

Port Angeles School District
Elementary Transition Team
Report 2 Revised
October 9, 2006

REVIEW OF TRANSITION TEAM MEETINGS

September 20, 2006 at Central Services Building

The team reviewed the tasks of the Elementary Transition Team as outlined in Report 1 and read the Facilities Task Force Report to prepare for the next meeting. The schedule of meetings was distributed and processes for communication for stakeholders were discussed.

September 27, 2006 at Franklin

The meeting at Franklin reviewed the range of special education programs offered in the Port Angeles School District from birth to age 21. The two special education programs currently implemented at Franklin were described. The team also learned about the district Multi-Age Classroom, or MAC, program that is offered at Franklin. The transition team members then toured the facility and focused attention on the two special education programs that may move as described in Option D and the implications of moving MAC as requested for review by the school board.

Maps of the five current elementary schools and Roosevelt were enlarged and marked to show existing classrooms and programs. An additional set of maps is prepared and left unmarked to use as models for the transition of students and programs.

The transition team analyzed the existing rooms, space and programs at Franklin and determined that the additional rooms necessary to implement all day kindergarten, the addition of sixth grade classrooms and band require that two programs move to Roosevelt. This data is consistent with the numbers and distribution of students as described in Option D.

In addition, the transition team noted that Franklin Elementary becomes a two unit school with the third unit becoming the MAC program if MAC is to remain at Franklin. Three sections total, as described in Option D, require two regular education sections in Grades 1-6 and the third section is assigned to MAC for Grades 1-6. This discovery is significant and a necessary transition from current implementation where we currently serve more than 3 sections per grade level. Current grade level and program implementation:

- Grade 1: 3 sections in regular education
- Grade 2: 2 sections in regular education + 1 MAC = 3 sections
- Grade 3: 2 sections in regular education + 1 MAC = 3 sections
- Grade 4: 3 sections + 1 MAC = 4 sections
- Grade 5: 3 sections + 1 MAC = 4 sections

- Music: 1 classroom
- Strings: 1 classroom
- Resource Room: 2 classrooms
- Self Contained Special Education: 2 classrooms
- Reading/Title: 1 classroom

Conclusion

This analysis reveals that currently in grades 4 and 5 we are serving 4 sections of students. Option D requires 3 sections of each grade level total. It is not possible to have 3 sections of regular classrooms plus an additional classroom of students in the MAC. The additional students served in MAC from the district and Franklin currently requires a fourth section at some levels. This flexibility does not exist in Option D.

October 4, 2006 at Roosevelt

The team toured Roosevelt and analyzed the special education space and music room facilities. It was noted that Roosevelt has ample space to meet the needs of special education programs as outlined in Option D and provide opportunities to meet variations in schedules to accommodate general music, strings, band, and P.E.

ELEMENTARY TRANSITION TEAM WORK PLAN

The Elementary Work Plan is attached to this report (please refer to Appendix A) and provides the scheduled topics and dates for discussion, recommendations, and reports. If Option D is selected by the board for implementation, the goal of the transition team is to complete its work and recommendations to the school board by the end of March. The time line and the work plan outlined will provide the existing building staff an opportunity to plan for the transition with new staff during the final trimester. In April and May the staff will focus time and attention to the Elementary Transition Team that any remaining decisions will be addressed by the school teams. This will provide time for closure, inspiration for new beginnings, and planning for the 2007-08 school year.

MUSIC

The topic focus for this meeting was the implementation of 6th grade band, general music/choir, and strings. (Please refer to Appendix B.) Assistant Superintendent, Mary Hebert, requested that Mr. Ron Jones prepare a mock schedule to see if the facilities and existing staff could meet the music implementation for Option D. (See Appendix C for the complete report.) Mr. Jones met with the music department to collaborate with all music staff to analyze the feasibility of current programs as applied to Option D. The music teachers prepared a schedule that shows it is possible to deliver music to the five elementary sites. Adjustments to staff assignments and travel schedules are necessary to meet program delivery from two middle school locations to five elementary locations. A request of .5 additional FTE for strings instruction is recommended to implement Option D. Variables that will impact staffing needs and may require additional staffing are dependent on the length of the school day, start and end times, special education classes, and early dismissal.

Summary of Classrooms and Current Enrollment for “OPTION D”

A summary was prepared by a member of the Elementary Transition Team (please refer to Appendix D) to analyze current classrooms and the need in Option D, and current student enrollment rolled forward to apply to classroom units. Option D is designed to accommodate 13 units per grade level. Current grade level units are summarized below:

	<u>Kindergarten</u>	<u>Grade 1</u>	<u>Grade 2</u>	<u>Grade 3</u>	<u>Grade 4</u>	<u>Grade 5</u>
Units	13	12	*15	*14	13	*14

Planning Implications

The meetings to date have surfaced items and issues that have planning and implementation implications. The Elementary Transition Team is documenting these items for future consideration. The categories currently include: fiscal implications, alternative options/adjustments, staffing, schedules, and transportation. These items are recognized and “parked” since they do not fall under the responsibility for decision making by the Elementary Transition Team but will be important information to consider for the superintendent and the school board members.

