

Grant Center for the Expressive Arts

Proposal

Grant Center for the Expressive Arts Proposal

Executive Summary

Merging Jefferson Elementary and Grant Center for the Expressive Arts and creating Tacoma's only K-8 arts school offers a natural and positive solution to a difficult situation.

Parents, staff and students at Jefferson Elementary and Grant Center for the Expressive Arts love their schools. Yet the Tacoma School District, like school districts across Washington, is grappling with inadequate state funding. If the Tacoma School Board must consider consolidating elementary schools to save money and protect academic programs, we – the Grant community – offer this proposal for serious consideration.

Jefferson and Grant have long and rich histories. As neighboring schools, they've anchored the Sixth Avenue community for nearly a century. Jefferson enjoys a close-knit community and a modern school facility. At Grant, the expressive arts are fully integrated into regular classroom learning, community partnerships and enrichment programs for all students.

Merging Jefferson and Grant's students and staff, strengthening Grant's current arts focus and expanding to a K-8 model would benefit students at both schools while achieving the necessary financial efficiencies. The name of the new school would be determined through the District's inclusive community process.

The Grant Center for the Expressive Arts proposal is divided into nine main sections:

- Vision
- Staffing
- Costs
- Boundaries, transportation and facilities
- Funding
- K-8
- Current Grant arts program
- Statements of support
- Conclusion

***Vision, Staffing,
Costs, Boundaries,
Transportation,
Facilities & Funding***

Vision: A New K-8 School in Tacoma

The Grant Center for the Expressive Arts is unique within the Tacoma School District. Grant is the only Tacoma elementary school that has completely integrated the arts into its curriculum. At Grant, an emphasis on drama, dance, music and visual arts offers students the well-rounded education they need to succeed. This approach has paid off academically. Within Grant's ethnically and economically diverse student population, student achievement has consistently increased since Grant adopted its arts focus.

Grant offers its students a multitude of arts opportunities, whether integrated into the regular classroom or offered as free enrichment programs outside of regular classroom hours. Grant students enjoy and benefit from enrichment classes in tap, ballet, clay, costume design, drama, hand ballet, mosaic, stage design, violin, cello, African mask making and mixed media, among others. Visual art, pottery, drama, dance and music are integrated into all classrooms.

During the Tacoma school closure discussion in the spring of 2006, Grant parents and staff made a proposal to the school consolidation committee and Tacoma School Board members: Combine the entire Grant program – students, staff and arts programs – with Jefferson Elementary School, improving upon the arts curriculum currently offered at Grant while expanding it to K-8. If that is not possible, Grant parents and staff are adamant about keeping the Grant Center for the Expressive Arts at its current location.

Staffing

Certificated teachers at Grant have undergone arts integration training, which is crucial to the school's success as a center for the expressive arts. All Grant staff members have committed to a second Arts Impact training, a two-year program beginning in August 2006. Grant teachers also plan to participate in the Artstime Conference planned for March 2007.

The teaching staff at Jefferson and Grant would be combined. Grant currently has a projected full-time equivalent teaching/certificated staff of 26.5 – 32, depending on enrollment and including art, music, special ed and counselors. Grant has 11 classified FTEs; the merged arts school, with a combined enrollment of approximately 425, would have an estimated 35-40 teaching/certificated and 11.75 classified FTEs. Positions directly linked to arts integration include full-time arts, dance/drama and music teachers, plus a 0.25 FTE arts coordinator and a 0.5 FTE arts foundation manager (both of which are non-certificated positions).

Costs

The list below reflects items contributing to the physical cost of merging the Jefferson and Grant communities at the Jefferson site. Except for the installation of a new dance floor, the Tacoma District Maintenance Department would undertake the job of moving and installing the items listed below. As of June 1, Tacoma School District administrators were unable to provide cost estimates. Meyer Floors provided input on the cost estimate for the dance floor.

