

**Port Angeles School District**  
**Middle School Transition Team**  
*Report 7*  
**April 16, 2007**

**CURRENT REALITY**

The Middle School Transition Team (MSTT) has met fifteen times now and is planning to meet this coming Tuesday late afternoon. As the team continues to lead and manage the transition affecting both middle schools, the focus is moving ever more comprehensively into practical matters of the structure and content of a middle school schedule and curriculum. During the intervening time since Report 6, the team has deliberated in both work groups and as a whole team.

The work groups are studying the following topics: 1) transportation, 2) grading periods and practices, 3) clubs and ASB, 4) athletics, 5) library and highly capable program, 6) physical education and health, 7) master schedule, 8) school name and mascot(s), 9) special education, 10) music programs, and 11) shop, art, and technology. *It should be noted that any staff member, even if they were not seated on the MSTT, can participate in a work group.*

A decision was made early on to thoughtfully and conscientiously 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. Each of the work group proposals that come to the larger MSTT must address this research and its implications. Further, with regard to processing the transition, significant work continues on the effective management of transitions in general.

As a reminder, the text the team is using in its focus on the content of middle level developmentally appropriate needs is the National Middle School Association position paper, *This We Believe*. This text enables us to deeply understand the research on effective middle level practices. The text with which the team is working with in its guidance of the transition process is *Managing Transitions*.

Attendance is high at the team meetings and the conversation has been spirited, thoughtful and honest. The team evaluates each meeting on both content and process effectiveness, and endeavors to be as effective as possible in meeting ambitious work plan expectations. While dealing with topics of significant interest, decidedly strong opinions are shared; the team is maintaining a generally respectful climate. Where there is not immediate consensus, the team engages in collaborative work to resolve the challenge. Interestingly, several of the more recent deliberations and reports have resulted in unanimous affirmative votes. This is a credit to the quality of work the staff work groups are engaged in and the research focused on in regards to the appropriate developmental characteristics for middle level children.

The team members acknowledge that no one person or special interest group will get all of what they want in this design process. The goal is to work hard to provide students and staff the most of what they need within the fiscal constraints necessitating this transition work.

Communication continues to be carefully and thoughtfully structured. Students and parents presented their communication plans and will continue to keep the team up to date with artifacts of this process. Internal staff communication continues to occur within stated expectations (see Appendices A – C).

Appendices to this report are:

Appendix A, Talking Points, Wednesday, March 14, 2007  
Appendix B, Talking Points, Wednesday, March 28, 2007  
Appendix C, Talking Points, Wednesday, April 11, 2007  
Appendix D, Student Poem  
Appendix E, PE/Health Work Group Recommendation  
Appendix F, Highly Capable Work Group Recommendation  
Appendix G, Special Education Work Group Recommendation  
Appendix H, Grading Period Work Group Thoughts and Comments  
Appendix I, Board Policy and Procedure on Facility Naming  
Appendix J, Parent Letter Regarding Renaming Process Letter  
Appendix K, Correspondence Summary Regarding Renaming Plans  
Appendix L, School Renaming Cost Summary

## **ON THE HORIZON**

In the intervening meeting prior to the next board report, the team will continue moving forward on its work plan. The special education work group will refine and flesh out its recommendations at the April 24 meeting. The core content plan and delivery structure for particularly the content areas of science and social studies will also be reviewed at the April 24 meeting.

The transportation work group met with Jerry Eldred, the district transportation supervisor on several occasions to review transportation challenges and plans to hear a report at the late April meeting. Recently, the transportation work group sent a letter to middle level parents requesting information on plans for transportation for next year. The results of this survey will assist in informing the planning of the district transportation department. Further, the transportation drop-off and pick-up plans, parking and drive paths before and after school, are being studied with the anticipated traffic increase at Stevens Middle School. These results will inform the MSTT at the April 24 meeting.

On the March 9 Learning Improvement Day (LID), the two middle school staffs met together at Stevens Middle School to do a walk through and view a tentative room assignment diagram for the four different teaching teams to be part of the new school design. The combined middle school staff reviewed the process of managing endings well as each school will have to manage an ending of sorts by the conclusion of this academic year. The importance of doing this well is underscored by the work of William Bridges, “The single biggest reason organizational changes fail is that no one has thought about endings or planned to manage their impact on people.” Each school is currently planning their strategy for managing the “ending” at their respective site. This work will be coming to the MSTT table at the May 8 meeting.

The technology, shop and art work group will be making their presentation at the April 24 meeting. This work group is the last of the program groups to be integrated formally into the approved master schedule structure and framework.

Most staffing decisions have been made for the new 7-8 middle school. Having this process completed for the moment is stabilizing for the transition work. As the unknowns become fewer, the tangibles become clearer.

## **BOARD REQUESTS**

Several major analyses were requested by the board regarding the middle school transition process: an analysis of middle school naming possibilities and the preferred option recommended by the designated school naming work group, an analysis of the special education program plans, and analysis and recommendation regarding the highly capable program planning, an analysis and recommendation on the physical education and health program planning, a recommendation on requisite grading periods planned for the new 7-8 school. District facilities and technology staff contributed to the school naming analysis, which is reported here. The MSTT thoughtfully considered this data, and will continue to work through all of these topics as they match the work plan timeline.

### **Middle School Naming Analysis**

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 I) in their deliberations and subsequent recommendations.*

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 work group relied heavily again on the work of William Bridges, in particular chapter five. These ideas frame in no small part the rationale for the work of this naming work group. In accordance with district policy and procedures, the naming work group was appointed including students, staff, parents and community members.

MSTT Committee Contact List for Considering Name Change	
Stevens Middle School	Roosevelt Middle School
Tally Swanson	Bonnie Hansen
Jenny Jacobson	Brenna Mack
Paul Reed	Penny Fiscalini
Bret Curtis	Butch Webb
Kayla Berezowsky (Student)	Chloe Johnston (Student)
Contacts to be made (Affiliated with SMS)	Contacts to be made (Affiliated with RMS)
Theresa Rausch	Teri Kelley
Christy Casey	Harriet Schaefer
Neutral Contacts:	
Steve Methner	
Todd Ortloff	

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.

