

Port Angeles School District
School Closure Report
November 20, 2006

BACKGROUND

The Facilities Efficiency Task Force, re-established at the school board's January 23, 2006 board meeting, examined enrollment data and comparative statistics and developed a recommendation for efficient use of district-operated facilities. Previously, the district's Fiscal Advisory Committee recommended that the school board not make further cuts in programs or staff, but instead reduce facilities expenses the two years *following* 2006-07 saving nearly \$900,000. The facilities task force was formed in response to this plea, and during its work examined a large volume of data, considered forty possible solutions, and reported findings and recommendations to the school board on June 12, 2006 (see *Port Angeles School District Facilities Efficiency Task Force Report*, June 12, 2006, at www.portangelesschools.org/parents/FacilitiesEfficiencyTaskForce-2006.html).

The task force recommended that the board accept "Option D", a K-6, 7-8, 9-12 configuration and one of the pair of options rated most highly by the group after careful analysis of six viable alternatives. The other highly rated alternative was "Option F", which is a similar solution closing an alternate pair of schools. Option D consolidates grades 7 and 8 into Stevens Middle School. It moves Fairview Elementary School students and staff, as well as a portion of the Franklin Elementary School students and staff (including all of the self-contained special education classrooms) into the Roosevelt Middle School campus at the start of the 2007-08 school year. It then moves the Lincoln High School¹ students and staff into a vacated contiguous space on the Port Angeles High School campus in 2008-09.²

The main difference between Option D and Option F (the 2nd choice) was that Option F closed a larger building (Hamilton) versus a smaller building (Fairview). This is why Option F *required* an increase in the use of portable classrooms (+6) for full-time classrooms while Option D did not. Many members of the task force considered full-time portable usage unacceptable. A summary of the task force's Option D selection rationale included several points: that Option D:

- saves enough money to stabilize the district's financial shortfall due to future declining enrollment,
- offers the least number of school transitions for students due to its K-6 elementary configuration,
- keeps together in one building most families with two or more elementary-aged students,
- maintains reasonable east/west neighborhood elementary school balance across the district and shorter bus rides which are deemed preferable at the elementary level,
- provides more flexibility for "bubble grades" without requiring more portable use for full-time classrooms,

¹ Formerly named Choice Community School.

² However, at the June 26, 2006 school board meeting, the board decided not to address the Lincoln High School relocation now, and to focus on the K-8 element of the plan only during this summer and fall of 2006.

- utilizes the Stevens campus' spread-out configuration which was felt to be more acceptable for older students than for elementary students, and
- offers flexibility for the long-range facilities committee to do long-range planning work.

At its August 28 regular school board meeting held at the Port Angeles Senior Services & Community Center, the board voted unanimously to adopt a "proposed determination" to close Fairview Elementary School and merge Roosevelt Middle School into Stevens Middle School in September 2007, the option that the community task force recommended to the board.

Critical attributes of Option D are described in the section below, and further details are provided in Appendix A, Facilities Consolidation Option D.

Appendices to this report are:

Appendix A, Facilities Consolidation Option D
Appendix B, October 12 Special Meeting A Minutes
Appendix C, October 12 Special Meeting B Minutes
Appendix D, October 17 Special Meeting A Minutes
Appendix E, October 17 Special Meeting B Minutes
Appendix F, District Counsel Letter of Advice
Appendix G, Eighth Street Bridge Detour Routes
Appendix H, Middle School Athletics Program and Participation Comparison
Appendix I, Elementary Transition Team Membership
Appendix J, Middle School Transition Team Membership
Appendix K, State Statute: RCW 28A.335.020
Appendix L, Policy 9400, Closure of Facilities

Option D Description

Option D re-aligns grades to K-6, 7-8, allowing the least number of school transitions for students across the system and permits families with multiple elementary students (K-6) to keep them in one school where they can concentrate their family support efforts. K-6 configurations are used by 76 of the 296 school districts in Washington State (the second most often used configuration). This option closes Fairview Elementary School and moves those students and staff, as well as many students and staff from Franklin Elementary School, into Roosevelt Middle School. The task force members believe that it is important to recognize the significant distances between the east and west boundaries of the district. This option maintains a reasonable east/west elementary balance and shorter bus rides which are deemed preferable at the elementary level, and provides more flexibility for "bubble grades" without requiring more portable use for full-time classrooms. Option D does require moving one portable to Jefferson Elementary School. The task force recognizes that some re-boundary work will need to be done to balance elementary class sizes across the district, but believes that work must be done in every circumstance, and more extensively in most other options.

The task force elected not to calculate the potential revenue loss from the departure of Sequim School District students currently attending Fairview Elementary School, nor to estimate the

possible out-migration of Port Angeles School District students to the Sequim School District. The task force did calculate that the distance from Fairview to Roosevelt Middle School is over four miles less than to Greywolf Elementary School in Sequim.

The task force concluded that the special education programs that were moved to Franklin Elementary School from Monroe Elementary School must be relocated to Roosevelt Middle School under this option. Franklin Elementary School is not large enough to support the boundary adjustments while retaining the self-contained special education classrooms and all of the other existing programs as well.

The one middle school (grades 7 and 8) program would be located at Stevens Middle School, which responds to the heavily western distribution of middle school students within the district. The Stevens campus spread-out configuration is also felt to be more acceptable for older students than for elementary students. Lincoln High School would move into vacated contiguous space at the Port Angeles High School campus in 2008-09, which is year two of this recommendation.³

Capital costs for Option D are estimated at \$40,000, which is the cost to move another portable onto the Jefferson Elementary School campus.

COMMUNITY PROCESS

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 allows staff, students and families adequate time to plan for transitions, and permits the community to know the outcome prior to a February 2007 Maintenance & Operations Levy election.

Community forums focusing on the June 12, 2006 report of the Facilities Efficiency Task Force were held on Wednesday, July 12, 2006 at 6:00 pm. in the Roosevelt Middle School Library and Tuesday, August 15, 2006 at 6:00 p.m. in 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 e-mail and U.S. Mail to school district administrators and board members. Discussion issues and suggestions from the community forums, plus U.S. Mail and email input, have been compiled in a *Community Forum Report* and posted to the district's website for community review. (See <http://www.portangelesschools.org/parents/FacilitiesEfficiencyTaskForce2006.html>.)

Following the June 12, 2006 board meeting, school district legal counsel was consulted to ensure any closure process would comply with state statutes pursuant to school closure. Board policies and procedures necessary for school closure, boundary adjustment, and attendance areas were reviewed concurrent with the attorney's review. The board of directors has established a closure policy providing

³ However, at the June 26, 2006 school board meeting, the board decided not to address the Lincoln High School relocation now, and to focus on the K-8 element of the plan only during the summer and fall of 2006.

for a ninety-day period as described in RCW 28A.335.020. The statute requires certain notices and at least two public hearings regarding a proposed school closure.

Even though both of the middle school facilities would remain open if the board of directors selects Options D or F, for purposes of avoiding legal challenge the consolidation of the seventh and eighth grade students and staff into just one of existing middle school facilities is being treated as a “closure” under the statute.

Two hearings each for Fairview Elementary School and Roosevelt Middle School were held on Thursday, October 12 and Tuesday, October 17, 2006, and preceded by required public notices:

Thursday, October 12, 2006, Stevens Middle School Library
Hearing 1A, 6:00 p.m., Fairview Elementary School Closure
Hearing 1B, 7:00 p.m., Roosevelt Middle School Closure

Tuesday, October 17, 2006, Roosevelt Middle School Library
Hearing 2A, 6:00 p.m., Fairview Elementary School Closure
Hearing 2B, 7:00 p.m., Roosevelt Middle School Closure

October 12 School Closure Hearings Summary

Hearing 1A, Fairview Elementary School Closure

Of the 23 community members in attendance, three members chose to speak to the board during the Fairview school closure hearing.

The board heard comments about the Monroe Elementary School closure and how it is still impacting students and their families. Several speakers expressed concern about another school closure affecting the same children, and recommended looking at the west side for a more equitable approach to budget problems, even possibly providing a survey to former Monroe students to give them a choice. Several questions were asked during the testimony. One district employee asked with continued cutbacks, why administration costs are not touched and information of cuts not shared with community members. Classroom student averages are published as 21 or 22, yet some believe that they are actually much higher. Others offered suggestions for the board: the board should look once again at full-day kindergarten and ask whether we should be implementing this program now in the wake of change. The board should investigate the possibility of making Franklin Elementary School a “2.7 unit school” where the Multi-Age Classroom (MAC) could return to a “true” multi-age classroom and Franklin would be able to retain special education programs. The board should plan for the fewest possible transitions, keep students in schools that they started out in, and consider sizing schools for overflow “bubble” classrooms.

