December 30, 2008

TO:     The Honorable Christine Gregoire
        The Honorable Bill Fromhold
        The Honorable Margarita Prentice
        The Honorable Timm Ormsby
        The Honorable Karen Fraser
        The Honorable Shay Shual-Berke
        The Honorable Joseph Zarelli
        The Honorable Hans Dunshee
        The Honorable Joyce McDonald

FROM: Gordon Beck, Director, School Facilities & Organization
      Office of Superintendent of Public Instruction

RE:    Report to the Legislature: Remote & Necessary Schools Report

This report is presented to the Governor and the Washington State Legislature by the Office of Superintendent of Public Instruction (OSPI) in compliance with the requirements of WAC 392-349-015 – Remote & Necessary Small School Plants.

Every small school plant with remote and necessary status beginning 1996 shall be reviewed every four years by the Review Committee and the Superintendent of Public Instruction. The Superintendent of Public Instruction shall provide to the fiscal committees of the legislature of odd-numbered years a list of remote and necessary school plants. A small school plant shall lose its remote and necessary status if the number of students exceeds the enrollment requirements set forth in the state Operating Appropriations Act for three consecutive years. A small school plant may also lose its remote and necessary status if a local school district closes the small school plant.

The report contains a map and list of the 10 remote and necessary school sites, a list of the remote and necessary review committee members, the remote and necessary rules, the remote and necessary allocations and the surveys of the current schools with the remote and necessary designation.

Thank you.

cc: Jennifer Priddy, OSPI, Assistant Superintendent, Financial Resources
    Sandy Triggs, Budget Assistant, Office of Financial Management
    Nona Snell, House Capital Budget Committee Staff
    Elise Greef, Senate Ways and Means Committee Staff
Report to the
Washington State House Appropriations Committee
and
Washington State Senate Ways and Means Committee
on
Remote and Necessary Small School Plants

Office of Superintendent of Public Instruction
January 2009
December 30, 2008

To: Members of House Appropriations Committee and Members of Senate Ways and Means Committee

From: Al Lawrence, Chair
Remote and Necessary Review Committee

RE: Status of Remote and Necessary Small School Plants

For the last several biennia, there has been funding in the state operating budget for small school plants judged to be remote and necessary. In 1994, a Remote and Necessary Task Force was established by the State Board of Education to clarify the unwritten policies and procedures for the designation of small school plants as remote and necessary.

As a result of the work of that task force, in September 1995, the State Board of Education adopted WAC 180-16-243, which was changed by Legislative Authority to WAC 392-349-015 on 6/7/06. WAC 392-349-015 states that every small school plant with remote and necessary status beginning 1996 shall be reviewed every four years by the Review Committee and the Superintendent of Public Instruction. The Review Committee shall submit its findings and recommendations to the Superintendent of Public Instruction. The Review Committee may conduct the review on-site, with the number of members participating determined by the committee, or may conduct the review by other means as determined by the committee. The Superintendent of Public Instruction shall provide to the fiscal committees of the legislature, in January of odd-numbered years, a list of remote and necessary small school plants.

A paper survey of the current schools with remote and necessary designation has been completed. The attached report presents the findings of those surveys and a brief description of each school site.

If you have any questions, please contact Ron Zier, Program Administrator, School Facilities & Organization Section, Office of Superintendent of Public Instruction, at 360-725-6418 or ron.zier@k12.wa.us.

Attachments
Table of Contents

- Map and list of 10 Remote and Necessary School Sites
- Remote and Necessary Review Committee
- Remote and Necessary Rules
- Remote and Necessary Allocation
- Remote and Necessary School Survey and Site Reports
## Remote and Necessary School Sites

(As of January 2009)