- Moving portables (four for classroom use)
- Stage
 - sound system
 - lights
 - curtain
- Kiln
- If the merged school is given a new name, moving the existing Jefferson and Grant signs indoors at the new location and installing new outside signage. Maintaining the old signs inside the school would honor the long legacy of each school.
- Moving art work from Grant:
 - The arts statue outside Grant, which was created by artist Michael Newham in 1998 when Grant became an arts-centered school.
 - Tile work created by Grant students as a culminating project with artist-in-residence Barbara Kates.
 - Acrylic sculptures created by Grant third-graders.
 - Student and staff murals in the upper hall and on either side of the stage.
 - A Dale Chihuly painting currently displayed in Grant's Arts Loft.
 - Other significant art now at Grant.
- Dance room
 - Moving the mirrors and barre
 - New floor installation: A Dance Equipment International Roscoleum Classic floor, a spring system and installation will cost approximately \$48,500 for a dance studio measuring 30 feet by 40 feet.

School boundaries, transportation and facilities

Attendance Boundaries

The attendance boundaries for the proposed school will be the combined boundaries of Jefferson Elementary and Grant Center for the Expressive Arts. The new school will continue to draw many families from outside the regular attendance area.

Transportation

The Tacoma School District will provide bus transportation for all students within the new school boundaries who live more than one mile from the new school or who must cross major arterials to get to school.

Facilities

The Jefferson Elementary School building is brand new and thoroughly modern. As the school expands to K-8, additional permanent classroom space would be needed to accommodate the additional students. Jefferson was built with future additions in mind.

Existing space at the Jefferson building would accommodate specialized art programs:

- Art studio, including sink, tables, stools, large storage unit and pottery/ceramic equipment (see Cost section)
- Dance studio, including mirrors, barre and dance floor (see Costs section)
- Music/theater studio, including instruments from Grant
- Stage, curtain, sound system, lighting, tap floor from Grant (see Costs section)

If Grant is merged with Jefferson, we recommend the Tacoma School District find other viable uses for the existing Grant school site instead of leaving it unused. Partnerships should be pursued with other community institutions that would put the Grant building to good use. These groups could include the Metropolitan Parks District, the University of Puget Sound, Tacoma Community College, the Boys & Girls Clubs and the Tacoma School of the Arts.

Funding

Grant is interested in pursuing the following two funding opportunities regardless of location or consolidation:

Federal Reverse Magnet Grant

It is the aim of Grant Center for the Expressive Arts to continue building the integrated arts program that currently exists. The three-year federal magnet grant received during the 1996-97 school year was critical to developing the format of our school. The professional development, research and subsequent program development could not have happened without it. Therefore, to expand our integrated arts program and lay the foundation for adding grade levels, we see great value in pursuing a reverse magnet grant through the Department of Education during the next grant cycle. With the support of the Board of Directors and Superintendent, we propose pursuit of this funding opportunity.

Formalizing the Arts Trust Fund: Creation of a 501(c)(3)

The Arts Trust has been in existence at Grant since the 1996-97 school year. The purpose of this fund is to promote the educational mission and goals of Grant Center for the Expressive Arts through enhanced funding of artistic opportunities for children and professional development for its staff. To maximize funding sources, our intent is to create a 501(c)(3) non-profit foundation. With this foundation would come the ability to apply for private and public grants. All funds would go toward sustaining and expanding arts integration for years to come. The foundation also would provide a means for formally connecting Grant to the community and its art partners. SOTA Partners serves as a resource and a model for the development of this foundation.

K-8 Expansion

Expanding to a K-8 school

Staff and families would like to create a K-8 arts school for a variety of reasons. The Grant community acknowledges benefits of an integrated arts program for students beyond grade five. We believe that offering a smaller school setting to middle school students along with arts-based curricula and continued family and community involvement will enhance academic achievement. Currently, the Tacoma School District does not offer an integrated arts program that serves students in grades six through nine. The proposed addition of grades six through eight would serve to close the gap between the arts program currently offered at Grant and the program at TSOTA.