Hearing 1B, Roosevelt Middle School Closure

Of the 18 people who attended the Roosevelt school closure hearing, five members spoke to the board. Again, one speaker emphasized the need to be understanding of the Monroe children who have already undergone a move just two years ago, and to consider a west side closure as a more

equitable approach. Others felt change was imminent or needed, but that the board needed to keep students' needs foremost as they focused on student and staffing transitions. A district music instructor expressed disappointment regarding the lack of a facilities space inspection by the Facilities Efficiency Task Force, and felt that Stevens Middle School would not accommodate the orchestras in its present configuration. Another teacher spoke on behalf of special needs students, their vulnerability, and emphasized that their medical needs dictated the necessity of close proximity to emergency health services. One parent spoke in favor of adding a middle school wrestling program as a "feeder" program to the high school. He spoke of the benefits to his own son's physical health, and subsequent grade improvements and growth in social interaction.

Minutes from the October 12 board hearings are included in Appendices B and C. Many of the questions raised during these two hearings have been addressed in the Fiscal Advisory Committee reports, the Facilities Efficiency Task Force reports, and the school closure report posted to the district's web site. New questions and concerns are addressed in the "School Closure Questions" section of this second report on school closure.

October 17 School Closure Hearings Summary

Hearing 2A, Fairview Elementary School Closure

About three dozen people attended the second set of hearings held at Roosevelt Middle School. About half were community members, half district staff. Nine people spoke, with several again emphasizing the need for the board to be attentive to the needs of special education students and those who previously attended Monroe Elementary School. One speaker commented that special needs students are especially receptive to routine, and the current central location, one of close proximity to medical services, is preferred for medically fragile children. The board was reminded that the special education program was already moved once during the Monroe closure, and students and staff have been "stretched" to the limit. The board was told that a K-6 configuration in one special education classroom is not developmentally appropriate. It was noted that special needs children are affected throughout the district due to the additional issue of rebound-arying. Another speaker urged fair districting of all schools, and keeping class sizes equitable across the schools. Transportation and long bus rides were noted as a concern. A speaker suggested a later "start time" for Stevens Elementary School, a survey for parents about school preference, and perhaps board consideration of school name changes. One parent listed additional negatives about the closures: displacement of teachers and paraeducators, over-crowded schools, emotional problems of students, loss of familiarities and friends, coping with new bullies, over-tired children, resentments between principals and teachers, over-crowded music rooms, hungry children, and an unsettled community. But there were some positive impacts mentioned, particularly that of keeping grades K through 6 in the elementary school level.

Hearing 2B, Roosevelt Middle School Closure

About 40 people attended the second hearing regarding the closure of Roosevelt Middle School, and 11 people offered comments to the board. Several speakers expressed particular interest in the positive and strong team teaching effort at Roosevelt, and whether this may transfer with teachers to Stevens. The board was told that the two middle schools have many differences, and

structurally are set up differently with Roosevelt having eight periods and Stevens six. Several parents praised Roosevelt's high academic achievements and questioned whether Stevens was as academically successful. They stressed the importance of keeping the Port Angeles School District's standards high. Parents offered additional opinions against a Roosevelt school closure: fewer social problems than Stevens, Eighth Street bridge replacement delays on the bus route to Stevens, and the possible inability to blend faculty from both middle schools. Concern was again voiced, as in the earlier hearing, for board attention to special needs students. Comments were offered regarding the board's decision to delay considering the Lincoln High School building closure. Several additional suggestions were offered for board consideration: possible use of the vacated Monroe building for alternative space by seventh and eighth grade students if the middle school was kept at Roosevelt instead of Stevens, a "feeder" wrestling program at the middle school, and several urgings to delay the school closure decisions to take more time to consider alternatives and impacts.

Minutes from the October 17 board hearings are included in Appendices D and E. Many of the questions raised during these two hearings have been addressed in the Fiscal Advisory Committee reports, the Facilities Efficiency Task Force reports, and the school closure report posted to the district's web site. New questions and concerns are addressed in the "School Closure Questions" section of this second report on school closure.

Option X Analysis

During the November 13 school board meeting, the board heard a community member's alternative proposal for structuring the elementary schools in the central and western portions of the school district. The option proposes that four of the five elementary schools be clustered into primary and intermediate pairs in order to *further* smooth the effects of variations in grade sizes addressed by Option D. Board members raised the concern that the entire school closure process could be compromised by consideration of additional alternatives at this stage of the statutory procedure, and asked for advice from legal counsel.

The school district's local legal counsel was provided a copy of the proposal presented to the board of directors, and asked whether consideration of Option X would impair the proceedings under RCW 28A.335.020. *Counsel determined that consideration of Option X does not impair the proceedings in any way* (see Appendix F, District Counsel Letter of Advice). In essence, Option X is a "program" proposal and does not affect "school closure" as described by and envisioned within the controlling statute. It remains the school district board of director's *sole responsibility* under chapter 28A.320 RCW to establish the educational program of the district. Option X may or may not be implemented by the board *after* a decision is made on Option D.

TRANSITION ISSUES

In anticipation of a November 27 "final determination" by the board, district leadership teams began transition planning work. The superintendent determined that the transition work would be guided by two teams, one for the elementary schools and the other for the middle schools. In addition, the existing site teams from each school will serve as valuable resources regarding the needs and future impact of plans on students, staff, and district facilities.

The district's assistant superintendents for elementary programs and for secondary programs are responsible, respectively, for elementary and middle school transition teams' facilitation (see Appendices I and J for transition team membership).

The elementary school transition team is responsible for studying, planning, and implementing the changes needed to convert to high quality K-6 programs, services and operations. To ensure that students are provided aligned programs and opportunities (e.g., music, strings, band), school site teams, representatives from the district's sixth grade staff, and elementary principals are meeting and designing strategies.

A middle school transition team consists of members representing a variety of constituents, including teachers, parents, and students. Its focus is on effective transition planning to enable the least disruption and planning for the most effective instruction for this year and future years based on current research and middle school philosophy.

In addition to other transition issues, the board of directors discussed the need to study several program impacts, most of which were addressed in the first closure report. Subsequently, additional research and analysis was done on several of the questions:

- Middle school transportation costs;
- Middle school science labs capacity and adequacy;
- Middle school athletics program;
- Sixth grade teaching staff transition to elementary schools (sufficiency);
- Elementary music program transition; maintaining sixth grade music delivery; and
- Elementary special education program transition; location remaining at Franklin Elementary School, instead moving the Multi-Age Classroom (MAC) to Roosevelt Middle School.

Each is addressed in this section.

Middle School Transportation Costs

An underlying assumption for merging the middle schools' seventh and eighth grades is that the additional transportation cost necessary to bus all of the students to one or the other would not negate the savings gained from the merge. Pupil Transportation Center (PTC) staff studied the routes currently used to transport students to Roosevelt and Stevens Middle Schools in order to develop an estimate of costs for new routes. Next year's seventh and eighth grade students are this year's sixth and seventh grade students. In order to plan routes, those students' residential addresses are used to identify the most economical number and location of stops, adjusted for terrain and hazards.

During 2006-07, 340 middle school students are transported by PTC using 14 routes.⁴ PTC staff analysis of routing under Option D indicates that 16 routes will be necessary to transport 410 middle school students, an increase of 2 routes and 70 students. Revenue adjustments generated

⁴ The fourteen routes usually include elementary and high school students at the same time (with more blending for outlying areas) to operate transportation more efficiently.

by these route changes is estimated to be \$18,637, and the cost is estimated to be \$25,618. *The net increase in cost borne by the district (not paid by the state of Washington, but by local funds) is \$6,981.*⁵ Detailed analysis is displayed in the Table 1, below right.

In summary, Option D is projected to increase ridership revenue over existing routes by \$18,637. Due to centralizing one middle school for the entire district, it would potentially increase transportation costs for transporting Roosevelt area students to Stevens. The travel time and added distance to Stevens, and needing to keep the length of time on buses within reasonable ranges, has the potential of increasing by up to two routes with a cost of \$25,618. Unforeseen growth could increase these slightly more, but would also produce added ridership revenue.

