

**Port Angeles School District**  
**Elementary Transition Team**  
*Summary Report*  
**July 16, 2007**

**SUMMARY**

The Elementary Schools Transition Team (see Appendix A), chaired by Assistant Superintendent Mary Hebert and comprising principals, staff, and parents from the five elementary schools, contributed to a team responsible for studying, planning, and implementing the changes needed to create desirable K-6 programs, services and operations during the reorganization of our schools in September.

The group was appointed by the superintendent after the board of directors' August 28 pre-determination to close Fairview Elementary School and to move Fairview students and staff to the present Roosevelt Middle School, to combine the two middle schools in a 7-8 grade format on the Stevens Middle School campus, and to adapt to a K-6 grade format at all elementary schools.

Facilities Efficiency Task Force Option D, selected by the board of directors on August 28, carried several program implications that the elementary transition team addressed in its deliberations.

Several distinct program offerings, in addition to those identified in the community forums, were considered by the transition team: facilities, daily schedules, transportation, emergency services, attendance boundaries, grade six music delivery, physical education and other electives for sixth graders, special education programs, Franklin's Multi-Age Classroom, and all day kindergarten.

An appendix to this report is:

Appendix A, Elementary Transition Team Membership

**SUPPORT SERVICES**

**Facilities**

A summary was prepared by a member of the Elementary Transition Team to analyze current classrooms, and current student enrollment rolled forward to apply to classroom units. Option D is designed to accommodate 13 units per grade level. Current grade level units were summarized as follows:

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

Elementary school facilities vary in challenges and opportunities by their design. Some schools have a cafeteria, gym, multi-purpose room and additional classrooms for special services (i.e.,

speech, reading, physical therapy) and other schools are limited by their design. Availability of space impacts scheduling of meal services and specialist services which are delivered simultaneously at some schools. Strings, general music, band, and physical education classes needed special consideration to avoid a negative impact on classroom instruction due to volume, activity and proximity. Special education classes have varied needs including: availability of bathroom and changing areas, approved playground facilities, storage of and access to equipment, mobility of students and equipment needs (i.e., wheelchairs, walkers), along with space consideration for the number of adults required for supervision and instruction. A goal of the transition team was to maintain existing programs and provide program opportunities to maximize student learning.

Franklin, Dry Creek and Roosevelt will be “three unit” schools, i.e., each will house three classrooms per grade level (three kindergartens, three first grades, three second grades, etc.). Jefferson and Hamilton and are expected to be “two unit” schools, i.e., each will house two classrooms per grade level. Hamilton’s general education population will be reduced to accommodate more special education students.

The transition team analyzed the existing rooms, space and programs at Franklin and determined that the additional rooms necessary to implement all day kindergarten, the addition of sixth grade classrooms and band required that two programs move to Roosevelt. In addition, the transition team noted that Franklin becomes a two unit school with the third unit becoming the MAC program. Three sections total, as described in Option D, require two regular education sections in grades 1-6 and the third section is assigned to MAC for grades 1-6. This discovery was significant and a necessary transition from the current configuration where Franklin currently serves more than 3 sections per grade level in grades 4 and 5.

The ETT made a site visit to each school and reviewed space, program, and classroom availability to prepare for the implementation of programs and services in Option D. Discussions centered on the delivery of music, special education programs, including pre-school which was not addressed in Option D, and implementation of all-day kindergarten. In addition, discussions occurred regarding the location of food services, competing special programs and delivery of physical education, speech, Title I, occupational therapy and physical therapy, Head Start, tutoring and opportunities and barriers to the scheduling of these programs and services.

The ETT presented one recommendation that has not previously been considered by the board of directors; the team recommended that one additional portable be placed at Dry Creek Elementary School to provide flexibility and program implementation. This creates opportunities for space challenges on the west side of the district.

Option X, an additional option recommended by a community member as an alternative to Option D, was reviewed by an extended committee assigned by the superintendent, but it did not reach full support by the committee as a viable option.