The current situation provides a unique opportunity to both the district and the Grant and Jefferson communities. The site at Jefferson was designed for expansion that could accommodate an expanded grade level program. On a temporary basis, the site could also accommodate the use of portables. An expansion of facilities and grade levels would not be possible at the current Grant site.

We propose that the addition of grade levels occur during the consolidation process with Jefferson, such that the first sixth grade would be during the 2007-08 school year. Doing so creates the association of grades six, seven and eight with the new school from day one. Curriculum support from the district would be critical in this process. Site visits to other K-8 integrated arts schools would be valuable during the planning process, should grant money make this possible. We also recommend a participation agreement for students to access athletic programs at nearby middle schools.

Relevant Research Supporting the K-8 Model

- Urban cities that have K-8 schools in their districts that outperform their middle schools are: New York City, Milwaukee and Philadelphia.
- After assessment, researchers found K-8 school students to have higher self-esteem, less victimization, greater participation, healthier adolescent development. ⁶
- Parent involvement is greater in K-8 schools as parents are connected to one school longer. ⁵
- Parents having more than one child in the school at the same time (e.g. one in elementary grade, one in sixth, seventh or eighth) benefit from unified school schedule. ⁶
- 11 percent more K-8 students entering ninth-grade enrolled into special admittance programs such as Advanced Placement, International Baccalaureate, and honors programs than did middle school students. ⁶

- K-8 graduates post higher high school GPAs than do middle school graduates by approximately one-tenth of a letter grade. ⁶
- Researchers who examined the relationship between grade-span configurations and student outcomes consistently found that K-8 elemiddles were producing the most desirable results. ³
- Eighth-grade reading scores surpass junior high counterparts (Moore Study). ⁶
- K-8 SAT 9 scores in reading, math and science are significantly stronger (Offenberg Study). ⁶
- When sixth-, seventh- and eighth-grade students are integrated into an elementary setting (otherwise known as an elemiddle school) they become protectors, peer tutors, and role models for younger students. ¹
- Middle school level best fits with the child-centered philosophy characteristic of elementary schools rather than a subject-centered approach like that of high schools; therefore, middle school appropriate material is easier for elementary-trained teachers to teach. ²
- Achievement data from Philadelphia (214,000-student district) revealed K-8 students scored higher in reading and math than those in middle schools. ⁷
- Researchers compared the performance of 8th grade students in various configurations and concluded that an elementary K-8 setting was the most favorable to achievement, whereas a secondary setting (junior-senior high) was the least favorable, after controlling for socioeconomic status. ⁴
- Teacher retention rates in Philadelphia are higher at K-8s than middle schools due in part to smaller class size per grade level. ⁷
- A recent study by Rand Corp. revealed American middle school students reported more isolation than their counterparts in 12 other countries. Resulting recommendations of this study included school districts “consider alternatives to the 6-8 structure to reduce multiple transitions for students and allow schools to better align their goals across grades K-12.” ⁵
- Tacoma’s successful Bryant K-8 Montessori School provides a worthy model to follow.

(See enumerated source in appendix.)

Grant Today

Grant Center for the Expressive Arts Today

The hallmarks of Grant today are a reflection of District commitment, staff dedication, and support from families and community partners. As a result, our students thrive. Arts integration is seen throughout the school and community. It is sustained through unique programming, funding and community connections.

Facets of Arts Integration

Academic Achievement—Within Grant’s ethnically and economically diverse student population, student achievement has consistently increased since Grant adopted its arts focus.

Integrated Arts Instruction—Certificated staff members use dance, drama, music and the visual arts as strategies for teaching the core curriculum and participate with their classroom students during adjunct art experiences. In addition, staff develop art projects/experiences in many different media for use in the classroom as well as enrichment programming. These instructional innovations often culminate into group performances and collaborative student projects.

Adjunct Arts Instruction—At present, drama, visual arts and dance classes are facilitated by adjunct art staff. Students participate in a trimester rotation through these art classes. Adjunct instructors are an integral part of the staff. Their role has allowed them to develop significant programming contributions that enhance and enrich the school’s vision and community presence, such as Company, theatre productions, and enrichment classes.