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<thead>
<tr>
<th>School</th>
<th>School District</th>
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<td>Rob Clark</td>
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<td>(K-5) - 22 students</td>
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<td>Yale (K-5) - 53 students</td>
<td>Woodland</td>
<td>Michael Green</td>
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<td>Anderson Island (K-5)</td>
<td>Steilacoom Historical</td>
<td>Art Himmler</td>
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<td>Waldron (K-8) - 14 students</td>
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<td>Barbara Kline</td>
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<td>Decatur (K-7) - 3 students</td>
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<td>Bill Evans</td>
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<tr>
<td>Stuart (K-8) - 2 students</td>
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<td>Michael Soltman</td>
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<td>Beach (K-6) - 55 students</td>
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<td>Roger Lehnert</td>
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<td>Point Roberts (K-3)</td>
<td>Blaine</td>
<td>Ron Spanjer</td>
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<td>(K-3) - 10 students</td>
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<td>--------------------</td>
<td>--------------------------------------------------------</td>
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</tr>
<tr>
<td>Steve Floyd</td>
<td>State Board of Education</td>
<td>2502 South 78th St.</td>
</tr>
<tr>
<td>Michael Green</td>
<td>WA. Assoc. of School Admin</td>
<td>800 3rd St.</td>
</tr>
<tr>
<td>Albert Lawrence</td>
<td>WA. State School Directors' Assoc.</td>
<td>P.O. Box 88874</td>
</tr>
<tr>
<td>Committee Chair</td>
<td></td>
<td>Stellacoom, WA 98388</td>
</tr>
<tr>
<td>Rick Maloney</td>
<td>WA. State School Directors' Assoc.</td>
<td>7002 53rd St. West</td>
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<tr>
<td>University Place, WA</td>
<td></td>
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<tr>
<td>Randy Newman</td>
<td>Office of Supt. of Public Instr.</td>
<td>P.O. Box 47200</td>
</tr>
<tr>
<td>Gilda Wheeler</td>
<td>Office of Supt. of Public Instr.</td>
<td>P.O. Box 47200</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Olympia, WA 98504</td>
</tr>
<tr>
<td><strong>Staff:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ron Zier</td>
<td>School Facilities &amp; Organization</td>
<td>P.O. Box 47200</td>
</tr>
<tr>
<td></td>
<td>Office of Supt. of Public Instruction</td>
<td>Olympia, WA 98504</td>
</tr>
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</table>
WAC 392-349-005
Remote and necessary small school plants — Purpose and authority.

(1) The purpose of WAC 392-349-005 through 392-349-015 is to establish policies and procedures to govern the classification of small school plants as remote and necessary.

(2) The authority for WAC 392-349-005 through 392-349-015 is the state Operating Appropriations Act which allocates funds to school districts for small school plants which have been judged by the superintendent of public instruction to be remote and necessary.

[Statutory Authority: RCW 28A.305.130 (5), (10), 28A.315.015 (2)(e), 28A.315.175, 28A.315.195(4), 28A.315.205(3), 06-17-038, amended and recodified as § 392-349-005, filed 8/8/06, effective 9/8/06. 05-13-061, recodified as § 180-16-241, filed 6/10/05, effective 6/10/05. Statutory Authority: 1994 sp.s.c 6 § 502 (1)(e), 02-14-113, § 180-24-400, filed 7/2/02, effective 8/2/02; 95-20-055, § 180-24-400, filed 10/2/95, effective 11/2/95.]

WAC 392-349-010
Remote and necessary small school plants — Criteria.

(1) Decisions of the superintendent of public instruction on granting remote and necessary status to small school plants within school districts shall be based on a finding that granting remote and necessary status is necessary to assure reasonable provision of a basic education program to students, including related services, equipment, and materials and supplies.

(2) In making the finding under subsection (1) of this section, the superintendent of public instruction shall consider, including but not limited to, the factors under (a) through (e) of this subsection. No single factor or combination of factors necessarily warrants granting or denying remote and necessary status. However, it shall be the policy of the superintendent of public instruction to favor those requests which, in the superintendent of public instruction’s judgment, meet the provisions of this section. "Favor" does not mean that the listed factors are necessarily exclusive. Additional factors and considerations may be included in a particular request. If there is a factual situation that falls outside the scope of all or a portion of the listed factors, the superintendent of public instruction may consider the facts and reasons the additional factors or considerations support the request.

(a) The student population to be served at the small school site, must meet the small school funding formula for remote and necessary school plants as provided in the Operating Appropriations Act. The grade span served at the small school site shall include the same levels for eligible students established by the district for other elementary, middle, or high schools of the district, and meet the educational needs of the population served by that small school plant.

(b) Existence of an intact, permanent community which is defined as a geographically site-specific, nontransient group of people. This factor must be met.

(c) Transportation: Travel time to another school in the district, or school in another district, is not
less than sixty minutes one way, or international boundary crossing processing time is unpredictable or lengthy or both.

(d) Transportation: Student safety from a small school site in the school district to another school in the district, or school in another district, may be at risk due to the condition of roads or waterways, seasonal weather conditions, or topography.

(e) Operational efficiency: Nonavailability of age appropriate grade level or cooperative programs in other school facilities in the district, or in the next nearest district or districts, or other educational organizations approved or recognized by the superintendent of public instruction.


WAC 392-349-015

Remote and necessary small school plants — Review committee.

(1) There is hereby established by the superintendent of public instruction a remote and necessary review committee comprised of at least the following five members:

(a) One member of the state board of education selected by the president of the board;

(b) Two staff members from the office of the superintendent of public instruction, one who is knowledgeable about finance issues and one who is knowledgeable about curriculum issues, both selected by the state superintendent;

(c) One school director selected by the Washington State School Directors’ Association;

(d) One school district administrator selected by the Washington Association of School Administrators;

(2) Vacancies on the review committee shall be filled by the person or organization responsible for appointments.

(3) At the discretion of the superintendent of public instruction, other members may be added to the review committee.
(4) It is the responsibility of the review committee to receive and review all applications from school districts requesting the superintendent of public instruction to grant remote and necessary status to a small school plant located in the district. Following the review of applications, the review committee shall recommend to the superintendent of public instruction whether such designation should be granted. Recommendations of the review committee shall be advisory only. The final determination rests solely with the superintendent of public instruction.