Transportation Route Adjustment	Revenue Change
Current Fairview K-5 bus riders to new location, Roosevelt	-\$9,614
Current Fairview K-5 within 1 mile (walkers) bus to new location, Roosevelt	\$10,517
Current grade 6/7 Roosevelt bus riders to Stevens as grade 7/8 riders	\$13,097
Current Franklin K-5 Gales Addition area moves to Roosevelt location	-\$9,679
Current grade 5 bus riders remain at all elementary schools as grade 6 riders	-\$6,325
Current Roosevelt 6/7 within 1 mile (walkers) now bus to Stevens	\$20,641
Total Revenue Gain	\$18,637

The cost will be affected marginally by the actual number of students who ride the buses, arrival and departure of families, and detour routing to accommodate the Eighth Street Bridge repairs (see Appendix G, Eighth Street Bridge Detour Routes). The bridge detour routing would affect existing routes, and would also affect routing if Option F (close Stevens versus Roosevelt) was selected as students must be transported across town in either case.

Middle School Science Lab Capacity and Adequacy

During the preliminary determination discussion, a question arose as to whether Stevens Middle School has enough science lab space to accommodate the instructional needs of all of the seventh and eighth grade students who would attend there under Option D. There are currently three classrooms at Stevens Middle School that are being utilized for science. Rooms 14, 15 and 16 are currently utilized for science and are projected to be used in the new configuration. Rooms 14 and 16 are remarkably similar in their respective characteristics, and include tables, under counter, overhead and cabinet storage, and two double sinks each. Room 15 was originally designed to accommodate the home economics program and is configured differently from the other two rooms.

A fourth room is necessary to accommodate all of the students who will need to take science. *Room 13 is located in the same quadrant as the other three science rooms, and can be converted for science instruction.* Because there are no chemicals included in the science curriculum, the space conversion is simpler and less expensive. The essential elements of the conversion are identified in the second report of the Middle School Transition Team (see Appendix D of the

⁵ The mid-day Kindergarten routes currently generate \$10,000 in state revenue. Implementing full-day Kindergarten next year would save approximately \$63,000 in labor for 14.5 hours of driver time per day and another \$35,000 in mileage and maintenance. Cutting \$98,000 in expenses, minus the loss of \$10,000 in state revenue, would produce *net savings of \$88,000.*

second report, which includes preliminary cost estimates). The conversion can be completed during the summer months and prepared for opening in fall 2007. The first preliminary conversion cost estimate is \$32,168.

Middle School Athletics Program

During the August preliminary determination discussion a question arose regarding reduced athletic opportunities proposed within Option D. Board members asked whether *there would be enough access to athletics programs when all of the seventh and eighth grade middle school students are combined on one campus*. The short answer is no, but athletics program leadership is working to minimize the reduction in opportunities for students.

Middle school athletics has been available only to seventh and eighth grade students, which would not change under Option D. The task force recommended cutting athletics expenses by \$20,000, estimating savings by eliminating half of the seventh and eighth grade athletics program (without a similar reduction in seventh and eighth grade student population). To maintain the *existing* program and provide the same level of student opportunity at one middle school requires that the number of team roster spots from both middle schools must be offered at Stevens Middle School.

Table 2			
Combined Middle School Program and Participation Data			
	Three Year Annual Averages		Last Year
	2000-03	2003-06	2005-06
Number of Teams	34	20	20
Average Number Participants	673	377	374
Number of Coaches	44	26	26

The table at right displays comparative middle school athletic participation data for the three-year periods 2000-03 and 2003-06 as well as the participation during the most recent school year, 2005-06. The 41% reduction in teams and 44% reduction in participants resulted primarily from eliminating Junior Varsity and “C” teams.

The Middle School Transition Team Report 2 (at Appendix C) identified various program and participation levels as well as an analysis of a program growth option. Appendix H, Middle School Athletics Program and Participation Comparison, displays an alternative developed by district staff that responds to the task force’s recommended \$20,000 cut in athletics, *nearly achieving that target with a \$14,650 savings*. Appendix H provides details for reduction of athletics teams without the elimination of any sports and with the addition of wrestling, in order to retain as much opportunity for students as possible given the expense reduction recommendation. Box 2 in Appendix H shows a *reduction of 90 roster spots* for the proposed 2007-08 athletics program configuration under Option D.

Sixth Grade Teaching Staff Transition to Elementary Schools

During school board discussion on August 28, a concern was raised regarding whether the district has a sufficient number of sixth grade teachers to address the elementary schools’ needs. The question was framed as “Does the district have enough sixth 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 fifth grade students)?”

The number of fifth grade students at all elementary schools this year is 322. The number of sixth grade students at both middle schools this year is 285. The number of sixth grade teachers⁶ generated through the district's allocation model is 11.4. The district's enrollment projection model estimates the number of sixth grade students next year will be 315. The district's staff allocation model projects allocating 12.2 teachers to sixth grade next year. Elementary Transition Team Report 3 addressed the staff question, noting the district is currently serving 14 sections of fifth grade students. Option D defines space and projects the need to serve 13 sections. The number of special education teachers will change based on the K-6 program structure and special education services required by changes in Individual Education Plans (IEP's) for 2007-08. In addition, I-728 allocations are adjusted annually to reduce middle school class size.

Elementary Transition Team Report 3 also addressed the transition process of current sixth grade teachers to the elementary schools. The district will follow a process determined in collaboration with the Port Angeles Education Association. Key variables that are critical to this process include teacher certification and endorsement, No Child Left Behind's Highly Qualified Teacher determination, staff member seniority, and staff member preferences. The association and district prepared a survey to begin the staff realignment process, which will be released depending upon the outcome of the board's final determination on school closure November 27, 2006.

Elementary Music Program Transition

Elementary School Transition Team members analyzed staff, distance, and school configurations and concluded that without additional music 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, there are not funds available to lengthen the elementary school day. With the sixth grade dismissal time set at the *current* grades 4 and 5 dismissal time, and one day per week of early release for elementary school teacher collaboration time, the instructional day is reduced for sixth grade students in an elementary school setting. *The sixth grade instructional time is still above the minimum set by the state of Washington.*

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. 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. Additional music specialist staff and additional transportation expense due to a longer school day would negate much of the savings derived from implementing Option D. *Without increasing expenses, sixth grade students can be provided with a reduced level of elementary music instruction amounting to less than five times per week with a choice of orchestra, choir or band for 45 minutes.* Music electives will be structured along with physical education to balance class size, equitable teacher planning time, the number of electives per grade level, and to meet the differing instructional needs of students.

⁶ Basic education funded.

Elementary Special Education Program Location

In response to the school board's request to consider whether to move the MAC instead of the special education self-contained classrooms at Franklin Elementary School, the transition team carefully considered program adjustments that may improve opportunities for staff and students in the delivery of special education services. *The analysis of the alternative revealed that moving the MAC 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 to implement Option D. *Classroom space is not available for three units of grades K-6 if the three special education classrooms remain at Franklin.* While special education programs will need to be relocated under Option D, the team is dedicated to using 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. The transition team plans to involve special education staff in review of specific program alternatives and relocation.

Facilities and maintenance staff have reviewed the Option D program relocations described in the facilities task force's report. Staff believe that, due to earlier renovations at Roosevelt to support special education students' needs, moving special education classrooms from the Franklin Elementary School campus to the Roosevelt Middle School campus will not generate significant capital facilities renovation costs.

Elementary Special Education Emergency Services

Emergency medical services and fire response time data were provided by the chiefs of the city of Port Angeles Fire Department and Clallam County Fire District 3. The city's published average response time is five minutes, with an expectation of a four minute response time to Franklin Elementary School. Directly comparable data from the county fire district show an average response time of five minutes during the day (with longer after hours response time to RMS). The "code" transport times are two minutes and ten seconds from Franklin to Olympic Medical Center, and three minutes from RMS to Olympic Medical Center, a 50 second difference.

While the Elementary Transition Team acknowledges that the level of services needed for each student who is medically fragile is unique and program availability within the city limits should be considered for *student* assignment, it determined that a 1 minute response time difference is not significant to program location. Based on a greater need to provide program balance and access to least restrictive environments, the student's IEP team should determine the appropriate program and location for services to meet the educational and medical needs of students receiving special education.

Elementary Multi-Age Classroom Program Location

The preceding analysis and conclusions regarding self-contained special education program location provide most of the answers to the parallel question regarding location of the MAC program. The transition team recommendation noted 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.* The MAC currently serves the students within the Franklin Elementary School boundary and also has accommodated some out-of-attendance area students. The boundary change that is necessary irrespective of whether Option D is selected will determine the extent of opportunities for students who reside outside of Franklin's attendance area to be served in the MAC program; the fewer the students within Franklin's attendance area, the more opportunity there is for non-Franklin students to enroll in the MAC at Franklin.

