

**Port Angeles School District
School Closure Report
December 12, 2011**

BACKGROUND

The Board of Directors revisited, revised and approved the Port Angeles School District's Strategic Plan in March 2011. Included in this plan is a goal of allocating resources. This reallocation calls for a task force to examine a restructuring of the elementary school sites due to the declining enrollment and the expense trends of housing five elementary schools. Enrollment in Clallam County has been affected by changing demographics, lack of family wage jobs, and increasingly scarce affordable housing.

The district has a long-standing history of operating small neighborhood schools. Port Angeles still has small elementary schools compared to the Prototypical School Funding Model the state just adopted for the 2011-12 school year. The state model for K-6 elementary schools indicates that 400 students per school is the best place to begin. Port Angeles averages 357.6 students per school. School facility expenses decline commensurately with fewer enrolled students. With less students to serve, the district has had to examine whether it can continue to afford the fixed overhead cost of keeping the same number of buildings operating. This difficult reality is experienced in other districts in Washington.

Additionally, as a result of the district's Fiscal Advisory Committee work for the 2008-09, 2009-10, 2010-11 along with additional funding reductions for 2011-12, the Port Angeles Board of Directors recognized that even after trimming \$3,860,000 to balance the past four years' budgets, difficult decisions need to be made to assure that the district will maintain an appropriate fiscal balance for the 2012-13 school year and beyond. After the updated five-year Strategic Plan was reviewed and adopted in March 2011, the restructuring of elementary schools within the Port Angeles School District became a top priority.

The Elementary Reorganization Task Force examined a large volume of data, considering seven possible solutions narrowed to three options and reported to the Board on November 28, 2011.

The Elementary Reorganization Task Force recommends that the Port Angeles School District Board of Directors accept "Option 2", to close Franklin Elementary School and operate four K-6 schools effective June 30, 2012. It moves Franklin Elementary School students and staff into the remaining four elementary schools at the start of the 2012-13 school year.

Option 2

- **Close Franklin**
- **Operate four K-6 schools**
- **All district programs will be housed at one of these schools (MAC, Special Needs, Early Learning)**
- **Note: Every school will house special education classrooms under each of the plans**

Includes closing Franklin. Consolidation is recommended to minimize operational costs and provide effective educational services. The rationale for closing Franklin instead of any other school, including Hamilton, is because 1) Franklin is reaching the end of its serviceable life - in a recent evaluation of facilities in the district it received the lowest condition score of any elementary school in the district. As is, it is compromised by old infrastructure and the cost of major modernization would be very close to the cost of replacement. 2) Because Jefferson is geographically close to Franklin, by closing Franklin instead of Hamilton (which is the second oldest elementary school) we maintain an even distribution of neighborhood schools, from the east to the west, throughout the district.

The rationale for having four K-6 schools allows for the majority of students to stay in their neighborhood schools for up to seven years. Fewer transitions means fewer disruptions which helps to build a sense of community. This addresses the district's goal of keeping students connected, which in turn, provides the opportunity for academic success for all students.

The two options researched, discussed, reviewed, and not selected for board approval are included below.

Option 1

- Close Franklin
- Operate two K-2 schools (Jefferson, Hamilton)
- Operate two 3-6 schools (Roosevelt, Dry Creek)

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Includes operating two K-2 schools and two 3-6 schools. The rationale for having banded schools allows for balancing of classrooms - both by number of students and the composition of students in classrooms. It also offers a more effective model for academic specialists (Resource Room, Title 1, PE, Music, etc.) to serve students. Facing a future of limited resources, it is imperative to create a highly efficient way to deliver intensive intervention programs for our K-6 students. This speaks to the district's goal of lowering school drop-out rates and it is placing the goal of academic success of all of this community's children first and foremost.

Future Possibilities

Sell Fairview, Franklin, CSB and use this capital funding to add a third wing on Jefferson.