Enrichment Classes—Free enrichment classes are offered to all students before, during and after school. Classes include instrumental and vocal music, visual arts, dance/movement, and sports, as well as academically based programs. They are taught by certificated staff, adjunct art instructors, and parents who work to meet the school improvement goal of getting every student involved in one or more activities throughout the school year.

Arts Trust Funding—The Grant Arts Trust is supported by ongoing PTA activities such as the annual For the Love of Art Auction. Our annual auction profits have grown by 2000 percent since our first year. Through the years, proceeds from this event have funded teacher training in arts integration, after-school arts enrichment activities for all students, and equipment and fixtures such as stage curtains, a sound system and stage lighting. These items and activities are necessary for furthering the mission of the school but fall outside the District’s budgeted expenditures.

PTA Funding—Additional support is provided through dedicated funds from our local PTA unit which sets aside money each year to support arts experiences, field trips, classroom supplies, the annual Fall Festival, Company (premier student dance company) and drama programs. Many of these programs provide strong links to the greater Tacoma community, which in turn supports the school’s other fund-raising efforts.

Community Partnerships—Our school is currently engaged in important school-community partnerships that promote our mission of arts integration:

- Tacoma Little Theatre—Conducts drama classes at Grant and provides venue for the spring play.
- Sixth Avenue Merchants Association—Grant staff and students have been involved in a variety of art events such as Art on the Ave, holiday window painting, poster design for Association-sponsored arts events.
- Tacoma School of the Arts—TSOTA students take part in classroom internships at Grant, choreograph dances for Company performances, and provide arts education experiences for Grant students.
- Tacoma Art Museum—Grant students take part in hands-on art experiences and guided tours at TAM with assistance of TSOTA students and museum staff.
- Kiwanis Club of Tacoma—Sponsor of monthly Terrific Kid Assemblies to recognize student accomplishments and promote self-confidence.
- Labor Ready—A corporate sponsor of our 2006 For the Love of Art Auction
- Key Bank—Bank employees volunteer their time and assistance at Grant’s annual auction.
- Starbucks—Seattle-based Starbucks partnered with the Grant Library to build a collection of books on Egypt.
- Karpeles Manuscript Museum—This important Tacoma museum maintains a mini-display in the Grant Library.
- Papa John’s Pizza— Collaborates with Kiwanis by donating pizzas to the Terrific Kids program.
- UPS—Grant has a partnership with the University of Puget Sound drama department in which college students teach Grant students drama workshops for their internships.
- The Grant community is continuously trying to develop new partnerships in Tacoma to strengthen our relationship with the arts community and community at large.

Vision-inspired Family Involvement

“It is the vision of our school community that our students leave verbally, numerically and culturally literate; socially adept – aware that there is a big world out there filled with possibilities; and with the skills to create stimulating, responsible, happy lives that give back to society.”

Grant staff and parents promote the notion that our school is part of a larger community, and students, even the youngest, can have an active role in that community. Thus, Grant regularly participates in community events such as Art on the Ave. and the Junior Daffodil Parade. Our school had the privilege of being Grand Marshal of the parade in 2005. Company, Grant’s dance troupe, attends the parade annually as ambassadors of our school.

In addition to these events, Grant has developed its own community events that provide interest, entertainment and a contribution to the community. These include:

- **Fall Festival**–Started in 2004 as a fund-raising event that offers community and Grant student artists the opportunity to display and sell their artwork.
- **Holiday Window Painting**–Students participating in this enrichment class paint holiday designs on the windows of 6th Avenue businesses.
- **Young Authors**–This event showcases books written by students and allows them to present their works to the community. Readers of these original works leave written reactions and comments for student authors to enjoy.
- **Winter and Spring Concerts**–Our concerts showcase students who have participated in performing arts enrichment classes.
- **Annual Spring Play**–4th- and 5th-graders perform their theatrical production at Tacoma Little Theatre as well as for the school community.
- **Company**–Our Company dance troupe performs at 12 to 14 school sites in Pierce County as well as at the Maritime Festival in September.
- **Senior Luncheon**–5th-grade students invite grandparents, neighbors, and local retirement home residents to eat lunch with them. The entire school participates in decorating the lunch room and students entertain the guests. This program has existed for more than 35 years.
- **Community Service**–Grant staff and families value the importance of community service and seek to promote student understanding of what that means. Most recently, Grant’s community service projects have included food drives for local food banks and holiday baskets for needy families.
- **Grant Troubadours**–These student performers tour and perform at community events.
- **The new Camp Creativity** summer program at Grant helps provide year-long arts integration for students. Plans call for expanding Camp Creativity beyond the summer school period.
- **Art on display**–Working with Grant, TSOTA students display student artwork and performance in the Sixth Avenue Business District.

Family Involvement Project

This year Grant has pursued a new way to look at parent and family involvement. The Family Involvement Project hopes to offer a variety of ways for Grant families to be involved in school and community. The project's mission is to increase parent and family involvement through opportunities in three areas: family enrichment, community service and home contributions to academic achievement.

A recent survey of Grant families revealed 79 percent of respondents expressed interest in family enrichment classes; 85 percent expressed interest in participating community service activities; and 90 percent expressed interest in participating in information sessions related to academic achievement. Respondents offered 50 different suggestions for enrichment classes, 18 suggestions for community service projects, and 13 topics for academic achievement information sessions.

Conclusion

Maintaining and expanding the Grant arts integration program will be beneficial to students, Tacoma Public Schools and the community. Grant Center for the Expressive Arts is a unique and successful school that provides Tacoma students a well-rounded academic experience.

If Grant is considered for consolidation, parents, staff and community supporters at the Grant Center for the Expressive Arts recommend merging the existing Jefferson and Grant programs to create a new K-8, arts-focused school at the Jefferson site. In the spirit of creativity, cooperation and problem solving that both Jefferson and Grant exemplify, we respectfully urge the Tacoma School Board to give this proposal serious consideration. Combining Jefferson's modern school facilities and vibrant community with Grant's focus on the arts provides a solution that will benefit everyone involved.

Statement of Support

Statements in Support of this Proposal

“Not only do the arts remove boundaries and allow students to explore aspects of life around them in new ways, but connecting the arts with other disciplines like math, reading and writing, or science often helps students learn about, comprehend, and value those disciplines as well. By creating a K-8 arts-based program that builds on Grant’s superb reputation, Tacoma Public Schools would be providing an important service to area families and children.”

Esther Luttikhuizen

Director, University of Puget Sound’s Kittredge Gallery

Co-founder, Seattle’s Esther Claypool Gallery

“As a parent – and certificated teacher – I’ve been impressed by the way in which Grant’s strong academic curriculum is enhanced by its arts program. Expectations for both achievement and behavior are high. I support the notion of creating a new arts-based K-8 school based on Grant’s solid foundation. Making this enriched learning experience available to middle school students is an idea that’s long overdue.”

Lisa Almonte

Parent, Grant Center for the Expressive Arts

Teacher, Tacoma School District

"Over the past 10 years, the Grant Center for the Expressive Arts community has come together to demonstrate the power of teaching through the arts. The accomplishments achieved in academic performance, social development and community involvement serve to support not only the continuance of this program but also its expansion to include a wider range of students. I strongly support their efforts to preserve and expand this program."

Kim Johnson

Principal, Narrows View Intermediate School, University Place

Former principal, Grant Center for the Expressive Arts

“I’ve had the opportunity to see Grant’s concerts, musical productions, and classes first-hand. The excitement these students have about school and learning is inspiring. Creating a new K-8 arts school that allows even more students access to this arts-based curricula is an exciting proposition.”

Geoff Proehl

Chair, University of Puget Sound Theatre Arts Department

Spouse, Grant Center for the Expressive Arts teacher

“As an arts educator with 25 years experience in the public and private sector, I implore you to maintain Grant’s arts-based curriculum in our community. This creative process of learning enhances children’s self-esteem, expands horizons, and encourages teamwork and responsibility. With so few arts opportunities in our education system it is crucial that we preserve this program.”

