

Port Angeles School District
School Closure Report
August 28, 2006

BACKGROUND

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

As a result of the district's Fiscal Advisory Committee 2005-06 Report, the Port Angeles School Board recognized that even after trimming \$600,000 to balance the 2006-07 budget difficult decisions would need to be made to assure that the district would maintain an appropriate fiscal balance for the 2007-08 school year and beyond. The Fiscal Advisory Committee members recommended that the school board not make further cuts in programs or staff, but rather gain nearly \$900,000 in savings from reducing facilities expenses the two years following 2006-07. Therefore, at their January 23, 2006 board meeting, board members approved the re-establishment of the Facilities Efficiency Task Force to examine enrollment data and comparative statistics, and to develop a recommendation regarding the efficiency of district-operated facilities.

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

The Facilities Efficiency Task Force recommended that the board accept "Option D", a K-6, 7-8, 9-12 configuration. 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 Choice Community School students and staff into a vacated contiguous space on the Port Angeles High School campus in 2008-09. However, at the June 26, 2006 board meeting, the board decided not to address the Choice Community School relocation now, and to focus on the K-8 element of the plan only during this summer and fall of 2006.

Critical attributes of Option D, and the second and third choice options that survived the analysis process, are summarized below.

Option D

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 configura-

tions 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 (7-8) program is located at Stevens Middle School, which responds to the heavily western distribution of middle school students within the district.¹ The Stevens campus spread-out configuration is also felt to be more acceptable for older students than for elementary students. Choice Community School would move into vacated contiguous space at the Port Angeles High School campus in 2008-09, which is year two of this recommendation. However, at the June 26, 2006 board meeting, the board decided not to address the Choice Community School relocation now, and to focus on the K-8 element of the plan only during this summer and fall of 2006.

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

Option F

Option F 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. By moving to a K-6 model, the district would transition to a model that is used successfully in many other school districts. This option closes the Hamilton Elementary School facility *at the start of*

¹ Student distribution data for the task force report was developed at the date of option analysis. Student geographic distribution at any grade level or band of grades varies from year to year.

the 2007-08 school year and relocates the entire school program to the Stevens Middle School campus, keeping those students in essentially the same neighborhood area.

This option will keep the best east/west elementary balance where “neighborhood schools” and shorter bus rides are deemed preferable, even though it does put more elementary classrooms (+6) into portables. 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 with most other options.

The one middle school (7-8) program will be at Roosevelt Middle School, causing longer bus rides for more middle school students due to the heavily western distribution of middle school students within the district. Choice Community School would move into vacated contiguous space at Port Angeles High School campus in 2008-09, which is year two of this recommendation. This option allows flexibility for the long-range facilities committee to do its work.

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

Option E

Option E re-aligns grades to K-6, 7-8, allowing the least number of school transitions for students across the system. This option permits families with multiple elementary students (K-6) to keep them in one school where they can concentrate their family support efforts. This option closes Hamilton Elementary School. Option E forces complete re-boundary work across the district to move elementary school students into Roosevelt Middle School at the start of the 2007-08 school year. This skews the east/west elementary attendance balance to the east, away from the majority of the students who live on the west side of the district. It requires more elementary classrooms to be in portables, and leaves little room for growth.

The one middle school (7-8) program is at Stevens Middle School, and Choice Community School would move onto the Port Angeles High School campus in 2008-09, which is year two of this recommendation.

Capital costs for this option are estimated at \$40,000, to move another portable onto the Jefferson site.

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

Appendices to this report are:

Appendix A, Facilities Consolidation Option D

Appendix B, Facilities Consolidation Option E
Appendix C, Facilities Consolidation Option F
Appendix D, State Statute: RCW 28A.335.020
Appendix E, Policy 9400, Closure of Facilities

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

Community forums focusing on the June 12, 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 e-mail input, have been compiled in a *Community Forums Report* and posted to the district's website for community review. The report was provided to community forum participants who requested it be mailed to them.