SCHOOL CLOSURE QUESTIONS

Many questions were collected during the community forums and hearings processes. Additionally, some issues presented during the closure process have been framed as questions for research and response by the district. This report section contains a synthesis of questions and answers that can be provided at this time. Additional questions were answered in the first closure report. A number of questions will need to be answered during transition processes.

Additional questions about school closure may be sent to the Port Angeles School District at info@pasd.wednet.edu.

1. Would it save more money to close Hamilton or Franklin?

No. Analysis of savings gained by closing Hamilton or Franklin are described in Options A, E, and F of the *Port Angeles School District Facilities Efficiency Task Force Report*, June 12, 2006. None of those options saves more money, and some are more costly, especially with respect to capital expenses to renovate space or move portables.

2. What is the total square footage for Roosevelt and Stevens? Is Stevens large enough for all of the district's seventh and eighth grade students combined?

The total size of Roosevelt Middle School is 72,846 square feet. The total size of Stevens Middle School is 71,553 square feet. In addition, Roosevelt has 1,300 square feet of portable space located on campus, and Stevens has 8,200 square feet of portable space located on campus. The facilities task force's analysis indicates that all of the district's seventh and eighth grade students can be accommodated at Stevens.

3. Could Monroe serve as seventh and eighth grade classroom space for overflow if Stevens were closed and Roosevelt served as the district's middle school?

Yes, it is possible, but not economical. An independent architectural review⁷ estimates the cost of opening one or two of the sections of Monroe to be from \$680,000 to \$930,000, not including operational costs. Opening all of Monroe is estimated to cost \$1.0 to 1.3 million⁸ including ex-

⁷ *Study for Reopening of Monroe School*, November 9, 2006, Gentry Architecture Collaborative and W. B. Clausen Instructional Engineers.

⁸ *Engineering Study: Port Angeles School District Monroe Elementary School*, June 2006, Quantum Engineering & Development, Inc.

penditure of the \$415,000 bond project originally scheduled for the school. The task force rejected solutions that included this re-opening because of the excessive capital costs.

4. Why was re-opening Monroe not one of the options considered?

The task force did consider and rejected re-opening Monroe Elementary School as too expensive (see *Port Angeles School District Facilities Efficiency Task Force Report*, June 12, 2006, p. 9, and Appendix E, Facilities Consolidation Option A, p. 15).

5. Why does Lincoln High School get taken off the chopping block every time? Why not bring Lincoln High School to Port Angeles High School as a “program”?

The school board has analyzed the value of closing the alternative high school building and relocating the alternative high school to the Port Angeles High School campus. During the last two rounds of analysis, the board’s view has been that not enough money was saved to justify the disruption to the alternative high school program. Most recently the board delayed consideration in order to focus more carefully all of the district’s resources and time on the middle school and elementary school closure and transition issues. The board intends to take up the issue next year.

6. Why not postpone the decision for another two months?

Postponing the decision makes it more difficult for school and district support staff to adequately plan and carry out the transition process. Delaying two months dramatically complicates the communication and planning demands by overlaying it on the 2007 Maintenance & Operations Levy work, which consumes large amounts of staff and board member time. Essentially, it’s too much all at once.

7. Why do we need to save \$1 million?

Because the district projects to lose several hundred more students over the next five years due to significant demographic trends, lack of high-wage jobs in the community, and dramatically rising housing costs. At approximately \$5,000 per student, every 100 students lost means the district loses one-half a million dollars in state revenue each year.

8. What will happen when the third and fourth grade “bubble years” come? How will they fit?

Adjustments to staff and facility assignments are based on the number of students in each grade level and the capacity of each school. The table at right shows the student headcount for all grades that would be assigned to elementary schools under Option D. Variations of this nature are accommodated in several ways, depending upon which attendance area is up or down, and by how much. Individual assignments are changed to accommodate larger and smaller enrollments each year. In some

	2006-07 Actual Headcount	2007-08 Projected Headcount
Kindergarten	291	272
Grade 1	283	270
Grade 2	318	285
Grade 3	318	312
Grade 4	307	310
Grade 5	322	300
Grade 6	286	315
Average	304	295

cases, classroom use is reassigned. In some cases, grade bands are blended. In some cases, portables are used to accommodate size variances. The district expects to redraw home attendance area boundary lines to balance the sizes of schools and classes.

9. Will there be staff cuts? Will certificated and/or paraeducators have “bumping” rights?

The task force recommendation incorporated the following list of projected employee cost savings from consolidation and realignment. Note that the estimates below include salary and benefits.

- one middle school principal (\$115,000);
- one middle school assistant principal (\$105,000);
- five teachers (\$350,000);
- three secretaries (\$150,000);
- two custodians (\$100,000).

Other staff may also be affected. Existing collective bargained agreements define seniority rights, which is normally where displacement options (“bumping”) are described. The district works very closely with employee association leadership to avoid reductions-in-force, displacement, and involuntary transfer. Hopefully, all of the reassignments can be managed through attrition and employee choice.

10. Although average class size will be 22, there are some classes with 26-29 per room. Can this be fixed?

One of the key reasons for realignment and re-boundary work is balancing variations in class sizes. One of the key outcomes of the consolidation work is expected to be reduction in variation of class sizes. In reality, it depends a great deal on how many students are enrolled each year, and stability in state and levy funding that affects the district’s ability to hire and retain teachers.

11. Should full-day kindergarten go forward?

Full-day kindergarten is one of the most effective means of improving student learning early in children’s academic careers according to national research conducted at the request of the governor’s Washington Learns Commission. The November 2006 publication *Washington Learns: World-class, Learner-focused, Seamless Education* offers the following statement about full-day kindergarten:

Most young children are ready for more than a few hours of learning opportunities in half-day kindergarten. Their eager minds and growing social, emotional and physical maturity seek out more hands-on learning and exploration, and a full day gives teachers more time to make sure children are ready for first grade. Students who attend full-day kindergarten are more likely than their peers to read at grade level, have good attendance and do well in science. Teachers and parents who already have full-day kindergarten have reported overwhelmingly positive results. (p. 22)

The report recommends that the state “subject to appropriations, starting with the 2007-2008 school year, phase in all-day kindergarten, beginning in schools with high poverty levels” (p.

23). The district’s kindergarten task force recommended full-day kindergarten for Port Angeles’ schools. If the school district has adequate space and can identify the funding, expected to be from a combination federal Title I and I-728 funds, the superintendent will recommend that the school board approve moving from extended day kindergarten to full-day kindergarten to improve students’ education in Port Angeles.

12. Are academic/social differences between Stevens and Roosevelt Middle Schools fact or rumor?

There are academic and demographic differences between the two middle schools’ populations. As in all schools, the social dynamics are unique to the school’s students, parents, and staff. The table at right displays the most recent state assessment results for the two schools. Results are very similar and vary year-to-year in subjects. Both schools are considered high performing middle schools compared to other middle schools in the state of Washington. Both schools strive to increase student success every year.

		Percent Met Standard	
Subject	Grade	Roosevelt	Stevens
Reading	6	68.9%	77.1%
	7	75.6%	75.9%
	8	70.7%	75.1%
Writing	7	79.0%	73.3%
Math	6	65.5%	56.9%
	7	66.0%	55.2%
	8	53.7%	53.9%
Science	8	47.0%	56.4%

13. What about Sequim students with parents who work in Port Angeles? Will they choose Sequim over Port Angeles? Has there been a survey of families on the “outer edges” regarding preferences for Sequim vs. Port Angeles?

The task force elected not to calculate the potential revenue loss from the departure of Sequim School District’s students attending Fairview Elementary School, nor to estimate the possible out-migration of Port Angeles School District students to the Sequim School District. The task force did calculate that the distance from Fairview to Roosevelt Middle School is over four miles less than from Fairview to Greywolf Elementary School in Sequim. Prior surveys attempting to determine the likelihood of parent decisions subsequent to a school closure were not considered reliable estimates of actual family decisions the following year (see *Port Angeles School District School Closure Report*, August 28, 2006, p.7).

14. Would it be more equitable to look at the west side for school closure particularly after the east side has already experienced a school closure?

The facilities task force considered this and determined that the “fairness” of an east or west side closure was *outweighed* by the inefficiency of closing a larger building (Hamilton) versus a smaller building (Fairview), not *requiring* an increase in the use of portable classrooms (six more) for full-time classrooms, maintaining reasonable east/west neighborhood elementary school balance across the district and shorter bus rides which are deemed preferable at the elementary level, and providing more flexibility for “bubble grades” without requiring more portable use for full-time classrooms.