Lynn Wilmot-Stenehjem, Dance Director, Tacoma-Pierce County YMCA

“I’ve been a teacher at Grant for 26 years. While I would love to see Grant rebuilt at its present site to house our arts program, the idea of taking the very best of both Jefferson and Grant is an exciting proposition for me. I am confident that both of our staffs will work together to create an arts integration K-8 school that will provide excellent, relevant instruction to a broader spectrum of students.”

Diana Sailer

Teacher, Grant Center for the Expressive Arts

Dear members of the Tacoma School Consolidation Advisory Committee and the Tacoma School Board

At the regular meeting of the Sixth Avenue Merchant's Association on February 14, 2006 the future of the Grant Center for the Expressive Arts was discussed. It was the unanimous position of the approximate 50 in attendance that the Grant Center is a highly valued member of the 6th Avenue neighborhood and that it would be very damaging to the unique co-beneficial relationship between the students and the Grant neighborhood. One of the members who had worked in Public Education for 38 years said that he had never known of an elementary school that was as extensively and successfully integrated into the life of its community. One of the members in attendance said that her grandchildren were electively transferred to Grant and that they were achieving at a level far beyond their previous school. Grant is quite unique in that its educational experience inculcates and acts upon the importance of community involvement as a civic necessity and demonstrates to its students that it can also be fun (motivating) and a useful educational experience. The staff and children have been involved in a variety of art projects with 6th Avenue such as "Art on the Ave" and other holiday events. We strongly recommend the continuance of the Grant Center for the Expressive Arts at its current 1018 N Prospect Street location

Sincerely, The 6th Avenue Merchant's Association
Charles White, President, 593-2666

A handwritten signature in black ink, appearing to read "Charles White", with a long, sweeping horizontal line extending to the right.

K-8 Tacoma Center for the Expressive Arts Proposal Committee

Avance Byrd, Grant Center for the Expressive Arts principal, 253-571-1402

Mary Boone, Grant parent, 253-272-0165

Rich Wood, Grant parent, 253-376-1007

Kris Carpenter, Grant parent

Eileen Borne, Grant parent

Barbara Morgan, Grant parent

Mitch Robinson, Grant parent

Sue Comis, Grant parent

Ann Welton, Grant librarian

Diana Sailer, Grant teacher

Kim Kallenberger, Grant teacher

Krissy Wyatt, Grant teacher

6/21/06

Appendix

Staffing Proposals--Grant Center for the Expressive Arts

Option 2: Move to the Jefferson site on North Stevens

Grade Level	Certificated FTE	Classified FTE
Principal	1.0	
Preschool	1.0	1.0
Kindergarten	3.5 - 4.0*	1.0
K-1 Autism Inclusion	1.0	2.0
TLC	1.0	2.0
1	3.0 - 4.0*	
2	3.0 - 4.0*	
3	3.0 - 4.0*	
4	3.0 - 4.0*	
5	3.0 - 4.0*	
Special Ed/Resource Room	1.0	1.5
Instructional Facilitator	1.0	
Title I/LAP	1.0*	
Library	1.0**	0.5**
Music	1.0	
K.E.	1.0	
Dance/Drama	1.0	
Art	1.0**	
Sight Impaired	0.5*	.75*
Psychologist	0.5*	
Counselor	1.0	
O.T.	0.5*	
P.T.	0.5*	
SLP	0.5*	
Nurse	0.5*	
Office Coordinator		1.0
Health Room Assistant		1.0
Arts Coordinator		0.25
Arts Foundation Manager	0.5**	
Volunteer/Transporations Coordinator		0.5
Custodian		2.0
TOTAL FTE	34.5 - 40.0	11.5

* May fluctuate with enrollment.

**Increased FTE over present or new position.

NOTE: We prefer to keep existing staff, as much as is possible.

