

Port Angeles School District
Middle School Transition Team 2006-07
Summary Report
July 16, 2007

SUMMARY REVIEW

The Middle School Transition Team (MSTT) (see Appendix A), facilitated by Assistant Superintendent Michelle Reid, met initially on Thursday, August 17, 2006 at Roosevelt Middle School to process the tasks and strategies in meeting the directive the board of directors thought necessary to keep the district flourishing in these tough economic times.

The MSTT made a decision early on to thoughtfully review the research on effective middle level practices and the developmental needs of middle level students, particularly those in the 10-15 year age range, and to connect this research to its future work and recommendations to the board (see Appendix B). The text used in the team's focus was the National Middle School Association position paper, *This We Believe*. Another text which guided the team's work within the transition process was *Managing Transitions*. Another resource the team studied was *When Leadership Spells Danger* by Heifitz and Linsky. This article prompted discourse on the responsibilities of leadership, and the increased level of responsibility during challenging times.

Following the final determination by the board of directors on November 27, 2006 to close Roosevelt Middle School and combine Roosevelt and Stevens Middle Schools students on the Stevens campus, the MSTT's work plan became more activity-oriented as many logistical topics were considered.

Several major analyses for study were requested of the MSTT by the board: (1) athletics, (2) school naming process, (3) master schedule, (4) highly capable programs, (5) special education programs, (6) physical education and health programs, (7) music programs, (8) shop, art and technology programs, and (9) grading periods.

The MSTT also studied and made recommendations for: (1) room assignments, (2) core content delivery framework, (3) transportation, (4) site team structure, (5) a decision-making matrix, and (6) checklists for managing endings and beginnings. Input from the community was accepted regularly, including recommendations from staff and teachers during Learning Improvement Day sessions and regular Wednesday morning discussions.

Appendices to this report are:

Appendix A, Middle School Transition Team
Appendix B, Middle School Data on Developmentally Appropriate Characteristics
Appendix C, Middle School Athletics – Program and Participation Comparison
Appendix D, Board Policy and Procedure on Facility Naming
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Middle School Athletics

The league for middle school sports has dramatically changed with four schools recently withdrawing from the league: Vashon Island, Silverdale, North Mason and Bainbridge Island. Forks, Sequim, Port Townsend, Chimacum and Port Angeles remain in the league for 2007-08. While this is unfortunate for the league and competitive playing opportunities, it will be an economic benefit due to lower travel costs since remaining schools are on the peninsula. It also raised the issue of the need for two Port Angeles varsity middle school teams to participate in each grade level to have even a five game home and away schedule. This necessitated a slight adjustment in the recommendations for the number of coaches desired for next year (see Appendix C).

The MSTT recommended that three additional coaching positions be retained in an effort to maintain more roster spots within the middle school athletic program. This also provides greater safety and supervision for the middle school football program. The costs attached to this recommendation are expected to be offset by the transportation savings resulting from losing league schools. The salient changes are within the structure of the basketball programs, volleyball program and football program. This MSTT recommendation still cuts coaching positions, and the requisite economic savings cited in Option D are still realized.

For the middle school cross country and track programs, only Queen of Angels, Sequim and Port Angeles will be competing in the abridged league plan for the upcoming year. This again will assist in budget savings as the travel costs will be significantly reduced with this new league alignment. Subsequent revisions to the league alignment could diminish savings projected here.

The student representatives on the MSTT brought forward a request to consider the addition of soccer as a possible new middle school athletic program. The MSTT discussed this request and the limited league affiliations available to us currently. No one in the current league has soccer at the middle level as an interscholastic sport. After much discussion, a recommendation was made to research the possibility of offering at least an intramural girls' soccer program for the upcoming year if there was funding and or personnel able to support the program at the building level.

Middle School Naming Analysis

The board asked for the following recommendation: *A recommendation from the middle school transition team about whether the team should consider renaming the Stevens facility as Roosevelt staff and students are blended into the new 7-8 program. If the team believes so, the board wants rationale and a description of what the process should entail, and how much cost is estimated to be associated with such a renaming decision.*

An initial straw vote at the February 13 MSTT meeting yielded a split decision. Thirteen members voted to retain the name Stevens without any further process and thirteen members voted to proceed with a process to rename the new 7-8 school.

The work group examining this topic then spent the intervening weeks researching the validity and necessity of a name change process and its potential symbolic importance to the process. The MSTT concluded, by a vote of 17 – 10, that a recommendation be made to the school board to consider the possibility of renaming the new school (see Appendix E). There were strong feelings on both sides of this topic as the costs were discussed and noted as a reason not to change the name. However, the response given to that argument was that pursuing a process to consider the renaming of the new school would not cost anything. Part of the purpose of the proposed process was gaining greater clarity on those cost estimates connected to the renaming of the new school.

The following table illustrates the advantages and disadvantages of both options as identified by the MSTT.

Table 1	
Renaming Recommendation for New 7-8 School	
Leave Name as Stevens Middle School	
Advantages	Disadvantages
<ul style="list-style-type: none"> • No change to campus • Time saving • More time to spend on other transition issues 	<ul style="list-style-type: none"> • Violates trust • Voices being heard (limited) • Might not communicate decision well • Emotional cost
Process to Consider Renaming Stevens Middle School	
Advantages	Disadvantages
<ul style="list-style-type: none"> • Trust with board • Create a new school • No expense in pursuing process • Symbolic importance • Research based • Voices being heard • Community/student buy-in • Can't put a price on student/staff goodwill • More informed process 	<ul style="list-style-type: none"> • Might not communicate process well • Time and energy eater • Seems frivolous to some people

The board asked for the following recommendation: *A recommendation from the middle school transition team (by way of the naming work group) about what names should be considered in the possible renaming of the current Stevens facility as Roosevelt staff and students are blended into the new 7-8 program. The board also requested a rank order listing of the names with an analysis of the relative merit of each name by the designated naming group. The naming work group was to abide by board policy and procedures (see Appendix D) in their deliberations and subsequent recommendations.*

As the naming work group began its deliberations, a decision was made to poll current middle school students and staff for their input into possible names for the new 7-8 middle school. Students and staff voted during the third week of March and the votes were tabulated, sorted and moved forward for work group discussion at their meeting just prior to spring break. The results are displayed in the following table.

Table 2		
Names Submitted by Staff and Students at Current Middle Schools		
Submitted Names	RMS*	SMS*
Klahhane Middle School	5	
Lincoln Middle School	1	
Pacific Middle School		1
Port Angeles Middle School	15	
Stevens Middle School	1	23
Strait View Middle School	1	1

* Each number represents a submitting group.

The work group determined that all six of these prospective names would be placed on the district web-site and sent home to parents for review and comment through April 7. The work group then met on Monday, April 9 to review all of the correspondence received regarding the six names under consideration. Following much discussion, the work group determined to recommend four of the six names for board review at the April 16 board meeting. The names, in rank order, were: (1) Stevens Middle School, (2) Port Angeles Middle School, (3) Klahhane Middle School and (4) Pacific Middle School.

Several of the cost items were examined and there was a general consensus that the estimates associated with a name change, while debatable in their scope, did have a bearing on the decision making process. The naming work group identified pros and cons connected to the possible selection of each of the four names for the new 7-8 middle school. These are described in the following table.

Table 3		
Pros and Cons for Potential School Names		
Name	Pros	Cons
Klahhane Middle School	<ul style="list-style-type: none"> • Includes native heritage • Student support • Geographic feature (Ridgerunners) 	<ul style="list-style-type: none"> • Cost • Lack of community support • Lack of name familiarity • Potentially culturally exclusive

Pacific Middle School	<ul style="list-style-type: none"> • Sounds pretty • Student community unity 	<ul style="list-style-type: none"> • Cost • Initials acronym for school name • Geographic connection tenuous
Port Angeles Middle School	<ul style="list-style-type: none"> • Encourage unity • Student and community unity • Student and community support 	<ul style="list-style-type: none"> • Cost • Future growth concerns
Stevens Middle School	<ul style="list-style-type: none"> • Established name • Cost • Student and community support 	<ul style="list-style-type: none"> • Doesn't seem like a new school • Not a fresh start • Lacks empathy

At its April 16 meeting, the board of directors accepted the recommendation of the MSTT and voted unanimously to retain the name of Stevens Middle School.

Middle School Master Schedule

The master schedule work group spent many hours on the review of research, best practice and developmental characteristics of middle level development as these factors affected a master schedule preference. The work group winnowed their list of possible master schedules to four, and ultimately voted 21– 4 to adopt schedule A (see Appendix F) as the preferred master schedule for the new 7-8 school. Schedule A will form the framework through which content area courses will be scheduled. There is still some flexibility in the master schedule for types and numbers of electives. Some of these decisions are also driven by student choice.

Schedule A was the overwhelming choice in large part because analysis showed it is most aligned with research-based characteristics of effective middle schools. MSTT members also hold a strong belief that certain core content areas require more significant blocks of instructional time than elective courses. These content areas, which are assessed by the state of Washington and are necessary for meeting graduation requirements, were determined to warrant more time within the framework of the master schedule. The work group determined Schedule A also provides more flexibility than does Schedule B.

Table 4		
Schedule Option Benefits and Drawbacks		
Schedule Option	Benefits	Drawbacks
A	<ul style="list-style-type: none"> • Allows for interdisciplinary teams • Allows for teams to have flex time • Team planning and personal planning for core teachers • Possible Chapter/LAP math teacher to come into the core time for assistance • Research based decision • All core subjects accountable by assessment are in the block • Ideal set up for looping-research based support 	<ul style="list-style-type: none"> • Shortened elective time • Class sizes may be larger than a 6 or 7 period day • Advisory not built in proposal • Some students (Jazz Band) will not have Physical education time

<p>B</p>	<ul style="list-style-type: none"> • Physical education everyday for all • All elective teachers are tied to a core team • Time consistency for block periods • Advisory built in • Team planning and personal planning for all teachers 	<ul style="list-style-type: none"> • Elective teachers do not have SLPs, evaluation of district assessments, WASL prep that core teachers have. Is team and personal plan time for elective teachers’ best use of teacher time or is one plan time appropriate? • Removes physical education. from elective pool, reducing seat availability when core teachers have planning periods • Less time for core math, reading, writing and science in core when physical education comes from core time.
<p>C & D</p>	<ul style="list-style-type: none"> • More elective time than schedules A and B • Built-in advisory • Remedial Chapter and LAP classes • Teaming - within grade or department is possible • Some degree of flex time in some classes are linked(i.e., science and math) 	<ul style="list-style-type: none"> • No common team prep • Some level of tracking will result • Grades would be mixed at lunches and in some electives • Does not achieve same level as schedules A and B with regard to research goals of interdisciplinary teaming, flexible scheduling, blocks of teaching time, and looping

Middle School Highly Capable Program Analysis

The group researched best practice research on the highly capable topic and highly capable programs around the state in making a recommendation for the structure and delivery model for highly capable programming (see Appendix G). Currently Stevens uses an inclusion model through language arts for its highly capable program, and Roosevelt uses a pull-out elective course model for serving highly capable students. The work group recommended a structure and approach to integration of both these highly capable model strengths into the approved master schedule.