A number of issues surfaced with respect to all of the viable options studied by the task force: special needs program concerns, retention of 6th grade programs, middle school athletics and music programs, busing time and costs, the importance of transition time for staff and students, and the impact of these changes on existing facilities and programs. In addition to voicing their concerns and suggestions, participants asked numerous questions of district staff and board members.

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 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.

The board of directors should determine which schools to propose for closure at its August 28, 2006 meeting. After the end of the required ninety-day period, and after receipt of any further information determined by the board to be necessary to its decision, the board must convene in either a regular meeting or special meeting to make a final decision on whether to close one or more schools. For purposes of avoiding dispute, even though both of the middle school facilities would remain open if the board of directors selects Options D or F, the consolidation of the 7th and 8th

grade students and staff into just one of existing middle school facilities is being treated as a “closure” under the statute.

SCHOOL CLOSURE ISSUES

In response to the volume of community input and at the conclusion of the board’s discussion session with the task force members, a number of issues were identified for staff analysis. These issues have been framed as questions for research and response by district administrative staff. Many questions were collected during the forum process. This report includes a synthesis of questions and answers that can be provided at this time; additional questions will need to be answered during transition processes. The answers are supplemental to the information contained in the Facilities Efficiency Task Force Report.

1. How will moving 6th grade to the elementary school impact self-contained programs serving K-5 students?

The transition teams will determine specific needs and additional resources at each school.

2. Where will students in the preschool, infant toddler, special needs, and middle school self-contained programs be served?

The transition teams will make this determination based on site availability and program coherence.

3. Will band continue in 6th grade elementary schools?

Our intentions and expectations are to continue to maintain existing programs. The transition teams will develop plans to optimize the schedules of the music specialists in the five elementary schools.

4. Will consideration be given to add counselors to the elementary programs?

Yes. The Counseling and Student Support Services Task Force studied program needs of students and staff. The board of directors asked the superintendent to form a successor committee to develop and present a recommendation to the board during 2006-07.

5. Will consideration be given to adding assistant principals to the larger elementary schools?

The number of students needed to generate a second building administrator will not be met with the projected number of students anticipated under the current options. The estimated savings counts on reduction of the full administrative team at one of the middle schools, and no additions to the administrative structure of the district.

6. What electives will be provided to 6th grade students?

This will be determined by the elementary transition team and building site teams.

7. Will there be a Seminar Program at Stevens?

Our intention and expectation is to maintain existing programs. Curriculum adjustment decisions will be made at the middle school consistent with past practices and the approval of the school board.

8. What will the length of the school day be for K-3 and 4-6 students?

The district will continue to comply with the Washington State Basic Education Requirements at each school. The specific start and ending time will be determined for each school to respond to program needs and maximize the efficiency of the transportation schedules.

9. Will there be adequate playground supervision at the elementary schools?

Yes, playground supervision will continue to be allocated based on the district's personnel assignment model.

10. Why can't the school board wait longer to make a decision about closing a school?

In order to provide the statutory 90-day period, which must include two hearings on a proposed closure, the board must make a preliminary decision no later than August 28, 2006 for a November 27, 2006 final decision. The task force recommends making a decision as soon as possible to give the staff adequate time to plan transitions. This helps keep focus on the district's primary goal: providing the best education for students K-12. This also is respectful of the district staff who are critical to school success, and gives parents ample time to prepare to transition their students.

11. How will the length of time elementary and middle school children ride the school bus be impacted by a school closure?

The plan is to continue to keep the time students ride buses to an hour or less regardless of which plan the school board selects. There will continue to be a few exceptions for students who live in some of the more remote areas in the district.

12. How will facility accommodations be provided to ensure classroom space meets the requirements of special needs students?

Program and student needs will determine the optimal space necessary to deliver a quality educational experience.

13. Will school boundaries be redrawn and if so, when will this be completed?

Yes, it will be necessary to redraw elementary school attendance boundaries. Boundary changes should be finalized by June 2007. The district's Parent Leadership Group has been designated by the superintendent to serve as a boundary review committee.