(5) Every small school plant with remote and necessary status beginning 1996, shall be reviewed every four years by the review committee and the superintendent of public instruction. The review committee shall submit its findings and recommendations to the superintendent of public instruction. The review committee may conduct the review on-site, with the number of members participating determined by the committee, or may conduct the review by other means as determined by the committee. The superintendent of public instruction shall provide to the fiscal committees of the legislature in January of odd-numbered years a list of remote and necessary small school plants.

(6) A small school plant shall lose its remote and necessary status if the number of students exceeds the enrollment requirements set forth in the state Operating Appropriations Act for three consecutive years. The loss of remote and necessary status shall take effect the immediate ensuing school year. If a small school site should lose its remote and necessary status, the local serving school district may continue to maintain and operate the school site. When the enrollment of such small school plant again meets the requirements of the state Operating Appropriations Act, the school district may apply to the superintendent of public instruction for redesignation as a remote and necessary plant.

(7) A small school plant shall lose its remote and necessary status if a local school district closes the small school plant. If the small school plant is reopened by the district, or a new small school plant is opened, the school district may apply to the superintendent of public instruction for remote and necessary designation for the small school plant. If such designation is granted, the remote and necessary status shall take effect as determined by the superintendent of public instruction.

## 2007-08 Remote and Necessary School Plants

### 2007-08 Remote and Necessary School Total Units and Allocation

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<tr>
<th>DISTRICT</th>
<th>SCHOOL</th>
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The allocations are calculated using district average certificated instructional staff mix factors. Both the total and bonus allocations include an amount generated by allocated classified staff units. Bonus classified staff units are allocated at the rate of one classified staff unit for every three bonus allocated certificated staff units.

OSPI/SAFS 10/8/2008
Remote and Necessary School Survey

November 7, 2008

Holden Village School

Lake Chelan School District

Headcount: 14

FTE: 13.5

Name and contact information of person who is completing this report:

Karen Walters - P.O. Box 369 Chelan, WA 98816
Morgan Owings Elementary School, 407 E. Wonder, Chelan, WA 98816
waltersk@chelan.schoool.org

- Does your remote school serve an intact permanent community which is defined as a geographically site-specific, non-transient group of people?
  Yes. The students served are children whose parents work as year-round staff.

- Is travel time to another school in the district or school in another district, greater than sixty minutes one way?
  Yes

- Is there an international boundary crossing processing time that is unpredictable or lengthy or both?
  No
• Please describe the transportation risk to transport students from the remote site to another school in the district, or school in another district, due to the condition of roads or waterways, seasonal weather conditions, or topography.

Transportation from Holden Village begins with a 12 mile bus trip down a dirt gravel road. In the winter avalanche danger makes the 3 day a week trip dangerous. At the lake students登上 a ferry (Mon, Wed, or Fri) and travel uplake to Stehekin where there is a K-8 school. The ferry time does not...

• Are there age appropriate grade levels or cooperative programs in other school facilities in the district, or in the next nearest district, or other educational organizations approved or recognized by the superintendent of public instruction that can be efficiently accessed? Please describe your answer (e.g. why these programs can or cannot be efficiently accessed).

The day-to-day cooperation with a nearby district to another school in the district is impossible due to the remote setting. However, Holden students enjoy an enriched educational experience provided in part by Village residents. An example would be violin lessons provided by a performing artist, or Spanish instruction being assisted by a native speaker. Additionally, Holden student can (and do) travel downlake to participate in learning opportunities as needed.
Ron, sorry for the added delay. Let's try it this way.
Karen

-----Original Message-----
From: Ron Zier [mailto:Ron.Zier@k12.wa.us]
Sent: Tuesday, December 23, 2008 11:41 AM
To: Karen Walters
Subject: Remote & Necessary Report

Hello Karen,

I called you last week regarding a missing page of your Remote & Necessary School Survey. I believe that you faxed me the missing page (backside of page 1), but, I did not receive it.

Sorry for the problem, but, could you please try sending it again? If possible, please send it as an email attachment or fax it to me at 360-586-3946.

Thank you,

Ron Zier
Program Administrator
School Facilities & Organization
Office of Superintendent of Public Instruction
PO Box 47200
Olympia, WA. 98504-7200

Telephone # 360-725-6418
Remote and Necessary School Survey

November 7, 2008

Holden Village School
School

Lake Chelan School District
District

Headcount: 14 students

FTE: 13.5

Name and contact information of person who is completing this report:

Karen Walters, Principal
PO Box 369, Chelan, WA 98816
509-682-5102
waltersk@chelanschools.org

- Does your remote school serve an intact permanent community which is defined as a geographically site-specific, non-transient group of people?

