

**Port Angeles School District**  
**Middle School Transition Team**  
*Report 6*  
**March 12, 2007**

**CURRENT REALITY**

The Middle School Transition Team (MSTT) has met eleven 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 to more practical matters of the structure and content of a middle school schedule and curriculum. During the intervening time since Report 5, 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.

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, February 14, 2007  
Appendix B, Talking Points, Wednesday, February 28, 2007  
Appendix C, Talking Points, Wednesday, March 7, 2007  
Appendix D, Schedule Option A  
Appendix E, Schedule Option B  
Appendix F, Schedule Option C  
Appendix G, Schedule Option D  
Appendix H, Team Time Description  
Appendix I, Stevens Middle School Name  
Appendix J, Transportation Letter  
Appendix K, Board Policy and Procedure on Facility Naming  
Appendix L, Master Schedule Research Bibliography  
Appendix M, Naming Committee Statement

## **ON THE HORIZON**

In the intervening meeting prior to the next board report, the team will continue moving forward on its work plan. The physical education and health work group will present its recommendations at the March 13 meeting. The grading period and grading practices work group will take a straw vote at the March 13 meeting to get a sense of the MSTT prior to more complex deliberations. Note this is the decision point determining whether to use the Roosevelt trimester structure or the Stevens quarter and semester.

The transportation work group met with Jerry Eldred, the district transportation supervisor on several occasions to review transportation challenges. 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.

The highly capable program and library work group will be presenting at the March 20 meeting. The group has researched highly capable programs around the state and will be making a recommendation for the structure and delivery model for highly capable programming. 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 will be recommending a structure and approach to integration into the master schedule.

The special education work group is presenting its recommendation at the March 20 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 will be recommending the structure and delivery model for the new school. Research and best practice strategies will be analyzed and discussed as part of the deliberation.

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 will also review 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.”

The afternoon was carefully constructed to have both faculties work together collegially and also gain a deeper understanding of the developmental characteristics and needs of middle level children. This collective understanding must be reached to ensure subsequent decisions reflect what truly matches the researched needs of children in this age group. This LID work will then inform the work of the MSTT.

## **BOARD REQUESTS**

Two major analyses were requested by the board regarding the middle school transition process: an analysis of middle school master schedules and the preferred option recommended by the MSTT, and an analysis of the merit of renaming the Stevens campus. District facilities and technology staff contributed to the analysis, which is reported here. The MSTT thoughtfully considered this data, and will continue to work through 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 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.* To this end, the MSTT did an initial straw vote at the first meeting following the board meeting this request emanated from. This straw vote taken on February 13 yielded a split decision. Thirteen members of the MSTT 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 work group relied heavily again on the work of William Bridges, in particular Chapter Five. The following are quotations from this chapter that were perceived as salient by this work group. These ideas frame in no small part the rationale for the recommendation the MSTT ultimately voted in favor of.

*Transition starts with an ending.* That is paradoxical, but true. Think of a big change in your own life: getting promoted into management; moving into the first house you owned; coming home from the hospital with your first child. Good changes, all of them, but as transitions each one started with an ending and a letting go. With the job, you may have had to let go of your old peer group. They weren't peers anymore, and the kind of work you really liked may have come to an end when you shifted to managing your old peers who still did that kind of work. Perhaps you even had to give up the feeling of competence that came from doing that work. Maybe you had to let go of your old habit of leaving your work at the office when you picked up the round-the-clock responsibility of a managerial job. (p. 7)

Letting go, re-patterning, and making a new beginning: together these processes reorient and renew people when things are changing all around them. You need the transition that they add up to for the change to get under the surface of things and affect how people actually work. Without them, there may be dust and noise, but when things quiet down and the dust settles, nothing is really different. Most organizations, however, pay no attention to endings, don't acknowledge the neutral zone (and try to avoid it), and do nothing to help people make a fresh, new beginning, even as they trumpet the changes. Then they wonder why their people have so much difficulty with change. (p. 9)

Before you can begin something new, you have to end what used to be. Before you can learn a new way of doing things, you have to unlearn the old way. Before you can become a different kind of person, you must let go of your old identity. So beginnings depend on endings. The problem is, people don't like endings. (p. 23)

So think through each aspect of the changes you are making, and be specific about what goes and what stays. It takes time to do that, but undoing the damage wrought by any of these three reactions will take much longer. (p. 33)

#### *Mark the Endings*

Don't just talk about the endings-create actions or activities that dramatize them. When Rene McPherson took over the leadership of Dana Corporation, he found operations choked by a culture in which everything was covered by rules; though incredibly detailed, these rules nonetheless failed to cover all cases. Besides, no one could remember them all or even be sure in which of the company manuals a given rule could be found. McPherson wanted to change to a culture in which there were a few universally understood principles and in which the employees' intelligence and commitment were counted on to apply the principles wisely.

He explained all this, but when it came time to make the change, he chose action rather than words to convey his point. In a management meeting he piled all the company manuals on a table. They formed a stack almost two feet tall. Then he

swept them onto the floor and held up a single sheet of paper on which the corporate principles were typed. “These are our new rules,” he said.

If you want an even more dramatic action, think of the story that is told about the Spanish explorer Hernando Cortes. When he came ashore with his men at Veracruz, he knew they were extremely ambivalent about the task ahead of them. Some called it hopeless. Faced with a continent full of adversaries, everyone must have wished that he had never come. Cortes burned the ships.

In changing from individual contributors to teams, they tore down the walls of the service technicians’ cubicles and crated work team spaces in which people could see and talk to their new collaborators. On a functional level the new space worked better. But just as important, the act of creating the new space sent a message: “The old way of separation is gone. We’re doing things a new collaborative way now.” (p. 34)

It’s a journey from one identity to another, and that kind of journey takes time. It is a time when reorientation and redefinition must take place, and people need to understand that. It is the winter during which the spring’s new growth is taking shape under the earth. (p. 43)

It is especially important to try to rebuild a sense of identification with the group and of connectedness with one another. (p. 47)

Beginnings are psychological phenomena. They are marked by a release of new energy in a new direction – they are the expression of a new identity. (p. 57)

Beginnings involve new understandings, new values, new attitudes and – most of all – new identities. (p. 58)

It is the new organizational picture that refocuses people’s energies and brings them out of the neutral zone with a new sense of their collective identity and a new meaning for their efforts. (p. 64)

Conflicting messages are confusing in their own right and also provide people with excuses to argue that the new beginning isn’t for real. (p. 70)

#### *Symbolize the New Identity*

People are not merely logical beings; they are full of feeling too. They are not just literal-minded; they also react symbolically to events. That is why apparently small things can take on enormous importance as individuals and their organization struggle to make new beginnings work. Two mergers that we worked on provide examples of this.