14. When will bus routes be made available that reflect the school closure and boundary changes?

The bus routes will be established and parents notified in the third week of August 2007 as usual.

15. Has the district considered the economic impact of students currently attending Fairview deciding to go to the Sequim School District?

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 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.

16. Does changing Roosevelt Middle School to an elementary school meet the needs of younger students?

Roosevelt Middle School will provide greater opportunities and serve more students from currently overcrowded schools. The drinking fountains and bathroom facilities in Roosevelt Middle School will meet the needs of our students.

17. How can the closed facilities be used by the community?

Community and district needs will be considered in the future use of buildings. The district is committed to maintaining the integrity of the community's buildings while keeping the future needs and potential growth of the district in mind. The grounds and exterior will be maintained to keep the school from deteriorating. Enough heat will be maintained to prevent moisture damage. Damage will be repaired quickly as is the case at schools that are occupied. If enrollment continues downward as expected and remains lower, the school board likely will consider sale of properties in the future.

18. Have alternatives for facility use been considered so that closed facilities are not left vacant?

Not at this time.

19. Will current elementary facilities accommodate the increase in music programs (e.g., band and elementary strings programs)?

The district has determined that there is adequate space at each of the buildings. The site and transition teams will determine the best location for the programs.

20. Will athletic programs be available to 6th grade elementary students?

Currently there are no 6th grade athletic programs offered by the school district and no changes are anticipated as a result of the transition of 6th grade back to elementary schools.

21. Where will self-contained students be served?

Each option takes into consideration the needs of special education students. The location varies with each option. Board members have expressed a desire to examine best options for special education students irrespective of which task force option they might select.

22. Will there be a 6th grade MAC located at Franklin Elementary School?

The answer to that question is not known at this time. Specific curriculum decisions and program transition decisions will be made at the school level with staff and community input, and with board oversight and approval for significant program changes.

23. Will there be an alternative program for students in grades 7-8.

The task force did not entertain discussions concerning an alternative program for students in grades 7 and 8. The school board has asked the superintendent to consider an alternative for middle school students. That consideration will occur during the transition process.

24. Will athletic programs be added to the remaining middle school for grades 7-8?

Making these necessary adjustments in facilities is expected to provide enough savings that the district could consider enhancing extra-curricular opportunities in the future.

25. Will the autism and pre-school programs at Jefferson Elementary School be moved to a facility that can provide more space and opportunities for the students?

The placement of pre-school programs likely will be determined by the task force option selected by the board of directors. The school board may decide to adjust program locations irrespective of the assumptions contained within any particular task force option. Special education program coherence is a priority for grade level transitions and mainstreaming.

26. Where will self-contained students be served?

The task force assumed that if the school board selects Option D from the Facilities Efficiency Task Force recommendations, all of the special education students now served at Franklin Elementary School will be moved to the Roosevelt building which is well-prepared for them. However, the school board could review alternatives to a special education move that would adequately balance facility use across elementary schools.

27. What happens to students who want to attend schools outside their neighborhood?

The current policies and procedures for attendance outside neighborhood boundaries will still apply. Consideration for students that have been attending schools outside their neighborhood will be handled on a case-by-case basis. Students attending the neighborhood school will be given first priority.

28. Is there enough classroom space to house all 7th and 8th grade students at Stevens Middle School?

According to the Facilities Efficiency Task Force Report, the facility, along with existing portables, can accommodate the estimated 577 students. Task force members walked through every school with the principal of the school to determine the number of classrooms to consider in their deliberations. They did not assume availability from district documents.

29. Why does the task force estimate it would take \$1.2 million to re-open Monroe Elementary School when the district allocated only \$400,000 of bond money to repair it?