  Yes. The students served at Holden Village School are the children of year-round staff members. They typically remain at Holden for at least two years but sometimes as long as five.

- Is travel time to another school in the district or school in another district, greater than sixty minutes one way?

  Yes. The nearest school (also a remote and necessary school) is located at Stehekin, WA

- Is there an international boundary crossing processing time that is unpredictable or lengthy or both?

  No.

- Please describe the transportation risk to transport students from the remote site to another school in the district, or school in another district, due to the condition of roads or waterways, seasonal weather conditions, or topography.
Transportation from Holden’s remote site to another school in the district or in another district is problematic from both a time to transport perspective as well as distance. Students cannot access another school either in the district or out in one school day. To attend another school would require students to live somewhere else at least during the school week. Holden is about 45 miles from the city of Chelan and accessible only by boat. Students would be required to travel 12 miles down a dirt and gravel road from the Village to the shores of Lake Chelan. That trip typically takes about 45 minutes and is complicated almost six months of the year by avalanche danger as well as rocks and trees falling and closing the road. Once at the lake, students have the choice of traveling an additional 10 miles uplake to Stehekin where there is another remote school providing school for grades K-8. The lake transportation is provided by a ferry whose home berth is Chelan. A trip of about two and a half hours on the ferry is required to reach the road to Holden or the town of Chelan. The ferry arrives at about noon on most days and then continues to Stehekin where it remains for about an hour prior to returning to the Holden portal. To travel downlake to Chelan requires catching the ferry downlake at about 2:00 in the afternoon and arriving in Chelan around 4. Either trip can be accomplished in a day, but it is impossible to go either place and back to Holden on the same day.

- Are there age appropriate grade levels or cooperative programs in other school facilities in the district, or in the next nearest district, or other educational organizations approved or recognized by the superintendent of public instruction that can be efficiently accessed? Please describe your answer (e.g. why these programs can or cannot be efficiently accessed).

No. There are great programs in both the Stehekin and Lake Chelan School Districts but neither is efficiently accessed.
Holden Village
Lake Chelan School District
Chelan County

The remote and necessary school of Holden Village is supported by the Lake Chelan School District. Kindergarten through grade twelve are served at this site.

Holden Village is located 45 miles up Lake Chelan from the town of Chelan and 12 miles deep into the Cascade Mountains via a steep dirt road to "the Village". One must either fly or take a three-hour boat ride to Lucerne and then travel either by van, bus or snowmobile to the village. Road access from the lake is a series of dangerous switchbacks. October through March snow and rock avalanches occur often. Weather on Lake Chelan makes floatplane access unreliable. The elevation of Holden Village is 3200 feet.

The community of Holden Village is a very isolated former copper and nickel mining town. Gravel roads and paths meander and through the village. From 1937-1957, the copper mine was Washington's largest producer. The piles of orange tailings still mark the landscape where ore was crushed over 50 years ago. The owners of the mine deeded the town to the Lutheran Bible Institute in the early 1960s. It is now run by a nonprofit corporation. The dormitories, once used by the miners, are now used by visitors who want to get away from civilization for a bit and retreat to the isolation of this wilderness area. Wild animals frequently meander through the village. The community renewal/retreat center can host more than 400 individuals in the summer months. During the winter months the village houses about 75 residents who maintain the facilities (including keeping the pipes from freezing). Holden Village School students are children of these year-around employees. Meals are shared family-style in the old dining hall. Visitors make their own beds when they arrive.

The school building at Holden Village is heated by a wood burning furnace as well as two wood burning stoves in classrooms. Staff makes sure the furnace is stoked throughout the night. One of the primary responsibilities of Village volunteers is to cut and stack wood for the winter. Approximately 140 cords of wood are used by the Village during the winter months. Occasionally, the Village may get as much as two feet of snow overnight.

Electricity is generated on site by using Copper Creek, so it is limited. Distance learning is available via a satellite connection but the unreliable
availability of electric power makes using it difficult. Phone utilities are unavailable but emergency cell coverage can be accessed on a limited basis.

Two teachers educate an average of 15 students in grades k-12. High school students assist in guiding their own curriculum according to the individual areas of academic interest. If specialists are needed, they travel to the school site. Agreements are in place for Lake Chelan School District and North Central Educational Service District to allow necessary services to be supplied as needed.

The principal of the school, depending on weather conditions, travels to the school about once a month. Mail is delivered three times a week during the winter months. Again, this depends on the weather.

Volunteers living in the Village often tutor in areas of particular interest to students. There is definitely a sense of community of Holden Village. Each one depends upon the other—many times for survival. If the fire alarm sounds, everyone in the village responds.

School in this remote school in the wilderness provides a unique opportunity for students and staff alike. Each child, no matter their age, receives a personalized education. Between small classes and one-on-one instruction each is able to progress at his/her own pace to master their own learning.
Remote and Necessary School Survey

November 7, 2008

Beaver Valley School  Cascade School District
School  District

Headcount:  29

FTE:  25

Name and contact information of person who is completing this report:

Kenny Renner-Singer, Principal Beaver Valley School, 509-548-4042,
ksinger@cascade.wednet.edu

• Does your remote school serve an intact permanent community which is defined as a geographically site-specific, non-transient group of people?

