



## COLLEGE PLACE PUBLIC SCHOOLS

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### Administration Office

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focusing on kids and their learning....

**Public questions and comments directed to the College Place Public Schools Board of Directors at the Wednesday, April 25, 2007 Special School Board Meeting regarding the proposed 2007 – 2008 School Year Reduced Educational Program Plan.**

## QUESTIONS

### Administrative Match / Outreach:

1. Are we participating in this program?
  - No. About 4 years ago staff voted not to participate any longer.
2. Can these funds be used and/or considered?
  - Yes, if staff are willing to spend the time and the state is willing to allow the District to sign a new contract.

### Administrative Staff:

1. With the recent resignation of the Transportation Supervisor, are there plans of replacing this position? How is this going to be taken care of?
  - We are assessing this position and how we could handle the administrative responsibilities, in part or in whole, internally. No set decision has been established at the printing of this document.
2. Have we done a comparison budget between the administration and the kids?
  - Not sure what this really means. We do pay attention to how districts our size around the state compare with each other and statewide averages and we are not heavy on the administrative side. These reports have been available to the public from the legislature and OSPI websites.
3. Are the cuts going to the kids and teachers and none to the administrative staff?
  - 1 administrative fte was reduced last year, and then, instead of losing a staff member when a classroom was dropped, a teacher was placed on TOSA to help with student management.
  - Total district office staff funded with basic ed funds:

1 Superintendent	1 Payroll	2 Principals
1 Business Manager	1 Part-time, 2-3 hours per day, Accounts Payable	1 Vacant Transportation/ Maintenance Supervisor
1 Admin. Assistant	1 Special Programs Director	1 Dean of Students
  - Total administrative staff, per OSPI, funded out of basic ed:

1.000 fte Superintendent	.200 fte Special Programs Director	2.000 fte Principals
1.000 fte Business Manager	1.000 fte Vacant Transportation/ Maintenance Supervisor	

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Superintendent: Tim Payne

Board Members: Paul Hartwig, John Davin, Julie Hill, Bob Giger, Ginger Ketting-Weller

*College Place Public Schools is an equal opportunity employer and complies with all requirements of the ADA*

4. What is the cost saving?
  - Unsure what the actual question is?

**Attrition:**

1. Is the board aware of the attrition portion - Nancy Carter and Jim Herbert – positions?
  - Yes

**Class Size Reduction:**

1. How does this impact those working closest to students?
  - While nothing impacts students more than the teacher in the classroom, class size impacts management and individualized attention.
2. With large concerns about class size at 5<sup>th</sup> grade, please explain how that will be taken care of next year?
  - The 2007/2008 anticipated 7<sup>th</sup> grade class size will be lower and we plan to move some teacher time to combine with other available teaching time at the 5<sup>th</sup> and 6<sup>th</sup> grade level.
3. Is there a plan for those students?
  - See 2 above
4. Will we be hiring an additional 6<sup>th</sup> grade teacher next year?
  - See 2 above
5. How will class sized reduction happen?
  - See 2 above
6. The Kindergarten numbers are very low – how will that impact next year?
  - This is why we are not planning on filling Mrs. Carter’s position. Some teacher movement between grade levels will need to occur. As enrollment decreases we need to follow suit with expenditures and luckily, this year, attrition is allowing us to do that.

**District Office Portables:**

1. Who is going to occupying the space?
  - We are considering moving the YWCA into the west end of the office.
  - Without a negotiated and signed contract we are not disclosing the other potential tenant. However, the tenant could be serving our students, and is a friend to CPPS.
2. How much revenue will the District make from renting the space?
  - This has to be negotiated; therefore, stating the contents of a potential contract would be premature. We are anticipating in the price range of \$7,000 to \$10,000.
3. Where will the revenue go?
  - General Fund
4. Are we concerned about having “strangers” on the campus? Have we thought about safety issues?
  - No. The district would not allow someone to contract with the district that was not “a friend of CPPS”.
5. What is our liability?
  - The negotiated contract will cover insurance and liability.

**Facility Utilization:**

1. What is this going to cost?
  - See question #2
2. Taking out walls in the library, new carpet, paint...what is the dollar figure?
  - ~\$3,000
  - The man-hours will vary depending on the project, how it is carried out, and when.