Option 3

- Keep Roosevelt as a K-6
- Operate two K-2 schools (Jefferson, Hamilton) (MAC 1-2 housed at Jefferson)
- Operate two 3-6 schools (Franklin, Dry Creek) (MAC 3-5 housed at Franklin)

Includes keeping Roosevelt as a K-6 due to the fact so many of our special needs classes are housed at Roosevelt, and classrooms have been tailored to meet those students' needs. The rationale for having banded schools allows for balancing of classrooms - both by number of students and the composition of students in classrooms. It also offers a more effective model for academic specialists (Resource Room, Title 1, PE, Music, etc.) to serve students. Facing a future of limited resources, it is imperative to create a highly efficient way to deliver intensive intervention programs for our K-6 students. This speaks to the district's goal of lowering school drop-out rates and it is placing the goal of academic success of all of this community's children first and foremost.

Future Possibilities

As enrollment continues to decrease move Jefferson students to Franklin while a third wing is being added to Jefferson, and eventually close Franklin and move those students to Jefferson.

Appendix A, Task Force members
Appendix B, Option 1
Appendix C, Option 2
Appendix D, Option 3
Appendix E, State Statute, RCW 28A.335.020
Appendix F, Policy 6883, Closure of Facilities

COMMUNITY PROCESS

The task force suggests that the school board gather community input in time to make a decision about whether to accept this option for implementation, no later than March 2012. This allows staff, students and families adequate time to plan for transitions.

Additional input has also been sought from community members via district e-mail, survey monkey and U.S. Mail to the Elementary Reorganization Task Force, school district administrators and board members.

A number of issues surfaced with respect to all of the viable options studied by the task force: special needs program concerns, busing time and costs, 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.

Prior to the December 12, 2011 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 will propose Franklin Elementary School for closure at its December 12, 2011 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 make 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.

TRANSITIONS

The staff and school board are committed to providing a coherent educational experience for every student and a smooth transition of Franklin Elementary School programs to the remaining elementary schools. The addition of Franklin elementary students necessitates collaborative planning to build new learning communities with contributions and support from staff, students and families.

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 four K-6 programs, services and operations. To ensure that students are provided aligned programs and opportunities, it will be necessary that members of the school site teams, representatives from the five elementary schools, and elementary principals have the opportunity to meet and share strategies.

An elementary school transition team, chaired by the superintendent, 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.

Appendix A

Elementary Reorganization Task Force Members	
1. Chris Baker	Maintenance Representative
2. Teresa Beckstrom	Roosevelt Parent Representative
3. Taffy Bond	Roosevelt Elementary Paraeducator
4. Amity Butler	Franklin Principal
5. Kathy Crowley	Food Services Director
6. Coya Erickson	Title 1 – LST Representative
7. Cynthia Green	Franklin Staff Member
8. Patti Happe	Board of Directors
9. Michele Haworth	Parent at Large
10. Doug Hayman	Roosevelt Principal
11. John Kilzer	Music Staff Member
12. Laura Levine	Dry Creek Parent Representative
13. Lisa Lisk	Dry Creek Staff Member
14. Pauline Marvin	Hamilton Parent Representative
15. Sarah Methner	Board of Directors
16. Anne Mitchell	Special Education Staff member
17. Walt Mozingo	Franklin Parent Representative
18. Evan Murphy	Jefferson Staff Member
19. Stacey Nickerson	Roosevelt Staff Member
20. Gretchen O'Brien	Jefferson Parent Representative
21. Tim Ochs	PE Staff Member
22. Michelle Olsen	Jefferson Principal
23. Trent Pomeroy	Hamilton Staff Member
24. Gary Pringle	Hamilton Principal
25. Jane Pryne	Superintendent
26. Claire, Rausch	District MAC Representative
27. Michelle Reid	Assistant Superintendent
28. Karen Ross	Transportation Representative
29. Julie Smith	Hamilton Secretary
30. Jim Varela	Custodial Representative
31. Kate Wenzl	Dry Creek Principal

Appendix B

Option 1

Close Franklin

Operate two K-2 schools (Jefferson, Hamilton)

Operate two 3-6 schools (Roosevelt, Dry Creek)

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Future Possibilities

Sell Fairview, Franklin, CSB and use this capital funding to add a third wing on Jefferson.