The MSTT spent a great deal of time deliberating and examining the research, and coming to consensus on the model for the highly capable program for the new 7-8 middle school. With regard to the math enrichment, intensified math was determined to be the best plan to continue at this time, with the full understanding that the district math committee is meeting this year to confirm the math curriculum district wide and likely would affect this decision as well. The language arts honors program, an inclusion program more familiar to the Stevens’ students and parents, will continue in some form within the language arts courses on the different seventh and eighth grade teams. Early and consistent student identification plans were agreed on as imperative for equitable and balanced scheduling of the new student grade level teams. The seminar program, a pull-out highly capable program more familiar to the Roosevelt students and parents, will continue with a section on each grade level team. Professional development was recognized as critical for those staff working with the highly capable student population. Additionally, the creation of a standing TAG (talented and gifted) committee would be formed next year to research and create identification matrixes to ensure equitable access to highly capable programs by all students, evaluate the curriculum support and offerings, and consider the expansion of services or courses when warranted.

Middle School Library Program Analysis

The goals of the library work group are: (1) Distribute materials from the middle school sites to elementary schools to supplement each library with reading level appropriate resources with the goal of having materials processed, shelved, and available for the start of the 2007-8 school year; (2) Combine the middle level libraries to accommodate the needs of 600+ 7th and 8th graders; (3) Supplement Lincoln High School with material above the 6th grade level not needed at Stevens. The MSTT supported the work group recommendation as presented in Appendix H.

Middle School Special Education Program Analysis

Currently, the special education programs differ at the two middle schools. At Roosevelt, the special education program is largely an inclusion program with team teaching as a method, whereas Stevens has a pull-out program for the special education coursework.

The special education work group confirmed the last of its recommendations at the May 1 meeting. The MSTT has approved the recommendation of the work group. The proposal (see Appendix I) calls for “a continuum of placements, supports and services made available for all students, but always assuming that every student’s first placement is in regular education.” Essentially, there would be a designated seventh grade and designated eighth grade special education teacher who would support those grade level teams specifically and then a special education teacher who would facilitate a learning lab that would serve both seventh and eighth grade students. Concerns included the effective management of a large number of IEPs, professional development for special education staff and regular education staff necessary to work in a new model for special education delivery and support, and accountability and structure for the staff in the new model. Concerns also were expressed regarding the tyranny of urgency rather than the importance of getting into the classrooms to assist students.

Professional development training will take place within the first two weeks of June. This training, intended for general education and special education team members on the 7-A and 8-A Stevens teams, will provide effective strategies and adaptations that allow students to progress toward IEP goals AND access the curriculum within the general education classroom.

A professional development topic and presenter being considered is: *Adaptations are Essential*, by Mark Jewell, Curriculum, Instruction, and Assessment Director in the Federal Way School District. He deals with adapting learning and assessment tasks, selecting appropriate adaptive strategies, and evaluating their effectiveness. Many examples of research-based strategies in math, reading and writing will be provided.

Another professional development topic and presenter being considered is: *Connecting Systems* by Kathleen Bartlett, formerly of OSPI Teaching and Learning, currently working in the Franklin Pierce School District. She provides strategies and examples of aligning IEP goals/objectives to GLEs, with general education and special education staff planning together.

In addition, there are free online training courses on *Differentiated Instruction* on the website: www.curriculumassociates.com.

Special education program planning included the discussion of how to place children in the teams. The special education work group made several recommendations in this regard to respond to both the program and individual student needs. It is important that each child be able to take advantage of the courses offered at the middle level, and also important that the special education teachers have a team they are attached to. This allows collaboration with regular education staff when appropriate accommodations and modifications are necessary to design and implement. The MSTT recommends that special education students be placed on the 7-A and 8-A teams, and the Section 504- and Title I- served students be placed on the 7-B and 8-B teams. A commitment was also made to meet the needs of individual students who desired an elective that might not be available to their respective team. This is true for a very few singleton elective choices; i.e., seminar, leadership, orchestra, choir. It is the belief of the MSTT that these special requests will be able to be accommodated.

The legal requirements and research are key factors in the planning of a special education model that ensures success for special needs students in the least restrictive environment. Accountability, student needs, team recommendations, and scheduling were suggested as critical topics to address in this program implementation process. Another characteristic is the need for an evaluation of the relative effectiveness of the delivery model at the end of the year that will inform the structure and delivery model for the following year, 2008-09.

Middle School Physical Education and Health Program Analysis

The MSTT deliberated for some time on this topic and in the end, modified the proposal as recommended by the work group (see Appendix J). The MSTT chose not to recommend placing physical education and health in the core program on the master schedule. Though the group felt physical education and health are important components of a middle level curriculum, the belief that reading, writing, math and science core content required more time for instructional purposes prevailed. That being said, physical education and health were determined to be a year-long, forced elective choice for all seventh and eighth grade students wherever possible unless music, leadership, or other singleton choices prohibited this. This provides for as much physical education for as many students as possible without conflicting with the time blocks deemed necessary to achieve academic mastery in the instructional core assessed courses

Middle School Music Program Analysis

The MSTT reviewed the music work group proposal at the March 19 meeting. This work group presented a succinct plan and implementation proposal for the delivery of both vocal and instrumental music. Vocal music was recommended to have both a seventh and eighth grade section. Band was recommended to have two seventh grade sections and two eighth grade sections, with one of the eighth grade sections being jazz band. Orchestra was recommended to have a seventh grade section and an eighth grade section. All music staff members were in agreement with these recommendations as the MSTT came to consensus on the program plans for the new 7-8 school.

Middle School Shop, Art and Technology Program Analysis

The MSTT deliberated on this program recommendation at the April 24 meeting, and subsequently supported the proposal as recommended. This work group provided research and rationale to support the recommendation presented (see Appendix K). The MSTT chose to recommend placing art and shop as the forced choice elective opposite the physical education year long expectation on the master schedule at the seventh grade level. Each of these courses would be taught for a semester with students switching courses at the mid-year point. Technology is recommended to be a forced choice semester elective opposite the foreign language exploratory course on the master schedule at the eighth grade level. Shop, art and technology are determined to each be a semester-long, forced elective choice for all seventh and eighth grade students whenever possible, unless music, leadership, or other singleton choices prohibited this. Foreign language is the fourth remaining semester course that falls into this two year exploratory elective rotation. Physical education remains the year long course as the second elective each child takes in both grades seven and eight. Again, the exceptions to this elective planning revolve primarily around the music program and other singletons unique to each grade level.

Middle School Grading Period Analysis

The MSTT reviewed the work and recommendations of the grading period work group at the March 27 meeting. This work group recommended that the new 7-8 middle school utilize quarter and semester grading periods rather than trimester grading periods for the new 7-8 middle school. The reasons, both pro and con (see Appendix L), were explained and discussed. The general feeling of the middle level being a transition time for high school encouraged thinking around mirroring the high school grading period structure. This recommendation was supported by the MSTT.

Room Assignment Recommendation and Map

The new school room configuration was heavily dependent on the structure of the master schedule. Given the approval of the blocked team schedule, the need to assign rooms to maximize the teaming was desirable. A proposal for the room assignment map was developed and discussed at the MSTT's April 24 meeting. This proposal was then shared with staff from both current middle schools to provide input. Their revised version of the room assignment map was recommended by the MSTT on May 1 for implementation. The room assignment map has been forwarded to the maintenance department for relocation planning and implementation purposes.

Middle School Core Content Delivery

The MSTT reviewed and discussed the various issues at play in the science and social studies instructional structure for the planned eighth grade schedule. The goal of increasing the science instructional time for both the seventh and eighth grade has been realized, but is somewhat more challenging at the eighth grade due to the need to include Washington State History in the eighth grade schedule. This is a graduation requirement for all students in the district. Several excellent proposals have come forward which each have embedded strengths and drawbacks. Several current factors are driving this discussion. As we endeavor to keep the focus on research and best practice strategies for middle level students, we have to construct a framework that is both per-

sonalized and instructionally sound. The timing of the spring science WASL is a significant factor informing this conversation.

Transportation Recommendation and Map

With the assistance of Transportation Supervisor Jerry Eldred, the MSTT deliberated on the optimal strategies for transportation routing at the new Stevens Middle School. This was particularly important for the drop off and pick up times at the new school. Pick up time is the most crucial as it happens within the most compressed time period. The addition of more buses and the continued volume of personal vehicles within a finite space present several challenges. A transportation chart was developed, refined and approved by the MSTT (see Appendix M). Mr. Eldred plans to speak to the city about several of the adjustments desired, including the siting of crosswalks and blocking off parts of the road in front of the school to enable safer pedestrian traffic at these critical times. The district has also made adjustments to transportation routes during the 8th Street bridge construction project.

Middle School Site Team Documents

The MSTT reviewed the work done on Wednesday mornings by staff groups to determine a structure for the site team at the new Stevens Middle School. The schematics for this site team (see Appendix N) were unanimously approved by the MSTT. Significant discussion ensued regarding this pivotal topic as this group will be instrumental in managing and leading the transition work in the coming year. There remains a need for an evaluation of the relative effectiveness of the site team model at the end of the year that will inform the structure and delivery model for the site team in 2008-09.

Middle School Decision Making Documents

The MSTT reviewed the work done on Wednesday mornings by staff groups to determine a structure for decision making at the new Stevens Middle School. The schematics for this matrix (see Appendix O) were unanimously approved by the MSTT. Significant discussion ensued regarding this important topic as this matrix will be instrumental in defining the transition work in the coming year and holding the staff accountable. There remains a need for an evaluation of the relative effectiveness of the decision making model at both the middle and the end of the year. This information will inform the structure and delivery model for decision making in 2008-09.

Managing Endings Checklist

The MSTT reviewed the *Managing Transitions* text checklist (see Appendix P) on managing endings at the last meeting. This is imperative as the MSTT recognizes the research necessary to be followed in the successful transition process undertaken. In *Managing Transitions*, author Bridges notes,

The single biggest reason organizational changes fail is that no one has thought about endings or planned to manage their impact on people. Naturally concerned about the future, planners and implementers all too often forget that people have to let go of the present first. They forget that while the first task of *change man-*

agement is to understand the desired outcome and how to get there, the first task of *transition management* is to convince people to leave home. You'll save yourself a lot of grief if you remember that.

A committee was formed and numerous ideas were reviewed and suitable closure activities planned for students at the end of the year.

Managing Beginnings Checklist

The MSTT reviewed the *Managing Transitions* text checklist (see Appendix Q) on managing beginnings well at the last meeting. This is imperative as the MSTT recognizes the research necessary to be followed in the successful transition process undertaken. In the *Managing Transitions* text, author Bridges notes,

Behind all of these tactics is the basic idea with which we began, an idea that is more important than any of the tactics themselves: things *start* when the plan says they will, but the *new beginning* takes place much more slowly. If transition is mishandled or if it is overlooked completely, beginnings often fail to take place. In such cases, we say that "the change didn't work," or that it "fell short of our expectations." What we ought to say is that we got the people out of Egypt but they're still wandering somewhere in the wilderness.

This checklist will inform the work of the site team and staff in the coming year.

ON THE HORIZON

Since its initial meeting, the MSTT met twenty times, and has concluded its work leading and managing the transition affecting both middle schools. The focus now moves more deeply into practical matters of the structure and content of a middle school schedule, activities and curriculum. Essentially, the baton of leadership for this transition was passed at the last MSTT meeting on June 12, 2007 to the new Stevens Middle School administrative team.

CONCLUDING THOUGHTS & REFLECTIONS

The MSTT has completed a considerable amount of study, reflection, discussion and decision making. The middle school students, staff and parents worked hard to make this transition process work. While no transition is ever without bumps and challenges, this one has certainly been an instructional experience. The MSTT, the students and staff at each middle school, the parents and parent groups, as well as the community can be proud of the work accomplished.