  No

• Is travel time to another school in the district or school in another district, greater than sixty minutes one way?

  Yes, students who do not attend Beaver Valley would be on the bus between 60-90 minutes one way in order to attend Peshastin-Dryden or Osborn Elementary Schools. For example, a student living in Merritt would have to be on the bus at 6:05 am to get to school by 7:45 am. The same student would arrive home at 4:30 pm after riding the bus for well over an hour. Beaver Valley serves students from Winton, Merritt, Lake Wenatchee, Ponderosa, Chiwawa, Plain, and River Road.

• Is there an international boundary crossing processing time that is unpredictable or lengthy or both?

  No
• Please describe the transportation risk to transport students from the remote site to another school in the district, or school in another district, due to the condition of roads or waterways, seasonal weather conditions, or topography.

    The area served by Beaver Valley is mountainous and receives quite a bit of snow and ice in the winter. Frequently, alternate bus routes and precautions have to be taken in order to transport students safely. In addition to winter driving conditions, the Cascade School District is under a permanent court injunction to not transport students through Tumwater Canyon on Highway 2. As a result, buses have to travel around Tumwater Canyon on the Chumstick Highway, adding time and mileage to the routes up in the Beaver Valley attendance area.

• Are there age appropriate grade levels or cooperative programs in other school facilities in the district, or in the next nearest district, or other educational organizations approved or recognized by the superintendent of public instruction that can be efficiently accessed? Please describe your answer (e.g. why these programs can or cannot be efficiently accessed).

    Transportation is the primary barrier in being able to provide services to students living in the Beaver Valley attendance area. It is difficult to provide services to students because of travel times.
Beaver Valley Elementary School
Cascade School District
Chelan County

Beaver Valley Elementary School was established in September 2001 replacing the old one-room Winton Elementary School. Beaver Valley, a modern two-room facility, currently has 27 students enrolled and is centrally located in the geographic area of Plain. This location is closer to the majority of the population base. Because Beaver Valley has more classroom space than Winton Elementary, it is able to accommodate kindergarten through 5th grade thus saving the younger children a lengthy bus ride (in some cases over an hour) to school in Leavenworth.

The mission of the school is to work in cooperation with families and community members to provide students with a quality education based on high academic standards set by the Cascade School District board of directors. The district provides the needed services to this school as they do for all their schools.

The needs of all students are being met. Parents and staff feel services and resources are adequate for the school and that resources are directly provided to the school site.

Student test scores are extremely high. With the low pupil-teacher ratio, needs are often met without remedial help. If Title or Special Services are needed, they are available either through the school district or the educational service district. The Essential Academic Learning Requirements are being taught and students are progressing ahead of the rest of the students in the district. All programs offered at the other elementary school in the district are offered at Beaver Valley.

The transition from 5th to 6th at the larger school in Leavenworth has been an easy one for most students. To ease that transition to middle school, the students are encouraged as 5th graders to visit assemblies at the middle school. Beaver Valley (and former Winton) graduates have done very well in other Cascade School District schools once they leave their small remote and necessary school.

A large playground is available to the children. Also, because there is an abundance of snow in the winter months, the children learn to cross-country ski (part of their health and fitness curriculum).

Parents are very active in volunteer work at the school. Beaver Valley staff and district administration encourage this involvement. Parents assist with fund raising for field trips and also serve the school as guest speakers.

A fire station is located directly next to the school.

The school is utilized by the surrounding community for many meetings and gatherings, one of which is an annual apple pressing. There is some growth in the area of the school, but most of it is summer or vacation homes. Very few of the new households have school-age children. The school has tremendous historical, sentimental, and emotional ties to the community.
Due to a permanent court injunction, bus travel up the Tumwater Canyon is disallowed for all students. Therefore, the 6th through 8th grade students are transported a separate route to Leavenworth.

Beaver Valley educated students from Winton, Merritt, Lake Wenatchee, Ponderosa, Chiwawa, Plain, and River Road.

**Winton Elementary School**  
(Brief History)

The old Winton School was located 20 miles north of Leavenworth, off Highway 2, where it had been in existence for about 100 years. The school had been deeded by the Dillon family around 1920 when they homesteaded the valley. Since 1989 Winton served first through fourth grade students.

When the new Beaver Valley Elementary School was erected in 2000, the community members worked to keep and restore the old Winton school house. Through the efforts of many parents, community members and school staff, the building was moved, from the old site along the Icicle River, next door to the new Beaver Valley Elementary School.