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.

At this work group meeting, the work group determined that all six of these prospective names would be placed on the district web-site and sent home to parents (see Appendix J) 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. This material was looked at both individually and summarily (see Appendix K). Following much discussion, the work group determined to put forward four of the six names for board review at the April 16 board meeting. **The names to be put forward are in the following rank order; 1) Stevens Middle School, 2) Port Angeles Middle School, 3) Klahhane Middle School and 4) Pacific Middle School.**

Potential School Name Value Voting Results			
Klahhanne Middle School	Pacific Middle School	Port Angeles Middle School	Stevens Middle School
4	3	2	1
4	3	2	1
4	3	2	1
2	4	3	1
4	2	1	3
4	3	2	1
3	4	2	1
4	2	3	1
3	4	2	1
4	3	2	1
2	4	3	1
2	4	1	3
1	4	2	3
<b>41 points total</b>	<b>43 points total</b>	<b>27 points total</b>	<b>19 points total</b>
3rd Place	4th Place	2nd Place	1st Place

Several of the cost items were examined and there was a general consensus that the estimates associated with a name change, while yet debatable in their scope, did have a bearing on the decision making process (see Appendix L).

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.

Pros and Cons for Potential School Names		
Name	Pros	Cons
Klahhanne Middle School	<ul style="list-style-type: none"> <li>• Includes native heritage</li> <li>• Student support</li> <li>• Geographic feature (Ridgerunners)</li> </ul>	<ul style="list-style-type: none"> <li>• Cost</li> <li>• Lack of community support</li> <li>• Lack of name familiarity</li> <li>• Potentially culturally exclusive</li> </ul>
Pacific Middle School	<ul style="list-style-type: none"> <li>• Sounds pretty</li> <li>• Student community unity</li> </ul>	<ul style="list-style-type: none"> <li>• Cost</li> <li>• Initials acronym for school name</li> <li>• Geographic connection tenuous</li> </ul>
Port Angeles Middle School	<ul style="list-style-type: none"> <li>• Encourage unity</li> <li>• Student and community unity</li> <li>• Student and community support</li> </ul>	<ul style="list-style-type: none"> <li>• Cost</li> <li>• Future growth concerns</li> </ul>
Stevens Middle School	<ul style="list-style-type: none"> <li>• Established name</li> <li>• Cost</li> <li>• Student and community support</li> </ul>	<ul style="list-style-type: none"> <li>• Doesn't seem like a new school</li> <li>• Not a fresh start</li> <li>• Lacks empathy</li> </ul>

The process undertaken to make the name recommendations for the new 7-8 middle school followed board policy and procedures for the naming of a facility in this school district. Both the work group and the MSTT, after much discussion, support the recommendation of the names under consideration with the accompanying support information identified.

### **Middle School Highly Capable Program Analysis**

The highly capable program and library work group will be presented at the March 27 meeting. The group researched best practice research on the highly capable topic and highly capable programs around the state making a recommendation for the structure and delivery model for highly capable programming (see Appendix F). 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, asking thoughtful questions, 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 inform 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. It is clear that this student population has many diverse needs.

### **Middle School Special Education Program Analysis**

The special education work group is refining its recommendation at the April 24 meeting. Currently the special education programs at the two middle schools are different. 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 work group is recommending the structure and delivery model for the new school. Research and best practice strategies continue to be analyzed and discussed as part of the deliberation.

At this time, the MSTT has approved the recommendation of the work group with some explanation yet required. The proposal as it reads (see Appendix G), 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 that 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 raised 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 were expressed regarding the tyranny of the urgent rather than the importance of getting into the classrooms to assist students. More work needs to be done to assure these concerns are addressed, which is why the MSTT will take this topic up again at the April 24 meeting.

The legal requirements and research are key factors in the planning of a special education model at the new middle school that will ensure success for special needs students in their 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 on this program recommendation at the March 19 meeting. This work group provided research and rationale to support the recommendation presented (see Appendix E). The MSTT deliberated for some time on this topic and in the end, modified the proposal as recommended. In contrast to the work group recommendation, the MSTT chose not to recommend placing physical education/health in the core program on the master schedule. Though the group felt physical education/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/health was 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 came with a succinct plan and implementation proposal for the delivery of both vocal and instrumental music. Vocal music is recommended to have both a seventh and eighth grade section. Band is recommended to have two seventh grade sections and two eighth grade sections, with one of the eighth grade sections being jazz band. Orchestra is recommended to have a seventh grade section and an eighth grade section. All music staff are in agreement with these recommendations as the MSTT came to consensus on the program plans for the new 7-8 school.

### **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 H), were explained and discussed. The general feeling of the middle level being a transition time planning for high school encouraged thinking around mirroring the high school grading period structure. This recommendation was supported by the MSTT.

### **CONCLUDING THOUGHTS & REFLECTIONS**

The MSTT is currently on course and functioning effectively. Communication continues to be transparent and consistent with stated expectations. Multiple work groups will be presenting their work in the upcoming weeks. As the schedule and staffing decisions become clearer, other topics will move into consideration. These will be more school-based as they include discipline policies, leadership activities, assembly planning, etc. Major program decisions are being discussed and recommended with strong support by the MSTT members.

While tensions and anxiety will remain throughout our journey, steps to mitigate those issues are being studied and thoughtfully taken. The March 9 LID was an opportunity for middle level staff and other grade level colleagues to work through topics connected to both their individual and collective feelings regarding the transition process in which the entire district is engaged. In regard to the feeling tone, two of our middle level students put forward a personally authored piece of poetry for the MSTT to review (see Appendix D). This poem captured, in a unique genre, the spirit with which many are engaged in this challenging transition work. Students, staff and parents are to be commended for the hard, yet thoughtful work done thus far.