In the first case, a serious conflict arose over whether identification badges at the newly integrated company would be blue (like the old ones at the larger company)

or white (like those at the smaller but more successful company). It was decided to make them gold to mirror the new identity. The result: no more conflict and a successful merger. In the second case, one organization was combining with another, and the same conflict erupted over parking stickers. This time it wasn't a true merger: the upper management of the first company was going to run the combined show and only the supervisors and lower-level employees of the second company were coming aboard. The decision was to start with the old parking sticker of the acquiring organization but to use a different typeface on it.

The point is not that such symbolism contributes to success, but simply that it conveys a message that reinforces the new identity being established in the new organizational beginning. During highly charged times of transition, everything takes on a symbolic hue – everything *means something*. That can trip you up because you don't intend to mean something with everything you do. At the same time, you can use it to your advantage by viewing everything symbolically and looking for opportunities to symbolize the new beginning you are trying to make. (p. 71-72)

#### *The Role of Transition in the Organizational Life Cycle*

Transitions are the dynamic interludes between one of the seven stages of organizational life and the next. Their function is to close out one phase, reorient and renew people in that time we are calling the neutral zone, and carry people into the new way of doing and being that is the beginning of the next stage. A single transition may not be enough to bring about the complete transformation of the organization and the reorientation of its people; there may instead be a string of transitions, each of which carries the organization a step further along the path of its development. These multi-transition turnings can take years to finish. But however long they take, they make sense to people only in the context of the organization's development. And transitions will need to make sense to people, for otherwise people will resist them and make it far harder for the organization to grow as it must.

What is called "innovation" usually represents a new Dream. Mini-mills, which reprocess scrap into new steel, began as such a dream. Existing steel companies held fast to the more expensive and difficult process of making the metal directly out of ore, so for the dream to survive, it had to do so outside of existing organizations. The same thing happened with the dream of using transistors in radios instead of vacuum tubes. The big American electronics companies that were successful using vacuum tubes refused to embrace the new technology, and that dream was left to the Japanese to nurture. Looking at each of these cases as simply "innovation" underestimates the challenge they faced. What innovation's champions are actually doing is creating a new organization, and to do that they must go back to the start of the life cycle. What we call "an innovation" is really a new Dream.

The organizational world is full of leaders with big dreams, but to convert Dreams into Ventures, leaders have to go through a transition; many of them are not ready to do that. They have to let go of the perfect ideal or the effortless vision that the Dream represented and begin the hard work and the compromises that it takes to launch the Venture. Some who let themselves be pulled into that transition – often with grave misgivings – never manage to emerge from it. Years later they reminisce ineffectually about “the days when we sat around Charlie’s office and talked about the whiz-bang new computer [or the knockout training program or the world-class consulting firm] that we could create.” They remain wholeheartedly committed to the Dream, but they have found a dozen reasons why they cannot and should not go through the ending that will be necessary if they are to make the transition into the second age of organizational life, turning the Dream into the Venture.

Not everyone finds the transition from the Dream to the Venture so difficult of course, for fortunately there are people who are not as interested in the Dream as they are in creating an actual organization based upon it. They many not really feel comfortable, in fact, with the naked idea. They’d much prefer to have an office and a phone, an ad in the paper, and an actual product to deliver to a real, live customer. They are ready to start an actual company. (p. 82-83)

*What is it time for us to let go of?* No renewal can take place as long as people are holding on to the old ways of doing things and the old attitudes on which those ways are based. It’s easier to identify what it’s time for *others* to let go of; it’s always harder to discern what it is time for *you* to let go of. Wise leaders, understanding that example is the most powerful tool they can employ, start with themselves: “What part of my identity – of the way I come across, and even the way I experience myself – do I need to let go of if we are going to enter the Path of Renewal?” Failing to ask (and of course answer) that question will result in one of those “this organization has to change!” initiatives that lead to so much chaos without actually changing anything inside the organization. (p. 91)

Educate the leaders about the nature of transition and how it differs from change. Make sure that they understand that an unmanaged transition can very easily make the change unmanageable. Help them to recognize that transition can in fact be managed and that leaders have a special role in making it manageable. Otherwise, they will be focused only on seeing that the change happens and they won’t do what they need to do to bring the people along with them. (p. 146).

In essence, 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 (with the full understanding that the name selected at the conclusion of the process might still be Stevens). There were strong feelings on both sides of this topic as the fiscal costs were discussed, and noted as a reason to not 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.

A factor that swayed several was that if this is to be a new school, symbolically having a new name would be important, particularly to the students and staff from Roosevelt Middle School (see Appendix M). Another comment that gained significant air time was that a process would give more voices an opportunity to weigh in on the decision even if the decision ends up being to keep the name Stevens (see Appendix I). Without a process, fewer voices would feel respected and heard as major decisions regarding the future are made.

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

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

The MSTT heard the report from the work group and deliberated at the March 6 meeting. ***Following listing the advantages and disadvantages, the MSTT voted to recommend the board consider a renaming process of the Stevens Middle School facility as the Roosevelt Middle School staff and students are blended into the new 7-8 program.***

Several of the cost items were examined and there was a general consensus that the estimates needed refinement to distinguish which costs were connected to the transition versus those costs uniquely associated with a name change. For example, new uniforms might need to be purchased or the current uniforms might still be able to be worn until they wear out due to the need for two uniform colors anyhow. So the costs might be large, small or non-existent for uniforms with a name change.

The technology cost estimates are calculated in terms of hours of time and days of tech work. These figures are being updated and will be available the night of the board meeting. Other costs might be the signage changes and stationary, etc.