The town of Winton once operated stock corrals. In years past, residents of the Winton area worked in logging, mill work, or on the railroad. Sheep were brought in by train (directly in front of the old school house) in the spring, and were herded past the school on their way to high summer pastures. In the fall flocks would again be herded back to the corrals at the Winton Depot. This seasonal activity delighted the children.
Beaver Valley Elementary School
(Pull bell is from original Plain School)

Winton Elementary School
(Replaced by Beaver Valley Elementary)
Remote and Necessary School Survey

November 7, 2008

Yale School

Woodland School District

Headcount: __53__

FTE: __50.5__

Name and contact information of person who is completing this report:

Michael Green, Superintendent
Woodland Public Schools
800 Third Street
Woodland, WA 98674
360.225.9451 greenm@woodlandschools.org

• Does your remote school serve an intact permanent community which is defined as a geographically site-specific, non-transient group of people?

Yes, the school serves the communities of Yale, Amboy, Yacolt, and Cougar.

• Is travel time to another school in the district or school in another district, greater than sixty minutes one way?

Students who live in Cougar, and beyond, have a lengthy bus ride if they were to travel to Woodland. Typically 70-90 minutes

• Is there an international boundary crossing processing time that is unpredictable or lengthy or both?

Nope

• Please describe the transportation risk to transport students from the remote site to another school in the district, or school in another district, due to the condition of roads or waterways, seasonal weather conditions, or topography.

The communities served by Yale School are at a higher elevation, (400’ or so) than the other Woodland Schools, which are at sea level. During the winter months transportation from that area to Woodland exacerbated by poor
road conditions and snow. The road is narrow, winding, and has significant elevation changes (1000' to sea-level)

• Are there age appropriate grade levels or cooperative programs in other school facilities in the district, or in the next nearest district, or other educational organizations approved or recognized by the superintendent of public instruction that can be efficiently accessed? Please describe your answer (e.g. why these programs can or cannot be efficiently accessed).

No, the neighboring district’s schools are roughly the same distance from Yale School as are Woodland Schools.
Yale School
Woodland School District
Cowlitz County

Yale Elementary School is located in the Yale Valley near Mt. St. Helens in southwest Washington. Its elevation is about 400 feet and reports significant winter snowfall and approximately 110 inches of rain per year. This school is part of the Woodland School District and serves kindergarten through fifth grade students. Currently the population of the school is 53. The student capacity of the school site is 75-100.

Yale Elementary School currently employs three teachers, a custodian/cook, and two instructional assistants (Title I, LAP, and special education). Substitutes are readily available to the Yale teachers. In-service training is available for all teachers. Teachers feel well served by the Woodland School District and appreciate their continued support and assistance. Yale teachers are part of the curriculum committees formed at Woodland Primary and Intermediate Schools. One board meeting per year is held at the Yale School.

The school’s vision includes: “Where community and learning connect. Everyone connected, everyone challenged, everyone successful.” The concept is to focus on the individual child. As part of school improvement planning, staff and parents contribute much to the process. Components and goal areas of the school improvement plan are being addressed. Weekly Monday district-wide professional development sessions focus on guiding activities toward school improvement priorities. The Essential Academic Learning Requirements (EALRS) are being addressed. The school utilizes the services of the Educational Service District through several contracts each year.

The present facility was built in 1962. The new, two-classroom addition was remodeled in 1992-93. It is a well-kept facility that is adequate to the needs of the school. Needed facility upgrades would most notably include a gymnasium remodel (particularly restroom facilities). The community uses the school facilities two to three times a week. A large gymnasium is a separate facility directly adjacent to the school building. It has a stage in one end, making it useful for performances, plays, holiday productions, dances, etc. The community enjoys and appreciates being able to use this space.

The gymnasium and library are also used during the summer months. Story time is held during the summer months when school is not in session. The city council meets once a month at the school. Occasionally, family night is held at the school. The Yale Valley community would like to see this modeled in other communities.

All classrooms are multi-aged. Grades K-1, 2-3, and 4-5. All schools thematic units and many cross-graded activities work well in this environment.

The technology program at Yale School is very effective. Every classroom teacher has at least four computers that are accessible to students. With flexible scheduling, these computers are
made available to all students in all grades. The computers are connected to the internet and district e-mail.

The Parent Teacher Organization (PTO) works well with Yale School to strengthen ties between school and community. They have been instrumental in organizing fund raisers to procure funds to support student activities. The PTO has helped fund and build new playground facilities and assists funding field trips.

School staff encourages parent and community involvement. Even though a large number of parents are working, they are still involved in volunteering at Yale School. This is evidenced by parental participation in reading groups and after-school activities. Like all remote and necessary school sites, Yale has a close family-like atmosphere that greatly contributes to a productive and positive learning environment.

A clear trend of growth/development within the Yale Valley may impact future enrollment. Though, over the past four years, enrollment has remained in the low 50's.
Yale Elementary
Remote and Necessary School Survey
November 12, 2008

Andersen Island Elementary School
Steilacoom Historical School District

Headcount: 34

FTE: 29.07

Name and contact information of person who is completing this report:

Nancy McClure, Director
Steilacoom Historical School District
510 Chambers St.
Steilacoom, WA 98388
253-405-8466

- Does your remote school serve an intact permanent community, which is defined as a geographically site-specific, non-transient group of people?