At this time in the process, it is important to examine the motives and big ideas underlying the design and implementation work being developed, planned and implemented. At the most recent MSTT meeting, candid thoughts were shared with respect to rather or not the MSTT was authentically keeping the developmental needs of middle school youngsters at the forefront of the thinking and planning in the new middle school design. A concern raised connected to the idea that the AYP and WASL content areas were being over-emphasized in the master schedule design was discussed and will continue to be discussed. The tension between developmental needs and the need to pass the WASL to graduate eventually is one fraught with contentious dialog. The MSTT is committed to finding the right balance for both students and staff during this pivotal grade level experience. This conversation is far from over. As we imagine the possibilities open to us, our own thinking is all that will limit us.

Strong, positive norms and conscientious adherence to best practice research will likely guide us through the rough waters ahead. Continuing to communicate explicitly and often will assist everyone as the two schools merge.

**Appendix A****Middle School Transition Team  
Talking Points - Wednesday, March 14, 2007**

- Welcomes and connections were taken care of.
- Minutes from the March 6, 2007 meeting were reviewed and approved.
- The team reviewed the evaluation summary regarding the norms evaluated in the previous team meeting for the manner in which we are working. These will continue to be closely monitored and routinely evaluated as part of our practice as we relentlessly commit to being a high performing team.
- The team reviewed the status of the master schedule following the board meeting. Essentially, the superintendent accepted the recommendation and supported the master schedule preferred by the MSTT so it moved forward to the board for discussion. The board heard the recommendation, discussed the implications and asked questions. The board chose not to take action with regard to the schedule, thereby allowing the recommended schedule to move forward. Several items of information were requested by the board with regard to the master schedule connected to planning time and elective time offerings.
- The MSTT reviewed Board Report #6. This document was presented to the board the night before. The report was referred to often throughout the meeting. The different appendices offer information integral to the process.
- The MSTT reviewed the board direction regarding the naming of the new 7-8 school opening in the fall at the current Stevens Middle School site. The MSTT identified a tentative process and timeline to respond to this direction. These will be announced by the end of the week. Further, the work group took suggestions for expanding its membership. The additional members will be approved by Dr. Cohn.
- After considerable analysis and synthesis, and spirited discussion, the MSTT identified time markers for information sharing and decision making. Student input is considered important in the naming process as is staff input. The work group will report to the superintendent and the MSTT. Communication plans on behalf of the district, staff, and parent and student team members were mentioned as key topics in this process as the board views this process as one that should take place. The community will have an opportunity to weigh in on this topic.
- A hand-out regarding the physical education and health work group recommendations was handed out and explained at the end of the meeting again. This topic will start us off on our next meeting. The MSTT was requested to read the document prior to the next meeting. We will meet on Monday, March 19 at CSB from 4:00 to 6:00 pm with the hope that we will actually be done sooner.
- The music work group will present their recommendation(s) at the meeting on Monday, March 19, 2007. They are willing to present as the staffing group needs the information sooner rather than later for staffing purposes.
- A straw vote was taken at this meeting by the grading period work group. This is to ascertain how far apart the MSTT is on agreeing whether or not to go with trimesters or quarters/semesters as the grading period plan for the new school.
- At the meeting on March 27, we will hear from the highly capable work group and the special education work group. We will also deliberate on the elective program integration into the master schedule at this meeting.

**Appendix A, cont.**

**Middle School Transition Team  
Talking Points – March 14, 2007**

- MSTT members completed evaluations of the meeting which we will discuss and continue to integrate into future team planning and operations.
- A reminder that if staff want copies of the readings, they need to e-mail Michelle. Particularly, if MSTT members wish to have copies of the *Breaking Ranks* text, they need to contact Michelle.

**Appendix B****Middle School Transition Team  
Talking Points – March 28, 2007**

- Welcomes and connections were taken care of.
- The team reviewed the evaluation summary regarding the norms evaluated in the previous team meeting for the manner in which we are working. These will continue to be closely monitored and routinely evaluated as part of our practice as we relentlessly commit to being a high performing team.
- The team heard a beautiful poem authored by two student members of the MSTT. The poem eloquently illustrated the divide between different ideas and cultures and hope for reconciliation in a new setting. The students explained this poem is to be used as a teaching tool with the sixth grade as they process the imminent move to a new school.
- The MSTT reviewed the board direction regarding the naming of the new 7-8 school opening in the fall at the current Stevens Middle School site. The MSTT reviewed the process and timeline to respond to this direction. The additional members proposed were approved by Dr. Cohn. The group will be meeting Wednesday, March 28. Selections will be made and an announcement to the web-site for public input. An update was provided from the work group.
- After considerable analysis and synthesis, and spirited discussion, the MSTT approved the highly capable work group recommendations. These essentially stated the plan for language arts honors, math honors and seminar programming to be available in the new 7-8 school. Professional development was recognized as a need for those staff working with the highly capable student population. A talented and gifted (TAG) team was proposed to develop a matrix for selection and monitoring of access for students to highly capable programming. Early identification and scheduling were suggested as helpful in this program implementation process.
- A hand-out regarding the physical education and health work group recommendations was handed out and explained at the MSTT meeting on Monday, March 19, 2007. A recommendation was made to place physical education in the elective rotation for the seventh and eighth grade schedule. The plan is to make this a forced choice course for the year for students in both grades, unless music and elective singletons preempt this choice for students.
- The music work group presented their recommendation(s) at the meeting on Monday, March 19, 2007. The decisions made were in accordance with the recommendations from this work group. Essentially, vocal music was recommended to be scheduled for two periods (7th and 8th grade choir), orchestra was similarly scheduled (7th and 8th grade orchestra), and band was scheduled for four periods including jazz band.
- The grading period work group made their report and the MSTT voted to support their recommendation to go with quarters/semesters as the grading periods for the new school. The reasons for this were varied and will be explained in more detail in Board Report #7, due April 16.