Option 1									
Operate two K-2 schools (Jefferson, Hamilton)									
Operate two 3-6 schools (Roosevelt, Dry Creek)									
		Hamilton (K-2)					Jefferson (K-2)		
	# Class-rooms	Students per classroom		Total Per Grade		# Class-rooms	Students per classroom	Total Per Grade	
K	6 (4)*	22.3		133.9	K	6 (4) *	22.3	133.9	
1	6	22.3		133.9	1	6	22.3	133.9	
2	5	24.4		122	2	5	24.4	122	
	17 (15)*			389.8		17 (15)*		389.8	
Option 1									
		DC (3-6)					Roosevelt (3-6)		
3	5	24.9		124.5	3	6	24.9	149.4	
4	5	27.2		136	4	4	27.2	108.8	
5	5	27.7		138.5	5	5	27.7	138.5	
6	5	27.5		137.5	6	5	27.5	137.5	
	20			536.5		20		534.2	

* Indicates number of actual classrooms needed vs. number of sections for kindergarten in Hamilton and Jefferson. Both schools will serve 6 half-day kindergarten sections, (three rooms) and one room for 2 sections of extended day kindergarten.

Pros and Cons

Option 1

Pros	Cons
<ul style="list-style-type: none"> • Estimated operating costs \$1,155,000 • Most equitable distribution of class size throughout district • Facilitates greater grade level collaboration • Most flexible for class size balancing • Specialist efficiency (less travel time) • An opportunity to enhance education for those affected by this. • Geographic elementary balance (only 2 to balance over time) • Transient population increases chances for them to stay with same teacher • Fewer age span – younger kids not around older students • More teachers teaching style to suit student learning styles • Testing could be easier • Balancing student needs on class list (more choices) 	<ul style="list-style-type: none"> • Estimated transportation costs increase estimated at \$19,780 • Changes to MAC (2 schools) • Splitting up siblings • Neighborhood schools/7 year connection and fewer transitions • Split up tribal resources • Lose PTA/PTO help – busy parents can't work 2 PTO (Combined?) • Loss of older exemplar/model students • Public not in favor of this plan – more outreach challenge • Involves most institutional change • Libraries divided per grade level span • Very little room for growth (Portable?) • All Day K – There is no room if it happens

Appendix C

Option 2

Close Franklin

Operate four K-6 schools

**All district programs will be housed at one of these schools
(MAC, Special Needs, Early Learning)**

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The rationale for having four K-6 schools allows for the majority of students to stay in their neighborhood schools for up to seven years. Fewer transitions means fewer disruptions which helps to build a sense of community. This addresses the district's goal of keeping students connected, which in turn, provides the opportunity for academic success for all students.

Future Possibilities

Sell Fairview, Franklin, CSB and use this capital funding to add a third wing on Jefferson.

Option 2 (K-6) Close Franklin Operate four K-6 schools							
		Hamilton				Jefferson	
	# Class-rooms	Students per classroom	Total Per Grade		# Class-rooms	Students per classroom	Total Per Grade
K	2 *	22.3	66.9	K	2 *	22.3	66.9
1	3	22.3	66.9	1	3	22.3	66.9
2	2	24.4	48.8	2	2	24.4	48.8
3	3	24.9	74.7	3	2	24.9	49.8
4	2	27.2	54.4	4	2	27.2	54.4
5	2	27.7	55.4	5	2	27.7	55.4
6	2	27.5	55	6	2	27.5	55
	16		422.1		15		397.2

		Roosevelt				Dry Creek	
	# Class-rooms	Students per classroom	Total Per Grade		# Class-rooms	Students per classroom	Total Per Grade
K	2 *	22.3	66.9	K	2 *	22.3	66.9
1	3	22.3	66.9	1	3	22.3	66.9
2	3	24.4	73.2	2	3	24.4	73.2
3	3	24.9	74.7	3	3	24.9	74.7
4	3	27.2	81.6	4	2	27.2	54.4
5	3	27.7	83.1	5	3	27.7	83.1
6	3	27.5	82.5	6	3	27.5	82.5
	20		528.9		19		501.7

* Each school will house three sections of half day kindergarten in two rooms. One room will have both, AM and PM sections, one room will have an AM section, and a PM extended day section.