Appendix A Elementary Transition Team Work Plan

The Elementary Transition Team Work Plan is designed to address the successful transition of K-5 elementary schools to K-6 elementary schools with full day kindergarten.

Mtg	Date	Location	Topic	Decision
1	Wednesday, September 20	Central Services	Transition Team Tasks	Background Information
2	Wednesday, September 27	Franklin	Special Education/Kinder.	Tour, Classroom Verification Minutes Posted 10/2
3	Wednesday, October 4	Roosevelt	Special Ed. Cont./MAC Music for Grade 6 Band/Strings presentation	Tour, Classroom proposal Minutes Posted 10/9
	Monday, October 9	Central Services	Elementary Transition Report 2	ETT Report to the School Board
4	Wednesday, October 11	Dry Creek	Re-visit understandings Sped. And Music	Tour, Classroom Verification Minutes Posted 10/16
	Thursday, October 12	Stevens Middle School	Hearing 1A 6:00 PM Hearing 1B 7:00 PM	
	Tuesday, October 17	Roosevelt Middle School	Hearing 2A 6:00 PM Hearing 2B 7:00 PM	
5	Wednesday, November 1	Hamilton	Tour followed by discussion/dec. for board on. music electives	ETT determination on music Minutes posted 10/6
6	Wednesday, November 7	Jefferson	Tour followed by discussion/dec. for board on –spec. education/MAC	ETT determination on Spec.ed./MAC Minutes posted 10/11
	Monday, November 13	Central Services	Elementary Transition Report 3	ETT Report to the School Board
	Monday, November 27	Central Services	School Board Final Determination	
7	Wednesday, December 6	Central Services	Review determination Length of Day, Plan Time, Schedules, Collab. time	Minutes posted 12/11
	Monday, December 11	Fairview	Elementary Transition Report 4	ETT Report to the School Board
8	Wednesday, January 10	Central Services	Length of school day Basic Ed. Requirements	ETT schedule determination Minutes posted

			Program considerations	1/16
9	Wednesday, January 24	Central Services	Building Reviews of programs and decisions	Minutes posted 1/29
10	Wednesday, February 7	Central Services	K-6 Program, services and operations review	Minutes posted 2/12
	Wednesday, February 12	Central Services	Elementary Transition Report 5 with fiscal notes	ETT Report to the school board
11	Wednesday, March 7	Central Services	Room assignments per building, staffing rec.	Minutes posted 3/12
	Monday, March 12	Central Services	Final Elementary Transition Team Report 6	Final ETT Report to the school board

It is recognized that fiscal, program, staffing and alternative options may surface during the work planned by the Elementary Transition Team. The issues that come to light may or may not fall under the decision-making responsibility of the ETT but will be documented. The planning implications that surface through discovery and/or discussion will be categorized and presented to the school board in the monthly report.

The goal of the transition team is to complete its work and recommendations to the school board by the end of March. The time line and the work plan outlined above will provide the existing building staff an opportunity to plan for the transition with new staff during the final tri-mester. In April and May the staff will focus time and attention to the implementation of the assessment calendar, and the transition and relocation of staff, students and schools. It is the hope of the Elementary Transition Team that any remaining decisions will be addressed by the school teams. This will provide time for closure, inspiration for new beginnings, and planning for the 2007-08 school year.

Appendix B Scheduling Band, Orchestra, Choir/Music for K-6**Anticipated Elementary Program configurations:****6th Grade**

- 45 minutes daily instruction in band, orchestra or choir – students choose one option.
- All Instruction occurs simultaneously for all 6th graders at each school

5th Grade

- 40 minutes instruction 2 times/week in strings or general music
- String students have one pull-out from general music and one classroom pullout

4th Grade

- 40 minutes instruction 2 times/week in strings or general music
- Strings and general music are taught simultaneously.
- Strings students do not take general music

K-3rd Grade

- 30 minutes of general music instruction

The simultaneous delivery of band, orchestra and choir in grade 6 and strings/general music in grades 4 and 5, is possible but it creates an extremely complex schedule with little flexibility due to the amount of travel necessary. It increases the need for physical space in each building and creates some unavoidable inefficiency in scheduling by greatly increasing instructor travel.