**Appendix B, cont.**

**Middle School Transition Team  
Talking Points – March 28, 2007**

- The special education work group presented their report and recommendations. The report engendered significant discussion and in the end, the MSTT agreed to continue the discussion with more input at the meeting on April 10.
- At the meeting on April 10, we will hear from the naming work group and a continuation of the special education work group report and recommendations.
- MSTT members completed evaluations of the meeting which we will discuss and continue to integrate into future team planning and operations.
- A reminder that if staff want copies of the readings, they need to e-mail Michelle. Particularly, if MSTT members wish to have copies of the *Breaking Ranks* text, they need to contact Michelle.

## Appendix C

Middle School Transition Team  
Talking Points – April 7, 2007

- Welcomes and connections were taken care of
- The team reviewed the evaluation summary regarding the norms evaluated in the previous team meeting for the manner in which we are working. These will continue to be closely monitored and routinely evaluated as part of our practice as we relentlessly commit to being a high performing team.
- After considerable analysis and synthesis, and continued spirited discussion, the MSTT approved the special education work group recommendations. These essentially stated the plan for special education service delivery will include a spectrum of services. Professional development was recognized as a need for those staff working with the special education student population, both special education staff and regular education staff. Accountability, student needs, team recommendations and scheduling were suggested as helpful 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 for the following year, 2008-'09.
- The MSTT reviewed the board direction regarding the naming of the new 7-8 school opening in the fall at the current Stevens Middle School site. The MSTT reviewed the process, board expectations and timeline to respond to this direction. The work group made their report. Essentially, four names are recommended to be put in front of the board on Monday, April 16, 2007. The work group analyzed student and staff input, as well as community input and cost estimates in their deliberations as is consistent with board policy and procedures. The work group described pros and cons for each name proposed and the vote value each name choice garnered. The MSTT supports the work group recommendation unanimously.
- Communication surrounding the construction of the next board report was discussed. Suggestions regarding the development of a developmentally appropriate school for children were discussed. The distinction and tension between a WASL focus and the needs of children was discussed as well. Also, the possibility of year-end evaluations of program decisions was discussed to inform subsequent year frameworks.
- MSTT members completed evaluations of the meeting which we will discuss and continue to integrate into future team planning and operations.
- A reminder that if staff want copies of the readings, they need to e-mail Michelle. Particularly, if MSTT members wish to have copies of the *Breaking Ranks* text, they need to contact Michelle.

Appendix D

Poem

Day and Night by Chloe Johnston and Brenna Mack

Together:	<b>So who are you?</b>		
Person 1	I am the day,	Person 2	I am the night,
	I am the light,		I am the dark,
	I am the sun,		I am the moon,
	I am white.		I am black.
Together:	<b>So why do you hate me?</b>		
Person 1	I hate you because your night takes over my day,	Person 2	I hate you because your moon takes over my sun.
	I hate you because your dark takes over my light,		I hate you because your day takes over my night,
	I hate you because your dark takes over my light,		I hate you because your light takes over my dark,
	I hate you because your moon takes over my sun.		I hate you because your sun takes over my moon.
Together:	<b>Now I understand!</b>		
Person 1	We are two halves of a greater whole.	Person 2	Without each other we aren't complete.
Person 1	You are the night, and I am the day.	Person 2	You are the sun, and I am the moon.
Together:	<b>So how could we fix this?</b>		
Person 1	We could share our 24 hours.	Person 2	We could talk at dusk and twilight.
Person 1	If we could put aside our differences...	Person 2	We could make the world a better place.
Together:	<b>So now are we friends?</b>		
Person 1	I am the sun, and I could have moon friends.	Person 2	I am the light, and I could have dark friends.
Person 1	I am the moon, and I could have sun friends.	Person 2	I am the dark, and I could have light friends.
Together:	<b>But in real life.</b>		
Person 1	I am a girl with guy friends.	Person 2	My family is from Ireland and my best friend is from Puerto Rico.
Person 1	I am from Roosevelt, and I have friends from Stevens.	Person 2	And if you open up your heart to everyone, in turn a world of opportunities will open up to you.
Together:	<b>So how could you guys make the move to Stevens better?</b>		

## Appendix E 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 8<sup>th</sup> 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 E, 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 95<sup>th</sup> percentile of the Body-Mass Index scale) or at risk for being overweight (at or above the 85<sup>th</sup> 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 E, 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 7<sup>th</sup> graders and 279,000 9<sup>th</sup> 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 F**                      **Highly Capable Group Proposal**

**Members:** Paul Brinkman, Brooke Hendry, Leann McComb, Diane Metcalf, Bryan O’Donnel,  
“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. “
- 6.

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 F, 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 F, 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 6<sup>th</sup> grade through 8<sup>th</sup>. Grade 7 is a pre-algebra course, with 8<sup>th</sup> 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 7<sup>th</sup> graders along with algebra in the 8<sup>th</sup> grade that can also lead to a high school credit. There have been some individual cases where 6<sup>th</sup> graders who excelled in math were scheduled into 7<sup>th</sup> grade classes. The SAIL (Stevens Advanced Integrated Learning) program is offered as a language arts ‘honors’ type course in the 7<sup>th</sup> 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 8<sup>th</sup> grade has chosen to offer “Honors” status to any 8<sup>th</sup> 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 F, cont.                      Highly Capable Group Proposal**

- A. The new 7<sup>th</sup> and 8<sup>th</sup> 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.

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

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**Actual student profiles** (Thomlinson & Doubet, 2006).

**Heather** appears very mature for her age. Heather's work always exceeds the teacher's expectations and often gives insight to the teacher. Heather follows instructions wonderfully, provides a sort of quiet leadership for the students around her, and often offers to help the teacher with various chores. Her English teacher sometimes wishes she could clone Heather to have a student like her in every class. While Heather doesn't seem to be wildly popular (the teacher thinks that's because she's too mature for the other students), the kids respect her. This is a kid the teacher can trust to be on autopilot – one who doesn't require much "maintenance" from the teacher. If Heather could talk honestly with the teacher-which she wouldn't dare do- she'd tell her several things. She'd tell her that she feels left out and ignored because the teacher doesn't tease her like she does many of the other kids. To Heather, the teasing is a sign of acceptance,

## Appendix F, cont.

## Highly Capable Group Proposal

and she wishes she understood why the teacher doesn't like her. She'd tell the teacher she wishes she knew how to become a better writer. The teacher gives her A's on everything she writes, but Heather knows she's not growing and so she feels like the A's are dishonest to some degree. Heather would also tell her teacher that she enjoys spending time with her because the teacher is a better conversationalist than her peers, and she sometimes gets hungry for good conversations.