   Anderson Island Elementary is located on Anderson Island. It is a 2.6 teacher school with grades kindergarten to fifth. The only students able to attend this school live on the island. Anderson Island is a geographically site-specific, non-transient group of people.

- Is travel time to another school in the district or school in another district, greater than sixty minutes one way?

   Travel time from Anderson Island to another school in Steilacoom Historical School District takes approximately 1.5 hours one way (including ferry time, bus and wait time). The travel time can be even greater depending on boat schedule revisions, dock closures or other unforeseen situations.

- Is there an international boundary crossing processing time that is unpredictable or lengthy or both?

   There are no international boundary crossings.

- Please describe the transportation risk to transport students from the remote site to another school in the district, or school in another district, due to the condition of roads or waterways, seasonal weather conditions, or topography.

   Several factors impose risk to young students being transported from Anderson Island to a mainland school in Steilacoom Historical School District. First, the boat schedule is subject to change at a minute's notice (i.e., weather conditions, dock closures, lock down) and may leave students stranded on either side of the water without access to an adult family member. Finally, in case of an emergency, students and parents may not be able to
reach each other due to lack of personal transportation access to and from Anderson Island.

- Are there age-appropriate grade levels or cooperative programs in other school facilities in the district, or in the next nearest district, or other educational organizations approved or recognized by the superintendent of public instruction that can be efficiently accessed? Please describe your answer (e.g., why these programs can or cannot be efficiently accessed).

Other age-appropriate grade levels exist in Steilacoom Historical School District, but are not efficiently accessed due to transportation restrictions to and from Anderson Island. The boat schedule, wait time, and bus travel time increase students' day to approximately nine hours — more if changes are in place to the boat schedule.

Finally, Anderson Island has limited access and thus, students and families living on the island cannot readily develop community ties on the mainland. Anderson Island is the community for the families living here and deserve to have their young children attend their community school.
The original Anderson Island School, named Wide Awake Hollow, opened in August of 1882. School was held in a small abandoned house near Oro Bay. In 1883, a new building, 26 by 15 feet, was built at a cost of $60. The unpainted structure was heated by a box stove and water was carried in a pail from the creek.

Today, Anderson Island Elementary School, part of the Steilacoom Historical School District, is located on land leased by the Anderson Island Park District. A 1,680 square foot wooden structure, constructed in 40 days, was dedicated August 27, 1980. Today, the facilities are adequate and safe for the programs offered and free from environmental hazards. The buildings are not an obstacle to delivering a quality education. The district would like to upgrade the facilities to a more permanent structure.

The current enrollment (2004-2005 school year) is 38 students. Two teachers teach multi-grades; one teaches all-day kindergarten through second grade, and the other teaches third through fifth grade. A librarian, secretary, and educational assistant are also employed as is a counselor (3 hours per week) and PE specialist, science teacher, and special services teacher (3 half-days per week). Maintenance above the basic janitorial services is provided when necessary as are nursing services. Field trip costs are higher since the ferry ride adds to the time necessary to complete the activity.

Transporting the younger students across the water to Steilacoom would create an undue burden on the parents. There are times when the boats cannot run due to mechanical problems or damage to the dock or inclement weather. If the younger students were stranded on the mainland overnight, there are logistical problems that would need to be addressed.

Sixth through twelfth grade students take the 20-30 minute ferry ride to the mainland to attend middle school and high school in the Steilacoom Historical School District. A school bus picks them up at the Anderson Island dock where they are then transported on the bus, via the ferry, to their respective schools. Students are not allowed to get off the bus while on the ferry.

The Pierce County Ferry System, the only form of transportation other than private boat, runs daily from early morning to about midnight depending on the day. The last evening ferry during the week leaves Steilacoom at 8:00 p.m. The transportation is not free for the students unless in a state exempt vehicle.

The vision of Anderson Island Elementary is to provide a high quality innovative program that uses technology and individualized instruction, especially at the 3-5 grade level to allow students to work in math and reading at their own pace. The other subject
areas are delivered in a very creative manner, having developed a three-year cycle for the K-2 and 3-5 level to explore the science and social sciences in depth.

A site-based parent/teacher organization works to create high quality education at this school. The parents appreciate the unique quality of education that is presented to their students and feel unique, creative, learning opportunities are offered, especially due to the school’s size, that cannot be offered at a larger mainland school.

The senior citizens on the island are also very involved with the school. An example would be the island history reports that are in the social science cycle that has the students interview the senior citizens of the island. Students learn different aspects of island history and then put their information in a PowerPoint presentation. They invite their parents and citizens of the island for an evening presentation that each selected group of students has organized.