### **Daily Schedules**

Daily schedules impact the district’s compliance with the Basic Education Act requirements and employee agreements and practices, as does the transportation schedule. The length of school days varies at district elementary schools, and this transition process is an opportunity to deter-

mine whether schools’ meeting times can be consistent across the district. Major factors to be considered include:

- Basic Education Act requirements: kindergarten 450 hours, grades 1 - 6 1,000 hours
- Planning time that maintains or enhances current individual and building collaborative time
- Playground considerations with inclusion of sixth grade students
- Location of Special Education programs: pre-school, self-contained, special needs

The team reviewed the Basic Education requirement for instructional time, which is an *average* of 1,000 hours for grades 1 through 12. Current sixth grade averages were reviewed by the team, and are displayed in Table 1, Basic Education Hours and Schedules, below.

<b>Table 1</b>		
<b>Basic Education Hours and Schedules</b>		
<b>School</b>	<b>Hours</b>	<b>Schedule</b>
Roosevelt Middle School	1,078.10	
Stevens Middle School	1,069.25	
Dry Creek Elementary School	1,005.15	8:00 a.m.-2:07 p.m.
Fairview Elementary School	1,008.10	7:57 a.m.-2:05 p.m.
Franklin Elementary School	1,058.25	8:05 a.m.-2:00 p.m., 2:30 p.m.
Hamilton Elementary School	1,058.25	8:05 a.m.-2:10 p.m., 2:30 p.m.
Jefferson Elementary School	1,073.00	8:05 a.m.-2:20 p.m., 2:35 p.m.

The table above represents average hours for grades 1-8 in the Port Angeles School District. The information indicates that no district school is currently offering less than the required number of basic education hours annually.

Costs related to equalizing dismissal times at elementary schools were analyzed by the team. If Dry Creek ran on split dismissal, it would add an additional four buses at \$100,000 per bus for \$400,000, and a recurring cost for driver labor and miles would be \$70,474. This would produce a total first year cost of \$470,471 for a longer instructional day at Dry Creek Elementary School.

Fairview/Roosevelt would take an additional three buses at \$100,000 per bus for \$300,000 with a recurring cost for driver labor and miles of \$56,383. The total first year cost of 356,383 for Fairview/Roosevelt Elementary School.

The combined total to purchase buses to extend the instructional day at both schools would be \$700,000. The combined total *annual* cost of labor and mileage to operate the buses would be \$126,869.

Options included staggering the start time, staggering ending times, common dismissal times at other schools and state funding rules and procedures. Information provided showed that although variations in service could be provided to extend the time for the schools of concern, the solutions were not cost neutral and required additional funds to implement. Roosevelt Elementary School can capture additional instructional time by adjusting the scheduled start time to begin before 8:00 a.m. The buses arrive at approximately 7:30 a.m. with allowable time for stu-

dents to participate in the breakfast program. This could extend the day by 10-15 minutes so that it more closely reflects the instructional time provided for elementary 4th, 5th and 6th grade students in other schools. This is not a possibility for the Dry Creek Elementary School schedule.

The Elementary Transition Team recognizes that students at Dry Creek receive additional instructional time in their primary grades and this is beneficial to early intervention strategies. Although the intermediate students receive reduced instructional time as compared with other schools, the average instructional time meets state requirements. The team recognizes that it would be necessary to reduce other district programs to provide increased funding for transportation to equalize instructional time. The decision to provide additional fiscal resources to increase transportation costs would provide instructional time that exceeds the state minimum requirement for students attending Dry Creek, and would equalize instruction across the district. Since there is no solution that is cost neutral at this time, members support the transportation supervisor in pursuing possible adjustments the following 2008-09 school year, if an opportunity is discovered after the 2007-08 transition is implemented.

As a result of the ETT study, the district is currently exploring options to begin the school day earlier at Dry Creek Elementary for the 2007-08 school year.

### **School Naming**

The Elementary Transition team discussed whether the team should consider renaming the school. When tallied, there were 16 “no” votes and 3 “yes” votes. Therefore, the members determined not to recommend a renaming process for the “new” elementary school. The name will remain “Roosevelt.”