**“Elijah** has retreated into himself again”, Mr. Ortega observes with dismay. Elijah's grades hover in the mid-C range, and he rarely contributes to class discussions, despite being a “natural” with science and having a curiosity about the world around him. His teacher gets discouraged when, time after time, he sees Elijah on the verge of academic success, only to watch his effort plummet again. Elijah was a better student at the beginning of the year than he is as the class moves toward midterm of the second semester. If Elijah dared talk with Mr. Ortega, he'd tell him he likes science a lot and even reads extra about it at home. He'd tell his teacher that he's tired of his peers teaching him for doing homework-tired of them calling him “white” because he cares about grades. He'd tell Mr. Ortega not to give up on him but not to call attention to him in class either. He wants to be a good student, but he can't pull away from his friends. It's making him angry to feel pulled in both directions at once. His parents push him to do well in school, and that's beginning to make him mad. They don't understand him.

**Julia** did great in elementary school. Creativity was her hallmark-her saving grace. Whatever project was assigned, Julia did it with a flourish. “You can count on her to come at assignments in a fresh way,” a teacher once wrote on her report card. Because of her elementary school success, Julia was assigned to several advanced classes in middle school, where she now feels like she is sinking all the time. Several of her teachers feel she is misplaced-that she isn't an advanced student at all. The teachers give acres of notes. Homework is practicing facts and skills. Tests are about single-and to Julia, mysterious-right answers. Nothing seems to make sense to her, and there is no opportunity to think about things divergently or to come at things in a different way. She has come to hate middle school, and she'd tell her teachers that, if they'd give her a chance. Her friends used to like her because she was different; now they seem to reject her for the very same reason. She learned a lot when she could think about topics broadly and divergently. Now she isn't learning much of anything. Asking unexpected questions is what makes the subject matter come alive for her. She isn't studying any less at home than she ever has. In fact, she is spending more time on schoolwork, but she just can't seem to learn that memorize-the-facts-and-give-them-back kind of way. She doesn't know how to learn in the ways the teachers expect now. And she doesn't know how to be like everyone else so that her peers will like her.

**Ray** is the sort of middle school Pigpen. Everything he touches seems to unravel. His backpack is a disaster area. His locker is so jammed that it won't open. He regularly loses homework papers that he swears he's completed. His handwriting is illegible. Logic is seldom evident in his writing. His peers don't seem to dislike him as a person, but they don't want him in a working group because he somehow seems to “mess up everything” without any intent to do so.

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

Yet sometimes in class discussions, he makes an observation that rivets both the teacher and his peers with its depth. One day he saw the looks of amazement on everyone's face when he offered an interpretation. "I know," he said, "sometimes I amaze myself, too." Ray's grades are abysmal because he doesn't follow directions, has so many missing homework assignments, is so random in his approach to writing, and turns in such slovenly papers. And yet, there is clearly something important going on in his mind. He said once that he wished he felt like one person instead of two, and that he didn't really care to be a geek-he just wanted to be a regular kid.

**Jasmine** has just completed the objective portion of her science test. She'll get some of the answers right, but she's afraid the essay portions of the test will be different. She has a learning disability that causes her great difficulty with spelling and writing. She wrote to her science teacher on the first day of class, "My riting may make me lok stupid, but I jist get the leters mixed up. I love books and I love to read, but my head gets clouded wen I half to take a test. It doesn't mean I don't understand becauz I do. The letters swim on the paper and I panic." It takes Jasmine longer than her peers to read a chapter or take a test. She has difficulty with multiple choice questions and even more difficulty composing paragraphs or essays; yet her understanding of content runs much deeper than that of most of her peers. She hates feeling and looking stupid and knowing kids in the class think she is stupid. She feels like she's smart, but her teachers don't treat her that way, and her grades suggest her teachers are correct. She wishes there were room in school to spend time on what she CAN do rather than only on what she can't do.

**Lavon** went to six different elementary schools in five states. He has never had a real home to live in; he and his mom and his brother have moved around, staying with relatives, living in shelters. Lavon has a killer smile. Kids like him, but he has no friends; he's never been anywhere long enough to make any. It looks like he'll be in the same school for all of sixth grade, however, and he's glad. He's tired of moving. He wants to be part of something. He'd like to be a good student, but he doesn't know how. He's behind in everything. It doesn't matter much anyhow, because he'll get a job as soon as he can get out of school. Nobody in his family has ever attended college. There's no money for college, not even for a crummy apartment. Still, he had a couple of teachers along the way who made learning good. He'd like to feel that again.

**Charlie** loves it when the teacher makes it absolutely clear how papers will be graded. He wants to make sure he knows the game plan, and then he will invest whatever time it takes to get his work like the teacher wants it. Using that trusty approach to school success, Charlie has always been a straight A student. Now in middle school, however, he has two teachers who push him to think critically, to propose questions for inquiry, to develop innovative ways of demonstrating what he is learning. Charlie's mother spends a good deal of time at school or on the phone with those two teachers. The assignments, she says are not fair. The teachers are expecting too much of seventh graders or their grading criteria are not clear, or they are giving him harder work than they give other students. Charlie is frustrated. He's always been the smartest kid in the class. If he's not that smart anymore, his parents will be disappointed. If he's not a smart kid, who is he? He doesn't know how to do what the teachers want any more, but it's got to be the teachers' fault

**Appendix F, cont.**

**Highly Capable Group Proposal**

because all those teachers in all those other years can't be wrong-can they? Charlie doesn't know how to articulate his problem to his teachers, but he needs someone to mentor him as in intellectual risk-taker – as a creative thinker – or his narrow, pragmatic abilities will serve him less and less well as he moves further and further toward a time in his life when single right answers are of less and less value. He needs teachers who raise the bar for success and then help him learn how to succeed at those new and higher levels of intellect.