The MSTT was also asked to frame a possible process for this renaming consideration work should the process move forward. The work group proposed that the process begin with the students at the middle level and surveys that would be constructed for student input from both current middle schools. These ideas would then be collected and filtered. Parents and the community would have some involvement in the proposed plan but the MSTT did not reach consensus on what their involvement might look like. If the board so requests, the MSTT will refine a plan for its review. The plan must comply with the board policy and procedures in place (see Appendix K).

### **Middle School Master Schedule Analysis**

The master schedule work group, the largest work group by far, 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 (see Appendices D – G). These master schedule options are all diagrammed for review. The work group also identified the benefits and drawbacks of each schedule. See Table 2, Schedule Option Benefits and Drawbacks, for this information.

The group then brought all four options to the MSTT. Even though the group had a preferred recommendation, all four schedules were discussed and reviewed. The work group did have a dissenting opinion written on behalf of schedule B. The rationale for this is found on page 14.

The MSTT considered the dissenting opinion and also the vast amount of research presented. The bibliography describes the varied sources the master schedule work group pulled from in developing its report (see Appendix L). In addition to this, the synthesis of research strongly supports Schedule A as the recommended master schedule option. This begins on page 10.

***The MSTT voted 21 – 4 to adopt schedule A 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 in the analysis of the MSTT 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 2 Schedule Option Benefits and Drawbacks		
Schedule Option	Benefits	Drawbacks
A	<ul style="list-style-type: none"> <li>• Allows for interdisciplinary teams</li> <li>• Allows for teams to have flex time</li> <li>• Team planning and personal planning for core teachers</li> <li>• Possible Chapter/LAP math teacher to come into the core time for assistance</li> <li>• Research based decision</li> <li>• All core subjects accountable by assessment are in the block</li> <li>• Ideal set up for looping-research based support</li> </ul>	<ul style="list-style-type: none"> <li>• Shortened elective time</li> <li>• Class sizes may be larger than a 6 or 7 period day</li> <li>• Advisory not built in proposal</li> <li>• Some students (Jazz Band) will not have Physical education time</li> </ul>
B	<ul style="list-style-type: none"> <li>• Physical education everyday for all</li> <li>• All elective teachers are tied to a core team</li> <li>• Time consistency for block periods</li> <li>• Advisory built in</li> <li>• Team planning and personal planning for all teachers</li> </ul>	<ul style="list-style-type: none"> <li>• 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?</li> <li>• Removes physical education. from elective pool, reducing seat availability when core teachers have planning periods</li> <li>• Less time for core math, reading, writing and science in core when physical education comes from core time.</li> </ul>
C & D	<ul style="list-style-type: none"> <li>• More elective time than schedules A and B</li> <li>• Built-in advisory</li> <li>• Remedial Chapter and LAP classes</li> <li>• Teaming - within grade or department is possible</li> <li>• Some degree of flex time in some classes are linked(e.g., science and math)</li> </ul>	<ul style="list-style-type: none"> <li>• No common team prep</li> <li>• Some level of tracking will result</li> <li>• Grades would be mixed at lunches and in some electives</li> <li>• 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</li> </ul>

In considering the selection of Schedule A as the preferred option of the Middle School Transition Team, the following research results and other literature were considered.

From National Middle School Association:

- In support of *This We Believe* characteristics
- Organizational structures that support meaningful relationships and learning
- Students and teachers engaged in active learning
- Multiple learning and teaching approaches that respond to their diversity
- Educators who value working with this age group and are prepared to do so
- A shared vision that guides decisions

Supports interdisciplinary team organization (see also Appendix H):

- Flexible scheduling
- Adjacent classrooms
- Input by teachers into team member selection
- Teacher autonomy and decision making
- Principals for organizing effective teams:
  1. Small in terms of number of students and teachers
  2. Sufficient individual and team planning time
  3. Teams design students daily schedules
  4. Assign teams their own area of the building
  5. Allow teams to work together for multiple years

Should support quality instruction through use of expanded and flexible time:

- Should provide:
  1. Ample time for each discipline to master the content
  2. Permit the use of varied instructional strategies such as two teacher teams<sup>3</sup>.
  3. Defined by instructional responsiveness, allowing teachers to vary the time devoted to different subjects on different days avoiding the necessity of giving equal time to unequal subjects.
  4. When the time allotted for classes is always limited to 40 or 50 minutes, many youth will not master all the material
  5. Flexible use of time is responsive to young adolescents' developmental needs and varying attention spans.
- 75 percent of exemplary middle schools use the flexible block scheduling
- Possibilities: block scheduling, alternate day classes, rotating schedules, dropped schedule

Promote student development and supportive relationships:

- “Constant shifting creates formidable barriers to the formation of stable peer groups and close, supporting relationships with caring adults. The chances that young people will feel lost are enormous.”
- Teaming increased ability to identify individual learner problems
- Relationship between the extent of teaming and the lack of student discipline problems
- Relationship between the extent of teaming and the lack of student discipline problems

Should support appropriate curriculum:

- “The amount of time available for core academic subjects must be sufficient to ensure mastery of basic skills. Such decisions as the time devoted to core studies, time devoted to exploratory courses, and time spent on thematic or integrated instruction are to be made by the faculty without being restricted by a set number of periods available in the school day.”

Promote quality teacher collaboration:

- Provide for both individual and common planning time
- Correlated significantly with teacher collaboration:
  1. Extent of teaming in the school
  2. Degree of flexibility of schedule
  3. Common planning time, at least 30 minutes per team 4 times per week
  4. Classroom practices are affected by how long a team works together
- Team decides length and type of instruction
- The greater the degree of teacher autonomy for making decisions about their students and the team, the greater degree of:
  1. Teacher innovation and creativity
  2. Varied instructional strategies and techniques
  3. Ability to identify and address student needs and behaviors

### **Characteristics of Exemplary Middle Schools**

From the National Middle School Association in support of *This We Believe* characteristics:

- Educators who value working with this age group and are prepared to do so
- Multiple learning and teaching approaches that respond to their diversity
- Assessment and evaluation programs that promote quality learning
- High expectations for every member of the learning community
- An inviting, supportive and safe environment
- Organizational structures that support meaningful relationships and learning
- A shared vision that guides decisions
- Multifaceted guidance and support services
- An adult advocate for every student
- School-initiated family and community partnerships
- School-wide efforts and policies that foster health, wellness and safety
- Courageous, collaborative leadership
- Students and teachers engaged in active learning
- Relevant, challenging, integrative and exploratory curriculum