### **Emergency Services Access**

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

The transition team did not believe that the 50 second response time difference is significant. The team acknowledged that the level of services needed for each student who is medically fragile is unique and program availability within the city limits will be considered. The student’s IEP team would determine the appropriate program and location for services to meet the educational and medical needs of students receiving special education.

At its February 12, 2007 board meeting, Fire Chief Dan McKeen briefed members on the outcome of a meeting held regarding paramedic response and explained the automatic aid agreement established with the City of Port Angeles and the Clallam County Fire District #2. He reported that the automatic aid agreement has been revised so both agencies will be dispatched si-

multaneously and will provide the best paramedic response for the medically fragile students at Roosevelt.

### **Attendance Boundaries**

Elementary schools' attendance areas were reviewed and boundaries for all elementary schools were re-drawn to accommodate the shift in families' locations in the school district. The superintendent designated the Parent Leadership Group (PLG), comprised of presidents of the districts' PTA, PTO, and parent groups, to develop these recommendations.

The PLG recommended a specific re-boundary plan of the district's elementary school attendance areas in order to relocate elementary students in September 2007. Parent letters were sent to all families on May 7, 2007 to provide notice of their student's school of attendance. In addition, parents were provided information regarding the process for a request for out of boundary enrollment in accordance with Board Policies 3130 and 3131. Principals have completed an initial review and placement from these requests, and will finish assignments in August.

### **EDUCATIONAL PROGRAMS**

#### **Grade Six Music delivery (band, strings, general music)**

The music teachers prepared a schedule that shows it is possible to deliver music to the five elementary sites. Adjustments to staff assignments and travel schedules were necessary to meet program delivery from two middle school locations to five elementary locations.

#### **Anticipated Elementary Program configurations:**

##### **6th Grade**

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

##### **4th/5th Grade**

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

##### **K-3rd Grade**

- 30 minutes of general music instruction/1 time per week

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

Extension of the 5th and 6th grade day to the current middle school dismissal time would allow additional flexibility in music scheduling and possibly decrease the staffing needs slightly. This would be especially helpful in the general music/choir area.

Without an increase in staff, retention of the current levels of instruction for intermediate 4-6 students could force elimination of some general music classes at the primary level. Retaining general music K-6 could force loss of instruction time and/or programs at the intermediate level. The loss of core content instructional time with an increase in music instruction is a concern to the members of the task force. Sixth grade students currently have an average of 1,073.68 minutes of instructional time. That would be reduced to an average of 1,040.55 instructional minutes. A survey of members indicates they would support and recommend 5 days of music instruction to maintain the current program, if the instructional day is lengthened for grades 4, 5 and 6 (see Appendix A). *It should be noted that the sixth grade instructional time is still above the average minimum set by the state of Washington.*

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

### **Physical Education and Other Electives for Sixth Graders**

The salient point of the Nutrition and Physical Fitness Task Force's recommendation about teaching time for physical education in grades 1 through 12 dealt with the requirement of the 100 minutes of physical education and health instruction. The task force recommended that minimally 60 of these minutes need to be taught by a certified physical education instructor. Task Force members hoped that as time goes on more and more of these minutes will be taught by a certified physical education instructor. While it is possible to meet the recommendations with current staffing ratios, the task force felt the district might be better served by hiring an additional elementary physical education specialist. This being said, the task force chose to remain silent on a decision about whether to hire more staff as there are myriad resources, facility and staff implications that could potentially be tapped.

The team approved the continuation of the current physical education schedule. The elementary principals confirmed that the existing program is not possible without additional staff to serve the additional grade six students. The principals will continue to work with the staffing allocation to determine equitable distribution of physical education staff and meet the goals of the Nutrition and Physical Activity Advisory Committee.

The program can be configured to utilize two days of music and physical education each week. This uses the existing number of music and physical education teachers. The program will be reconfigured to utilize five days of music and physical education per week by reassigning existing teachers from middle and high school instruction to elementary school instruction. This would not cost more money, but would take time from the non-elementary levels. It would also reduce the amount of time devoted to academic and state-assessed subjects in elementary schools (reading, writing, mathematics, science).