3. Is the cost worth it?
  - The district is not only considering the cost, but the long-term facility and financial vision developed during the 2004/2005 and 2005/2006 school years. The MGT of America study stated that we should be moving towards two facilities to house our student population. We are making decisions now that purposefully move the district in this direction.
4. What are the dollar figures for savings of closing the cafeteria at Sager?
  - We cannot calculate the exact cost of gas, power, freezer replacement/repair, etc. We can calculate the cost of kitchen personnel - \$2,800.
  - Custodial services will be more successful as the staff will have less space to clean.
5. What are the cost savings from consolidating the computer labs?
  - We are not consolidating labs at this time. This was not part of the final superintendent's recommendation to the Board for the 2007/2008 year.
6. Is the ISS Program going to continue?
  - Yes
7. Can we add up the bottom line in savings to see what the costs on library shelving would be?
  - No - The consolidation of program and facility usage at Sager and Meadow Brook is not for the sole purpose of saving money in one particular year. It is part of the overall plan for facility usage in our District.... Refer to MGT study.
8. What are the safety issues and how will you implement?
  - Expectations will have to increase.
  - We will continue to provide staff to monitor students.
  - Students and staff are currently transitioning the ~75 yards between the current Sager library and MB's west doors (risks include: exposure to Walmart, College Ave., Hwy 125, the large Sager parking lot, and the many buildings on the Sager campus).
9. If you bring the Sager kids over for lunch, when will you start and when will you be done?
  - Like many larger schools (Garrison, Pi Hi, etc.) we'll need to develop a schedule based on how long it takes to have students go through the lunch line, remain flexible, and make changes as needed.
10. How are we planning to deal with Sager students who leave class to get books at the library – they are most likely going to get distracted and into trouble? If we can't send kids to the library what do we do? The kids will just say, "I don't have a book."
  - Expectations will have to increase.
  - We have to monitor our students.
  - Teachers may need to plan ahead for how they are going to deal with students that don't accept responsibility for bringing a book as directed.

**Instructional Time:**

1. With students moving back and forth between Meadow Brook and Sager, what is the impact to be in the teacher's contracts time of shuffling kids?
  - We will create schedules that honor the teachers' contract.

### **Levy Funds:**

1. If we recently passed a 4 year levy, why isn't there money for class size reduction?
  - The levy is being used to contribute too many of the programs we currently offer, including class overload, WWVEA negotiated agreement, and Special Education.
  - We currently don't run a "maximum levy" – it took us two times to pass it. Furthermore, the UB published an article questioning our front-end increase of 21%.
  - It is not just a levy issue. The district has lost state and federal funding as well that has in-turn required local levy support.
  - The most recently approved local levy for the 2007 calendar year is just now being received into the District.

### **Library Staffing:**

1. With eliminating a Library Assistant position, how will one person be able to help teachers/students?
  - Mr. Varady, with input from the librarian, will generate a schedule for staff and students.
2. How will that work?
  - See #1 above

### **Open Enrollment:**

1. Are we addressing this issue?
  - Our open enrollment is fairly consistent from year to year.
  - Home schooling is up.
  - Digital learning is up.
  - Throughout the state non-highs are perceived as "less than" their high district for multiple reasons – this is not just a Valley phenomena.
  - Our own employees' negative PR is not helping us.
  - We need to promote our positives and minimize our negatives in the community.
  - All stakeholders have to join together to change any negative, underachieving perception of our district patrons may hold. Divided we fall, together we stand.
2. This area is growing, are we looking at the students leaving?
  - This area is growing predominantly with retirees.
  - Neither CPPS nor WWSD are not expecting large enrollment increases
3. Who is leaving and what are we doing to keep our numbers up?
  - The data we've collected would say that folks leave for childcare, "other" programs, home school, digital learning, private school, recently moved to CP from WW, and sports.
4. Parents who keep their kids home for Kindergarten – how will that affect the 1<sup>st</sup> grade class size?
  - Hopefully they will register this spring.
  - We will know when the kids show up in August and September.

### **Overload Pay:**

1. How much are we spending on this?
  - ~\$30,000 – less than 1 FTE teacher
  - Contractually we have some language to work out with the teachers.
2. Where does the class load funding come from and what else could it better be used for?
  - It comes from the General Fund
  - General fund dollars are our most flexible dollar.

## REP:

1. With the State funding being so rich in 2007 / 2008, why are we cutting so deeply?
  - We do not know the extent of the dollars we will actually see. Therefore, we cannot begin to spend that which we don't have in hand.
2. What is the bottom line in savings?
  - ~\$117,000 if the REP is approved as presented. This does not include the potential contracting of space, potential loss of students, potential cost of moves, or the potential savings in staff attrition. It is just the bottom line of the REP.
3. Would we benefit from having the kindergarten partake in the school lunch program – could that bring in more money?
  - It could raise the district's poverty rating.
  - It would take logistical work and staff and parent cooperation.
4. Are we looking at the money that the bilingual students are bringing in? Funding is attached to attendance. If we reduce programs are we going to be able to sustain our success as we are accountable?
  - Yes. The whole decision is to match the staffing with the funding, and do it according to the teacher contract.
  - We are not eliminating the bilingual program; we are just aligning it.
5. The bilingual, LAP programs, have been successful. What will happen to the students?
  - We will continue to identify students of need and serve the students we can with the money the program generates.
  - OSPI has told us to adjust our program to our revenues. They do not expect us to serve the same amount of kids on less dollars.
6. I was here when we were in school improvement and it wasn't pretty. Are we going back or forward?
  - We are going forward.
  - The largest thing that impacts a child's education, outside of the family, is the quality of instruction their main teacher(s) provides. There is no substitution for quality daily instruction. It is about learning acquisition, not "I taught it".
  - We are talking about supplemental programs, not basic ed. Our organization will need to continue to reinvent itself to produce better results; as we will never "arrive".
7. Can we get a copy of the budget?
  - Yes.
  - It is important to compare the budget to the actual revenues and expenditure.
  - Come to the district office and we will show and guide you through the process.
8. How did we get into this situation? What did we do to get here?
  - We do not run a full levy authority levy; thus leaving dollars on the table that could go into the district for maintenance, staff, physical "stuff" resources
  - Facilities
    - We passed a bond for MB and then lost students
    - We have not kept up on passing bonds and our facilities have deteriorated to their current status. Deteriorated and an over abundance of facilities is expensive to own and operate.
    - We do not collected enough levy dollars to do bond dollar work
  - Staffing
    - When we lost students within a program, we did not reduce staffing
    - When we lost revenue within a program, we did not reduce staffing