15. Can Stevens Middle School accommodate all music programs currently offered for middle school students?

Yes. Members of the Facilities Efficiency Task Force visited Stevens Middle School and analyzed the capacity of the school. While the new music building's room configuration may not be as accommodating for orchestra as for band and choir, the facility was designed for, and is now used to house, the music programs offered at the middle school level.

16. Where can community members review the building accommodations, dimensions, etc. under consideration for school closure?

School plans are available for inspection at the Port Angeles School District Maintenance Department offices at 2912 South Peabody by appointment (360.457.0949).

17. How will the temporary Eighth Street bridge closures affect bus routes for students? How long will kids be on buses? How early will buses start?

The school buses will be rerouted according to the city of Port Angeles' detour plans (see Appendix G, Eighth Street Bridge Detour Routes). The bridges will affect both Option D and Option F, because all of the middle school students would be transported either to the west side or to the east side. It is possible some routes that are closer to Stevens may start ten minutes earlier. The estimated maximum time for the middle school run is one hour and seven or eight minutes. Transportation staff do not plan to change the west end routes, and the longest amount of time on the bus is one hour and twenty minutes.

18. Why did the task force recommend K-6 grade elementary schools when during the Monroe closure it was not part of a recommendation?

The second facilities task force reviewed the work of the district's Grade Level Re-Design Task Force, which was operating at the same time as the first facilities task force. The second facilities task force was asked to consider the grade level recommendations, which they did. The second facilities task force also researched the structures used in Washington State school districts, and found that K-6 configurations are the second most frequent elementary configuration used by school districts in Washington State (see *Port Angeles School District Facilities Efficiency Task Force Report*, June 12, 2006, Appendix Q, Elementary Configurations in Washington State, p. 28). Essentially, the second facilities task force determined that adjusting the grade level bands is necessary to save facilities costs, *despite* the Grade Level Re-Design Task Force's recommendation that grade level band changes would not provide instructional improvements *worth* making the changes.

19. Why not make administrative cuts rather than close more schools?

The district's Fiscal Advisory Committee recommended and the school board implemented another administrative reduction during 2006-07, cutting the Information Technology Services director position. The Fiscal Advisory Committee and the facilities task force recommended facilities savings for 2007-08; however, the reduction includes cutting two administrative positions, a

principal and an assistant principal. Over the past six years, compared to the average of districts across the state and the average of districts in our size range, Port Angeles already spends considerably less on central administration. Further cuts at this size would seriously compromise the district's ability to meet its legal responsibilities and continue student performance growth.

20. Can we adjust the start time at Stevens Middle School?

Yes. However, adjusting the start time will drive up transportation costs, which the state will not pay. School start and end times are set to balance four competing priorities: providing at least the instructional time required by state law, offering as much instructional time as local resources can support, providing as much equity across the district as local resources can support, and minimizing the amount taken from instructional time to operate buses. Currently, the district spends \$487,689 more than the state provides to fund bus operations, just to transport students to and from school, maintain, and insure the buses. Changing start times usually increases busing costs.

21. Will class sizes be larger due to school closures and re-boundarying?

Class sizes, on average, are expected to remain the same or decline after closure and re-boundary work is completed. Consolidating students into one middle school and re-drawing boundaries are expected to reduce the variations in individual class sizes from the average due to more efficient use of facilities (see *Port Angeles School District Facilities Efficiency Task Force Report*, June 12, 2006).

22. Is the district saving what was planned from the Monroe closure?

Yes, the savings realization was reported to the board the year after the closure, and the "savings" mounts each year with cost escalations due to inflation and other expense factors (like state-mandated COLAs and benefit increases, fuel cost increases).

23. Is the district spending on Monroe the capital bond money planned for Monroe? If not, why not?

The board of directors set aside the last remainder of the bond funds, the amount that was designated for the Monroe repairs, to be able to observe whether the enrollment projections were realized. Indeed enrollment continues downward, last year faster than planned, this year slower than planned, but downward nonetheless. The superintendent is considering, in light of the continuing downtrend and the facilities task force recommendation, proposing redirecting those funds. The board must hold a public hearing before deciding on such a recommendation. Until then, the capital bond money remains in the capital fund drawing interest and designated for Monroe repairs. The district has a limited amount of time to spend the funds.

24. Does the district really need to close a school at the end of this year, or can the board wait another year?

Both the Fiscal Advisory Committee and the Facilities Efficiency Task Force recommended reductions in facilities costs start next year. The district needs to cut expenses an estimated \$900,000 over the next two years. Over the 13-year enrollment downtrend, expenses must be reduced about \$6 million. Not closing at least one school will mean devastating program cuts, a choice soundly rejected by the community-based fiscal advisory committee. The state simply doesn't provide enough money to continue to operate all of Port Angeles' schools with 1,200 or 1,300 fewer students. This latest process has been underway since last year and is not a last minute decision. Budget cuts (including facilities) have been studied intensely since 2001.

25. Are Port Angeles elementary schools bigger ("super size") than other districts?

No. According to the most recent data available on elementary school size this is not true. Port Angeles' elementary schools are smaller than the average in Washington State, smaller than in districts in our size range, and smaller than in neighboring districts on the peninsulas.

26. Why is the board spending so much time considering the impact on athletics and music programs when it is the academic program that really matters to students and parents?

The board is responding to parent and patron concerns expressed at two community forums and through other channels. Through numerous releases, publications, and other tools the district has stressed the importance of the facilities efficiency work in retaining the exemplary educational programs the community values. The district has also been responding to patrons who have expressed deep concern about narrowing the curriculum and narrowing the extracurricular opportunities that comprise what the district has long described with pride as an experience that anticipates the needs of the whole child. Dozens of community members have reviewed in great detail the resources and priorities of the district and have helped to shape these key policy decisions the school board is facing squarely.

SUMMARY

Although a school closure and realignment of our schools is not a choice anyone would prefer to make, community members, district leadership and district staff all agree that retaining quality programs and opportunities for all students is very important. The school closure process is a difficult one. The board has not made decisions lightly, or quickly. The district has undergone six years of difficult budget cuts, most recently \$1.2 million in 2005. Subsequently, the Facilities Efficiency Task Force worked diligently to develop and deliver its best recommendations last school year. The board carefully studied the task force report, and then moved forward with the task force "Option D" recommendation, establishing a preliminary determination in accordance with state law. The board has held two community forums and four school closure hearings for community input and suggestions regarding the Fairview Elementary School and Roosevelt Middle School closures. School board and community member questions have been answered as fully as available data and analytical resources can support responses and conclusions. School closure reports have presented information in compliance with the board's Policy 9400,

Closure of Facilities. As always, commitment to a fair and smooth transition process for both students and staff are of utmost importance, as is communication among all involved. This second school closure report provides answers to the questions posed during the 90-day period in anticipation of the board's final determination on November 27, 2006.

Appendix B

October 12 Special Meeting A

CALL TO ORDER

The Board of Directors of Port Angeles School District No. 121 met in special session on Thursday, October 12, 2006, at 6:00 p.m. in the Stevens Middle School Library. The purpose of the meeting was to conduct a public hearing to gather comment from audience participants regarding the proposed determination to close Fairview Elementary School. Proper notification of the meeting was made according to law. In attendance were Mrs. Kelly, Mr. McClain, Ms. McLaughlin, Dr. Happe, Mr. Hinds, and Superintendent Cohn.

President Hinds provided the audience with the guidelines for audience participation at public hearings. President Hinds informed the audience that this hearing was being held pursuant to RCW 28A.335.020, that the board will carefully listen to, but not respond to their comments, and that they can use the comment cards provided if they would like answers to specific questions.

PUBLIC COMMENTS

Krista Emmett, 286 Henry Boyd Road, para-educator at Dry Creek Elementary, addressed the board, task force members, and community regarding closing Fairview Elementary School and the shifting of students. Ms. Emmett told the board that her two boys were affected by the Monroe Elementary School closure and now one son is facing another move. Ms. Emmett said it is extremely difficult and she resents the fact that good principals, teachers and staff are moved, but administration is not touched. Ms. Emmett also said that parents are not told where the wasted money goes, that the information is biased, and is not shared with the community. Ms. Emmett also told the board that two special education classes from Dry Creek Elementary are being moved to Hamilton Elementary and that these are classes that have built trust for the better of the children, but will hurt the children by moving them to Hamilton. Ms. Emmett went on to say that parents are told that there are 21 or 22 students per classroom and believes the numbers are higher. Ms. Emmett asked the board to go back to the drawing board and look at ways to cut the fat. Ms. Emmett came back to comment on pushing 6th grade into elementary and the 9th grade into middle school. She ended her comments to the board by providing a quote from her son, "We get told that our learning environment is so important, but they are ruining our learning environment."