The elementary program will be configured using existing resources to continue to provide five days of music at each of the elementary schools within the sixth grade schedule. This will produce more "release" time for sixth grade teachers than for other grades. As a result, sixth grade

teachers will be able to provide opportunities for enrichment and/or remediation as determined by site needs.

**Special Education Programs**

The transition team thoughtfully considered program adjustments that may improve opportunities for staff and students in the delivery of special education services, arriving at a new program label for classes previously referred to as “self-contained” programs. The team recognized the goal of all special education programs to use strategies that provide mainstream opportunities for all students and in accordance with their Individual Education Plans. The team now refers to the self-contained programs as Resource Room II Primary and Resource Room II Intermediate classes.

Table 2 shows the plan for equitable distribution of services for special needs students beginning September 2007.

<b>Table 2</b> <b>Elementary Transition Team Members' Proposal: Option Four</b>								
	Head Start Program	IEIP	(Two) pre-school classes	(Two) Resource Room II primary classes	(One) Resource Room II Intermediate class	R B D	(One) primary multi-handicapped class	(One) intermediate multi-handicapped
Dry Creek				X				
Hamilton	X		XX			X		
Jefferson		X						
Franklin					X			
Roosevelt/Fairview				X			X	X

**Franklin’s Multi-Age Classroom**

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

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

A determination was made by the superintendent that the MAC Program will remain a district program. The members made the decision to keep the MAC Program at Franklin Elementary School. It will therefore make up the third unit of the three-unit school.

The following conditions are identified for the MAC Program:

1. The MAC is a district-wide program available to students from all elementary schools.
2. MAC provides a program for students in grades one through six. This is necessary for enrollment consistency.
3. Franklin Elementary School will be designed as a two unit school K-6 with the MAC Program comprising the third section of grades one through six.
4. A committee will be set up for the purpose of reviewing the entry and exit procedures of the MAC Program.
5. The future boundary considerations for Franklin Elementary School will be determined with the MAC Program in mind. The Parent Leadership Group is responsible for the re-boundary determination. A recommendation was presented by this group in March 2007, and approved by the board of directors.

### **Staffing**

The transition of grade 6 teachers to the elementary schools will follow a process determined in collaboration with the Port Angeles Education Association. With current enrollment, the district serves 14 sections of grade 5 students. Option D provides space and serves 13 sections. Currently there are 10 teachers at grade 6 teaming to serve students. The association met with the district's human resources director, prepared a survey to begin the staffing realignment, and teacher placement was made for September according to appropriate contract provisions.

The ETT considered a request by sixth grade teachers to continue the option for teachers of sixth grade to team when they transition to elementary schools. The request has personnel implications for building assignments. The team encouraged teachers who are interested in teaming together to submit those requests.

### **All-Day Kindergarten**

All facility plans and recommendations by the ETT were made considering that all-day kindergarten would be implemented in September 2007 or 2008. The board of directors voted against beginning all-day kindergarten in the fall of 2007, but voted unanimously to begin the program in September 2008. Plans are underway to start in fall 2008.

### **PHASE II - IMPLEMENTATION OF K-6 PROGRAMS**

The work of the Elementary Transition Team moves to Phase II and focuses on the implementation and transition of the grade six staff and student learning within the elementary program. The elementary principals created a work plan to communicate and develop programs across the district that are in alignment, and also to provide identified areas for autonomy and site team decisions.

The Elementary Transition Team continues to plan, collaborate, and design strategies with the new grade six staff invited to participate in the process. The ETT met in late May and early June to ensure district curriculum and calendars are identified as staff are reassigned and moved from the two middle schools and other elementary assignments and placed into grade six classrooms in the five elementary schools. The staff and school board are committed to providing a coherent educational experience for every student and a smooth transition of sixth grade programs to the elementary schools.

Appendix A

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 (Updated 9/20/06)
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