All events that are held in conjunction with the school are well attended by a large majority of the island’s population. Many times it is the “event” that is happening on the island. The school is the community center where a sense of “family” exists. The school is utilized for functions such as the community fair, winter holiday play, and a chili cook-off.
Anderson Island Elementary
Remote and Necessary School Survey

November 7, 2008

Harriet Taylor Elementary
Steilacoom Historical School District

School

District

Headcount: 11

FTE: 10.5

Name and contact information of person who is completing this report:

Nancy McClure, Director
Steilacoom Historical School District
510 Chambers St.
Steilacoom, WA 98388
253-405-8466

- Does your remote school serve an intact permanent community, which is defined as a geographically site-specific, non-transient group of people?

Harriet Taylor Elementary is located on McNeil Island. It is a one-teacher school with grades kindergarten to fourth. The only students able to attend this school must live on the island. There are approximately eighty-five full-time occupied homes on McNeil Island, which are owned, by the Department of Corrections. Residents must be employed with the Department of Corrections or Special Commitment Center — both located on the island. McNeil Island is a geographically site-specific, non-transient group of people.

- Is travel time to another school in the district or school in another district, greater than sixty minutes one way?

Travel time to another school in Steilacoom Historical School District takes at least an hour. The travel time can be an hour or more depending on boat schedule revisions, dock closures or other unforeseen situations.

- Is there an international boundary crossing processing time that is unpredictable or lengthy or both?

There are no international boundary crossings.

- Please describe the transportation risk to transport students from the remote site to another school in the district, or school in another district, due to the condition of roads or waterways, seasonal weather conditions, or topography.

Several factors impose risk to young students being transported from McNeil Island to a mainland school in Steilacoom Historical School District. First, young students in kindergarten through fourth grade would be required to ride the DOC boat to and from a mainland school. These boats have inmates as deck hands, and also transport inmates
regularly to and from the prison. Students would be in proximity to inmates as they wait in the dock house and ride the boat. Second, the boat schedule is subject to change at a minute’s notice (i.e., weather conditions, dock closures, lock down) and may leave students stranded on either side of the water without access to an adult family member. Finally, in case of an emergency, students and parents may not be able to reach each other due to lack of personal transportation access to and from McNeil Island.

- Are there age appropriate grade levels or cooperative programs in other school facilities in the district, or in the next nearest district, or other educational organizations approved or recognized by the superintendent of public instruction that can be efficiently accessed? Please describe your answer (e.g. why these programs can or cannot be efficiently accessed).

Other age appropriate grade levels exist in Steilacoom Historical School District, but are not efficiently accessed due to transportation restrictions to and from McNeil Island. The boat schedule, wait time, and bus travel time increases students’ day to approximately nine hours — more if changes are in place to the boat schedule.

Finally, McNeil Island has limited access and thus, students and families living on the island cannot readily develop community ties on the mainland. McNeil Island is the community for the families living here and deserve to have their young children attend their community school.
Harriet Taylor Elementary
Stellacon Historical School District
Pierce County

Harriet Taylor Elementary School, supported by the Steilacoom Historical School District, is located on McNeil Island. This island is operated by the Department of Corrections that is in charge of the penitentiary. Students attending Harriet Taylor Elementary are children of the staff (swat team) at the prison. In other words, "staff" meaning those guards who must live on the island in case of an emergency at the prison. The Department of Corrections makes housing available to staff members who are on 24-hour call and must live on McNeil Island.

This island is only accessible via a boat provided by the Washington State Department of Corrections. The boat runs on an approximate hourly basis with a trip time of 20 to 25 minutes each way.

Harriet Taylor Elementary School is a K-5 school. Kindergarten students attend all day. Seven students are currently enrolled in this school supported by one teacher. The district provides nursing and counseling for students. School district specialists are available to assist staff when needs arise. The part-time principal visits the school on a regular basis and assists with administration and instruction. The teacher uses the services of the Puget Sound Educational Service District when she takes classes from that agency.

Substitute teachers have not been a problem for the school and the district is working with the Department of Corrections to allow additional substitute teachers to have access.

Additional costs for the school fall into the realm of transportation when students leave the island with staff for field trips. Sixth through twelfth grade students ride the ferry (passenger only) to the Steilacoom dock where they then board a bus to attend the Steilacoom School District schools. Riding the Department of Corrections ferry would present an undue burden on young children and their families.

Without remote and necessary funds it would be hard, if not impossible, for parents with elementary-age students to live on the island. This would dramatically impact the careers of Department of Corrections staff members ranging from corrections officers to fire fighters to electricians and would prevent some of them from career advancement.

The facilities at Harriet Taylor Elementary are adequate for school programs and are free of environmental hazards. The school district works with the Department of Corrections to make sure that the building is a safe place for students to attend school. McNeil Institution maintains the facility (structurally). Grounds are kept by inmates of the prison. The priority of repairs depends on the budgetary constraints of the institution.