Anticipated Delivery Model

Band:

- One teacher serves 4 elementary schools on a daily basis
- One teacher serves 1 elementary school and the middle school

Strings:

Most efficient model will depend on grade/school dismissal times. Three possible options:

- Combine Middle and High School into 1 FTE with 2.5 elementary string teachers
- Combine Middle School and High School .5 positions with one elementary school each with 1.5 additional elementary string teachers
- Maintain .5 High School position. Combine Middle School .5 FTE with one elementary school with 2 additional elementary string teachers serving 2 schools each.

Choir/General Music:

The choir/general music schedule must be coordinated with both the band/strings schedules in every school. These models have to be determined first. The load generated by the two unit schools is more than can be handled by one teacher due to the anticipated increase of the special education at Hamilton and the configuration of the 6th grade schedule requiring that the teacher visit each school daily. The dismissal times will also impact this schedule.

Delivery of daily band and orchestra in 6th grade will be less efficient under a K-6 alignment. It will require an increase in music staff at the elementary level over the present middle school configuration because 6th grade will be in five locations instead of the previous two. While this represents a large increase of teacher time, it only maintains the student instruction time compared to Roosevelt and is a decrease of student instruction time when compared to the current instructional time at Stevens.

For example there are approximately 490 instructional minutes of teacher time for 6th grade orchestra at the two middle schools combined. Under the K-6 configuration this will increase to 1125 teacher instructional minutes. In addition the band room needs to be isolated or sound proofed due to the noise level generated at each school.

Facility needs at each elementary school

- A dedicated room for band instruction with storage space for instruments
- A dedicated room for orchestra with storage space for instrument
- A dedicated room for choir/general music equipped with risers for choir and storage space for general music instruments.

In addition to increasing teacher time, providing simultaneous instruction necessitates three teaching stations. Due to the daily travel to multiple schools and the complexity of the tight schedules, band, orchestra and choir/general music all need to have dedicated space in each school. These spaces do not have to be used exclusively for music, but music needs to be the primary use. They must be set up and ready to go when the teachers arrive. The size of the rooms needs to be adequate to accommodate up to 25 students with chairs, music stands and adequate playing space. Setup/take down situations or undersized rooms will not work. In addition the band room needs to be isolated or sound proofed due to the noise level generated. Both band and strings room will need posture chairs (not folding chairs) and music stands which cannot be shared.

Staffing

Until additional information is available, it is impossible to determine the exact level of staffing necessary. At this point only estimates are possible. The following unanswered questions will affect the final staffing needs and can “make or break” a schedule.

- What is the anticipated dismissal time for 6th grade?
- Will the 6th grade day be extended beyond the current elementary dismissal time?
- If the 6th grade day is extended will the 5th and/or 4th grades also be extended?
- What are the start and end times for Dry Creek?
- Where will special education classes be located? How many in each location?
- Will all grades be included in the early release – what will the times be

Conclusion

Under the K-6 configuration, maintaining the current level of music instruction with simultaneous delivery of band, orchestra and choir instruction for 6th grade is complex but possible and comes with a price. It is not a cost savings and will result in additional expenses for staffing, facilities and equipment.

Extension of the 5th and 6th grade day to the current middle school dismissal time would allow additional flexibility in music scheduling and possibly decrease the staffing needs slightly. This would be especially helpful in the general music/choir area. A start/end time at Dry Creek that matches other elementary schools in the district would also be beneficial.

Before the scheduling process goes further, consideration needs to be given to the priorities for music instruction at the elementary level especially if the allowable staffing level is not increased to continue instruction at the current level. Without the increase, retention of the current levels of instruction for intermediate 4-6 students could force elimination of some general music classes at the primary level. Retaining general music K-6 could force loss of instruction time and/or programs at the intermediate level. In other words if you run out of time which end gets cut? The question becomes where will we get the most bang for the buck? This is a philosophical decision that will impact the future of music in the entire Port Angeles community.

Appendix C

Staffing Summary

Current Staffing:

	High School	Middle School	Elementary	Total
Band	(1.0 FTE)	1.6 FTE		1.6 FTE
Orchestra/Strings	.6 FTE	.8 FTE	1.4 FTE	2.8 FTE
Choir/ Gen Music	(0.8 FTE)	1.1 FTE	3.2 FTE	4.3 FTE
All Music	.6 FTE (2.4 FTE)	3.4 FTE	5.6 FTE	8.7 FTE w/o HS Band/Choir

Anticipated Staffing under K-6 configuration:

	High School	Middle School	Elementary	Total	Increase/Decrease
Band	(1.0 FTE)	.5 FTE	1.5 FTE	3.0 FTE	+ .5 FTE
Orchestra/Strings	.6 FTE	.4 FTE*	2.5 FTE	3.5 FTE	+ .6 FTE*
Choir/ Gen Music	(.8 FTE)	.4 FTE	4.1 FTE	4.5 FTE	+ .2 FTE
All Music	2.3 FTE	1.5 FTE	8.1 FTE	11.0 FTE	+1.4 FTE w/o HS Band/Choir

* This may need to increase to .6 FTE if a third classes is need to accommodate enrollment numbers in the available space due to the floor configuration in the choir/orchestra room at Stevens making the increase needed in strings + .8.