Educators, associations, foundations, state boards of education and researchers generally recognize five key components:

1. Interdisciplinary teaming – organizations structure of a core of teachers assigned to the same groups of students.
2. Advisory programs-small group of students (usually 20 or fewer) assigned to a teacher for regularly scheduled meetings
3. Varied instruction
  - Integrating learning experiences
  - Actively engaging students in problem solving and accommodating individual differences
  - Collaboration, cooperation and community

- Develop good people, caring for others, democratic values and moral sensitivity
- 4. Exploratory programs-range of academic, vocational and recreational subjects
- 5. Transition programs-focus on creating a smooth change of schools for the young adolescent

### **Interdisciplinary Teaming**

“Classroom practices, similar to team practices, are affected by how long a team has been working together. Unlike team practices where differences in the frequency of implementation can be seen as one or two years after the team began working together, improvement in classroom practices are often not observed for three to four years.”

“The ultimate goal of the curriculum and instruction implemented in the classroom is to improve the teaching and learning process, which in turn, improves student success.”

### **Students**

- More positive and productive learning environments
- Higher levels of student achievement
- Higher levels of student self reported self esteem
- Drastic improvement of student achievement scores, particularly for schools with high percentages of free/reduced lunch students
  1. Schools teaming with the highest levels of common planning time have the greatest two year gains in achievement scores
  2. schools that have been teaming for five or more years have the highest student standardized test scores
- Fewer discipline problems
- Increased student-teacher relationships
- Fewer drop outs
- Students know each other better
- Teaming fosters feeling of belonging to a group of 100-140 students
- More subject integration and curriculum coordination
- Eliminates student feelings of anonymity in school

### **Teachers**

- More positive and productive learning environments
- Fewer discipline problems
- Higher level of classroom practices
- Increased student-teacher relationships
- Can more quickly identify individual student needs
- Improved work climate
- Higher teacher job satisfaction - the longer schools have been teaming, the more the teachers become satisfied with their jobs
- More subject integration and curriculum coordination

## Parents

- More frequent contact with parents over student problems
- Increased parental contact about student performance
- Increased parental contact in regards to homework
- More opportunities and information about student activities
- Increased parental involvement
- More frequent information and referrals for health and social service needs

## Dissenting Opinion in Support of Schedule B

Schedule B is the only option considered that meets all the research-based criteria the Scheduling Committee wanted in a schedule:

1. Interdisciplinary teams
2. Flexible schedule for teams
3. Common team planning time in addition to an individual planning time
4. Advisory period
5. Possibility for looping

Schedule B is the more equitable schedule, for these reasons:

1. All blocks have a consistent, equal amount of time, as do all single classes
2. All teams and students have an equal amount of classes before and after lunch
3. All staff have an equal amount of planning time
4. All staff have equal input in team discussions and decision-making
5. All staff are valued equally in how they impact our students
6. All staff will have an advisory time with kids either before or after lunch

There were two main issues that influenced how committee members voted between Schedule A and Schedule B: the idea of putting Health/Physical Education on the core teams, and the idea of giving all teachers team planning time, rather than just the core team teachers. Both of these ideas are present in Schedule B and not in Schedule A. This is the reasoning behind both these issues:

1. The Health and Physical Education Committee has made a recommendation that all students should have Health and Physical Education, and that it be a full-time, required course. The only way to ensure that all students have Health/Physical Education is to put it on the core teams. The details of this recommendation will be shared with the MSTT for discussion and consideration, and hopefully be decided at the March 13 meeting. *This recommendation would be possible with either Schedule A or B.*
2. Schedule B provides for personal and team planning for all teachers, including the X-team or elective teachers. Each of the X-team teachers would be linked to a core team to join them for team planning. With a total of eight X-team teachers, there would always be six teachers teaching while two are on planning time. They would have an individual planning time at a

different time of the day, so that they will be teaching at least one group of students from each core team. There are several reasons why X-team teachers should take part in the team planning time. First, all teachers have valuable ideas to share concerning their students, no matter what they teach. Second, all teachers should have a venue to discuss with colleagues any student concerns they may have. Working with adolescents can be stressful—all staff members deserve to have support from their colleagues. Third, the team planning time has traditionally been used to discuss building issues, and all staff should have the opportunity to participate in these discussions. Fourth, by having X-team teachers involved in the team planning, there is greater opportunity for interdisciplinary planning, allowing for real-life, appropriate application of key skills and concepts in a variety of settings.

### **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.

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.

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

## Talking Points, Wednesday, February 14, 2007

- Welcomes and connections were taken care of.
- Minutes from the January 30, 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.
- A reminder regarding the managing transitions strategies was shared by Michelle. At this juncture, perhaps more than any other, remembering these strategies is critical to our success.
- Work groups split out and deliberated on the various tasks assigned and selected.
- As per the school board directive, the group took up the topic of rather or not to rename the new 7-8 school or leave the name as Stevens Middle School. The MSTT has been asked to recommend rather or not ... *"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. The 'default' is that the school will remain named Stevens Middle School, and adequate additional uniform, etc, must be purchased to accommodate the increase in students in 2007-08."*
- The MSTT took a straw position vote so that Michelle might ascertain the most effective way in which to frame a future whole group conversation on this naming topic. Of those present, the vote results were 13 persons supporting the process to rename the school moving forward, 13 persons supporting keeping the name Stevens Middle School intact and not proceeding with a process to rename the school, and 1 person who did not express a preference.
- A reminder that the next scheduled MSTT meeting will be at Roosevelt Middle School on February 27. Work groups are encouraged to meet more often if necessary.
- 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