K-8 Research

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[<http://www.philaedfund.org/notebook/TheGreatK8Debate.htm>]
[<http://repository.upenn.edu/dissertations/AAI3052941/>]
7. Patton, Carol. "The K-8 Bunch: K-8 schools are growing in popularity across the country. Do they really lead to fewer discipline problems and better academic performance?" *District Administration*, February 2005.
[<http://www.districtadministration.com/page.cfm?p=998>]

Pricing Chart for Dance Floors

Specific information on each product and its applications is on the next two pages.

Pricing is done on the basis of a 30' x 40' room with an extra 10 square yards added (143 square yards).

The prices given in the proposal are for the Roscoleum Classic floor.

Product	Price per square yard	Total Price No tax added
Rosco Dance Floor	\$18.17	\$2598.31
Rosco Cabriole	\$21.87	\$3127.41
Royale Cushioned Flooring	\$21.87	\$3127.41
Adagio 2000	\$26.05	\$3725.15
Roscoleum Classic	\$30.20	\$4318.60
Matlay Dance Floor (Portable)	\$18.90	\$2702.70
Matlay Academy Woodgrain	\$44.34	\$6340.62
Matlay Ultra Woodfoam	\$69.15	\$9888.45



Dance Equipment International

"Marley" Type Floor Comparison Sheet

Product	Applications	Colors	Thickness	Width	Length	Weight
Rosco Dance Floor	Portable Ballet, Jazz, Modern	Reversible Black/Grey	.05 inches 1.3 mm 50 mils	63 inches 5 ft. 3 in. 1.6 m	131 ft. 3 in. 40 m cut to length	1.9 lbs/linear foot 250 lbs. per roll
Rosco Cabriole	Portable Ballet, Jazz, Modern	Reversible Black/Grey	.065 inches 1.7 mm 65 mils	55 inches 4 ft. 7 in. 1.4 m	147 ft. 7 in. 45 m cut to length	1.6 lbs/linear foot 235 lbs. per roll
Royale Cushioned Flooring	Portable, Semipermanent Permanent Ballet, Jazz, Modern	Black Grey	.11 inches 2.7 mm 120 mils	78.75 inches 6 ft. 6 3/4 in. 2 m	114 ft. 10 in. 35 m cut to length	2.65 lbs/linear foot 304 lbs. per roll
Adagio 2000	Portable, Semipermanent Permanent Ballet, Tap, Jazz, Modern General Stage Use	Black Grey	.06 inches 1.52mm 60 mils	59 inches 4 ft. 11 in. 1.5 m	101 ft. 9 in. 31 m cut to length	2.42 lbs/linear foot 246 lbs. per roll
Roscoleum Classic	Permanent Ballet, Jazz, Modern, Tap, Clogging Flamenco, General Stage Use	Black Grey	.10 inches 2.5 mm 100 mils	78.75 inches 6 ft. 6 3/4 in. 2 m	104 ft. 11 in. 32 m full rolls only	4 lbs/linear foot 420 lbs. per roll
Matlay Dance Floor	Portable, Ballet, Jazz, Modern	Reversible Black/Grey	.04 inches 1.2 mm 40 mils	72 inches 6 ft. 1.83 m	60 ft 18.29 m cut to length	2 lbs/linear foot 120 lbs. per roll
#90 Stagelite	Portable, Semipermanent Permanent Ballet, Modern, Stage	Black Matte	.08 inches 2 mm 80 mils	72 inches 6 ft. 1.83 m	60 ft 18.29 m cut to length	4.6 lbs/linear foot 276 lbs. per roll
#100 Encore	Portable, Semipermanent, Permanent Ballet, Tap, Jazz, Modern, Ballroom, Flamenco, Clogging, General Stage Use	Black Dark Grey	.10 inches 2.5 mm 100 mils	72 inches 6 ft. 1.83 m	60 ft 18.29 m cut to length	5 lbs/linear foot 300 lbs. per roll