The vision for the new Stevens Middle School is strong and embodies what has been impressive separately at both schools. Building on the strength of two schools will only enrich the students, families and community for years to come. Continuing to communicate explicitly and often will assist everyone as the two schools merge in the coming year.

Appendix A

Middle School Transition Team

	Roosevelt Middle School Representatives	Stevens Middle School Representatives
(1)	Michelle Devlin T	Carol Sinton
(2)	Brooke Hendry T	Bryan O'Donnell
(3)	Donette Hope T	Bret Curtis
(4)	Katie Ross	Brenda Lipe
(5)	Campbell Kirkman T	Paul Reed/Staci Poythress
(6)	John Kilzer	Ed Donahue
(7)	Paul Brinkman	Sara Jensen/Kat Dadd
(8)	Tami Schmitt	Shirlene Fitzwater
(9)	Bonnie Hansen	Jodie Smilay/Jenny Jacobson
(10)	Penny Fiscalini	Lisa Cornelson
(11)	Butch Webb	Nikki Tomason
(12)	Mike Knowles/Mimi Tiderman	John Wagner
(13)	Brenna Mack	Tally Swanson

Middle School Transition Leadership Team

Ms. Diane Metcalf, Principal at Roosevelt MS	Mr. Chuck Lisk, Principal at Stevens MS
Mr. Jeff Lunt, Asst. Principal at Roosevelt MS	Ms. Jeri Goebel, Asst. Principal at Stevens MS

Note: Where two names are listed, the expectation is for a shared role, one vote only. The transition team is being facilitated by Mrs. Michelle Reid, Assistant Superintendent.

**Appendix B Middle School Data on Developmentally Appropriate Characteristics
As Identified and Discussed by SMS and RMS Staff on October 13, 2006**

Physical Development

- Need daily physical activity because of increased energy, and if not actively engaged in regular physical activity, often lack fitness, with poor levels of endurance, strength, and flexibility.
- Experience restlessness and fatigue due to hormonal changes
- Need to release energy, often resulting in sudden, apparently meaningless outbursts of activity.
- Have an increased need for comprehensive, medically accurate education about sexuality and health issues that responds to these increased concerns.
- Are physically vulnerable because they may adopt poor health habits or engage in experimentation with alcohol and other drugs and high-risk sexual behaviors.

Moral Development

- Greatly need and are influenced by trustworthy adult role models who will listen to them and affirm their moral consciousness and actions.
- Working toward developing their own personal morals and values (quick to see flaws in others-slow to see their own)
- Fairness and equity for themselves
- Value experiences in participatory democracy

Psychological Development

- Believe that personal problems, feelings, and experiences are unique.
- Desire recognition for their positive efforts and achievements. Exhibit intense concern about physical growth and maturity as profound physical changes occur.
- Are psychologically vulnerable, because at no other stage in development are they more likely to encounter and be aware of so many differences with themselves and others.

Cognitive – Intellectual Development

- May show disinterest in conventional academic subjects, but intellectually curious about the world and themselves.
- Display a wide range of individual intellectual development
- Are inquisitive about adults and are keen observers of them; depending on their cultural upbringing, some young adolescents also may often challenge adults' authority.
- Prefer to work with peers
- Easily discouraged if they don't feel successful

Social-Emotional Development

- Have a strong need to belong to a group, w/approval of peers becoming as important as adult approval, sometimes more.
- Dependent on the beliefs and values of parents and other valued adults, but seek to make more of their own decisions.
- Experience mood swings often with peaks of intensity and unpredictability

Appendix B, cont. Middle School Data on Developmentally Appropriate Characteristics
As Identified and Discussed by SMS and RMS Staff on October 13, 2006

- Are often intimidated and frightened by their first middle school experience due to the large numbers of students and teachers, the size of the building, and what may be for many their first day-to-day experiences with significant proportions of students who are different from them.

These five characteristics encompass the five characteristics as put forward by the National Middle School Association in their position paper, *This We Believe*.

Staff from both middle schools contributed ideas and commentary regarding these characteristics. We must keep these front and center as we proceed with significant decisions regarding the lives of these young people.

Appendix C Middle School Athletics - Program and Participation Comparison

03 - 06 TOTAL BOTH MIDDLE SCHOOLS					07 STEVENS ATHLETICS - NO Program Add				
M/F		Total # MS Teams	3 Yr. Ave. Participants	Roster Spots Available	Total # MS Coaches	Total # MS Teams	Roster Spots Available	Roster Spots Lost	Total # MS Coaches
B	FOOTBALL	2	60	80	4	1	40	40	2
G	VOLLEYBALL	4	52	52	4	2	26	26	2
B	CROSS COUNTRY	2	25	40	2	1	20	20	1
G	CROSS COUNTRY	2	20	40	2	1	20	20	1
B	BASKETBALL	4	52	52	4	2	26	26	2
G	BASKETBALL	4	50	52	4	2	26	26	2
B/G	TRACK	2	118	150	6	1	75	75	3
TOTALS		20	377	466	26	10	233	233	13

07 STEVENS ATHLETICS - PROPOSED							
	Total # Teams	Team Structure	Roster Spots Available	Roster + / - from Current	# Coaches Required	Coaches + / - from Current	Coaches + / - 07 No Prog. Add
B	2	V & V	60	-20	4	0	1
G	4	V,V,V,V	56	4	4	0	2
B	1	V/JV	20	-20	1	-1	0
G	1	V/JV	20	-20	1	-1	0
B	4	V, V, V,V	48	-4	4	0	1
G	4	V, V, V,V	48	-4	4	0	1
B/G	1	CO-ED	40	40	1	1	1
B/G	1	CO-ED	100	-50	4	-2	1
TOTALS		18	392	-74	23	-3	7

COST COMPARISON - 07 RECOMMENDED to 06 - 07 PROGRAM						
2007 PROPOSED	# Coaches Change	Coach Cost Change	# Teams Change	Equipment Needs	Transportation Change	Cost To Implement
B FOOTBALL	0	\$	0	\$ -	\$ (2,319.66)	\$ (2,319.66)
G VOLLEYBALL	0	\$ -	0	\$ -	\$ (2,319.66)	\$ (2,319.66)
B CROSS COUNTRY	-1	\$ (2,200.00)	-1	\$ -	\$ (1,159.83)	\$ (3,359.83)
G CROSS COUNTRY	-1	\$ (2,200.00)	-1	\$ -	\$ (1,159.83)	\$ (3,359.83)
B BASKETBALL	0	\$	0	\$ -	\$ (2,319.66)	\$ (2,319.66)
G BASKETBALL	0	\$	0	\$ -	\$ (2,319.66)	\$ (2,319.66)
B/G WRESTLING	1	\$ 2,500.00	1	\$ 1,000.00	\$ 2,319.66	\$ 5,819.66
B/G TRACK	-2	\$ (6,050.00)	-1	\$ -	\$ (2,319.66)	\$ (8,369.66)
TOTAL	-3	\$ (7,950.00)	-2	\$ 1,000.00	\$ (11,598.30)	\$ (18,548.30)

TRANSPORTATION COSTS - 2006-2007*						
SCHOOL	MILEAGE (BUS)	DRIVER	SERVICE	MEAL (AVERAGE)	FERRY	TOTAL COST
NORTH MASON	195	9.5	0.5	\$ 10.00		
TOTAL	\$ 382.20	\$ 184.44	\$ 8.82	\$ 10.00		\$ 585.46
BAINBRIDGE	160	9.5	0.5	\$ 12.00		
TOTAL	\$ 313.60	\$ 184.44	\$ 8.82	\$ 12.00		\$ 518.86
VASHON	195	11	0.5	\$ 10.00	\$ 59.90	
TOTAL	\$ 382.20	\$ 227.76	\$ 8.82	\$ 10.00	\$ 59.90	\$ 688.68
KLAHOWYA	165	9.5	0.5	\$ 10.00		
TOTAL	\$ 323.40	\$ 184.44	\$ 8.82	\$ 10.00		\$ 526.66

*Prepared by Pupil Transportation Staff Based on May 2007 Costs

Appendix D

Board Policy and Procedure on Facility Naming

Policy No. 6970
Management Support

NAMING FACILITIES

New district buildings shall be named after persons who have attained national or local prominence in the fields of education, arts and sciences, politics, military achievements, and statesmanship, after past U.S. presidents or Washington national senators or representatives or after the geographic characteristics of the area in which the facility is located.

Approved: February 12, 2007

Appendix D, cont.

Board Policy and Procedure on Facility Naming

Procedure 6970P

Naming Facilities

The naming of a school shall take place in the following manner:

1. The superintendent shall select a committee of, whose purpose it shall be to submit to the board a list of not less than three, nor more than five, names for the new school. The list shall briefly state, along with each name, why the committee nominated each name. The committee may solicit nominations from students and the community;
2. The committee shall, whenever possible, follow these guidelines:
 - a. Each name shall be known to, and significant to, the people of the district;
 - b. The names submitted shall not conflict with the names of other schools in the district or surrounding districts; and
 - c. The use of names of living persons shall be avoided unless the circumstances warrant an exception.
3. The board shall select the name of the new facility from the list. In recognition of the efforts of those involved in the project, a plaque containing the following information shall be attached to a new building:
 - a. School name;
 - b. Board-approved construction date;
 - c. Completion or dedication date;
 - d. Name of board members as of the board-approved construction date in the following order:
 - a. President/Chairman
 - b. Vice President/Vice Chairman
 - c. Members (alphabetically)
 - e. Superintendent as of board-approved construction date; and
 - f. Architect and contractor names.

Formal dedication of the facility shall take place on a date and time specified by the board.

Date: February 12, 2007

Appendix E

Naming Committee Statement

Statement in support of proceeding with the naming process

First, thank you for allowing us to be part of this process. We hope you have had a chance to read Chapter 5 of *Managing Transitions*. Titled “Launching a New Beginning,” it defines what is involved in a successful merger.

Our committee chooses to view the middle school merger as a beginning, as the opportunity to create a unique new middle school, bringing together two award winning teams of teachers.

As we focus our energies on all that must be done, we cannot afford to neglect our middle school communities. They have supported us so well and are an integral part of both schools successes.

How best do we encourage the middle school communities to invest in the success of our new middle school? In chapter 5, Bridges, states “purposes are critical to beginnings, but they are rather abstract....they are ideas. People need something they can see...a picture of how the outcome will look. It is the new organizational picture that refocuses people’s energies...with a new sense of their collective identity and a new meaning for their efforts.” This tempts us to rush to naming the new school.

But, then he points out “apparently small things can take on enormous importance as individuals and their organizations struggle to make new beginnings work.” And he warns “not to overwhelm people with a picture that is so hard for them to identify with that they become intimidated rather than excited by it.”

Clearly, finding ways to include our middle school communities in the transition process is essential, so they may share our excitement, not be overwhelmed by it. One such way is to engage them in the naming of the school.

Suggested process for choosing the name and mascot of the new middle school:

- Suggestions will be made by and voted on by the students at each middle school
- The top ten from each school will be combined on a ballot to be voted on by all students
- The top ten from that election will be given to the community to vote on
 - Ballots will be published in the newspaper and on the website
 - KONP will promote the election
- The top five choices will go to the Board for final selection.

Considered costs of new name for school:

- Tech time: Cost of changing Stevens remaining equipment only (after removing 6th grade equipment)
- Site Licenses: Costs of changing Stevens license only: those that are renewed annually, no cost

Appendix E, cont.