## Talking Points, Wednesday, February 28, 2007

- Welcomes and connections were taken care of. The team met at Roosevelt Middle School.
- The team reviewed the hot topic item connected to the school name, and rather or not there should be a process in place to pursue a new name or not. A number of comments were made regarding the relative merit of both paths; 1) leaving the name as is, and 2) recommending that there be a process to possibly rename the school. Various pros and cons were cited and will be reviewed in greater depth at the next scheduled meeting on the 6th of March at the Central Services Building. It is clear that we must conclude our deliberations on the school board request regarding the school name topic at this meeting as Michelle is to report to the board the recommendation of the MSTT on the night of the 12th of March. A variety of community commentary, by way of correspondence, will also be shared and reviewed at this meeting. At this time, the team is split right down the middle as to which path to pursue, (13 votes to proceed with a renaming process, 13 votes to leave the name Stevens Middle School without a process, and 1 vote stating it doesn't matter).
- The work teams had some time to work on their reports. This work and subsequent reports continue as the larger group will continue to review and deliberate on the work group proposals brought forward.
- The transportation work group informed the MSTT that they, with the assistance of Jerry Eldred, the district transportation supervisor, have crafted a letter to parents regarding transportation needs and plans for the coming year. This will assist the transportation group in planning with regard to numbers of buses needed to transport middle level students, the routing of buses at the middle school next year, and planning for drop off and delivery flows at the new 7/8 school.
- 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 master schedule work group presented their work to date. The work group indicated that they essentially reviewed four master schedule options (options A, B, C, and D). This work group, the largest of the work groups, started by reviewing the research they collected, synthesized and ultimately utilized to inform their thinking. Much of this research came from national middle school literature, including the developmentally appropriate characteristics we studied much earlier in the transition process. While the work group represented the pros and cons of these four schedules, in the end they recommended schedule A as their preferred schedule, with one of the work group members submitting a written dissenting opinion that favored scheduled B. After a careful review of the research provided and much spirited discussion, the MSTT voted on the schedule options. When the ballots were counted, 20 votes were cast for schedule A, 3 votes for schedule B, and 2 votes for schedule C. After the vote results were shared, discussion ensued as to the garnering of input from staff and the representative voting role team members have. A decision was made to have the final vote on the

## Appendix B, cont.

## Talking Points, Wednesday, February 28, 2007

master schedule recommendation at the meeting on the 6th of March. The choices on the ballot will be schedule A and schedule B, as these schedules were recognized to be supported by the research on effective middle level schedule structures. The master schedule recommendation is one that recommends a *framework* from which a variety of courses are yet to be integrated. This framework will likely realize several iterations of elective offerings as the various work groups make their reports on program expectations and delivery options; e.g., special education, music, highly capable, physical education, etc.

- It is planned that we will receive reading material from the physical education/health work group at the next meeting and will deliberate and make recommendations on this topic at the regularly scheduled meeting on March 13th.
- The grading period work group intends to do a straw vote on where the MSTT members are in their thinking with regard to trimesters v. quarters/semesters at the meeting on March 6. This will inform the work group on rather or not the MST already has a strong shared prediction for a specific model.
- The school name/colors/mascot committee requests that MSTT members reread Chapter 5 of *Managing Transitions* prior to the meeting on March 6. Their presentation will likely cite this reading.
- 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, or *This We Believe*, they need to contact Michelle.

## Appendix C

## Talking Points, Wednesday, March 7, 2007

- Welcomes and connections were taken care of.
- Minutes from the February 27, 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 two schedule options up for the final vote. These options were the previously extensively discussed schedule A and schedule B. A brief review of each of these options took place. MSTT members voted. The decision came down as 21 votes for schedule A and 4 votes for schedule B. Therefore, the MSTT will recommend the schedule A as the preferred schedule for the new middle school. A more complete explanation of this research, analysis and rationale will accompany the next board report due for delivery on Monday, March 12, 2007. This framework will continue to be built upon as we hear subsequent reports.
- The MSTT reviewed the requested text, *Managing Transitions*, Chapter 5, regarding launching a new beginning and the symbolic issues inherent in the transition process at this juncture. *“The point is not that such symbolism contributes to success, but simply that it conveys a message that reinforces the new identity being established in the new organizational beginning. During highly charged times of transition, everything takes on a symbolic hue – everything means something....you can use it to your advantage by viewing everything symbolically and looking for opportunities to symbolize the new beginning you are trying to make.”*(pg. 72, *Managing Transitions*). Lively discourse followed both in large and small group discussion of this compelling topic.
- The MSTT reviewed the board request expressed in a recent piece of correspondence from Dr. Cohn. Under the School Name Changes section of the recent correspondence, the following was explained, *“...The first is 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.”* The MSTT reviewed this instruction and acknowledged the need to illuminate both pros and cons to each possible outcome in this topic area.
- After considerable analysis and synthesis, including the weighing of both pros and cons, the MSTT voted on the topic. The vote came down as 10 votes to leave the name Stevens Middle School intact with no further process or deliberation, and 17 votes to recommend pursuing a process to consider the possible renaming of the new school (with the full knowledge and understanding that the name selected at the end of this process might be Stevens Middle School). Communication plans on behalf of the district, staff, and parent and student team



**Appendix C, cont.**

**Talking Points, Wednesday, March 7, 2007**

members were mentioned as key topics in this process should the board view this process as one that should take place.

- A hand-out regarding the physical education and health work group recommendations was handed out and explained at the end of the meeting. This topic will start us off on our next meeting. The MSTT was requested to read the document prior to the next meeting.
- A straw vote will be taken at the next 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.
- 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

Schedule Option A

SCHEDULE OPTION A										
Teams	1	2	3	4	Lunch	5	6	7	8	
<b>7A</b>	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.		
<b>7B</b>		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	
<b>8A</b>	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.	
<b>8B</b>	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.		
<b>27 staff includes 3 LD teachers</b>										
	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
<b>Student #</b>	180+	180+	175	160+	180+		180+	180+	180+	
<b>Spec Ed</b>	RBD	RBD	RBD	RBD	RBD		RBD	RBD	RBD	1
<b>Spec Ed</b>	EMH	EMH	EMH	EMH	EMH		EMH	EMH	EMH	1
<b>10.75 Staff members for Elective and self contained special ed.</b>										