Pam Beard, 2135 Mt. Pleasant Road, addressed the board about the closing of Fairview. Ms. Beard agrees with Ms. Emmett and has also gone through the Monroe closure, and told the board that it was a daily complaint from her daughter to go back to Monroe. Ms. Beard said we do need to look at money, but need to look at the kids. Ms. Beard's concern is what was allowed to be touched and what wasn't. Is it equitable not looking at the west side and also recommended to look at all day kindergarten when looking at a K-9 program?

Paul Lamoureux, 602 Whidby, signed up to speak to the board, but felt that it would serve his purpose better to write his question in the special meeting comment card provided for this hearing.

Tom Schindler, 3492 Little River Road, parent of two Franklin students, has sent an email, but wanted to be here and speak to the board, too. Mr. Schindler told the board that it was apparent that Franklin can't fit three units, special education, along with all day Kindergarten. Mr. Schindler asked the board to keep that in mind when thinking of things and recommended that Franklin be made into a 2 unit school to keep the MAC at Franklin. Please keep it in mind and he will continue to talk to the teachers. Mr. Schindler does see the board putting things in line, but feels that the students should be kept going to the school they started out in to smooth out the transition piece. Consider sizing in each school to allow one classroom bubble in each classroom. Allow the cohort to finish and not make it so that classroom space is so tight. Other recommendations were to find ways to take care of overflow, to allow for fewer transitions. Mr. Schindler asked the board to be considerate of the Monroe students already moved and to give them a choice of what school they would like to attend, possibly by providing a survey.

Mrs. Kelly shared a comment given to her earlier in the day concerning medically fragile students outside the city limits and emergency response time.

ADJOURN

Hearing no other comments, President Hinds adjourned the first hearing at 6:34 p.m.

Board President

Secretary to the Board

Appendix C

October 12 Special Meeting B

CALL TO ORDER

The Board of Directors of Port Angeles School District No. 121 met in special session on Thursday, October 12, 2006, at 7:00 p.m. in the Stevens Middle School Library. The purpose of the meeting was to conduct a public hearing to gather comment from audience participants regarding the proposed determination to close Roosevelt Middle School. Proper notification of the meeting was made according to law. In attendance were Mrs. Kelly, Mr. McClain, Ms. McLaughlin, Dr. Happe, Mr. Hinds, and Superintendent Cohn.

President Hinds provided the audience with the guidelines for audience participation at public hearings. President Hinds informed the audience that this hearing was being held pursuant to RCW 28A.335.020, that the board will carefully listen to, but not respond to their comments, and that they can use the comment cards provided if they would like answers to specific questions.

PUBLIC COMMENTS

Ron Jones, P.O. Box 175, addressed the board regarding two concerns. Mr. Jones' first comment was that after attending the forums, he was disappointed that the facilities task force did not inspect the buildings being considered in consolidating. Mr. Jones' second comment was in regard to closing Roosevelt Middle School and moving to Stevens Middle School and that the music room will not accommodate the orchestras as it is configured. There is no flat-floored facility that will accommodate this group, but there is space at Roosevelt.

Art Camp, 3544 Deer Park Road, told the board that there is a great need for a wrestling program. Mr. Camp has sophomore son and his involvement in the wrestling program improved his grades and he is in better shape. It would be beneficial to start looking at starting a program as the interest is there.

Mary Morgan, from the Infant Toddler Program, and a member of the transition team, spoke to the board regarding the special education program. Ms. Morgan told the board that the programs moved from Monroe Elementary to Franklin Elementary have the most vulnerable students in the district. Ms. Morgan reiterated that children have aspiration and seizure problems and the board needs to check that they have the best medical services available to them.

Krista Emmett returned to the lectern and asked the board not to change Roosevelt Middle School kids already impacted by the Monroe closure. The emotional impact should not happen to these kids again and the board should consider making the change on the west side.

Laurie Dudley, 918 East 8th Street, told the board that she recognizes that the change is needed, but wants to make sure we address the needs of students, staffing, and consistency for the Roosevelt Middle School students as they transition. Keep those issues in mind.

Hearing no further comments, President Hinds adjourned the second hearing at 7:36 p.m.

Board President

Secretary to the Board

Appendix D

October 17 Special Meeting A

CALL TO ORDER

The Board of Directors of Port Angeles School District No. 121 met in special session on Tuesday, October 17, 2006, at 6:00 p.m. in the Roosevelt Middle School Library. The purpose of the meeting was to conduct a public hearing to gather comment from audience participants regarding the proposed determination to close Fairview Elementary School. Proper notification of the meeting was made according to law. In attendance were Mrs. Kelly, Mr. McClain, Ms. McLaughlin, Dr. Happe, Mr. Hinds, and Superintendent Cohn.

President Hinds provided the audience with the guidelines for audience participation at public hearings. President Hinds informed the audience that this hearing was being held pursuant to RCW 28A.335.020, that the board will carefully listen to, but not respond to their comments, and that they can use the comment cards provided if they would like answers to specific questions.

PUBLIC COMMENTS

Kim Ciaciuch, 387 Little Loop Drive, is a parent of two children at Fairview Elementary, a special needs child at Franklin Elementary, and one child at Roosevelt. Ms. Ciaciuch told the board that her main concern is moving the special needs children from Franklin Elementary and that medically, the move is not good for the special needs kids. Ms. Ciaciuch told the board that they have started to form a community at Franklin school and the staff has autism specific training. If we are going to move these children, the specialists need to stay with them. Another concern of Ms. Ciaciuch is the K-6 reclassification, noting that the IDEA requires an appropriate environment for children with special needs. This is required. Ms. Ciaciuch is also concerned about special needs Kindergarten children, along with regular education children included in the middle school and has heard that special modifications are not in the budget.

Krista Emmett, 286 Henry Boyd Road, a para-educator at Dry Creek Elementary, spoke to the negatives associated with the school closures, noting that the emotional aspect is of great importance to her. Her list of negatives include the children affected, teachers being displaced, lost jobs, over crowded school, special needs set back, transportation, emotional problems, loss of familiarities, friends, new bullies, para educators displaced or lost jobs, long bus rides, tired children, teachers changing classrooms, resentments between principals and teachers, overcrowded music rooms, hungry children, transportation nightmares, resentments between bus drivers, emotional, stressed and uptight communities again. Ms. Emmett asked to board to consider the negatives.

Marty Petersen, 1718 West 12th Street, a special education teacher at Franklin Elementary, told the board that she was here three years ago when Monroe Elementary School closed and the kids had a rough adjustment at first, but are doing fine now. Mrs. Peterson told the board that she is not sure she can do it anymore, and adding another grade would be too much. Mrs. Petersen shared how far these kids have come and stressed to the board they need to think of the kids and remember that they are the bottom line.

Beth Hathaway, 314 View Ridge Drive, has a son in Fairview's first grade. Ms. Hathaway told the board that several years ago the out-of-Sequim students were an issue and wondered if this would reduce our funding. Ms. Hathaway told the board that Fairview families would not send kids to Roosevelt, but rather petition to attend Greywolf. Another point made by Ms. Hathaway concerned the balance of equity is concerned about the east end and the students' numerous moves and would like to see a balance in the burden and move the west side students. Transportation time is also a concern and Ms. Hathaway asked if the Stevens start time could be adjusted. Ms. Hathaway suggested that the district could save more money to close Hamilton instead or possibly Franklin asked if we would be better off taking a bigger bite now rather than later, and to move the MAC to Jefferson. Ms. Hathaway noted that Fairview is smaller and would impact fewer families. Ms. Hathaway said that she would like some kind of a response to these comments.

Sarah Methner, 1042 Straitview Drive, addressed the board to speak of the positives relating to the closures. Ms. Methner told the board that she loves that 6th grade is in the elementary schools and is positive about Roosevelt and what it has to offer. Ms. Methner told the board that she would like to see the name Fairview come with the stu-

dents. Ms. Methner said that the negatives are that parents will keep their children in the elementary years, but will send secondary students to Sequim. Ms. Methner told the board that this is a long drive and finds it hard to believe that transportation will keep travel time less than an hour. Ms. Methner recommended that a survey be done to see who will stay.

