

Port Angeles School District
Elementary Transition Team
Report 3
November 13, 2006

In preparation for the November 27, 2006 final determination decision on school closure by the Port Angeles School District Board of Directors, the Elementary Transition Team has researched and analyzed information to address the following questions as requested by the board:

- Grade 6 music delivery: How will the transition of sixth grade instruction to elementary schools impact the band program in particular, and can the district still provide the same amount of music instruction after the transition?
- Special education programs remaining at Franklin Elementary School, instead moving the Multi-Age Classroom (MAC) to Roosevelt Middle School: Should the MAC be moved to the Roosevelt campus in order to avoid moving the self-contained special education programs that moved after the Monroe closure?
- Sufficient grade 6 teachers to balance the elementary schools needs: Does the district have enough 6th grade teachers to move from Roosevelt and Stevens Middle Schools to the five elementary schools to teach next year's sixth grade students (who are this year's 5th grade students)?

This report will provide answers and make recommendations where possible. Providing that the school closure process continues, additional decisions and recommendations will be forthcoming in accordance with the Elementary Transition Team Time Line and Work Plan.

The Elementary Transition Team made a site visit to each school and reviewed space, program, and classroom availability to prepare for the implementation of programs and services in Option D. Discussions centered on the delivery of music, special education programs, including pre-school which was not addressed in Option D, and implementation of full day Kindergarten. In addition, discussions have occurred regarding the location of food services, competing special programs and delivery of physical education, speech, Title I, occupational therapy and physical therapy, Head Start, tutoring and opportunities and barriers to the scheduling of these programs and services. At the November 7, 2006 elementary transition meeting, each school used a site map and placed a tentative location for each class and program to confirm that there is room in Option D for the placement of each district program. The placement of each program does not necessarily represent its final placement. The committee needed to know that program relocation recommendations were feasible and that the Elementary Transition Team could assure the board of directors that there are no barriers to prevent the implementation of Option D. We are confident in assuring the board that Option D is possible.

GRADE 6 MUSIC DELIVERY

The analysis reviewed in Report 1 indicates that without additional specialist staff, the district cannot provide the same amount of music instruction for choir/general music, orchestra and band after the transition. There are two reasons for this. First, the transition team understands there is

no plan to lengthen the elementary school day. With the sixth grade dismissal time adjusted to the current grade 4 and grade 5 dismissal time, and the one day per week of early release for collaborative time, the instructional day is reduced for 6th grade students. Second, the analysis indicates that an increase in staffing is required to move from the current music delivery model at two schools to the five elementary schools.

Instructional Time Reduction

The loss of core content instructional time with an increase in music instruction is a concern to the members of the task force. Sixth grade students currently have an average of 1,073.68 **minutes** of instructional time. That would be reduced to an average of 1,040.55 instructional **minutes**. A survey of members indicates they would support and recommend 5 days of music instruction to maintain the current program, if the instructional day is lengthened for grades 4, 5 and 6 (see Appendix A). *It should be noted that the sixth grade instructional time is still above the average minimum set by the state of Washington.*

Elementary Music Staffing Increase

In addition, the movement of sixth grade students and staff to elementary schools creates K-6 elementary schools that cannot provide the same opportunity for electives that exist in the current middle schools. Music would be the one elective that could be delivered within the current facilities. The music program offerings will be determined by the number of FTE staff provided to the elementary schools.