Naming Committee Statement

- Library: Follet said change of bar codes not necessary with one middle school
- Letterhead: Annual expense
- Signage: Replace banner on reader board
 - Replace 3x4 wooden sign
 - Repaint name strip on gym floor
 - If done during annual “scratch & finish” – no additional cost
 - Paint – 3 colors (blue, maroon, white)
 - Jackson signs
- Uniforms: Keep current uniforms, cycle in new ones
 - Assuming the adoption of blue and maroon for the school colors

Whether the school is named Stevens or something else, it is important that the staff, students and communities affected by the transitions be part of this decision.

Therefore, we ask that you allow us to continue the name selection process so they may have a voice in naming the school.

Thank you,
Naming Committee, sub-committee of the MSTT
March 12, 2007

Appendix F

Schedule Option A

SCHEDULE OPTION A										
Teams	1	2	3	4	Lunch	5	6	7	8	
7A	8:20-9:03 43 minutes Elective Elective	9:06-9:49 43 minutes Elective Elective	9:52-11:28 96 Minutes 6 Teachers LA, LA, Math, Math, Sci., Hist.	1:28-11:58 30 Minutes		12:02-1:32 90 Minutes 6 Teachers LA, LA, Math, Math, Sci., Hist.		1:35-3:05 90 Minutes 6 Teachers LA, LA, Math, Math, Sci., Hist.		
7B		8:20-9:52 92 Minutes 6 Teachers LA, LA, Math, Math, Sci., Hist.	9:55-11:28 93 Minutes 6 Teachers LA, LA, Math, Math, Sci., Hist.	11:28-11:58 30 Minutes		12:02-1:33 91 Minutes 6 Teachers LA, LA, Math, Math, Sci., Hist.		1:36-2:19 43 Minutes Elective Elective	2:22-3:05 43 Minutes Elective Elective	
Teams	1	2	3	4	5	Lunch	6	7	8	
8A	8:20-9:52 92 Minutes 6 Teachers LA, LA, Math, Math, Sci., Hist.		9:55-11:27 92 Minutes 6 Teachers LA, LA, Math, Math, Sci., Hist.		11:30-12:13 43 Minutes Elective Elective	12:13-12:43 30 Minutes	12:47-1:30 Elective Elective		1:27-3:05 92 Minutes 6 Teachers LA, LA, Math, Math, Sci., Hist.	
8B	8:20-9:48 88 Minutes 6 Teachers LA, LA, Math, Math, Sci., Hist.	9:52-10:35 43 Minutes Elective	10:38-11:21 43 Minutes Elective	11:24-12:13 49 Minutes 6 Teachers LA, LA, Math, Math, Sci. Hist.	12:15-12:45 30 Minutes	12:47-1:30 44 Minutes 6 Teachers LA, LA, Math, Math, Sci. Hist.		1:33-3:05 92 Minutes 6 Teachers LA, LA, Math, Math, Sci., Hist.		
27 staff includes 3 LD teachers										
	1	2	3	4	5	Lunch	6	7	8	FTE
	7 grade 8:20-9:03	7 grade 9:06-9:49	8 grade 9:52-10:35	8 grade 10:38-11:21	8 grade 11:30-12:13	12:15-12:45	8 grade 12:47-1:30	7 grade 1:36-2:19	7 grade 2:22-3:05	
	Shop	Shop	Shop	Plan	Shop	Semester Switch	Shop	Shop	Shop	1
	Art	Art	Art	Plan	Art		Art	Art	Art	1
	Tech	Tech	Tech	Plan	Tech		Tech	Tech	Tech	1
				8 Band	8 Band		JAZZ Band	7 Band	7 Band	0.625
	Plan	Fitness/Health	Fitness/Health	Fitness/Health	Health		PE 8	Fitness/Health	Fitness/Health	1
	Fitness/Health	Fitness/Health	Plan	Fitness/Health	Health		PE 8	Fitness/Health	Fitness/Health	1
	Fitness/Health	Fitness/Health	Fitness/Health	Fitness/Health	Health		PE 8	Plan	Fitness/Health	1
		Orch	Orch							0.25
	Seminar			Seminar	Leadership					0.375
							Choir	Choir		0.25
	MATH REM							MATH REM	0.25	
	For Lang	For Lang	For Lang	For Lang	For Lang		Plan	For Lang	For Lang	1
Student #	180+	180+	175	160+	180+		180+	180+	180+	
Spec Ed	RBD	RBD	RBD	RBD	RBD		RBD	RBD	RBD	1
Spec Ed	EMH	EMH	EMH	EMH	EMH		EMH	EMH	EMH	1
10.75 Staff members for Elective and self contained special ed.										

Appendix G

Highly Capable Group Proposal

Members: Paul Brinkman, Brooke Hendry, Leann McComb, Diane Metcalf, Bryan O’Donnell, “Mimi” Tiderman

Definitions

There are many words used to describe students who excel in school and/or show high academic potential (bright, talented, capable, advanced, high performing). There are some definitions that characterize “gifted” as an innate potential or the top 3% on a nationally normed test, and others that state “talented” or “highly capable” are the expressions used when effort is paired with innate ability.

“Gifted students are a diverse group. They come from all socio-economic groups. They are represented in all ethnic groups. They come from rural and urban areas. Some are good students and others are not. The only common denominator gifted students share is that they think and learn differently: they learn more rapidly than other students and think more deeply about what they learn. Gifted students learn beyond the basic knowledge and understanding to synthesis, analysis and evaluation.”(Davidson Institute for Talent Development, 2007)

The state of Washington uses the following guidelines:

“The state defines a highly capable student (WAC 392-170-035; 036) as a student who exhibits high capability in intellectual and/or creative areas, possesses an unusual leadership capacity, or excels in specific academic fields, who requires services beyond the basic programs provided by schools. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor.

Highly capable students generally possess these learning characteristics:

1. Capacity to learn with unusual depth of understanding, to retain what has been learned, and to transfer learning to new situations;
2. Capacity and willingness to deal with increasing levels of abstraction and complexity earlier than their chronological peers;
3. Ability to make unusual connections among ideas and concepts;
4. Ability to learn very quickly in their area(s) of intellectual strength;
5. Capacity for intense concentration and/or focus. “

Definitions for students we would regard as “smart” and in need of particular challenge and support vary with the audience of the research study, publication, book, or even by state. For the purpose of this proposal, we are choosing to use the inclusive terms “highly capable” and/or “gifted” to describe the diverse group of learners who are clearly advanced in a subject area, who excel in more divergent or original types of thinking, and/or who consistently perform well beyond their grade level peers.

Appendix G, cont.

Highly Capable Group Proposal

Rationale- Why worry about them? They'll do fine, won't they?

“...we often, mistakenly look at bright kids as the ones who don't really need us – the ones who are going to be okay anyhow. In our push to help struggling kids stay afloat academically, we look gratefully at the student who is doing well in class- and turn back to the many students who we perceive “need us.” In fact, all students need teachers to help them become the best they can be. If we truly believe some able students don't need or merit our attention, we should perhaps post a sign on the classroom door that says, “Sorry, no plans here to ensure the growth of smart kids!” (Thomlinson & Doubet, 2006).

Gifted students may learn differently, crave details, and can absorb material at a different pace and depth than their peers. Standard curriculum will not meet their needs. At a critical time in the development of the young adolescent brain, it is important to provide rigorous and challenging material. “... This signals the most transformational development period other than infancy. New synapses are developing at a rapid pace, and we now understand that early adolescence is a ‘use-it-or-lose-it’ time for the brain. The newly developing synapses are fragile and require considerable practice and support form maximum development.” (2006)

At such a time in their cognitive development it is imperative that we provide all students with the appropriately challenging curriculum to maximize growth. Highly capable students needs often require much more depth and complexity than their peers.

Jan and Bob Davidson in *Genius Denied: How to Stop Wasting Our Brightest Minds* (2004) assert that schools' devotion to the lowest common denominator and anti-intellectualism are wasting children's and young adults' talents and time. In the joint position statement issued by the National Middle School Association and the National Association for Gifted Children entitled *Meeting the Needs of High Ability and High Potential Learners in the Middle Grades*, we are urged to implement appropriate identification, assessment, and curricular and instructional programs for middle school students with advanced abilities or potential.

Adolescence can affect gifted students differently from their peers. In the area of cognitive development they can have:

- an increased ability to observe themselves and to verbalize strong feeling
- a tendency to have increased sensitivity to people and events
- more deeply introspective
- display a higher sense of justice and fair play
- have heightened self-criticism, sensitivity, and intensity

“Remember that solid self-esteem does not come from being successful at easy tasks; it develops from the mastery of difficult ones” (Rogers, 2002, p. 12).

Social / emotional issues often also arise. “Gifted students at this age may feel different from their classmates because of their continuing commitment to academic and intellectual interest. Gifted students' heightened sensitivities make them more likely to experience stress, even when

Appendix G, cont.**Highly Capable Group Proposal**

everything may seem to be going well. Gifted students also become aware of their emotional and inner lives and complex moral and relationship issues very early when compared to their age peers” (Thomlinson & Doubet, 2006). Research has shown strong positive social, emotional, and intellectual effects of providing grouping configurations that allow highly-capable students to learn together.

"We need to stop perpetuating the myth that children with gifts can succeed on their own and start providing them with an educational environment that will foster their growth," says CEC President Mary Ruth Coleman (Council for Exceptional Children, 2007).

Current Situation

As in every other area we have examined, how Roosevelt and Stevens serve highly capable students differs greatly. In this case however, we believe that a blending of the two could yield a stronger program than currently exists at either site.

Roosevelt – There is a formal “intensified” math track that runs from 6th grade through 8th. Grade 7 is a pre-algebra course, with 8th grade offering algebra with the possibility of a high school credit. There is some flexible grouping done in some of the language arts classes but not a structured highly capable course at any of the three grades. Seminar is an elective class for students identified by a matrix including the Otis-Lenin test. The curriculum for this course has changed through the years as different instructors have been assigned. The current model is based on engaging higher order thinking skills in support of core classroom content.

Stevens – Pre-algebra is offered for 7th graders along with algebra in the 8th grade that can also lead to a high school credit. There have been some individual cases where 6th graders who excelled in math were scheduled into 7th grade classes. The SAIL (Stevens Advanced Integrated Learning) program is offered as a language arts ‘honors’ type course in the 7th grade. Curriculum has included the Roger Taylor units (an online integrated curriculum) but has not been consistent from year to year, changing as teachers have moved in and out of the position. The 8th grade has chosen to offer “Honors” status to any 8th grader who earns at least a 94% on required course work and then completes an extra credit project that is presented to the class.

Options

There are many options that show strong positive effects for this diverse group of special needs students. Among them are: grade acceleration, curriculum telescoping, clustering with the support of a G/T coordinator, curriculum compacting, ‘honors’ level courses, and seminar type electives or pull out programs.

Our Proposal

We are proposing to draw on the strengths of both schools by offering both content rich ‘honors’ courses in math and language arts together with an option of a seminar elective.

Appendix G, cont.

Highly Capable Group Proposal

A. The new 7th and 8th grade building would offer:

- a highly capable language arts grouping/ class on each grade level team
- pre-algebra and algebra classes
- seminar classes as an elective

Highly capable students need teachers who have professional development centered on skills needed with this diverse group. The National Association for Gifted Children has developed standards for gifted education programs. Standard number five states, “Gifted learners are entitled to be served by professionals who have specialized preparation in gifted education, expertise in appropriate differentiated content and instructional methods, involvement in ongoing professional development, and who possess exemplary personal and professional traits.” (National Association For Gifted Children, 2000, p. 6)

“Developing curriculum that is sufficiently rigorous, challenging, and coherent for students who are gifted is a challenging task. The result, however, is well worth the effort. Appropriately differentiated curriculum produces well-educated, knowledgeable students who have had to work very hard, have mastered a substantial body of knowledge, and can think clearly and critically about that knowledge. Achieving such results for one or for a classroom full of students who are gifted will produce high levels of satisfaction, not only for the students who are beneficiaries, but also for every teacher who is willing to undertake the task” (Berger, 2007).