This is a complex item. The essence of answer is that the original estimate for Monroe Elementary School's major repairs was set at approximately \$1.2 million. After the "Jefferson bond" failed twice, the amount was reduced to the point that the Monroe Elementary School allocation fell to \$415,000. This was the amount necessary to replace controllers and other "modular" components of the HVAC system, but not to acquire heat pumps to replace the portion supplied heat by the old boiler and heat exchangers. Subsequently, the in-slab radiant heat piping has deteriorated, making the older wing of the school uninhabitable for lack of heating. Students can not be relocated to Monroe Elementary School if the facility can not provide heat. This is the core of the code compliance notion. Had these pipes deteriorated while students were in place, it would have been very, very difficult and expensive. That would have necessitated moving children and doing the HVAC replacement immediately (without adequate funds allocated to complete the task). The district is not facing a major code compliance situation with Monroe Elementary School, at least of the sort apparently envisioned by folks who believe it means everything from door openers to curb cuts, to lighting, to fire sprinkler and water fountain replacements. The district was earlier advised that the costs associated with replacing the heating, plumbing and electrical systems at Monroe would, in all likelihood, exceed the remodel percentage threshold under County permitting rules. This would require the whole building to be brought up to current code. This was recently confirmed verbally with county's Department of Community Development staff. It really depends on the extent of the work that is undertaken.

TRANSITIONS

The staff and school board are committed to providing a coherent educational experience for every student and a smooth transition of 6th grade programs to the elementary schools. The addition of 6th grade students necessitates collaborative planning to build new learning communities with contributions and support from staff, students and families. (Note that the

students will not move “to” the elementary school, but rather stay there one more year; it is the teachers and support staff who will move “from” the middle school.)

The principals, staff, and parents at elementary schools will contribute to a transition team responsible for studying, planning, and implementing the changes needed to create desirable K-6 programs, services and operations. Communication among the staff of the middle schools, elementary schools, and central services is critical for district alignment. To ensure that students are provided aligned programs and opportunities (e.g., music, strings, band), it will be necessary that members of the school site teams, representatives from the district’s 6th grade staff, and elementary principals have the opportunity to meet and share strategies.

A middle school transition team, chaired by the assistant superintendent for secondary programs, will be assembled and consist of members representing a variety of constituents, including teachers, parents, and students. The focus will be on effective transition planning to enable the least disruption, and planning for the most effective instruction for this year and future years. There will be opportunities to provide input during the transition planning process.

School and district teams will maintain communication with stakeholders and the school board through electronic messaging, newsletters, continuous school improvement plan reports and a district timeline.

SUMMARY

Although a school closure and realignment of our schools is not favored, there is agreement on retaining quality programs and opportunities for all students. In addition, commitment to a fair and smooth transition process for both students and staff are of utmost importance, as well as communication among all involved.

Additional questions about facilities or budget items may be sent to the Port Angeles School District at **budget_questions@pasd.wednet.edu**. Budget suggestions may be sent to **budget_suggestions@pasd.wednet.edu**.