The facilities can all provide an opportunity for band, choir and orchestra to occur simultaneously with an elective option for 6th grade students at each site for a 45 minute period. This requires 8.7 FTE. The current staffing for elementary music is 5.6 FTE serving students in grades K-5. The students all receive general music and an additional option of orchestra is available for grades 4 and 5. With the addition of grade 6 and a reduction in Kindergarten sections with full-day Kindergarten, *all students can receive general music.*

To deliver the same amount of music instruction to sixth grade students with a choice of choir, orchestra or band after the transition requires an increase in staffing to the elementary schools. The program decisions are dependent on the staffing and program priorities of the board of directors. The range of music options discussed was:

1. Provide sixth grade students with the current middle school level of music instruction with an increase in elementary music staffing: *Five times per week with a choice of orchestra, choir or band for 45 minutes.*
2. Provide sixth grade students with a reduced level of elementary music instruction: *Less than five times per week with a choice of orchestra, choir or band for 45 minutes.*

An option not considered or discussed was providing grade 6 students with a continuation of the current 4/5 music instruction: *General music or orchestra two times per week at 40 minutes each for a total of 80 minutes.*

Music Recommendation

The electives offered for grade 6 students in the elementary schools will depend on the staff allocation generated by enrollment. The music and physical education electives will be part of the staff allocation. Music electives will be considered along with physical education to balance class size, equitable teacher planning time, the number of electives per grade level, and meet the instructional needs of students.

ELEMENTARY SPECIAL EDUCATION

The Elementary Transition Team reviewed the request made by the board of directors to consider relocating the Multi-Age Classroom (MAC) at Franklin Elementary School to the proposed elementary school at Roosevelt under Option D. This request by the board was made to avoid moving the self-contained special education programs an additional time. The two self-contained programs were previously located at Monroe Elementary School.

The analysis of this request revealed that this is not a viable no-cost option. Regardless of whether the MAC remains at Franklin or moves to Roosevelt, under Option D Franklin Elementary School is a 3-unit school. This means that regardless of whether Franklin offers a multi-age program, there is still a need to have K-6 classroom space for the implementation of Option D. Classroom space for three units of grades K-6 is not available if the special education programs remain at Franklin.

The MAC currently serves the students within the Franklin Elementary School boundary and also has available space for some district students. The boundary change that is necessary in Option D will determine the opportunity for out-of-area students to be served in the MAC program.

The transition team thoughtfully considered program adjustments that may improve opportunities for staff and students in the delivery of special education services. It would be the team's plan to bring these recommendations to special education staff for review and input regarding specific program alternatives and relocation. While special education programs will need to be relocated under Option D, we want to use this time of change as an opportunity to implement program adjustments that will improve services for our students—in keeping with a long range vision and best practice.

Emergency Services

The team examined the emergency medical services and fire response times provided by the city of Port Angeles Fire Department and Clallam County Fire District 3. The city's published average response time is 5 minutes, with an expectation of a 4 minute response time to Franklin Elementary School. The comparative data is the county's average response time during the day is 5 minutes (with a longer after hours response time to RMS). The "code" transport times are 2:10 minutes from Franklin to the OMC, and 3 minutes from RMS to OMC, a 50 second difference. Response statistics were provided the respective fire chiefs.

The transition team does not believe that the 50 second response time is significant. The team acknowledges that the level of services needed for each student who is medically fragile is

unique and program availability within the city limits will be considered. The student's IEP team would determine the appropriate program and location for services to meet the educational and medical needs of students receiving special education.

GRADE 6 STAFF TRANSITION TO ELEMENTARY SCHOOLS

The transition of grade 6 teachers to the elementary schools will follow a process determined in collaboration with the Port Angeles Education Association. With current enrollment, we are serving 14 sections of grade 5 students. Option D provides space and serves 13 sections. We currently have 10 teachers at grade 6 teaming to serve students. The association has met with the district's human resources director and prepared a survey to begin the staffing realignment process following the final determination on November 27, 2006.

ADDITIONAL RECOMMENDATION

The transition team would like to present one recommendation that has not previously been considered by the board of directors that does have revenue implications. The team believes it is advisable and recommends that one additional portable be placed at Dry Creek Elementary School to provide flexibility and program implementation. This creates opportunities for space challenges on the west side of the district.

Special education programs will be located at Jefferson, Roosevelt and Hamilton. With the location of special education classrooms at Roosevelt and Hamilton, the transition team also recommends that an OT/PT facility be created to serve the students in programs relocated at those schools.