Derek Johnson, 171 Pristine Lane, a teacher at Port Angeles High School, told the board that he trusts the decisions made by the board. Mr. Johnson said that he is concerned that Fairview is the smallest school, but has the largest class sizes and would like to see fair districting no matter how many people get mad. Mr. Johnson likes Roosevelt and also wants to see that adequate science space is provided at Stevens.

Vicki Garcia, 825 Caroline, stressed the importance of special needs children staying at Franklin, noting that routine is everything and these children need to know that everything will remain the same. Ms. Garcia said that she knows the board has to make a decision, but asked that they consider these children.

Lily Thomson, 1228 West 19th, a nurse for the Port Angeles School District, told the board that she has spent 13 years as nurse with the district and that the Monroe closure was very emotional, but our community is not the only one affected by school closures. Ms. Thomson told the board that she feels that the special needs kids are very hard to move and as a nurse, she is happiest when the medically fragile children are close to emergency services. Ms. Thomson urged the board to keep in mind that the special needs kids need to stay close to the hospital.

Krista Emmett returned to the lecture, and said that she is a para-educator out at Dry Creek Elementary, and asked the board to keep in mind that there are many special education kids affected and to consider they are all over the district and to be careful when considering this.

ADJOURN

Hearing no other comments, President Hinds adjourned the first hearing at 6:45 p.m.

Board President

Secretary to the Board

Appendix E

October 17 Special Meeting B

CALL TO ORDER

The Board of Directors of Port Angeles School District No. 121 met in special session on Tuesday, October 17, 2006, at 7:00 p.m. in the Roosevelt Middle School Library. The purpose of the meeting was to conduct a public hearing to gather comment from audience participants regarding the recommendations to close Roosevelt Middle School and reopen as an elementary school. Proper notification of the meeting was made according to law. In attendance were Mrs. Kelly, Mr. McClain, Ms. McLaughlin, Dr. Happe, Mr. Hinds, and Superintendent Cohn.

President Hinds provided the audience with the guidelines for audience participation at public hearings. President Hinds informed the audience that this hearing was being held pursuant to RCW 28A.335.020, that the board will carefully listen to, but not respond to their comments, and that they can use the comment cards provided if they would like answers to specific questions.

PUBLIC COMMENTS

Tom Leinart, 3002 South Peabody, a science teacher at Roosevelt Middle School, told the board how Roosevelt learned about teaming. The teams started in 2002 and it has taken them 5 years to get where they are and are recognized all over the state. Mr. Leinart told the board that it is not possible to move this program to Stevens Middle School because of the many differences between Stevens and Roosevelt, noting that Roosevelt has 8 periods and Stevens has 6 periods. This cannot translate/transfer to Stevens. It will take two to three years to make it happen. Mr. Leinart told the board that he wants Stevens to come to Roosevelt.

Anne Shaffer, P.O. Box 2263, spoke to the board about reconsideration of Roosevelt Middle School closing. Ms. Shaffer told the board that the final recommendations are of great concern and the fact that Roosevelt is the top middle school in the district should be considered in the decision making process. Ms. Shaffer said that the priorities should be high functioning, highly trained students in our district and asked the board to look back at the criteria used to make decisions.

Kim Ciaciuch, 387 Little Loop Road, spoke to the board about Roosevelt Middle School positives, noting that Roosevelt is the reason her child was successful. Ms. Ciaciuch told the board that her daughter blossomed in middle school and is ready to take risks like the OPI science experiment. Ms. Ciaciuch said that Roosevelt's faculty dynamic makes a great experience for students. Ms. Ciaciuch said that students moving to Stevens have already made a move when Monroe Elementary closed, and noted the bridge closures occurring in the next year or so. Ms. Ciaciuch would also like to see a whole new persona established for the new 7-8 grade middle school.

Leslie Perizzo, 5343 South Mountain Terrace Way, spoke to the board regarding the school closures. She is the parent of a 7th grade daughter at Roosevelt Middle School and a daughter in the MAC program at Franklin Elementary. Ms. Perizzo told the board that she agrees with Mr. Leinart and would like to see Stevens move to Roosevelt, noting that the A-Teams have contributed to the success of the Roosevelt students, and that there are not as many programs available at Stevens. Ms. Perizzo told the board that she doesn't want to sound racist, but the reason she moved to the east side of town is because of the problems in the Stevens area she's heard about from parents and administrators. Ms. Perizzo doesn't want her daughter to experience the social problems that Stevens and the west side have. Ms. Perizzo asked the board to provide the square footage of the buildings. Ms. Perizzo commented on traffic control issues are a concern when the bridges are being worked on and said the academic achievement is higher at Roosevelt. She wants to know why one of the first options was not considered and why does Choice get taken off the chopping block every year.

Steve Anderson, 1093 Strait View Drive, spoke to the board regarding the school closures.

Mr. Anderson told the board that if we are going to make this move, this is the best facility for students to come to and asked the board to make this a positive move for the kids. Mr. Anderson recommended better sports programs for the kids and as far as a wrestling program, there is no junior high program and Port Angeles is long-overdue, and it is hard to compete in high school if it doesn't start in junior high.

Jeff Bowman, 3753 Canyon Circle, and a parent of an 8th grade Roosevelt Middle School student. Mr. Bowman weighed in with others that Roosevelt is a cut above the Stevens Middle School. Mr. Bowman suggested that the Monroe building be used for alternative space by 7-8 grade classes. Mr. Bowman told the board that by keeping the 6th grades in elementary, he suggested the board consider expanding the MAC program to run K-6th grade.

Lance Norton, 3015 East Myrtle, told the board he worked for the OESD as a drug and alcohol prevention specialist in both Stevens and Roosevelt. Mr. Norton's concern is that the students will have fewer chances to play in sports. Mr. Norton does not want to see either middle school closed and that both schools offer good things. Mr. Norton also told the board that transportation poses the biggest problem. Mr. Norton told the board that he works for Peninsula College and does not blame the district for academic problems, but closing will make many things difficult.

Krista Emmett returned to the lectern and told the board that she feels that all of the options have not been weighed. She wanted to know why we can't postpone the decision?

Laurie Dudley, 918 East 8th street, told the board that she had a discussion at Franklin and learned that there was a 3rd and 4th grade bubble and wants to know what will happen if this occurs again.

Vickie Garcia, 825 Caroline, thanked the board for the time to speak and said she moved to Port Angeles 1½ years ago from California. Ms. Garcia told the board that she has the feeling the issue has already been decided and this hearing is just a political move.

Harriette Shaefer, 880 Key Road, asked that this move not be made for another year. It is a very short time to accomplish this move.

Hearing no further comments, President Hinds adjourned the second hearing at 7:50 p.m.

Board President

Secretary to the Board

Appendix F

District Counsel Letter of Advice

Miller & Shea, P.S.
A PROFESSIONAL SERVICES CORPORATION
ATTORNEYS AT LAW

Craig L. Miller Christopher O. Shea

November 17, 2006

Gary Cohn
PORT ANGELES SCHOOL DISTRICT #121
Central Service Building
216 East Fourth Street
Port Angeles, WA 98362

RE: CLOSURE OF SCHOOLS AND PROPOSAL TO REORGANIZE GRADES

Dear Gary:

You have requested that I review the impact, if any, of the Board's consideration of a parent proposal to reorganize the grades within buildings, upon the procedure which is currently underway for consideration of closing two schools. I have reviewed the proposal for reorganization, as well as the statutes which govern school closure. Based upon that review, it is my opinion that consideration of grade reorganizations, either during or after the school closure process, does not affect that process.

The statute governing school closures, RCW 28A.335.020, falls within the chapter of the school district statutes governing "School District Property". The cases and Attorney General's opinions that have dealt with school closures have all arisen in the context of a process which involves the discontinuation of use of a piece of school district property. None of these cases has arisen in the context of a decision that involves the method by which the property is used, as opposed to decisions of whether property will be used at all.

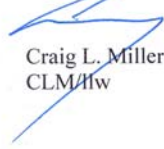
School district reorganizations within existing and open property of the district, fall within the general powers of the school board and district to act as a municipal corporation with authority to transact all business necessary for it to perform its purpose, RCW 28A.320.010, and/or within the authority of the school board to make such policies as are necessary for the operation of the district, RCW 28A.320.015.

I therefore see no legal impediment to consideration by the Board of a proposal to reorganize grades within the buildings that may remain after school buildings are closed.

If you have any questions, please give me a call.

Very truly yours,

MILLER & SHEA, P.S.