Appendix A

Facilities Consolidation Option D

Realigns to K-6, 7-8.
Closes Fairview and moves Choice onto PAHS campus

| 2007- 08 Option D | | | | | | | | | | | | | |
|---|-------------|----------|--------|--|-----------|----------|-----------|-------------|-----------|---------|--------|------|---------|
| Realigns to K-6, 7-8. Closes Fairview and moves Choice onto PAHS campus | | | | | | | | | | | | | |
| 07-08 | | Fairview | Monroe | Franklin | Jefferson | Hamilton | Dry Creek | PAP | Roosevelt | Stevens | Choice | PAHS | Balance |
| Totals | | | | 3 unit | 2 unit | 2 unit | 3 unit | | 3 unit | | | | |
| 260 | K (all day) | | | 60 | 40 | 40 | 60 | 0 | 60 | | | | 0 |
| 288 | 1 | | | 66 | 44 | 44 | 66 | 2 | 66 | | | | 0 |
| 266 | 2 | | | 61 | 41 | 41 | 61 | 1 | 61 | | | | 0 |
| 326 | 3 | | | 75 | 50 | 50 | 75 | 1 | 75 | | | | 0 |
| 321 | 4 | | | 73 | 49 | 49 | 73 | 3 | 74 | | | | 0 |
| 307 | 5 | | | 70 | 47 | 47 | 70 | 3 | 70 | | | | 0 |
| 313 | 6 | | | 71 | 48 | 48 | 71 | 3 | 72 | | | | 0 |
| 281 | 7 | | | | | | | 5 | | 276 | | | 0 |
| 305 | 8 | | | | | | | 4 | | 301 | | | 0 |
| 293 | 9 | | | | | | | | | | 0 | 293 | 0 |
| 326 | 10 | | | | | | | | | | 0 | 326 | 0 |
| 273 | 11 | | | | | | | | | | 0 | 273 | 0 |
| 244 | 12 | | | | | | | | | | 0 | 244 | 0 |
| 3803 | | 0 | 0 | 476 | 319 | 319 | 476 | 22 | 478 | 577 | 0 | 1136 | 0 |
| Reg Ed Classrooms | | 0 | 0 | (21) | (14) | (14) | (21) | (1) | (21) | (23) | 0 | (46) | (161) |
| SpEd Classrooms | | 0 | 0 | (2) | (3) | (5) | (2) | | (5) | (4) | 0 | (10) | (31) |
| Inside Classrooms Available | | 0 | 0 | 23 | 14 | 20 | 24 | 1 | 27 | 26 | 0 | 71 | 206 |
| Classrooms left / (needed) | | 0 | 0 | 0 | (3) | 1 | 1 | 0 | 1 | (1) | 0 | 15 | 14 |
| K-3 S.C. SpEd | | 0 | | 0 | 0 | 37 | 0 | | 17 | | | | 54 |
| 4-6 S.C. SpEd | | 0 | | 0 | 0 | 13 | 0 | | 25 | | | | 38 |
| 7-8 S.C. SpEd | | | | | | | | | | 39 | | | 39 |
| 9-12 S.C. SpEd | | | | | | | | | | | 0 | 66 | 66 |
| | | | | | | | | | | | | | 197 |
| PROS | | | | | | | | CONS | | | | | |
| >\$400,000 in bond money is not spent | | | | >Harder to balance class sizes | | | | | | | | | |
| >Buildings do have some capacity for growth | | | | >No East/West middle school balance | | | | | | | | | |
| >Exceeds goal of \$900,000 in savings | | | | >Longer bus rides for middle schoolers | | | | | | | | | |
| >East/West elementary balance | | | | >Portable moving cost of \$40,000 | | | | | | | | | |
| >Does balance elementary school size | | | | | | | | | | | | | |
| >Maintains Current 3 school transitions | | | | | | | | | | | | | |
| >No change in Portable usage, but must move 1 to Jefferson | | | | | | | | | | | | | |
| TOTAL SAVINGS ESTIMATE= \$960,000/YR : | | | | | | | | | | | | | |
| 1 M.S. Principal (\$115,000), 1 Asst. Principal (\$105,000), 5 Teachers (\$350,000), 3.0 Secretaries (\$150,000), 2.0 Custodians (\$100,000), Utilities (\$120,000), 1/2 M.S. Sports (\$20,000) | | | | | | | | | | | | | |
| Note: Do this in two steps, first year-realign grade levels & close Fairview (saving \$750,000/yr), second year-move Choice Alt program to PAHS campus (saving \$210,000/yr) | | | | | | | | | | | | | |

| | |
|---|---|
| <p>PROS</p> <ul style="list-style-type: none"> • \$400,000 in bond money is not spent • Buildings do have some capacity for growth • Exceeds goal of \$900,000 in savings • East/West elementary balance • Does balance elementary school size • Maintains Current 3 school transitions • No change in Portable usage, but must move 1 to Jefferson | <p>CONS</p> <ul style="list-style-type: none"> • Harder to balance class sizes • No East/West middle school balance • Longer bus rides for middle schoolers • Portable moving cost of \$40,000 |
|---|---|

Appendix D

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 E

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 |

Adoption Date: 03/08/04
Port Angeles School District