9. The Gates are giving money away - Are we applying for money to come to this District?
  - We have not tried to operate the district on private grant dollars.
  - We have not hired a grant writer.
  - We have written smaller grants – we've won some and lost some
  - We have participated in larger grants – again, we've won some and lost some.
  - We need to do more of this. However, it is finding the time and expertise.
10. When are you going to answer some of the questions? - I asked some last year and they never got answered.
  - We are doing it now.

# **Facility Planning – Chronology, Information, And Recommendations**

**During the fall of 2004 the district contracted with MGT of America to do an Educational Facility Plan for our district.**

This plan included:

1. Community Input
2. Enrollment and Capacity
3. A Conditions Assessment
4. Conclusions and Recommendations

The final plan was presented to the board in January 2005.

The Educational Facility Plan report states:

1. As a result of these discussions, the following priorities for a facilities master plan were identified:
  - To efficiently utilize district resources
  - To maximize the life cycle of all facilities
  - To evaluate and address current facility condition deficiencies including physical condition, site condition and educational suitability condition
  - To insure all appropriate learning spaces exist at each school

In addition to the above list of planning priorities, the following specific issues were identified as paramount among facility concerns:

- The condition of Davis Elementary School
- To address the most appropriate grade level configuration
- To address health and safety concerns including points of access, separation of bus and public entrances, signage, etc.
- Improved transportation, maintenance and district office facilities

As a result of the above, care was taken throughout the analysis portion of the study to ensure the priorities were accounted for and the data was obtained to make appropriate decisions regarding each identified issue.

Community input helped to create the priorities listed above and clarified the district needs.

2. When looking at only capacity and projected enrollments, neither elementary nor middle schools are stressed in terms of over-utilization.

3. Physical Condition: Davis – unsatisfactory; MB – good; Sager – fair to poor depending on the building.
  - Based on the above objective data along with data received through the public input process the following needs have been identified.
    - Improvement or replacement of Davis Elementary School.
    - Improvements to Sager Middle School, particularly the cafeteria.
    - Address the near capacity condition at Meadow Brook Elementary School.
    - Address the need for improved District facilities, particularly the bus garage.

From the data, it is clear that the most cost effective solution involves combining all facilities at the Sager / Meadow Brook site.

4. It is the recommendation of the consultant team that the College Place School District proceeds with plans for implementation to abandon Davis Elementary, expand Meadow Brook to house all district K-4 students and renovates Sager to house all 5-8 students.
  - Advantages:
    - Elimination of the need for attendance boundaries
    - Ease of ability to provide cooperative programs among all grade levels
    - Allows for future alternative use and/or sale of the Davis site
    - Improved energy efficiency in the renovated facilities
    - Reduction of energy costs from the elimination of the Davis School
    - Improved use of staff for maintenance, custodial, and grounds services

**At a board work session in January 2006 the superintendent presented the following direction, which the board felt looked good.**

1. Aligning district finance would be a 3-5 year process
  - Staff and program adjustments
  - Levy increase
  - Facility use and improvements
  - Monitor and adjust to changing revenues and expenditure
2. A balance between people and the “stuff” we need to “do school” will have to be established
  - We have to quit sacrificing the important resources (stuff) we need for people

**During the 2006-2007 school year we entered the first year of implementation of the plan.**

1. Decreased a 5<sup>th</sup> grade classroom – teacher absorbed through attrition
2. Decreased a 6<sup>th</sup> grade classroom – teacher moved into a Dean of Students
3. Decreased a Principal
4. Started the process of gathering input for community and staff regarding facility and staff changes

**The superintendent made a recommendation to the Board (Reduced Educational Program plan) at a special meeting on April 25<sup>th</sup> 2007 for the upcoming 2007-2008 school year. This current recommendation considers all the earlier studies, information, and recommendations to date.**