**Appendix G                      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 7<sup>th</sup> and 8<sup>th</sup> grade**

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

**Two Specials for 7<sup>th</sup> and 8<sup>th</sup> grade each**

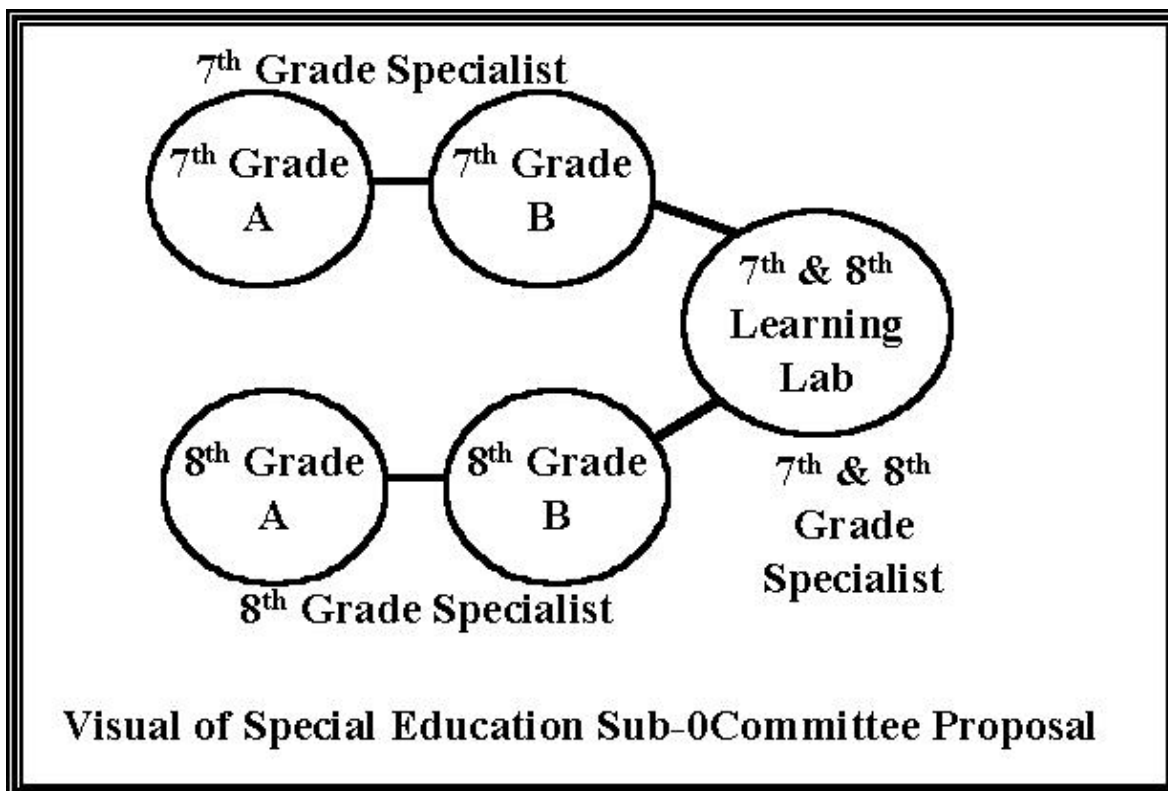
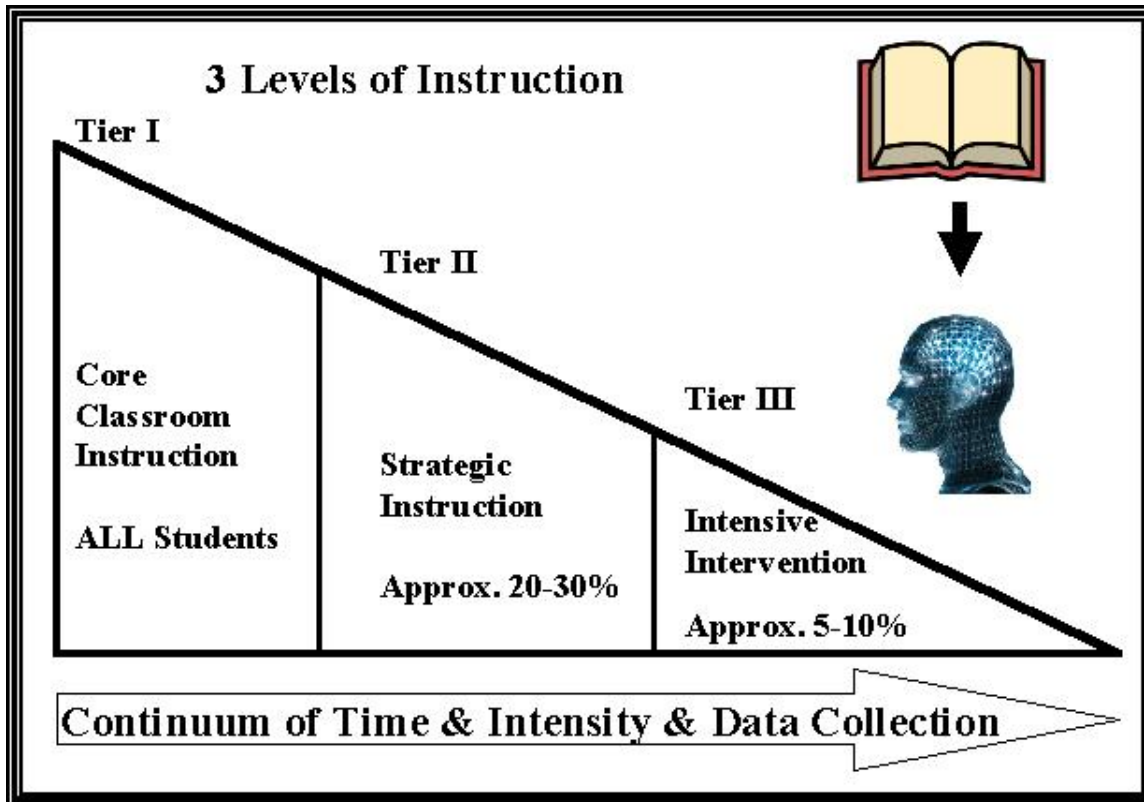
- Roving support in all courses, determined by student population
- Access to both team planning (shared Monday and Thursday: team A, Tuesday and Friday: team B) (or possibly on day a week per team with flexibility to meet with elective/exploratory teachers)
- Pull out intensive instruction driven by IEP goals
- Collaboration with generalist to improve instruction for whole class (ie: 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 G, cont.