Possible configuration using existing staff:

		06-07	07-08
Band	Stevens Band	MS 1.0	1.0 (MS .6/EL .4)
	Roosevelt Band	MS .6	1.0(6 th Grade)
Choir/Gen Music	Roosevelt Choir	MS .5	.5 (MS .4/EL .1)
	Stevens Choir	MS .6	1.0 (EL)
	Elementary General Music	EL 1.0	1.0 (EL)
	Elementary General Music	EL 1.0	1.0 (EL)
	Elementary General Music	EL 1.0	1.0 (EL)
	Elementary General Music	EL 0.2	0
Orchestra/Strings*	High School/Middle School Strings	1.0	1.0
	Elementary School/Middle School Strings	1.0	1.0
	Elementary School Strings	0.8	1.0
	New hire		0.5
Total		8.7	

*Grade level assignments TBD from 3 possible options

The above chart assumes that Roosevelt Middle School music staff's tech time and Stevens Middle School music staff's title time would be shifted to the music schedule and a .5 string teacher would be hired to restore the music staffing cut that was made in 2003 when the string teacher retired and was not replaced.

Appendix D

Option D Analysis

DRY CREEK		# of Classrooms Used	Proposed Programs	# of Classrooms Used
Current Programs				
K-5 (Only 2 - 1st & 4th)	15	K-6 3 unit	21	
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	
Total Classrooms Used/Needed	22	Needed	27	
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	
			Extra(Short) (1)	

HAMILTON

HAMILTON		# of Classrooms Used	Proposed Programs	# of Classrooms Used
Current Programs				
K-5	18	K-6 2 unit	14	
Music	1	Music	1	
Strings (not full size class rm)	1	Strings	1	
Resource (Spec Ed)	1	Resource (sped ed)	1	
Computer	1	Computer	1	
RBD	2	RBD	2	
Reading/Title	2	Spec Ed	2	
		Reading/Title	1	
		Band	1	
Total Classrooms Used/Needed	26	Needed	24	
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	
		Available	26 Available	
			Extra(Short) 2	

Assumptions for this schedule

1. Dry Creek special ed classes (2) moved to Hamilton
2. Dry Creek preschool stays at Dry Creek
3. Hamilton keeps RBD program (2 rooms)
4. Jefferson preschools stay at Jefferson (2 rooms)
5. Special Ed programs at Franklin go to "Fairview" (3 rooms)
6. Resource room at each school is considered spec ed room

Appendix D

Option D

JEFFERSON

Current Programs	# of Classrooms Used	Proposed Programs	# of Classrooms Used
K-5	12	K-6 2 unit	14
Music	1	Music	1
Strings	1	Strings	1
Resource (not a classroom)	1	Resource (Spec ed)	1
Preschools	2	Preschools	2
Reading/Title (Library)		Reading/Title (Library)	
		Band	1
 Total Rooms Used/Needed	 17	 Needed	 20
 Total number of inside classrooms available including MUSIC		 15	 15
Portable classrooms currently used/future:		2	4
	Available	17 Available	19
		Extra(Short)	(1)

FRANKLIN

Current Programs	# of Classrooms Used	Proposed Programs	# of Classrooms Used
K-5	15	K-6 3 unit	21
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		
 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 D

Option D

FAIRVIEW

Current Programs	# of Classrooms Used	Proposed Programs	# of Classrooms Used
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 (Spec ed)	1
		Spec ed	3
		Band	1
		Reading/Title	1
Total Classrooms Used/Needed	17	Needed	29
Total number of inside classrooms available:		12	27
Portables used for speech,reading music, spec ed @FV	@FV	4	@Roose 2
	Available	16	Available Extra(Short) 0

Current units of grades by school	K	1	2	3	4	5
Dry Creek 3 unit sch	3	2	3	3	2	3
Current Avg FTE per Class	19	26	21	20	20	22
Fairview 2 unit sch	2	2	3	3	2	2
	19	21	18	19	26	28
Franklin 3 unit sch	3	3	3	3	4	4
	24	23	23	25	22	22
Hamilton 3 unit sch	3	3	4	3	3	3
	23	19	21	25	25	22
Jefferson 2 unit sch	2	2	2	2	2	2
	25	22	22	22	21	19
District current FTE by grade	286	265	309	309	295	311
District current avg FTE by class	22	22	21	22	23	22
Summary of units by grade curren	13	12	15	14	13	14
Proposed units by grade	13	13	13	13	13	13
Problem classes going forward			*	*		*