Understanding that teachers will need to continue focused professional development, we propose:

B. Teachers working with highly capable students would receive professional development in the area of “highly capable” or “gifted” instructional strategies, preferably with one or more teachers working with identified highly capable students.

We are aware that we do not have a consistent, research - based identification matrix in place at either school. Identification of students is a critical piece! Often students present many different profiles that are not recognized as needing the support of a gifted program (see Appendix A).

We therefore also propose:

C. The creation of a standing TAG (talented and gifted) committee would be formed next year to research and create identification matrixes to ensure equitable access to highly capable programs by all students, evaluate the curriculum support and offerings, and consider the expansion of services or courses when warranted.

References and student profiles (Thomlinson & Doubet, 2006) provided in Report 7.

Appendix H**Library Proposal for MSTT Consideration**

Task force: LeAnn McComb, Terrie Richmond, Jeanie Heikkila, Mimi Tiderman, Bryan O'Donnell, Brooke Hendry

Rationale

This task force recognizes the importance of providing a library at each school site that supplies the students and staff with print and electronic resources to support the learning in the classroom. This committee also understands that many students develop their love of literature and reading within the walls of the school library. Indeed the library provides critical, free access to the world for all students. This can be most important for disadvantaged learners.

“Libraries are the key to ensuring that the divide between information rich and poor is kept as narrow as possible.” Senator Lyn Allison

“The school library is a key, critical instrument for developing strong literacy programs, innovative curriculum, and the methods of teaching information skills. Research supports the premise that student outcomes will improve if school libraries are revitalized.” Kay Ellen Hones, director of the California Library Media Center 2000 Project.

Many students would argue that with Internet, there is not need to research in a library setting. However, this task force believes that the student’s use of the Internet has increased the need for our school libraries. “Libraries as an institution and those that work in them provide the last vestige of free, open, and most importantly accurate information access. While so much is available (electronically), so much of what is available is, simply put, junk.” (Barber, 2004)

Unfortunately, one of the great “urban myths” in our schools and the wider community is that “everything” is available on the Internet. In a significant number of schools, there have been reductions in library funding, in favor of increasing the number of computers in libraries. Aging reference books are not being replaced, due to the flawed rationale that Internet access has negated the necessity for such print material.

Only 6% of web sites have educational content, according to Maureen Henninger, author of “Don’t just surf the ‘net’: Effective Research Strategies (UNSW Press). Compare this with the average school library’s reference collection. Every resource has been selected by an educational professional, on the basis of its contribution to teaching and learning.”(Credaro, 2002)

Our students need as much support as we can give them in books that engage their imaginations, provide new concepts and ideas to ponder, and guidance as they learn appropriate strategies to use the vast world of electronic resources.

As we transition to the new grade configuration, we hope to take this opportunity to improve the library at each school site to better meet the needs of Port Angeles students.

Appendix H, cont.**Library Proposal for MSTT Consideration**

The goal of this task force for is to:

1. Distribute materials from the middle school sites to elementary schools to supplement each library with reading level appropriate resources with the goal of having materials processed, shelved, and available for the start of the 2007-8 school year
2. Combine the middle level libraries to accommodate the needs of 600+ 7th and 8th graders
3. Supplement Lincoln High School with material above the 6th grade level not needed by Stevens

Therefore, we propose the following plan:

Library Transition Plan

Both middle school libraries:

- Have building teachers pull books to follow them to their new sites
- Weed out the collection, AV equipment, etc. to make room for new materials

Roosevelt:

- Complete an inventory by April 27th
- Teacher choice stacks completed by mid May
- Extra 6th grade support materials boxed for Jefferson & Franklin
- Box up all materials that are not K-6 (except upper level AR fiction) to go to either Lincoln or Stevens
- Move several of the tall stack bookshelves over to Stevens

Stevens:

- Create design to allow for additional books & teaching station
- LeAnn McComb will visit RMS to help determine what materials should go to Stevens
- Have the old LPC site cleaned out (elementary materials still there) **
- Teacher choice stacks completed by mid May
- Extra 6th grade support materials boxed for Hamilton & Dry Creek
- Rearrange library with additional RMS stacks
- Conduct an inventory after all materials are in place

Jeanie Heikkila:

- Visit Stevens to get a sense of the collection needs (that RMS can supply)
- Help Roosevelt choose materials for Stevens
- Meet with Michelle to review plan and district (k-8) library needs
- Collect bar codes from each elementary, Lincoln & Stevens for RMS disbursement
- Process books from RMS & SMS to be located at other sites
- Visit each elementary (first two weeks of June) to meet with principal, library person and a lead reading teacher to deliver 'new' books including the need for a "with teacher permission only!" section, explain processes, and answer questions.

Appendix H, cont.

Library Proposal for MSTT Consideration

Additional items:

- Steven's will need a large portion of whatever "book" money is available years 1 & 2 to supplement the Stevens collection since both RMS and SMS will have shared upper level materials with the elementary schools
- We propose that two para-educators assigned to library (or at least part of their days) to allow for consistency of coverage during breaks, lunch, illness, etc.
- LeAnn McComb continues (stipend) to work extra days to complete ordering, weeding of collection, organizing, setting policies, etc.
- Create/designate a "go to" elementary library person for be available for other educational assistants, new hires, parent volunteers, etc. to be able to call with question, concerns, etc. **
- Hold quarterly meetings with all elementary library staff to problem solve, share effective strategies, discuss success ways to use parent volunteers, express needs, etc. **

** Items and suggestions to be communicated to the elementary transition team

What a school thinks about its library is a measure of what it thinks about education."

--Harold Howe, former U.S. Commissioner of Education

**References**

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Appendix I**Special Education Proposal**

Functional Academic & RBD continue as self-contained programs with full access to the LRE (Least Restrictive Environment) upon individual needs. The Specialist of the team would partner with those program's teachers to make adjustments for success.

3 positions**One Learning Lab Specialist for 7th and 8th grade**

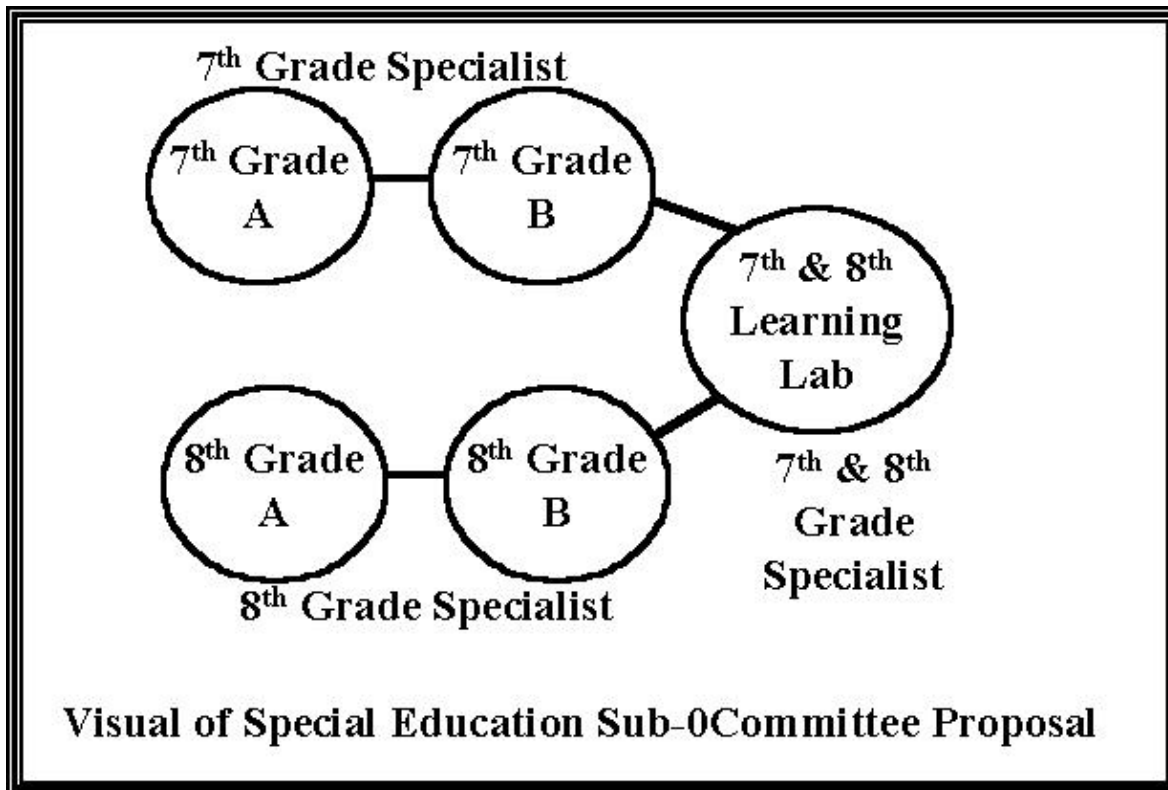
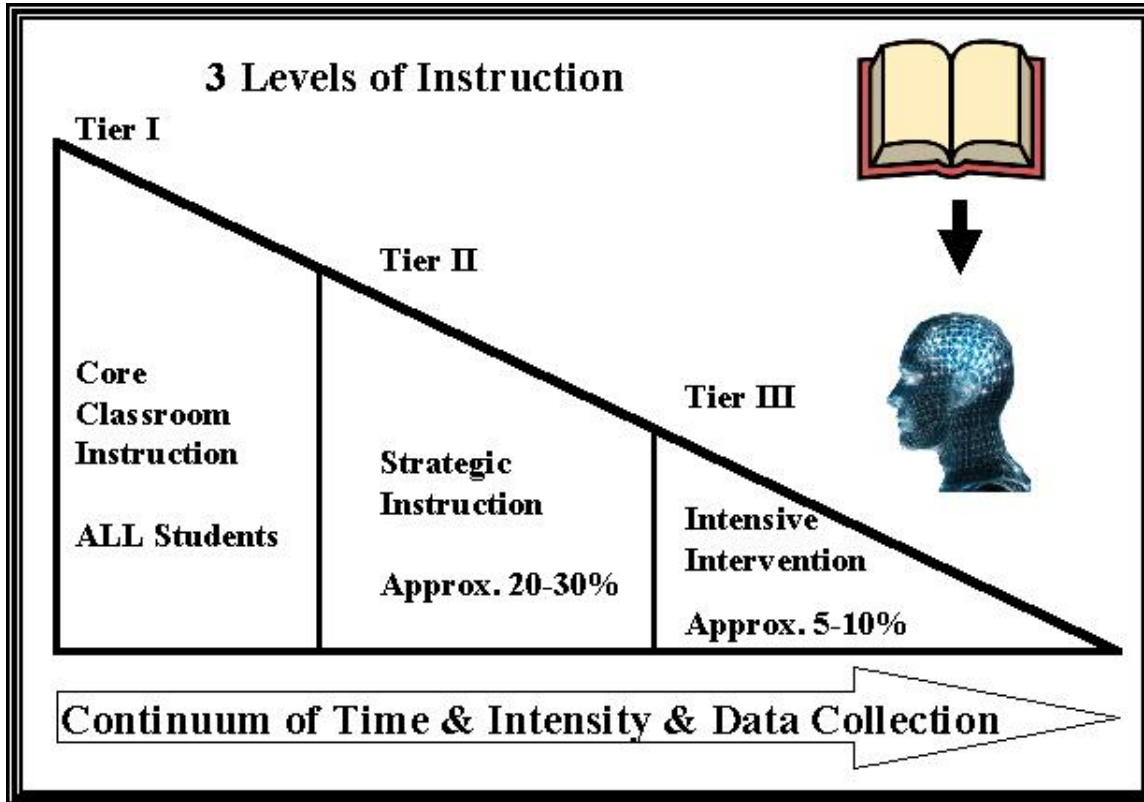
- Determination is eligibility required
- Not intended for non-productive students or behavior issues
- Read 180
- Skills Math
- Social Skills
- Study Skills