Appendix E

Schedule Option B

<b>SCHEDULE OPTION B</b>									
Teams	1	2	3	4	Lunch	5	6	7	8
<b>7A</b>	8:20 -9:45 85 Minutes Core		9:48 -11:13 85 Minutes Core		11:16-11:46 Lunch/Advisory 11:49-12:09	12:12-12:53 41 minutes Elective	12:56-1:37 41 minutes Elective		1:52 -3:25 85 Minutes Core
<b>7B</b>	8:20 -9:45 85 Minutes Core	9:48-10:29 41 minutes Elective	10:32-11:13 41 minutes Elective	11:16-11:46 Lunch/Advisory 11:49-12:09		12:12 -1:37 85 Minutes Core		1:40 -3:05 85 Minutes Core	
Teams	1	2	3	4	Lunch	5	6	7	8
<b>8A</b>	8:20-9:01 41 minutes Elective	9:04-9:45 41 minutes Elective	9:48 -11:13 85 Minutes Core		11:16-11:36 Advisory/Lunch 11:39-12:09	12:12 -1:37 85 Minutes Core		1:40 -3:05 85 Minutes Core	
<b>8B</b>	8:20 -9:45 85 Minutes Core		9:48 -11:13 85 Minutes Core		11:16-11:36 Advisory/Lunch 11:39-12:09	12:12 -1:37 85 Minutes Core	1:40-2:21 41 minutes Elective	2:24-3:05 41 minutes Elective	
<b>Elective Schedule</b>									
Times	1	2	3	4	Lunch/Advis	5	6	7	8
<b>Subjects</b>	8:20-9:01	9:04-9:45	9:48-10:29	10:32-11:13	11:16-12:09	12:12-12:53	12:56-1:37	1:40-2:21	2:24-3:05
	Shop	Plan	Shop	Shop	2/1	Shop	Shop	Team Plan	Shop
	Plan	Art	Art	Art	2/1	Art	Art	Team Plan	Art
	Tech	Team Plan	Tech	Tech	2/1	Tech	Tech	Tech	Plan
	Plan	Band	Band	Jazz Band	1/2	Band	Team Plan	Band	Jazz Band
	Engineering	Engineering	Team Plan	Engineering	1/2	Plan	Engineering	Engineering	Engineering
	Foreign Lang.	Foreign Lang.	Foreign Lang.	Plan	1/2	Foreign Lang.	Team Plan	Foreign Lang.	Foreign Lang.
	Drama	Drama	Team Plan	Choir	1/2	Drama	Choir	Choir	Plan
	Study Hall	Orch	Orch	Study Hall	2/1	Study Hall	Study Hall	Study Hall	Study Hall
(Order of lunch/advisory)									
<b>Shop - Art - Tech classes will be on a trimester rotation for 7th graders.</b>									

Appendix F

Schedule Option C

SCHEDULE OPTION C							
<b>Days</b>							
<b>M T Th F</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	
	8:20-9:18 58 Minutes Core	9:22-10:15 53 Minutes Core	10:19-11:13 54 Minutes Core	11:13-1:10 57 Minutes Core	1:14-2:07 53 Minutes Core	2:11-3:05 54 Minutes Core	
<b>Day</b>							
<b>W</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	
	9:20-10:07 47 Minutes Core	10:11-10:54 43 Minutes Core	10:58-11:41 53 Minutes Core	11:41-1:29 48 Minutes Core	1:33-2:17 44 Minutes Core	2:21-3:05 44 Minutes Core	
<b>Core Schedule</b>							
<b>Days</b>							
<b>M T Th F</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b># STUDENTS</b>
	8:20-9:18	9:22-10:15	10:19-11:13	11:13-1:10	1:14-2:07	2:11-3:05	
7th LANG ART	ALA700/SOC700		ALA700/SOC700		LAC700	PLAN	50/12
7th LANG ART	LAA700/SOC700		LAA700/SOC700		LAC700	PLAN	50/12
7th LANG ART	LAA700/SOC700		LAA700/SOC700		LAC700	PLAN	50/12
7TH MATH	MTH700	MTH700	MTH700	MTH700	INT MTH	PLAN	130?
7TH SCI	SCI700	SCI700	SCI700	SCI700	SCI700	PLAN	125
7TH LANG ART	PLAN	LAC	LAA700/SOC700		LAA700/SOC700		50/12
7TH LANG ART	PLAN	LAC	LAA700/SOC700		LAA700/SOC700		50/12
7TH LANG ART	PLAN	LAC	LAA700/SOC700		LAA700/SOC700		50/12
7TH MTH	PLAN	MTH700	MTH700	MTH700	MTH700	INT MTH	130?
7TH SCI	PLAN	SCI700	SCI700	SCI700	SCI700	SCI700	125
7TH SCI/LAP	PLAN	SCI700	SCI700	LAP700	LAP700	LAP700	50/36
7TH SPED	SPED700	SPED700	SPE700	SPED700	SPED700	PLAN	30?
7/8 SCI/MTH	PLAN	SCI800	SCI800	MTH 700	MTH700	SCI OR MATH	50-50-7
7/8 SPED	SPED7 8	SPED7 8	SPED 7 8	SPED 7 8	SPED 7 8	PLAN	30?
8TH LANG ART	LAC800	LAA800	LAA800	ALA800	PLAN	ALA800	100/12
8TH MTH	ALG 800	MTH800	MTH800	MTH800	PLAN	MTH800	130?
8TH SCI	SCI800	SCI800	SCI800	SCI800	PLAN	SCI 800	125
8TH LANG ART	LAC800	LAA800	LAA800	PLAN	LAA800	LAA800	100/12
8TH LANG ART	LAC800	LAA800	LAA800	PLAN	LAA800	LAA800	100/12
8TH MTH	MTH 800	ALG 800	MTH800	PLAN	MTH800	MTH800	130?
8TH MTH	MTH 800	MTH800	LAP 800	PLAN	LAP800	LAP 800	50/36
8TH SCI	SCI800	SCI800	SCI800	SCI800	PLAN	SCI 800	125
8TH SOC	WSH800	WSH800	WSH800	WSH800	WSH800	PLAN	300?
8TH SPED	SPED800	SPED800	SPED800	SPED800	SPED800	PLAN	30?
7/8 EMH	EMH78	EMH78	EMH78	EMH78	EMH78	PLAN	15?
7/8 RBD	RBD78	RBD 78	RBD 78	RBD 78	RBD 78	PLAN	15?
<b>Elective Schedule</b>							
<b>Day</b>							
<b>W</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b># STUDENTS</b>
	9:20-10:07	10:11-10:54	10:58-11:41	11:41-1:29	1:33-2:17	2:21-3:05	
7/8 ART	PLAN	ART800/700	ART800/700	ART800/700	ART800/700	ART800/700	125 125
7/8 BAND	JAZZ BND800	BND700	BND800	JAZZ BND700	PLAN	BEG BAND	200+
7/8 ENG	ENG700/800	PLAN	ENG700/800	ENG700/800	ENG700/800	ENG700/800	125 125
7/8 ORC/CHO	CHO700	ORC700	ORC800		CHO800	HON CHO800	150+
7/8 PE	PLAN	PEB700/PEB700	PFT 7 8	PFT 7 8	PFT 7 8	PEB800/PEB800	60-60-60
7/8TH PE	PE700/PE800	PE800/PE700	PE700/PE800	PLAN	PE800/PE700	PE700/PE800	300
7/8TH PE	PE800/PE700	PE700/PE800	PE800/PE700	PLAN	PE800/PE700	PE800/PE700	300
7/8 TEC	TECH700/800	TECH700/800	PLAN	TECH700/800	TECH700/800	TECH700/800	100 100
7/8 TEC	TECH800/700	TECH700/800	TECH700/800	PLAN	TECH700/800	TECH700/800	100 100