**Pros and Cons
Option 2**

Pros	Cons
<ul style="list-style-type: none"> • Estimated operating costs \$1,075,000 • Estimated transportation costs increase minimal-\$13,420 • Simpler logistics/busing • Community acceptance • Keeps schools K-6 (No grade-banding) • Less transitions • Families spread across less schools • Efficiently using existing buildings as intended by designs • Honors relationships with families over longer periods of time • MAC stays intact • Lower travel costs • Least disruptive with largest savings • Siblings remain together • Mentoring opportunities • One elementary for tribal support • Least restrictive environment for special ed. students 	<ul style="list-style-type: none"> • Closes a school • Can't control "bubble" grades – overcrowding at particular grades • May need to provide additional resources for overcrowded "bubble" classrooms • "Frequent movers" will cause some students to change schools more often • Large classroom enrollments • No additional space

Appendix D

Option 3

Keep Roosevelt as a K-6

Operate two K-2 schools (Jefferson, Hamilton) (MAC 1-2 housed at Jefferson)

Operate two 3-6 schools (Franklin, Dry Creek) (MAC 3-5 housed at Franklin)

Option 3

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Future Possibilities

As enrollment continues to decrease move Jefferson students to Franklin while a third wing is being added to Jefferson, and eventually close Franklin and move those students to Jefferson.

*** Boundary considerations will be required with the Plans.**

Option 3 Four Schools Banded...One K-6 (Roosevelt)							
Hamilton (K-2)				Jefferson (K-2)			
	# Classrooms	Students per classroom	Total Per Grade		# Classrooms	Students per classroom	Total Per Grade
K	5 (3)*	22.3	111.5	K	4 (3)	22.3	89.2
1	5	22.3	111.5	1	4	22.3	89.2
2	4	24.4	97.6	2	3	24.4	73.2
	14 (12)*		320.6		11 (10)*		251.6
DC (3-6)							
	# Classrooms	Students per classroom	Total Per Grade		# Classrooms	Students per classroom	Total Per Grade
3	4	24.9	99.6	3	4	24.9	99.6
4	4	27.2	108.8	4	3	27.2	81.6
5	4	27.7	110.8	5	3	27.7	83.1
6	4	27.5	110	6	3	27.5	82.5
	16		429.2		13		346.8
Roosevelt (K-6)							
	# Classrooms	Students per classroom	Total Per Grade		# Classrooms	Students per classroom	Total Per Grade
K	3 (2)*	22.3	66.9				
1	3	22.3	66.9				
2	3	24.4	73.2				
3	3	24.9	74.7				
4	2	27.2	54.4				
5	3	27.7	83.1				
6	3	27.5	82.5				
	20 (19)		501.7				

* Indicates number of actual classrooms needed vs. number of sections for kindergarten. Example- Roosevelt will serve 3 sections of half-day kindergarten plus 1 section of extended day. Four total sections contained in 2 classrooms.

**Pros and Cons
Option 3**

Pros	Cons
<ul style="list-style-type: none"> • Estimated savings \$630,000 • Provides more options for facility structure (some may want banded schools) • Allows greater potential collaboration by grade level teams • Fewer students per building • Less need for portables • Ability to level (equalize) our class sizes • Future flex for staffing • Mainstream special ed. population • Doesn't require boundary change 	<ul style="list-style-type: none"> • Estimated transportation costs \$19,780 • Eliminate some opportunities for vertical teaming • Transitions – occur more often • Facility doesn't match student size • Breaks up the MAC • K-2 has no testing/may be harder to connect with 3-6 MSP expectations • Less time to establish a relationship with families • Parents split between schools if have student of varying ages • Potential for more busing/longer rides • Would split up tribe resources

APPENDIX E**School closures — Policy of citizen involvement required —
Summary of effects — Hearings — Notice.****RCW 28A.335.020**

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 F

Policy 6883, Closure of Facilities

The board of directors has the authority to close a school building 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, 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. Potential for 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 development of a written analysis, the board shall conduct one or more 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 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. The final determination of whether a facility shall be closed or remain open shall be made by the board.

Legal References: RCW 28A.150.290(2)

State superintendent to make rules and regulations -
Unforeseen conditions or actions to be recognized -
Paperwork limited

28A.320.010
28A.335.020

Corporate powers
School Closures - Policy of citizen involvement required -
summary of effects -
Hearings -- Notice