Two Specials for 7th and 8th grade each

- Roving support in all courses, determined by student population
- Access to both team planning (shared Monday and Thursday: team A, Tuesday and Friday: team B) (or possibly on day a week per team with flexibility to meet with elective/exploratory teachers)
- Pull out intensive instruction driven by IEP goals
- Collaboration with generalist to improve instruction for whole class (i.e., small groups consisting of varying ability groupings)
- Collaboration with learning lab teacher

Overall Requirements

- Intensive staff development for Regular and Special Ed together
- Monitoring of Specialist and Generalist collaboration
- Sufficient plan time for IEP writing, data collection and analysis, collaboration, skill determination, and lesson planning
- Adaptive Physical Education training
- Para/teacher planning-meeting time
- Need for teacher to be within a team and time to participate within the whole school meetings (ex: Wednesday late start)
- Schedule that allows for work completing within the school day with individualized instruction minute requirements met.
- Space to work with students appropriately with as little time lost for transport as possible. (Within classrooms; schedule for students to meet with Specialist then go to General Ed; students come to specialist instead of SSR time?)



Appendix I, cont.

Special Education Proposal

According to WAC 392-172-134 the definition of mental retardation is “Mental retardation refers to significantly sub average general intellectual functioning existing concurrently with deficits in adaptive behavior, and manifested during the developmental period that adversely affects a child’s educational performance and requires specially designed instruction.”

Key phrases in this definition include “adaptive behavior” and “specially designed instruction”.

Adaptive behavior refers to “the effectiveness or degree with which the individual meets the standards of personal independence and social responsibility of his age and social group” (Grossman, 1983, p. 157). Adaptive behavior is composed of several specific domains, including self-help skills, interpersonal/socialization skills, physical and motor skills, communication, cognitive/pre-academic skills, domestic skills, vocational/occupational skills and responsibility.

While some of these skills can be addressed in the general education setting with support (i.e. interpersonal/socialization skills, physical and motor skills, vocational/occupational skills), others require a unique facility and specially designed instruction.

It is therefore essential that a classroom be available that can attend to the skills of daily living. The Puyallup School District has adopted a K-12 life skills curriculum that aligns with the state essential learning. This curriculum focuses on seven areas. These include: Functional Academics, Communication Skills, Social Skills, Self-Management Skills, Home Living Skills, Vocational Skills, and Community Access Skills.

The portable that has been planned as a classroom for this population of students is a major step in achieving a setting that can be designed to meet the unique needs of these students. It should be equipped with a kitchen, bathroom, laundry, and other “home-like” amenities. It is proposed that the Puyallup School District Life Skills Curriculum be used as a guide to the further development of the Middle School Life Skills program.

Appendix I, cont.

Special Education Proposal

Recommendations

1. A continuum of placements, supports and services should be made available for all students, but always assume that every student's first placement is in regular education.
2. All placement decisions should be based on a well-developed IEP with an emphasis on the needs of the child, her/his peers and the reasonable provision of services.
3. Before any new programs are developed, the building staff must agree on a clearly articulated philosophy of education (an education ethic). Teachers and support staff must be fully involved in the decision-making, planning and evaluation processes for individual students and building-wide programs.
4. On-going staff development must be made available as a part of every teacher's and paraprofessional's workday. Areas of emphasis include:
 - Emphasis on higher-order thinking skills
 - Integrated curricula
 - Interdisciplinary teaching
 - Multicultural curricula
 - Life-centered curricula.
5. Work toward unifying the special education and regular education systems. For instance, separate evaluators and evaluation systems are counter productive. There should be one system.
6. Ensure that sufficient licensed practitioners are employed to address the social, emotional, and cognitive needs of all students. In inclusive settings, reduced class sizes and/or increased numbers of teachers in the classroom are necessary.
7. Appeal processes must be developed that allow teachers to challenge the implementation of IEP's and placements that they determine to be inappropriate for a child.
8. Involve parents and students as partners in the decision-making process.
9. When developing programs, consider multiple teaching/learning approaches like team teaching, co-teaching, peer partners, cooperative learning, heterogeneous grouping, study team planning, parallel teaching, station teaching, etc.

General education teachers may need training in differentiating instruction, and need to have time to collaborate with the special education teacher.

References

ONWEAC Website <http://www.weac.org/resource/june96/speced.htm> *Special Education Inclusion* Updated March 19, 2007.

ASCD Website

http://www.ascd.org/cms/objectlib/ascdframeset/index.cfm?publication=http://www.ascd.org/ed_topics/villa1995_falvey_ch1.html

Appendix I, cont.

Special Education Proposal

<p>I. Functional Academic Skills</p> <ol style="list-style-type: none"> 1. Readiness Skills 2. Reading Skills 3. Written Language Skills 4. Math Skills 5. Money Skills 6. Measurement Skills 7. Time Skills <p>II. Communication Skills</p> <ol style="list-style-type: none"> 1. Pre-Communication Skills 2. Receptive Communication Skills 3. Expressive Communication Skills 4. Conversation Skills <p>III. Social Skills</p> <ol style="list-style-type: none"> 1. Self-Awareness Skills 2. Sexual Awareness Skills 3. Social Interaction Skills 4. Dining Habits Skills <p>IV. Self Management Skills</p> <ol style="list-style-type: none"> 1. Eating Skills 2. Dressing Skills 3. Toileting Skills 4. Personal Hygiene Skills 5. Grooming Skills 6. Health Care Skills 7. Personal Safety 8. Decision Making Skills 	<p>V. Home Living Skills</p> <ol style="list-style-type: none"> 1. Housekeeping Skills 2. Home Maintenance Skills 3. Meal Planning Skills 4. Buying and Preparing Food <p>VI. Vocational Skills</p> <ol style="list-style-type: none"> 1. Career Awareness Skills 2. Job Seeking Skills 3. Work Skills 4. Work Behaviors 5. Time Management Skills 6. Job Safety <p>VII. Community Access Skills</p> <ol style="list-style-type: none"> 1. Community Mobility Skills 2. Community Leisure and Recreation Skills
--	---

Appendix J Health/PE Committee Recommendations

We looked at research regarding Health and Physical Education, especially focusing on the Middle School and early-adolescents. Some of the sources we referenced include:

- *A Nation at Risk: Obesity in the United States*
- *Shape of the Nation: Status of Physical Education in the United States*
- *Promoting Physical Activity in Children and Youth: A Leadership Role for Schools*
- *Physical Education is Critical to a Complete Education*
- *Moving into the Future: National Standards for Physical Education*
- *This We Believe: Successful Schools for Young Adolescents*
- *Improving the Health of Adolescents and Young Adults: A Guide for States and Communities*
- *Healthy Youth Survey—2004 Clallam County 8th Grade*
- *Let's Get Physical—Integrating Physical Activity to Improve Academic Achievement*
- *Promoting Physical Activity in Children and Youth: A Leadership Role for Schools*

National recommendations for Health and Physical Education at the middle school level are for all students to have at least 225 minutes of physical activity per week, or an average of 45 minutes daily. (*Moving into the Future: National Standards for Physical Education*)

Currently the WA State Health and Fitness EALRs, especially goals 2 and 3, are not being fully addressed at the middle level due to lack of teaching time. With the Health and Fitness CBA requirement starting in the 2008-09 school year, we need to prepare students for this new state-mandated assessment.

The only way to guarantee that all students have daily physical activity and meet the Health and Fitness EALRs is to make Health/PE one of the required daily classes. Therefore, it is our recommendation that Health/PE be a part of the Core Teams.

Our guiding document, *This We Believe: Successful Schools for Young Adolescents*, provides a strong rationale for having Health and Physical Education on the Core Teams:

- “Developmentally responsive middle level schools promote abundant opportunities for students to develop and maintain healthy minds and bodies and to understand their personal growth. An emphasis on health, wellness, and safety permeates the entire school....A comprehensive health and wellness program includes student-focused, integrated experiences that are implemented throughout the curriculum, plus daily physical education activities that improve students’ cardiovascular fitness, coordination, agility, and strength.” (*This We Believe*, p. 31.)
- The foundation of our rationale from *This We Believe*, pp.44-45: “In the area of physical development, young adolescents
 - experience rapid, irregular physical growth
 - undergo bodily changes that may cause awkward, uncoordinated movements
 - experience restlessness and fatigue due to hormonal changes

Appendix J, cont.

Health/PE Committee Recommendations

- need daily physical activity because of increased energy, and if not actively engaged in regular physical activity, often lack fitness, with poor levels of endurance, strength, and flexibility
 - need to release energy, often resulting in sudden, apparently meaningless outbursts of activity
 - have preference for junk food but need good nutrition
 - may be prone to risky dieting practices in order to gain or lose weight
 - continue to develop sexual awareness that increases with the onset of menstruation, the growth spurt, and the appearance of secondary sex characteristics
 - are concerned with bodily changes that accompany sexual maturation
 - have an increased need for comprehensive, medically accurate education about sexuality and health issues that responds to these increased concerns
 - are physically vulnerable because they may adopt poor health habits or engage in experimentation with alcohol and other drugs and high-risk sexual behaviors.”

Other key points in support of our recommendation for putting Health/PE on the Core Teams include the following:

- Health/Physical Education is a required content area, not an elective, and it belongs in the Core Program for all students.
- It is our obligation to educate the whole child, not just the part of them from the ears up!
- Thirty percent of teens in the United States are considered overweight (at or above the 95th percentile of the Body-Mass Index scale) or at risk for being overweight (at or above the 85th percentile of the BMI scale). This rate has grown dramatically over the last 25 years—it is more than three times that of teens in 1980. Obesity is a major risk factor in the development of coronary heart disease, stroke, high blood pressure, diabetes, and various other diseases including several forms of cancer. (*A Nation at Risk: Obesity in the United States*, p.02, 03, and 14)
- Adolescents are in a unique stage in life—they are no longer children but not yet adults. They are beginning to make choices that will influence the attitudes they develop about health practices that will continue in to adulthood. Their peers and the media are two powerful influences at this time in their lives, and these sources are not consistently modeling healthy behaviors. This is a prime time for us as middle-level educators to teach them about healthy choices and pro-social behaviors. (*Improving the Health of Adolescents and Young Adults: A Guide for States and Communities*)
- Studies have shown that students miss fewer days of school due to illness, and show greater academic achievement because of the physical vitality gained in physical education. Also, involvement in physical activity has shown a consistent relationship with mood, self-esteem, and other indicators of psychological well-being in early adolescence. Physical education programs have a unique opportunity to provide learning experiences that enhance middle school students’ self-esteem. (*Physical Education is Critical to a Complete Education*)
- Numerous studies show a positive correlation between regular physical activity and academic achievement. In addition, physically active adolescents have higher levels of self-esteem, and lower levels of anxiety and stress—which are also associated with improved academic

Appendix J, cont.