Appendix G

Schedule Option D

SCHEDULE OPTION D								
	1	2	3	4	5	6	7	
	8:20-9:27ch 1/ssr 64 minutes	9:31-10:18 47 minutes	10:22-11:09 47 minutes	11:09-12:30 81 minutes	12:34-1:21 47 minutes	1:25-2:12 47 minutes	2:16-3:05 49 minutes	
Schedule								
	1 8:20-9:27ch 1/ssr	2 9:31-10:18	3 10:22-11:09	4 11:09-12:30	5 12:34-1:21	6 1:25-2:12	7 2:16-3:05	count
MTH7	MTH700-01	MTH701-02	CONFERENCE	MTH780-04	MTH700-05	MTH700-06	MTH700-07	150
MTH7	MTH700-01	MTH701-02	CONFERENCE	MTH780-04	MTH700-05	MTH700-06	MTH700-07	150
SCI7	SCI700	CONFERENCE	SCI700	SCI700	SCI700	SCI700	SCI700	150
SCI7	SCI700	CONFERENCE	SCI700	SCI700	SCI700	SCI700	SCI700	150
LAS7	LAS700		CONFERENCE	LAS700		AAS700		75-90
LAS7	LAS700		CONFERENCE	LAS700		LAS700		75-90
LAS7	LAS700		CONFERENCE	LAS700		LAS700		75-90
LAS7	LAS700	LAS700	LAS700	LAS700	LAS700	LAS700	LAS700	75-90
LAS8	CONFERENCE	LAS800		LAS800		LAS800		75-90
LAS8	CONFERENCE	LAS800		LAS800		LAS800		75-90
LAS8	CONFERENCE	LAA800		SEM800		LAA800-62		75-90
LAS8	CONFERENCE	LAS800		LAS800		LAS800		75-90
SCI8	SCI800	CONFERENCE	SCI800	SCI800	SCI800-05	SCI800-06	SCI800-07	150
SCI8	SCI800	CONFERENCE	SCI800	SCI800-	SCI800-05	SCI800-06	SCI800-07	150
MTH8	MTH800	MTH801	CONFERENCE	MTH801	MTH800	MTH800	MTH800	150
MTH8	MTH800	MTH801	CONFERENCE	MTH801	MTH800	MTH800	MTH800	150
REM8	MTH & LA REM	MTH & LA REM	MTH & LA REM	MTH & LA REM	MTH & LA REM	MTH & LA REM	MTH & LA REM	
PE	PEG780S	PEG780S	PEG780S	CONFERENCE	PEG780S	PEG780S	PEG780S	180/180
PE	PEB780S	PEB780S	PEB780S	CONFERENCE	PEB780S	PEB780S	PEB780S	180/180
PE	CONFERENCE	PFT780S	PFT780S	PFT780S	PFT780S	PFT780S	PFT780S	
COMP	ADCOMP800	COMP700/S	CONFERENCE	COMP700/S	COMP700/S	CMP800/S	CMP800/S	150/130
ART	ART7/8S	ART7/8S	ART7/8S	ART7/8S	ART7/8S	CONFERENCE	ART7/8S	150/150
MUS			JAZZ BAND	BND800	BND800	BND700	BND700	250
MUS		CHO800	CHO800	CHO700	CHO700	ORC700	ORC800	180
ENG	SHOP7/8S	SHOP7/8S	SHOP7/8S	CONFERENCE	SHOP7/8S	SHOP7/8S	SHOP7/8S	150/150
SPED	EMH7/8	EMH7/8	EMH7/8	EMH7/8	EMH7/8	EMH7/8	CONFERENCE	
SPED	RBD7/7	RBD7/7	RBD7/7	RBD7/7	RBD7/7	RBD7/7	CONFERENCE	
SPED	LD7/8	LD7/8	LD7/8	LD7/8	LD7/8	LD7/8	LD7/8	
SPED	LD7/8	LD7/8	LD7/8	LD7/8	LD7/8	LD7/8	CONFERENCE	
SPED	LD7/8	LD7/8	LD7/8	LD7/8	LD7/8	LD7/8	CONFERENCE	

**Appendix H**

**Team Time Description**

**Use of Team Time – Team 7**

Design complementary and collaborative curriculum

- Using WASL and district benchmark data to integrate curriculum in all classes (for example: teaching summaries the same way in Reading, History and Science)
- Review weekly instructional foci in each class (for example: reading History and Science text in Reading class, or writing about content area topics)

Analyze student data

- Review student work and discuss learning trends
- Design and integrate curriculum to meet students' needs

Discuss current research

- Work together toward implementation of best practices for middle level students

Address concerns of individual students

- Health concerns
- Behavior concerns or successes
- Share strategies that teachers are using successfully with individual students
- Early detection of possible concerns (no meds that day, not turning in work, personal problems, declining grades etc.)