Special Education Proposal



**Appendix G, cont.****Proposal for Life Skills**

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 G, cont.****Proposal for Life Skills****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.

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Appendix G, cont.

Life Skills Curriculum Outline

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

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

**Appendix I**

**Board Policy and Procedures**

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 I, 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 J**

**Parent Letter for Name Change**

To: Students and Families

A committee appointed by Superintendent of Port Angeles Schools Gary Cohn to undertake a naming process for the new 7-8 program on the Stevens campus in September 2007 revealed a list of proposed names for the middle school:

1. Klahhane Middle School
2. Lincoln Middle School
3. Pacific Middle School
4. Port Angeles Middle School
5. Stevens Middle School
6. Strait View Middle School

Now's your chance to offer an opinion! Public comment will be welcomed between now and April 7. Students from all schools, including elementary and high school levels, are also encouraged to offer feedback.

Comments may be sent via email to: [info@pasd.wednet.edu](mailto:info@pasd.wednet.edu), or by U.S. Mail to: Superintendent, Port Angeles School District, 216 East Fourth Street, Port Angeles, WA 98362

The naming committee will review results and associated costs of naming a facility before choosing 3-5 names to forward to the board of directors for consideration at its April 16 meeting at 7:00 p.m. at Dry Creek Elementary School.

## Appendix K

## E-Mail Naming Summary

## MSTT NAMING COMMITTEE TALLIES AND COMMENTS

Name	Yes	No	Alternate Name	Flexible	Comments
Alder, Ray		1			Cost
Allan, Tracy		1			Cost
Barley, Jay	1				Fresh start - see email
Barley, Nettie				1	Port Angeles Middle School
Beachit, Maureen & Peter					Stevens Named for now and why? Question to Answer
Beard, Erin	1				Encourage Unity - Port Angeles Middle School
Beard, Pam	1				Encourage Unity - Port Angeles Middle School
Becker, Penny		1			Cost
Beckett, Teresa		1			Cost
Birmingham, David		1			Cost, Time and Energy
Boyd, Jack			1		Alternate name - Chief Seattle
Busch, Becca & Norm		2			Cost
Caldwell, Mike & Pam		2			Cost (if over \$2,000)
Casey, Christy		1			Cost
Casey, RJ		1			Cost
Cummings, Barbara		1			Stevens Memories & Cost
DeScala, Jan		1			Cost and Memories
Divelbiss, Lisa		1			Cost - How will it make any difference? Question to Answer
Dotson, Marjorie (Ron)		1			Cost
Elsasser, Yvonne	1				Encourage Unity
Emmett, Doug	1				Encourage Unity - See Email
Estes, Larry		1			Cost
Fairchild, Linda & Dave	2				Port Angeles Middle School

## Appendix K, cont. MTT NAMING COMMITTEE TALLIES AND COMMENTS

Name	Yes	No	Alternate Name	Flexible	Comments
Fisher, Mary		1			Stevens Memories
Garcia, Vicky	1				Encourage Unity
Gray III, Betty & Harvey		2			No reason given
Gregory, Nancy		1			Reasoning to change not clear - Question to Answer
Hammer, Alice		1			Unnecessary name preemption
Heassler, Eilene		1			Cost and Not Challenging the kids to deal with adversity
Heins-Tobias, Merala	1				Encourage Unity
Higgerson, Greg		1			Reasoning not clear - Question to Answer
Hodgin, Nancy		1			Cost
Hunt, Jennifer	1				Fair for both - PA Middle School
Hutt, Clarissa	1				Encourage Unity
Jacobson, Jenny		1			Cost, honor history of school
Jahns, Frank	1				Port Angeles Middle School
Jahns, Karen	1				Port Angeles Middle School
Jahns, Meme	1				Port Angeles Middle School
Johnson, Craig E		1			Cost
Jones, Darlene				1	Stevens or Klahane
Jones, Nikita		1			No reason given
Jones, Scott	1				Port Angeles Middle School
Kays, Maria	1				Fair and a fresh start for both schools
Kays-Erdmann, Owen	1				Fair and a fresh start for both schools
Knowles, Laura	1				Encourage Unity
Koehler, Sheldon		1			Cost
Lamoureux, Paul			1		Alternate name - Jack Pittis
Leonard, Debbie		1			Cost

**Appendix K, cont. MSTT NAMING COMMITTEE TALLIES AND COMMENTS**

Name	Yes	No	Alternate Name	Flexible	Comments
Lester, Travis & Wendy		2			Cost - Why do this? Wants to know. Question to Answer
Linn, LoAnn		1			Cost
Livingston, Linda		1			Stevens Memories
Mack, Rikki	1				Encourage Unity - Port Angeles Middle School
McHone, Randy		1			Cost
Melvin, Richard		1			No reason given
Nichols, Jan				1	Stevens Memories
Perkins, Marilyn		1			Cost
Phillips, Barbara		1			No reason given
Piper, Andrea		1			Cost
Prince, Frank		1			Cost
Rains, Randall				1	Alternate names - see email
Ramsey, Cherilee & Rebecca				2	Would like it not to change, but...see email
Realph, Dale & Lynne		1			Cost
Rhea, Mary	1				Stevens name hasn't been appropriate
Roberton, Christine		1			Memories and Cost
Roberts, Danica		1			Cost
Rodocker, Teresa	1				Encourage Unity
Schmitt, Michael	1				Port Angeles Middle School
Shideler, Dave		1			Cost
Sifford, Tami	1				Port Angeles Middle School
Simmons, Chris		1			Cost
Sinnes, Sandy & Lee		2			Cost