Health/PE Committee Recommendations

performance. A survey of various studies concluded that (1) increased PE time does not impede students' classroom academic performance, (2) increased time in PE may contribute slightly to academic performance, and (3) decreased time for PE in favor of academic work does not necessarily result in improved academic performance (*Promoting Physical Activity in Children and Youth: A Leadership Role for Schools*).

- A study completed by the California Department of Education matched reading and math standardized test scores with fitness scores of 322,000 7th graders and 279,000 9th graders. Key findings included: higher achievement was associated with higher levels of fitness, the relationship between academic achievement and fitness was greater in math than in reading, students who met minimum fitness levels in three or more physical fitness areas showed the greatest gains in academic achievement, and females demonstrated higher achievement than males, particularly at higher fitness levels (National Association for Sport and Physical Education website—"New Study Supports Physically Fit Kids Perform Better Academically").

Appendix K Exploratory Classes at New Stevens Middle School 2007- 08

This is a brief introduction to what the exploratory classes will be at Stevens. They will consist of Art, Technology, and Technology Engineering (Shop). It was not known who would be teaching these classes until the week before Spring break and what the curriculums would be. The following pages give a brief explanation of their disciplines and how their program will be a key to the overall development of the student.

It has been explained that the Art and Technology Engineering classes will dominate the seventh grade, while Technology and Foreign Language programs will dominate the eighth grade.

Technology Engineering

This program is designed to provide the student with an opportunity to apply the skills learned in the academic areas, by using the hands on approach. The program that we are offering is very exciting; including the philosophy of “doing is understanding.” In fact, the entire curriculum has been designed with the philosophy in mind, along with supporting the other academic disciplines. The instructor is an edutainer, who educates and entertains at the same time. Not only is the Engineering class introducing problem solving ideas and construction phases, but students are writing and using technology to demonstrate their learning. We offer the following Engineering Modules.

Introduction

The introduction Engineering class has been designed around an introduction problem solving process. The students will be applying this process to several technical problems that require the student to design and build a solution. There are several module units to choose from and two major projects, ranging from transportation, aviation, construction, and energy.

- | | | | |
|----|---------------------|----|-------------------------------|
| 01 | Robotics | 09 | Metals |
| 02 | Electricity | 10 | Woods |
| 03 | Solar Energy | 11 | Plastics |
| 04 | Magnetic Levitation | 12 | Gliders |
| 05 | Bottle Rockets | 13 | Flight Simulators |
| 06 | Mouse Trap Vehicles | 14 | Printing |
| 07 | Laser | 15 | Computer Design |
| 08 | Small Gas Engines | 16 | Computer Functions (Building) |

Plus, the two major building projects:

- 01 Bridge Construction
- 02 Safety Egg Vehicle

Appendix K, cont. Exploratory Classes at New Stevens Middle School 2007- 08

The Advance Engineering class has been designed around a high level of advance problem solving processes. The student will be applying this process to several technical problems that require the student to and build the solution. There are several module units, ranging from aviation, design construction, boat construction, race vehicles design, and electrical energy.

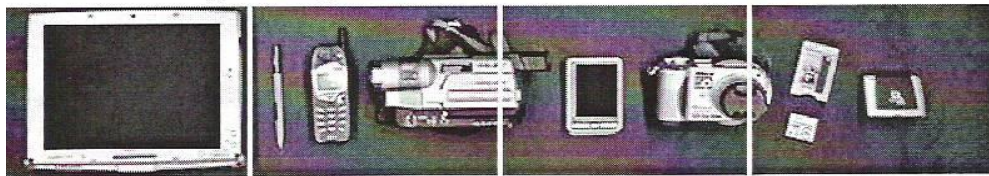
01	Hot Air Balloons	07	Cardboard Boats
02	Rockets	08	Powered Gear Vehicles
03	Towers	09	House Framing
04	Robotic Arms	10	Cranes
05	Co2 Vehicles	11	Design Electrical Unit
06	Dream House Design	12	Power Boats

Academic Areas

- Reading - reading various information on module units
- Math - reading measurements / subtraction and adding, & problem solving
- Science - problem solving, formulas, understanding the technical process
- Writing - writing short essays about the process
- Technical - Digital photographing
- Art - Design and creative process

Appendix K, cont. Exploratory Classes at New Stevens Middle School 2007-08

DLiteracy.org "Developing Digital Literacy"



Improving Education Through The Use of Technology

Start Here: The foundation for the student portfolio consists of the following technology units.

- | | | | |
|-------------------------|------------------------|-----------------------|-----------------------|
| 01. Personal Expository | 09. Hobbies and Clubs | 17. Physical Fitness | 25. Honors and Awards |
| 02. Skills Evaluation | 10. Basic Letterhead | 18. Legal Issues | 26. References |
| 03. File Management | 11. Business Letter | 19. PC Hardware | 27. Instruction Video |
| 04. Typing | 12. Thank You Letter | 20. Computer History | 28. Performance Video |
| 05. Personal Journal | 13. Internet Library | 21. Resume | 29. Web News Report |
| 06. Digital Literacy | 14. Digital Photos | 22. Cover Letter | 30. Video News Report |
| 07. HTML | 15. Graphic Arts | 23. Work Experience | 31. Featured Student |
| 08. Reading and Writing | 16. Budget Spreadsheet | 24. Community Service | 32. Video Documentary |

Information Links: Create an information section on your portfolio homepage and include the following links.

- | | | | |
|-----------------|----------------------|---------|----------------|
| 01. Grades Link | 02. Academic Journal | 03. SLP | 04. Transcript |
|-----------------|----------------------|---------|----------------|

Academic Areas: Students can expand their portfolio by completing the following enrichment units.

<p><u>Art</u></p> <p>01. Value Change</p>	<p><u>Engineering Tech</u></p> <p>01. Tech Project</p>	<p><u>Grammar</u></p> <p>01. Grammer Units 02. Spelling Units</p>	<p><u>Health Fitness</u></p> <p>00. Fitness Units 01. Training Contract 02. Cardio Training 03. Heart Rate 04. Nutrition 05. Strength Training 06. Team Sports 07. Individual Sports 08. Mile Run</p>
<p><u>Math</u></p> <p>01. Math Project</p>	<p><u>Media Technology</u></p> <p>01. Short Story 02. Story Drawings 03. Short Story Video 04. Storyboarded Video 06. News Introduction 10. Video Documentary 11. Movie Production 12. Web Video Contest 13. Tech Leadership</p>	<p><u>Music</u></p> <p>01. Performance Video</p>	<p><u>Reading</u></p> <p>01. Short Stories 02. Biography 03. Poetry 03. PDA eBooks</p>
<p><u>Science</u></p> <p>01. Science Project</p>	<p><u>Social Studies</u></p> <p>01. Web Research 02. PowerPoint 03. Research Video 04. GPS 05. GIS</p>	<p><u>Writing</u></p> <p>00. Writing Units 01. Reading Scores 02. Letter of Rec 03. News Article</p>	<p><u>Presentations</u></p> <p>01. Hobby 02. Self-Introduction 03. Academic 03. Professional</p>

Appendix L

Grading Periods

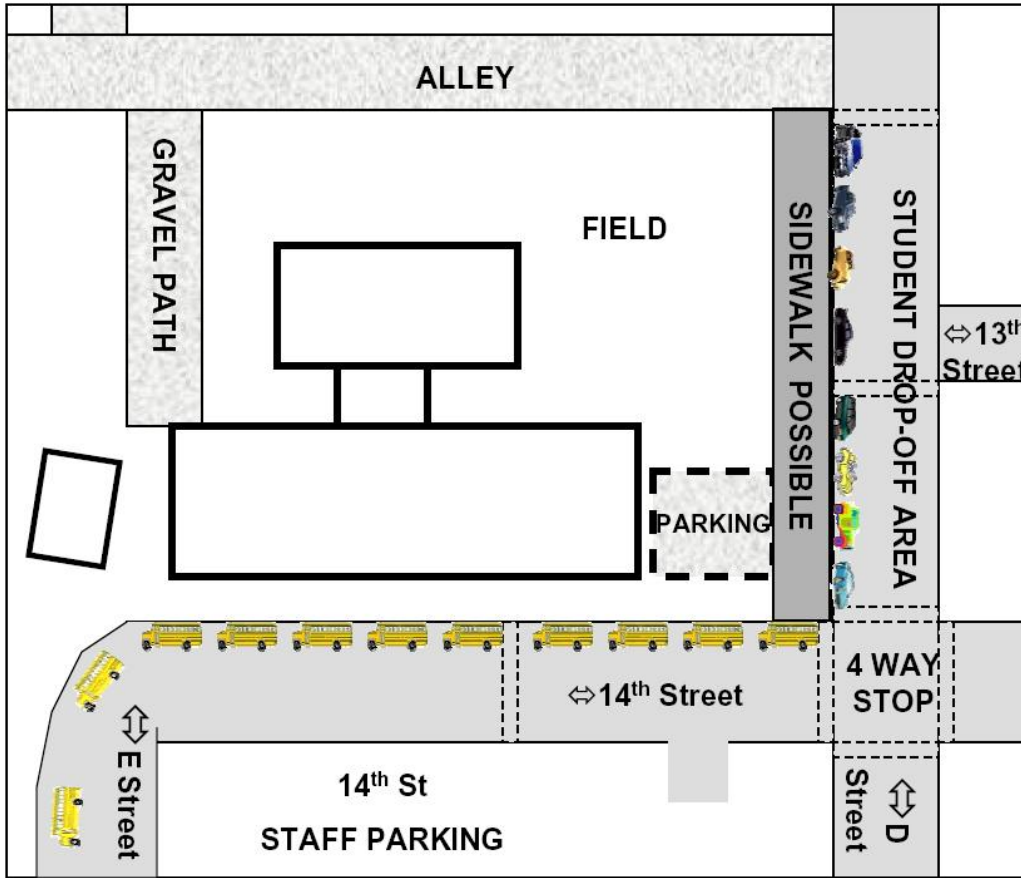
Ideas from the Grading Period Sub-Committee

We couldn't find research on grading periods. If anyone has research, please send it to us!

<i>3 options from our brainstorming session:</i>		
	PROS	CONS
SEMESTERS (2 grading periods/year)	<ul style="list-style-type: none"> • Like the high school schedule • Less times teachers input official grades • If parents have a child in both m.s. and h.s., the parents know when to expect grades. • If students are failing, they have more time to try and raise their grade before the grading period ends 	<ul style="list-style-type: none"> • Not enough opportunity for our age student to have a “fresh start”
TRIMESTERS (3 grading periods/year)	<ul style="list-style-type: none"> • More electives for students to explore each year (possibly). • 3 “fresh starts” for students each year 	<ul style="list-style-type: none"> • Harder for elective teachers (they might have 3 different groups of students to get to know each year). • May conflict with elective classes that are semester-long
QUARTERS (3 grading periods/year)	<ul style="list-style-type: none"> • 4 “fresh starts” for this age group of students (each year). • Might be better for elective teachers if they keep the students for 2 quarters. • More time for students to master skills in elective classes 	<ul style="list-style-type: none"> • Less electives in 1 year for kids if electives are 2 quarters long. • More times for teachers to “input grades” for official report cards

Appendix M

Transportation



DRAFT PROPOSAL

Appendix N

Site Team

STEVENS MIDDLE SCHOOL
SITE CENTERED DECISION MAKING
PROCEDURES AND GOALS
2007-08

MISSION

Stevens Middle School creates and sustains learning communities that prepare each student to live, work, and learn successfully in a changing world.