#150 Academy Woodgrain	Portable, Semipermanent, Permanent Ballet, Tap, Jazz, Modern, Flamenco, Clogging	Golden Oak Woodgrain	.08 inches 2 mm 80 mils	72 inches 6 ft. 1.83 m	60 ft 18.29 m cut to length	4.6 lbs/linear foot 276 lbs. per roll
#300 Ultra Woodfoam	Portable, Semipermanent, Permanent Ballet, Tap, Jazz, Modern, Ballroom, Aerobics, Flamenco, Clogging, Martial Arts	Golden Oak Woodgrain	.22 inches 5.5 mm 220 mils	72 inches 6 ft. 1.83 m	60 ft 18.29 m cut to length	8.4 lbs/linear foot 504 lbs. per roll

[back](#)

Dance Equipment International shall not be responsible or liable for personal injury or property damage incurred by or through the use of our equipment or for costs related to the delay, damage or installation of its flooring or any other equipment or products sold by us.

FIP Survey Results

As of 5/31/06

Number of Surveys Returned : 52

Family Enrichment

1. If FE classes were offered in the evening, would you participate?

YES 41 NO 9

2. If classes required a small fee, would you participate?

YES 40 NO 9

3. What type of classes would you be interested in taking?

Drama (6)	Drumming	Relay Racing	Crafts (7)
Art (16)	Choir	Basketball (2)	Clay /Pottery (9)
Photography(3)	Music (8)	Soccer	Mosaic (3)
Dance (5)	Language (2)	Karate	Healthy Cooking (5)
Hip Hop	Ecology	Hiking	Safety (2)
Creative Expr.	Harp	Running	Jewelry Making
Drawing	Writing	Skateboarding	Fused Glass
Pastels	Lrng.Styles	Gardening (3)	Woodworking (2)
Scrapbooking (2)	Motors & Magnets	Yoga (3)	Origami
Fused Glass	Science Club	Biking	Make it/Take it
Visual Arts	Book Club	Walking	Sewing
Painting	Reading together	Movement Ed.	
Embroidery	Sign/2nd Lang.	Outdoor Classes	

4. Class you would be willing to teach?

Class Idea

Cake Decorating (after sch. only)

Rdng Lessons for Parents (making rdng fun for kids)

Mosaic

Knitting, Yoga, clay art, soap making

Knitting, crochet, sewing

Arts, cooking (possibly teach?)

Writing "Life Stories" or Running

Would help (not teach)

Classroom Teacher

Allen

Wyatt

Kallenberger (Kris)

Wyatt

(Loralei)

Granlund

Wyatt

Granlund, Johnson

Community Service

1. Interested in Participating?

YES 44 NO 5 MAYBE 2

2. What type of projects?

Shelter/Donations for Shelters (2)	Habitat for Humanity (7)
Clean-up Projects (16)	Plant Trees (2)
Help Homeless (3)	Help Elderly
Relay for Life (2)	Earth Day Clean-up (4)
Animal Projects	Environmental Restoration (2)
Community Garden (2)	Parks Support Day
Helping Elderly w/ Yrd Wk/Repairs(2)	Cook outs
Adopt a Street	Toy Rescue (2)
ABOVE	Mother Earth Farm

3. Is your Family connected to an organization?

Organization

Girl Scouts (Collect Donations)
L'Arche
YMCA
Tacoma Parents of Multiples
Sierra Club
Toy Rescue Mission
Serve the Children
Hilltop Action Coalition

Classroom Teacher

Allen
(Eileen and Paul Borne)
Hartman
Wyatt
Bader
Johnson, Morton
Morton
Wyatt

Academic Achievement

1. Interest in information sessions:

16 Understanding AR
13 DIBELS to Star: Reading the Reading tests
20 Investigating the math curriculum
10 WASL
33 Helping child improve writing skills
4 Transition: Pre-K
16 Transition: K-1
22 Transition: Off to Middle

47 responses 5 no response

Other:

Library Card Drive (value of having a library card)
Integrated Arts Curriculum (2)
Ideas for helping w/ math at home
Peer Pressure/Bullying
Reading Growth

Misc. Comments:

Day Care for siblings?