**Appendix K, cont. MSTT NAMING COMMITTEE TALLIES AND COMMENTS**

Name	Yes	No	Alternate Name	Flexible	Comments
Sleeper, Dean		1			Cost
Smith, Richard & Linda		1			Cost
Soule, Scott	1				Encourage Unity
Springer, Bruce & Twila		2			Stevens Memories and Cost
Stagg, Lorraina		1			Cost and Getting our Focus Off Track
Stipe, Janet		1			Stevens Memories
Sugg, Terri		1			Memories and Cost
Sumeriski, Alan & Kim	2				Pacific Middle School
Swanson, Robin Hubbard		1			Stevens well established
Tammy and Jason	2				Encourage Unity Something new for both
Thornton, Merton		1			Cost - Why are you wasting valuable time?
VanDyke, Morgan			1		Lower Elwha Tribal Member i.e. Vanna Sampson
Wahto, Kathy		1			Stevens Memories
Waldron, Karen		1			Makes no sense
Weider, Pam	1				Port Angeles Middle School
Wheeler, Dena				1	No if costly, PA Middle School if need be
Wilson, Collette	1				Port Angeles Middle School
Wilson, Cortney	1				Pacific Middle School
Winn, Krista	1				Encourage Unity
Wollen, Keith		1			Cost
Worthey, L		1			Cost
<b>Total</b>	<b>32</b>	<b>59</b>	<b>3</b>	<b>7</b>	

**Appendix K, cont SUMMARY FOR MSTT NAMING COMMITTEE TALLIES AND COMMENTS**

YES – 32 votes	NO – 59 votes	ALTERNATE NAME – 3 votes	FLEXIBLE – 7 votes
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**Comments for 32 “YES” votes** (number of comments in parenthesis)

- Encourage unity (9)
- Encourage unity - Port Angeles Middle School (3)
- Encourage unity something new for both (2)
- Fair and a fresh start for both schools (2)
- Fair for both – PA Middle School (1)
- Fresh start (1)
- Pacific Middle School (3)
- Port Angeles Middle School (10)
- Stevens name hasn’t been appropriate (1)

**Comments for 59 “NO” votes** (number of comments in parenthesis)

- Cost (29)
- Cost – How will it make any difference? Question to Answer (1)
- Cost – Why are you wasting valuable time? (1)
- Cost – Why do this? Wants to know. Question to Answer (2)
- Cost and getting our focus off-track(1)
- Cost and memories (1)
- Cost and not challenging the kids to deal with adversity (1)
- Cost, honor history of school (1)
- Cost, time and energy (1)
- Cost (if over \$2,000) (2)
- Makes no sense (1)
- Memories and cost (2)
- No reason given (5)
- Reasoning not clear – Question to Answer (1)
- Reasoning to change not clear – Question to Answer (1)
- Stevens memories (4)
- Stevens memories and cost (3)
- Stevens well established (1)
- Unnecessary name preemption (1)

**Comments for 3 “ALTERNATE NAME” votes** (number of comments in parenthesis)

- Alternate name – Chief Seattle (1)
- Alternate name – Jack Pittis (1)
- Lower Elwha Tribal Member i.e. Vanna Sampson (1)

**Comments for 7 “FLEXIBLE” votes** (number of comments in parenthesis)

- Alternate names (1)
- No if costly, PA Middle School if need be (1)
- Port Angeles Middle School (1)
- Stevens memories (1)
- Stevens or Klahhane (1)
- Would like it not to change, but ... (2)

**Appendix L Technology Renaming Costs**

- Projected time and costs of technology work necessary to map/scheme middle school
- Machines that are already affected by transition are not included

35	Hours Labor
\$36,18	Tech costs including benefits
<b>\$1,266.30</b>	

**GYM FLOOR ELIMINATE STEVENS STAMPEDEERS AND RE-LETTER**

- Cost estimates reflect only those items which are unique to renaming. Because floors are ordinarily refinished each year, the cost estimate only includes that which is necessary to remove and replace the reference to Stevens
- The Stevens Stampedeers “banner” is painted on the wood floor, and is approximately 22’ long.
- Removal of the banner necessitates sanding the wood floor. To avoid a poor appearance, and to assure an even application of finish, it is necessary to sand the entire floor to the wood.

\$ 1,200	Additional pads necessary for complete sanding to wood
\$ 4,730	43 gallons of sealer at \$110 per gallon
\$ 210	6 gallons of paint / 6 different colors, at \$35 per gallon.
\$ 4,800	Complete restriping and lettering of all courts.
\$ 4,800	Labor costs for 240 hours of additional custodial time.
<b>\$10,940</b>	

<b>Project Timing:</b>	
Week 1	Complete Sanding of Floor
Week 2	Tape and Paint all Lines
Week 3	Apply all sealer
Week 4	Cure Time

- The project will require the availability of 2 sub custodians for a 3 week period to backfill for full-time custodians who can perform this work. Given the demand on subs for all other transition issues, this is of concern.

Contracting this project will cost approximately \$2.85/sq. foot, for 10,700 sq. feet or	<b>\$ 30,495</b>
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**SIGN CHANGES / REPLACEMENTS**

- There are four areas that require changing, including a street sign at C street, the sign in the front of the building, the reader board and the scoreboard

Total estimated costs for changes to signs:	<b>\$ 3,000</b>
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- This cost estimating should not represent all necessary activity involved in renaming. It is assumed that the MSTT will identify all other issues and costs.

**TOTAL COSTS FOR THESE ITEMS: \$15,206.30** assuming that floor work is done in house  
**\$34,761.30** assuming floor work is a contract