VISION

All Stevens Middle School students will reach high standards and graduate prepared with knowledge, skills, and abilities to choose a successful future.

BELIEFS

The Stevens Middle School Community believes in:

- A safe, supportive and collaborative work environment for staff and students
- Rigorous curriculum that addresses the varied needs of individual learners
- Active parent and community partnerships
- The continuing development of the skills and practices of positive citizenship, including personal responsibility for one’s actions |
- Education that prepares students for success as life-long learners in an ever-changing, multicultural, and technical world
- Accepting and celebrating the individuality and efforts of all students while cooperatively seeking academic excellence

COMPOSITION OF SITE TEAM

The Site Team will consist of 13 voting members:

- | | |
|--------------------|---------------------------------------|
| 2 Administrators | 2 Standing Members |
| 5 Certified Staff | 5 Elected Members (2 year term) |
| 1 Classified Staff | 1 Elected Member (2 year term) |
| 3 Parent/Community | |
| 2 ASB Presidents | * Elected Members (1-2 new each year) |

Certified and classified members will be elected by majority vote by their peers in June or September. The Parent Leadership Group will determine the parent and community memberships through their own procedures.

Appendix N, cont.

Site Team

MEETING SCHEDULE

Staff	One Wednesday per month
Site Team	Once a month on Wednesday
Department Meeting	At least 2 Wednesday mornings per month
Team	Daily for Core, Wednesday for Enrichment staff
Team Leader	Tuesday, 7:30 a.m., three times per month

DECISION AREAS OF THE SITE TEAM

See attached matrix for areas of accountability for other decision-making groups.

HOW DECISIONS ARE MADE

The following procedures will be used to reach decisions by the Site Team and all other decision groups within their area of accountability:

1. CONSENSUS – all members are either willing to support the decision or are flexible enough to go along with the group or decision.
2. If the decision needs to be made quickly or consensus cannot be reached at that time, we will use VALUE VOTING – those making the decision will visually show where they stand regarding the decision. Before a value vote is taken, it will be determined whether an 80 percent or greater majority is needed to pass motion.
 - 4 – Fully Support
 - 3 – Supportive
 - 2 – Neutral
 - 1 – Fully Disagree
3. If value voting does not show a clear direction or time does not allow more work toward reaching a decision, then the decision will go to the PRINCIPAL or SITE TEAM.

When making the decision, all groups will follow the Decision Making Matrix and operational norms to insure participation of all parties and stay within district guidelines. The bottom line being: “IS THIS IN THE STUDENTS’ BEST INTEREST?”

PARAMETERS (Boundaries which decision groups must respect)

- Decisions must be consistent with the Strategic Plan, Legal Requirements, State and Federal Rules and Regulations, District Policies, Procedures, Guidelines and Contractual Obligations.
- Sites may request a waiver from School Board policy, regulation or contractual agreement and other regulatory provisions.
- Site must operate within the constraints of building and district budgets.
- Individuals with information or expertise critical to a decision should be involved in making the decision.

Appendix N, cont.

Site Team

- When a decision affects other sites, programs services or personnel, the impacts must be clearly and adequately addressed prior to implementation.
- Decisions should provide for appropriate training, on-going evaluation and adequate staffing.
- Resources will be provided for site participants to take part in Site Centered Decision-making without adversely impacting the primary duties of district employees.

BUILDING OPERATING NORMS - DRAFT

- Use common courtesy – no interruptions –no side conversation – treat one another respectfully.
- Speak and act in a positive way and provide constructive feedback.
- Everyone speaks for him or herself. When speaking for others, clarify for whom you are speaking. (confidentiality rules)
- Allow ample time, all view points and participation before making important decisions. (follow matrix)
- When there is an issue or concern to resolve, talk professionally to those involved. (play fair and nice)
- Accept ownership and support and commit to team decisions based on a common goal.
- Agree to disagree respectfully and tactfully.

SITE TEAM MEETING PROCEDURES

1. Punctual starting and ending times - 7:50-8:50 am, 3rd Wednesday of each month.
2. Distribute agendas and post on E-mail and in the faculty room on Monday.
3. Identify informational, discussion and decision items on the agenda.
4. Value each other's time by keeping discussions focused on the topic.
5. Minutes of meetings to be distributed on E-mail and a hard copy posted in the faculty room. People responsible for carrying out the decision will be identified.
6. Site Team members are responsible for gathering information or providing several opportunities for staff to participate on "with input" decision. It is crucial that those affected by a decision have an opportunity to provide input.

**SITE CENTERED DECISION MAKING WAS ESTABLISHED MAY 2007.
THIS DOCUMENT AND ITS PROCEDURES WILL BE REVIEWED IN MAY 2008.**

Appendix O

Decision Making Matrix

<p><u>Principal with Input & Rational</u> Personnel - allocation, hiring, evaluation Master Schedule Building Safety Schoolwide Discipline (Multi-level) Schoolwide Reward System Physical Plant (Busses through team) (Gym) (AM) Staff Handbook Student Handbook Calendar of Schoolwide Events Professional Development</p>	<p><u>Team Leader</u> 1st Quarter 7th Grade Assembly/ 3rd Quarter 8th Grade Representative on Site Team Team leaders take questions to be discussed to team & back to administration Team leaders share concern from team to administration Administration shares concerns to be taken team Movement of Students Between Teams Documents - notes - taken by team leader</p>
<p><u>Team Leader & Site Team</u> Documents - notes - taken by team leader Wednesday Late Start Agenda Input from Site Team Budget CSIP Allocation of Afterschool Activity Stipends</p>	<p><u>Grade Level Team</u> Discipline within the Team Student Scheduling Daily Team Schedule Input on Movement of Students Between Teams Interdisciplinary Unit Development Reward System Tutorial/Enrich/Remediation Activities Team Logo/Name/Color/Cheer Team Building Activites Parent Communication (newsletter, conferences, staffing) Scheduling of Assigned Support Staff Team Meeting Agenda/Folder/Notes Homework Policy Recognition Assembly - 4 per year (7th/8th/2 others) SAT Student Input Bus Supervision</p>
<p><u>Department</u> Department/District Assessment - classroom based assessment Professional Development Managing Budgets Curriculum/Aligning & Materials Managing Materials/Inventory Professional Learning Community Development</p>	<p><u>Whole Staff</u> Discipline Mission, Belief, Vision Building Safety Parent-Teacher Conference Format Decision Making Matrix WASL Prep Theme</p>
<p><u>Individual</u> Lesson Plans/Curriculum Development Classroom Rules (Discipline) Reward System Parent Communications Professional Development Grading - Skyward Fire Drill, Earthquake, Lock Down Procedures within the Classroom KCDA Orders Books Issued - Inventory Student Staffing Assessments within the Classroom</p>	<p><u>Counselor/Support Teacher</u> Master Schedule/Parent-Teacher Conference Schedule for Team Discipline Support for Counseling Student Scheduling Movement of Students Between Teams SAT Student Staffing - team meeting with parents Quarterly IEP/504 Organization Meeting Community Support for Student Needs Start Process of Student Placement Informs Team of Special Student Needs/New Students</p>

Appendix P

Managing Endings

Middle School Transition Team

“The single biggest reason organizational changes fail is that no one has thought about endings or planned to manage their impact on people. Naturally concerned about the future, planners and implementers all too often forget that people have to let go of the present first. They forget that while the first task of *change management* is to understand the desired outcome and how to get there, the first task of *transition management* is to convince people to leave home. You’ll save yourself a lot of grief if you remember that.” ---William Bridges, *Managing Transitions*, (pg. 37).

Managing Endings: A Checklist

- | | | |
|------------|-----------|---|
| Yes
___ | No
___ | Have I studied the change carefully and identified who is likely to lose what - including what I myself am likely to lose? |
| ___ | ___ | Do I understand the subjective realities of these losses to the people who experience them, even when they seem to me to be overreacting? |
| ___ | ___ | Have I acknowledged these losses with sympathy? |
| ___ | ___ | Have I permitted people to grieve and protected them from well-meant attempts to stop them from expressing their anger or sadness? |
| ___ | ___ | Have I publicly expressed my own sense of loss, if I feel any? |
| ___ | ___ | Have I found ways to compensate people for their losses? |
| ___ | ___ | Am I giving people accurate information and doing it again and again? |
| ___ | ___ | Have I defined clearly what is over and what isn't? |
| ___ | ___ | Have I found ways to “mark the ending”? |
| ___ | ___ | Am I being careful not to denigrate the past but, when possible, finding ways to honor it? |
| ___ | ___ | Have I made a plan for giving people a piece of the past to take with them? |
| ___ | ___ | Have I made it clear how the ending we are making is necessary to protect the continuity of the organization or conditions on which the organization depends? |
| ___ | ___ | Is the ending we are making big enough to get the job done in one step? |

Appendix P, cont.

Managing Endings

Final Questions: What actions can you take to help people deal more successfully with the endings that are taking place in your organization? What can you do today to get started on this aspect of transition management? (Write yourself a memo on the back of this sheet.)

Appendix Q

Managing Beginnings

Bridges, William. "Launching a New Beginning." *Managing Transitions*. Cambridge, MA: Da Capo Press, 2003. Conclusion, Page 73.

Behind all of these tactics is the basic idea with which we began, an idea that is more important than any of the tactics themselves: things *start* when the plan says they will, but the *new beginning* takes place much more slowly. If transition is mishandled or if it is overlooked completely, beginnings often fail to take place. In such cases, we say that "the change didn't work," or that it "fell short of our expectations." What we ought to say is that we got the people out of Egypt but they're still wandering somewhere in the wilderness.

Managing the New Beginning: A Checklist

- | Yes | No | |
|-------|-------|--|
| _____ | _____ | Am I distinguishing in my own mind, and in my expectations of others, between the start, which can happen on a planned schedule, and the beginning, which will not? |
| _____ | _____ | Do I accept the fact that people are going to be ambivalent toward the beginning I am trying to bring about? |
| _____ | _____ | Have I taken care of the ending(s) and the neutral zone, or am I trying to make a new beginning happen before it possibly can? |
| _____ | _____ | Have I clarified and communicated the <i>purpose</i> of (the idea behind) the change? |
| _____ | _____ | Have I drawn an effective <i>picture</i> of the change's outcome and found ways to communicate it effectively? |
| _____ | _____ | Have I created a <i>plan</i> for bringing people through the three phases of transition—and distinguished it in my own mind from the change management plan? |
| _____ | _____ | Have I helped people to discover as soon as possible the <i>part</i> that they will play in the outcome of these changes, and how that outcome will affect the part they currently play within the organization? |
| _____ | _____ | Have I ensured that everyone has a part to play in the transition management process and that they understand their part? |
| _____ | _____ | Have I checked to see that policies, procedures, and priorities are consistent with the new beginning I am trying make so that inconsistencies aren't sending a mixed message? |
| _____ | _____ | Am I watching my own actions carefully to be sure that I am effectively modeling the attitudes and behaviors I am asking others to develop? |
| _____ | _____ | Have I found ways, financial and nonfinancial, to reward people for becoming the new people I am calling upon them to become? |
| _____ | _____ | Have I built into my plans some occasions for quick success to help people rebuild their self-confidence and to build the image of the transitions as successful? |
| _____ | _____ | Have I found ways to celebrate the new beginning and the conclusion of the time of transition? |
| _____ | _____ | Have I found ways to symbolize the new identity—organizational and personal—that is emerging from this period of transition? |

Appendix Q, cont.

Managing Beginnings

_____ Have I given people a piece of the transition to keep as a reminder of the difficult and rewarding journey we all took together?