Craig L. Miller
CLM/HW

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(360) 457-3349 ♦ (360) 457-3379 Fax
e-mail: attorneys@millershefler.com

Appendix G

Eighth Street Bridge Detour Routes



Traffic Management

Port Angeles 8th Street Bridge Replacements Project



Appendix H Middle School Athletics Program and Participation Comparison

Box 1

2003-06 TOTAL BOTH MIDDLE SCHOOLS					2007-08 STEVENS ATHLETICS - NO Program Additions			
M/F	Total # MS Teams	3 Yr. Ave. Participants	Roster Spots Available	Total # MS Coaches	Total # MS Teams	Roster Spots Available	Roster Spots Lost	Total # MS Coaches
B	2	60	80	4	1	40	40	2
G	4	52	52	4	2	26	26	2
B	2	25	40	2	1	20	20	1
G	2	20	40	2	1	20	20	1
B	4	52	52	4	2	26	26	2
G	4	50	52	4	2	26	26	2
B/G	2	118	150	6	1	75	75	3
TOTALS	20	377	466	26	10	233	233	13

Box 2

PROPOSED 2007-08 STEVENS ATHLETICS PROGRAM TEAM ADJUSTMENTS							
	Total # Teams	Team Structure	Roster Spots Available	Roster +/- from Current	# Coaches Required	Coaches +/- from Current	Coaches +/- 07 No Prog. Add
B	2	V & Jv	60	-20	3	-1	1
G	4	V, V, JV, JV	56	-4	4	0	2
B	1	V/JV	20	-20	1	-1	0
G	1	V/JV	20	-20	1	-1	0
B	3	V, V, C	40	-12	3	-1	1
G	3	V, V, C	40	-12	3	-1	1
B/G	1	CO-ED	40	40	1	1	1
B/G	1	CO-ED	100	-50	4	-2	1
TOTALS	16		376	-90	20	-6	7

Box 3

PROPOSED 2007-08 STEVENS ATHLETICS PROGRAM COST COMPARISON						
2007 PROPOSED	# Coaches Change	Coach Cost Change	# Teams Change	Equipment Needs	Transportation Change	Cost To Implement
B	-1	\$ (2,850.00)	0	\$ -	\$ (500.00)	\$ (3,350.00)
G	0	\$ -	0	\$ -	\$ -	\$ -
B	-1	\$ (2,200.00)	-1	\$ -	\$ (375.00)	\$ (2,575.00)
G	-1	\$ (2,200.00)	-1	\$ -	\$ (375.00)	\$ (2,575.00)
B	-1	\$ (2,850.00)	-1	\$ -	\$ -	\$ (2,850.00)
G	-1	\$ (2,850.00)	-1	\$ -	\$ -	\$ (2,850.00)
B/G	1	\$ 2,500.00	1	\$ 2,000.00	\$ 1,100.00	\$ 5,600.00
B/G	-2	\$ (6,050.00)	-1	\$ -	\$ -	\$ (6,050.00)
TOTAL	-6	\$ (16,500.00)	-4	\$ 2,000.00	\$ (150.00)	\$ (14,650.00)

Appendix I Elementary Transition Team Membership

	Transition Team Composition	Members
1	Dry Creek Principal	Kate Wenzl
2	Dry Creek Staff Member	Jeanne Wolfley
3	Dry Creek Parent Representative	Michele Haworth
4	Fairview Principal	Doug Hayman
5	Fairview Staff Member	Kathy Millar
6	Fairview Parent Representative	LeAnn Johnson
7	Franklin Principal	Nancy Pack
8	Franklin Staff Member	Debra Roos
9	Franklin Parent Representative	Holly Juskevich
10	Hamilton Principal	Loren Engel
11	Hamilton Staff Member	Gunnar Thomason
12	Hamilton Parent Representative	Karen Fox
13	Jefferson Principal	Michelle Olsen
14	Jefferson Staff Member	Theresa Schmid
15	Jefferson Parent Representative	Vicki Helwick
16	Stevens Sixth Grade Staff (2)	Kat Dadd
17		Sarah Jensen
18	Roosevelt Sixth Grade Staff (2)	Leah Bauman
19		Darren Mills
20	Music Staff Member	Ron Jones
21	Special Education Staff Member	Mary Morgan
22	Physical Education Staff Member	Stephanie Gochnour
23	Elementary Para-educator Representative	Theresa Rothweiler
24	Maintenance and Custodial Representative	Nolan Duce
25	Elementary School Secretary Representative	Julie Smith

Appendix J

Middle School Transition Team Membership

	Roosevelt Middle School Representatives	Stevens Middle School Representatives
1	Michelle Devlin T	Carol Sinton
2	Brooke Hendry T	Bryan O'Donnell
3	Donette Hope T	Bret Curtis
4	Katie Ross	Brenda Lipe
5	Campbell Kirkman T	Paul Reed/ Staci Poythress
6	John Kilzer	Ed Donahue
7	Paul Brinkman	Sara Jensen/ Kat Dadd
8	Tami Schmitt	Shirlene Fitzwater
9	Bonnie Hansen	Jodie Smilay/ Jenny Jacobson
10	Penny Fiscalini	Lisa Cornelson
11	Butch Webb	Nikki Tomason
12	Mike Knowles/ Mimi Tiderman	John Wagner
13	Brenna Mack	Tally Swanson

	Middle School Transition Leadership Team Roosevelt Middle School Representatives	Middle School Transition Leadership Team Stevens Middle School Representatives
12	Diane Metcalf, Principal	Chuck Lisk, Principal
13	Jeff Lunt, Assistant Principal	Jeri Goebel, Assistant Principal

Appendix K

State Statute: RCW 28A.335.020

School closures – Policy of citizen involvement required – Summary of effects – Hearings – Notice

Before any school closure, a school district board of directors shall adopt a policy regarding school closures which provides for citizen involvement before the school district board of directors considers the closure of any school for instructional purposes. The policy adopted shall include provisions for the development of a written summary containing an analysis as to the effects of the proposed school closure. The policy shall also include a requirement that during the ninety days before a school district's final decision upon any school closure, the school board of directors shall conduct hearings to receive testimony from the public on any issues related to the closure of any school for instructional purposes. The policy shall require separate hearings for each school which is proposed to be closed.

The policy adopted shall provide for reasonable notice to the residents affected by the proposed school closure. At a minimum, the notice of any hearing pertaining to a proposed school closure shall contain the date, time, place, and purpose of the hearing. Notice of each hearing shall be published once each week for two consecutive weeks in a newspaper of general circulation in the area where the school, subject to closure, is located. The last notice of hearing shall be published not later than seven days immediately before the final hearing.

[1983 c 109 § 2. Formerly RCW 28A.58.031.]

Notes:

Application of RCW 43.21C.030(2)(c) to school closures: RCW 43.21C.038.

Appendix L

Policy 9400, Closure of Facilities

The board of directors has the authority to close a school building, without additional process, when an unforeseen natural event or mechanical failure causes a facility to become unsafe, unhealthy, inaccessible, or inoperable.

Prior to the closure of a school facility for foreseen circumstances, such as for instructional purposes, the board shall have prepared a written analysis which considers the following issues:

- A. Projected or actual enrollment declines and the likelihood that they shall remain permanent;
- B. The effect that the disposition or retirement shall have on other facilities and on the district's educational program offering;
- C. Student and staff displacement, including transportation costs to new facilities and staff reassignment;
- D. Cost and feasibility of renovation;
- E. Financial considerations in terms of such factors as staff costs, operating and maintenance cost, the potential revenue from sale or lease of property, the cost of closure and transferring operations elsewhere;
- F. Safety, health and fire regulations; and
- G. Whether or not the facility may effectively be used for other purposes.

During a ninety-day period following the presentation of the written analysis, and following a proposed determination by the board to close a school, the board shall conduct hearings to receive testimony on any issues related to the closure of a school. Each hearing notice shall be published once each week for two consecutive weeks in a newspaper of general circulation which serves the area where the school is located. The hearing notice may provide notice of more than one hearing. The last notice shall be published at least seven days prior to the hearing. The notice shall contain the date, time, place, and purpose of the hearing. Comments received from interested parties shall be used for advisory purposes only. Further analysis of the comments or other materials received by the board shall not extend the ninety-day period from the board's initial proposed determination. The final determination of whether a facility shall be closed or remain open shall be made by the board after expiration of the ninety-day period.

Legal References:

RCW 28A.150.290(2)	State superintendent to make rules and regulations
RCW 28A.320.010	Corporate Powers
RCW 28A.335.020	School Closures
RCW 28A.335.030	Emergency School Closures exempt from RCW 28A.335.020

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Port Angeles School District