the same at the middle schools when they combine?
- How long will students be on a bus? Longer than an hour? Will kids spend less time on buses in A or F?
- Are school boundaries going to be redone?
- Is housing growth really on the west side?
- Will we lose students from Sequim currently attending Fairview? Will Port Angeles students decide to attend Sequim schools?
- Does the cost to renovate schools take into account retrofitting bathrooms for elementary students?
- What configurations were studied by the task force?
- Why not two 5-8 buildings?
- Can K-6 be a whole school, or would it be two schools in one?
- Was a possible relocation of the high school considered?
- Will the district consider adding elementary counselors to support principals at the K-6 schools?
- Will there be support for fourth grade WASL in a K-6 configuration?
- Will there be extra supervision on the playground for K-6?
- Is there a way to get parents of problem kids more involved to reduce discipline problems?
- Is there an alternative to leaving any school vacant? Is there another use for a mothballed building?
- Where would the Choice program go if closed?
- How many districts use the K-6 model?
- Will we hire staff to accommodate the needs of older students?
- Why was Jefferson not considered?
- If the middle schools are combined, how many students will be at Roosevelt/Stevens?
- What is the impact of having younger age children move to another school?
- Can specialist reductions occur that would result in savings?
- Was there an option to make Roosevelt Middle School “elementary” a magnet school for tech/voc options or elementary science/math?
- How will the bridge construction impact travel of buses?
- Will there be a 6th grade MAC?
- What will happen to the seminar program at Roosevelt?

**Appendix A Facilities Efficiency Task Force Membership**

	<b>Task Force Composition</b>	<b>Volunteers</b>	✓
1	Board Member (1)	Patti Happe, PhD.	✓
2	Classified Staff Member (1)	Betty Anstett (Fairview)	✓
3	Elementary Certificated Staff Members (3)	Gunnar Thomason (Hamilton)	✓
4		Christine Chang (Jefferson)	✓
5		Dianne Whitaker, PhD. (Franklin)	✓
6	Secondary Certificated Staff Members (2)	Scott Soule (Roosevelt)	✓
7		Frank Prince, Jr. (PAHS)	✓
8	Elementary School Principal (1)	Mary Hebert (Dry Creek)	✓
9	Secondary School Principal (1)	Chuck Lisk (Stevens)	✓
10	Custodial or Maintenance Representative (1)	Nolan Duce	✓
11	Parents (3) – <i>each from a different school</i>	Terri Kelley (Fairview)	✓
12		Hon. Steve Charno (Franklin)	✓
13		Jim Geren, MD. (Stevens)	✓
14	Community Representatives (2) – <i>without children in school</i>	Earl Fullingim, AIA	✓
15		Dave Hagiwara	✓
16	Chairperson (Executive Director of Business and Operations)	Jim Jones	✓

✓ Board-approved February 13, 2006

**Appendix B      Timeline for Facilities Efficiency Task Force Input and Decisions - 2006**

July 12 – Community Forum, 6:00 pm., Roosevelt Middle School Library

August 15 – Community Forum, 6:00 p.m., Stevens Middle School Library

August 28 – Proposed Determination - Regular Board Meeting, 7:00 p.m., Port Angeles Senior Services & Community Center, 328 East 7<sup>th</sup> Street

October 12 –

Hearing 1A – Special Board Meeting, Stevens Middle School Library at 6:00 p.m.

Hearing 1B – Special Board Meeting, Stevens Middle School Library at 6:30 p.m.

October 17 –

Hearing 2A – Special Board Meeting, Roosevelt Middle School Library at 6:00 p.m.

Hearing 2B – Special Board Meeting, Roosevelt Middle School Library at 6:00 p.m.

November 27 – Final Determination - Regular Board Meeting, 7:00 p.m., Stevens Middle School Library

**Appendix C**

**Community Forum Worksheet**

Thank you for attending tonight’s community forum. The purposes of this forum are (1) to provide answers to questions you may have about the Facilities Efficiency Task Force (FETF) recommendations, and (2) to gather your responses, comments, and suggestions regarding these recommendations. Results from these forums will be provided to the district’s board of directors for review and consideration before final decisions are made.

**In the space below, please describe your comments and concerns about FTEF options A through F.**

①	②	③
FETF Option	Your Response and Comments	Concerns for Consideration
A		
B		
C		
D		
E		
F		
OTHER		

Appendix C, cont.