Day-to-day scheduling

- Shorten team schedule to accommodate for tutorial/enrichment, team building activities
- Flex team schedule for district benchmark testing and WASL testing
- Flex team schedule to meet individual teacher's needs. (For example: students need more time to finish a science lab so the other teachers agree to accommodate)
- Flex team schedule to accommodate for building assemblies

Discipline and student management issues

- Design common expectations across the team (late work, tardies, dress code, work quality expectations)
- Design common expectations for student behavior: incentives, rewards, consequences

Meet with parents

- Discuss individual student successes or struggles
- IEPs, 504s

Parent communication

- Compile weekly team newsletter
- Students of the Week
- Special bulletins or reminders to parents
- Coordinate dissemination and collection of information from the office

**Appendix H, cont.**

**Team Time Description**

Student scheduling and grouping

- Create student schedules
- Exercise flexibility in changing students' schedules to meet their academic and behavior needs
- Reorganize students into smaller groups for reteaching, teaching absent students, enrichment of students who have mastered concepts

IEP concerns and accommodations

- Create IEP goals
- Monitor progress of IEP goals
- Discuss individual student accommodations and progress
- Meet with Specialist and Parents for IEP meetings
- Recommend students for testing

Plan team and community-building activities

- team cheer
- team colors
- team t-shirt
- team mascot
- agenda for class meetings (hallway behavior, social skills, dress code, bullying etc.)
- plan trust building activities at the beginning of the year

\*Discuss school-wide issues to be brought to team leader meetings

\*Plan school wide assembly once a year

RMS 7<sup>th</sup> grade Team Schedule:

Monday: IEP monitoring and conferencing

Tuesday: Parent Meetings (T/Th at beginning of year and after conferences)

Wednesday: Student/ Discipline Meetings (Building issues the Wed. after team leader meetings)

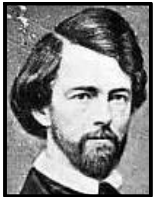
Thursday: Curriculum Review/Integration, Schedule issues and concerns

Friday: Parent Communication (team newsletter) individual student concerns

\*\* Meeting schedules are pre-empted by student issues and concerns, parent meetings and office needs.

## Appendix I

## Stevens Middle School Name



Isaac Stevens  
Born: March 28, 1818  
Died: 1862 at the battle of Chantilly, Virginia

Military man and politician, Isaac Stevens headed the surveying party in 1853 from Minnesota to the Puget Sound, Washington. Isaac Stevens explored the location of the Transcontinental Railroad Route.

Isaac Stevens was appointed the first governor of the Washington territory in the same year.

Overzealous and desperately wanting a railroad connecting Minnesota to Washington, Isaac Stevens applied every method of pressure possible to cajol the Indians into giving over their land in Indian treaties.

Much to Isaac Stevens dismay, these Indian treaties were almost immediately broken by the white settlers. As were most Indian treaties or contracts, sacrificing a few Indian Treaty rights for the good of the many was quite acceptable.

With the Cavalry close at hand to protect not the Indian treaties rights but the white settlers who were breaking the new Indian treaties, an Indian uprising was inevitable.

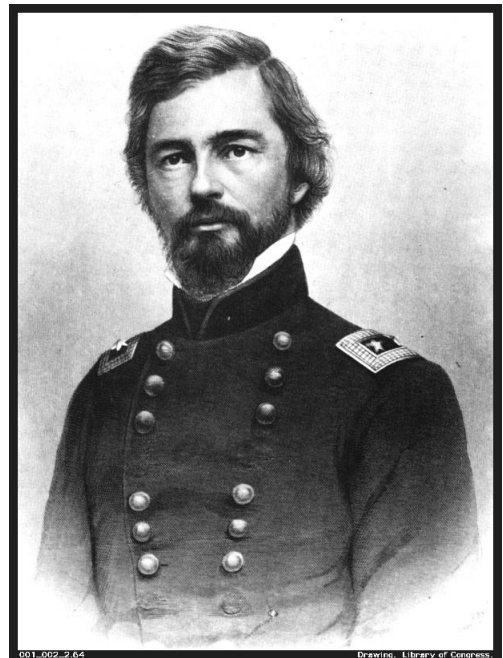
The Political times were such that it was common that anyone who spoke for the Indian treaties was arrested.

When the Indians had been abused just about enough, an Indian uprising came about. Cavalry engaged in an absolute and brutal put down of that Indian uprising.

In 1857 Isaac Stevens resigned as governor in order to run for Congress. Isaac Stevens knew the broken and badly abused Indian treaties could only be salvaged in Congress.

Politics were not in the favor of Indian treaties. Isaac Stevens braved many a gauntlet in Congress to gain compromise for broken Indian treaties.

When the Civil War erupted, Isaac Stevens returned to the military to become a major general, once again following a lead to where he could do the most good for the people of this country.



Appendix J

Transportation Letter

Roosevelt 6th & 7th grade parents and students,

Port Angeles has been experiencing a declining enrollment for several years which has forced the school district to implement drastic budget cuts to ensure the quality education that we all value so much. Two teams, comprised of staff and parents, have been working on a transition plan to provide the effected students the most benefits possible. These teams have been working on research, statistics, and strategies so that they may provide recommendations to the school board for the many tough decisions ahead.

As all of you may know by now, beginning this fall, Roosevelt will become a K-6 grade school, and all 7th and 8th grade students in the Port Angeles School District will attend what is now Stevens Middle School. Some of you may have concerns and questions – transportation is likely to be one of them. Busing east side students to the new location provides many challenges. Several ideas have surfaced and are under consideration. You can help us with our research by filling out this short survey on your current transportation requirements. Please check one in both categories.

Currently my son/daughter:

- rides a bus to/from school
- is dropped off/picked up from school by parent
- walks or rides bike to school

Next school year (2007-08) at Stevens my student:

- would require riding a bus to/from school
- will continue to be dropped off / picked up by parent
- will not be attending school in the Port Angeles school district

Comments:

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Thank you for your attention and response to this survey. Please return this to your 1<sup>st</sup> period class or the office at Roosevelt by March 8, 2007

**Appendix K**

**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 K, 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 L

## Master Schedule Research Bibliography

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## Appendix M

## 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 M, 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