Community Forum Worksheet

Do you have a suggestion for a facilities expense reduction that has *not* been considered by the Facilities Efficiency Task Force? If so, please describe your suggestion(s) in the space below. You may also use this space to provide your views to the board regarding the budget development process or your thoughts regarding this community forum.

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My children currently attend <i>(please check all that apply)</i> :	
<input type="checkbox"/> Dry Creek Elementary School	<input type="checkbox"/> Roosevelt Middle School
<input type="checkbox"/> Fairview Elementary School	<input type="checkbox"/> Stevens Middle School
<input type="checkbox"/> Franklin Elementary School	<input type="checkbox"/> Parents as Partners
<input type="checkbox"/> Hamilton Elementary School	<input type="checkbox"/> Choice Community School
<input type="checkbox"/> Jefferson Elementary School	<input type="checkbox"/> Port Angeles High School

## Appendix D

## Community Forum Protocol for Facilitators

**Room/Table Set Up**

- Arrange the chairs around your table.
- Tables will be supplied with the following:
  - ✓ Facilities Efficiency Task Force recommendations
  - ✓ Community forum worksheets
  - ✓ Blank mailing labels
  - ✓ Blank index cards
  - ✓ Pencils (*supplied to participants upon request*)

**Welcome and Opening Presentation**

- Gary will begin with a welcome, thanking the participants for their attendance and assistance and explaining the forum agenda and the role of facilitators. (*Board members and possibly some administrators will not serve as facilitators but will circulate to answer questions.*)
- Gary and Jim will deliver a PowerPoint® presentation regarding the Facilities Efficiency Task Force, the decision-making process, and the enrollment drivers affecting the district.

**Table Introduction**

- Welcome the group again and restate the purpose of the forum:
  - (1) To answer questions about the Fiscal Advisory Committee recommendations; and
  - (2) To gather responses, comments, and suggestions regarding the recommendations.
- Explain that the results from this forum will be reported back to the board and will be available to the community along with the “next steps” in the task force and budget development processes.
- Emphasize that it is *not necessary* for the group to arrive at consensus.
- Note the follow-up options:
  - ✓ Mailing labels (*ask participants to write their name and address on a label if they would like a copy of the results from this forum*)
  - ✓ Index cards (*invite participants to provide their name and e-mail address on the card and use it to ask further questions or request additional information*)
- Explain the use of the worksheet. We want to collect *one* worksheet from each participant.
- Ask people to introduce themselves by stating their name, their reason for attending the forum, and the schools in which they currently have children. Make yourself a seating chart with this information included while people are introducing themselves so that you can call on people by first name. If there are more than six participants at your table, *encourage* folks to join a table with fewer people. Smaller groups improve discussions and process outcome.

**Ground Rules**

- Establish and seek agreement on ground rules for the discussion:
  - (1) All personal views and conversation will be considered *confidential*.
  - (2) Criticisms should be kept impersonal (*no mentioning names*).
  - (3) Each group member will be allowed an opportunity to participate.
  - (4) If a person doesn't want to stay, they can turn in their worksheet and leave!

### Ensuring Participation and Completion of Forum Worksheet

- Begin initially by asking people which items they have *questions* about and simply going around the table to each person for a response before opening the topic to general discussion. This helps make clear that everyone is actively *encouraged* to share his or her views, and puts questions and answers before opinions. (*Don't read the recommendations one-by-one.*)
- Encourage completion of the worksheet (*one per person*). During the discussion, ensure that all participants have an opportunity to be heard.
- If a question arises that you cannot answer, locate another task force member, administrator, or board member for help.
- Encourage people to circulate when time is called (2x) to join another table. Not required – encouraged.

### Note Taking

- It is not necessary for you to take notes, but *do* complete a forum worksheet by recording the top *four* concerns and suggestions chosen around the table for the brief oral report-out. No one *has to* report out if they are shy about sharing.
- Please *circle* on your one-page copy of the recommendations matrix the items people ask questions about. Turn in this list *and* your facilitator worksheet at the end of the evening. (*Please write your name on your facilitator worksheet!*)

### Forum Adjournment

- Gary will reconvene the community forum for a brief report-out. Each facilitator will list the top three or four concerns and suggestions from his or her table. This will help bring closure to the evening.
- Jeff will provide closing remarks and thank participants for their time and assistance.
- Please collect the following from your table:
  - ✓ **Completed community forum worksheets**
  - ✓ Mailing labels
  - ✓ Any remaining recommendations and blank worksheets
  - ✓ Index cards (*please separate blank from completed*)
  - ✓ Pencils