

**Final Recommendations for the
Programs located in the
John Marshall building**



**Presented to Dr. Maria L. Goodloe-Johnson,
Superintendent
January 9, 2008**

I. Introduction

On July 26, 2006, the Seattle School Board voted to close the John Marshall building. As a part of that process, the Board determined that an evaluation of the programs located in the John Marshall building would be required before decisions about relocating or terminating programs could be made.

District staff began an evaluation of the programs in the John Marshall building, but quickly determined that no adequate evaluation of those programs could be undertaken without an evaluation of similar programs throughout the District. To accomplish that, the District contracted with the National Dropout Prevention Center at Clemson University (NDPC), and asked that organization to evaluate the programs located at John Marshall, South Lake High School, Middle College, and Interagency.

Because the District contracted with NDPC for this study, the District delayed the relocation of the students in the John Marshall building for one year — that is, students remain in the John Marshall building during the 2007-08 year. This differed from the other closures, which were completed prior to the fall of 2007.

The District received the NDPC report on July 25, 2007 and appointed Barbara Moore, principal of South Lake High School, to lead a “Safety Net Task Force.”¹ While the NDPC report covered all four programs, the urgent matter for the task force was to address the John Marshall programs, given that the building was approved for closure and the students needed to be reassigned to new locations, different programs, or school sites for the 2008-09 school year.

After the task force completed its work and presented its recommendations to the Superintendent, the Superintendent asked a cross-disciplinary group of senior District staff² to evaluate the recommendations and make final determinations about the programs in the building.

The recommendations were presented to and approved by Superintendent Dr. Maria L. Goodloe-Johnson, Ph.D., on January 9, 2008. This report contains the final recommendations for the programs.

¹ Task force members were: Barbara Moore, Chair, Principal of South Lake High School; Peter Tsai, Center for Career Alternatives; Donald Felder, Casey Family Programs; Terry Richardson, Sound Mental Health; Ruth McFadden, Discipline Office, Seattle Public Schools; Holly Ferguson, Manager for Strategic Alignment, Seattle Public Schools; Courtney Jones, Special Assistant to the Chief Academic Officer, Seattle Public Schools; Stacey McCrath-Smith, Interim Principal of John Marshall High School; Mary Lee, John Marshall Teacher; Tom Coan, Special Education Consulting Teacher, Seattle Public Schools; Michelle Corker-Curry, Associate Academic Officer, Seattle Public Schools; Faye Chess-Prentice, Deputy General Counsel, Seattle Public Schools; Ann Robinson, Technology Department, Seattle Public Schools; Michael Sanford, Special Education Supervisor, Seattle Public Schools.

² Staff working on these final recommendations included: Chief Academic Officer Carla Santorno; High School Instructional Director Michael Tolley; Middle School Instructional Director Ruth Medsker; Rachel Cassidy, Enrollment Planning; Kathy Johnson, Facilities Planning, Courtney Jones, Special Assistant to the Chief Academic Officer; Holly Ferguson, Strategic Alignment; Tracy Libros, Enrollment Services.

II. Summary of the Recommendations

Program	Enrollment	Final Recommendation
<p>Graduation Reality and Dual-Role Skills (GRADS) – a program for teen parents and for students interested in earning CTE credit in early childhood</p>	<p>3 students as of January 7, 2008</p>	<p>Relocate the program to South Lake High School.</p>
<p>Evening School – a program for high school students who need credit retrieval or advancement</p>	<p>198 students as of January 7, 2008</p>	<p>Relocate the program to Franklin High School.</p>
<p>Alternative High School – an academic alternative to a comprehensive high school</p>	<p>12 students as of January 7, 2008 (1 student is a senior)</p>	<p>This program should be dissolved and students should be assisted in enrolling at other existing programs for 2008-09. The District will assign these students prior to processing applications for 2008-09.</p>
<p>Behavior Intervention Program (BIP) – a Special Education program</p>	<p>19 students as of January 7, 2008 (including at least 5 students whose homeroom is listed as BIP but who are actually in the re-entry or alternative programs)</p>	<p>This program should be dissolved and students should be supported with services at existing middle and high schools. Students' Individual Education Program (IEP) teams will meet to review the IEPs for these students. Resident students will then be assigned to the schools closest to where they live that have programs that can meet the needs identified and capacity for additional students. Any non-resident students will need to follow the non-resident application process.</p>
<p>Interim Alternative Education Setting (IAES) – a Special Education program for students who commit a specific disciplinary infraction as a manifestation of their disability</p>	<p>1 student as of January 7, 2008</p>	<p>IAES should be relocated to the Wilson-Pacific building.</p>
<p>Re-entry – a program designed for students who have been long-term suspended or expelled due to exceptional misconduct, as defined by the District's disciplinary policies.</p>	<p>7 students in the middle school program, 22 in the high school program as of January 7, 2008.</p>	<p>The north end middle and high school re-entry programs should be located at Wilson-Pacific. The South programs are located at the Center for Career Alternatives (a contracted program for middle school students) and at South Lake High School for the high school portion.</p>

III. Recommendations

a. Graduation Reality and Dual-Role Skills (GRADS) Program

i. Program Description

This high school program is designed to meet the needs of teen parents, as well as the interests of students who wish to learn about early childhood education. The program serves teen mothers and fathers before their children are born, and also provides a program for students and their babies once they are born. In addition, this program offers Career and Technical Education (CTE) credit for students who are interested in early childhood education. This program meets the requirements outlined in the department's Health & Human Services Pathway. The program requires a state-licensed childcare facility (licensed for infants up to 18 months).

ii. Enrollment

As of January 7, 2008, there were 3 students enrolled in this program.

iii. Recommendation

The Safety Net Task Force recommended, and further analysis supports, that this program be relocated to South Lake High School.

iv. Rationale

South Lake High School is currently being constructed, and the new building includes a facility suitable for this program. This new building is scheduled to open in September 2008. There are no other facilities (outside of the John Marshall building, which is closed and will not serve students) that meet the state licensing requirements for this type of program, so South Lake is an appropriate placement for the program. The District has run only one GRADS program for a number of years, and the demand—currently only 3 students—does not seem to be sufficient to develop a second site.

v. Next Steps for Students

This program will remain open through the end of the school year. Students who wish to continue in the program for 2008-09 will be transferred to South Lake High School. Students who do not wish to continue in this program who submit an application prior to February 15, 2008 will be assigned before processing applications for 2008-09. This is the same procedure that was followed last year in re-assigning middle school alternative school students when that program was discontinued. Students may pick up and return their applications at the John Marshall office.

b. Evening School High School

i. Program Description

Evening School High School is a city-wide program designed for high school students who need credit retrieval (students who have failed a class or otherwise missed a class that they need for graduation) or for students who wish to advance faster than the normal high school program. This is a fee-based program.

ii. Enrollment

As of January 7, 2008, there were 198 students enrolled in Evening School courses. Evening School runs two sessions per day, between 3:00 and 8:00 pm. At no point in time are there 198 students together in the Evening School program. Students are split between the two sessions, and multiple courses are offered in each session.

iii. Recommendation

The task force recommended that this program be relocated to either Franklin High School or Garfield High School. Further analysis indicates that the program should be relocated to Franklin High School.

iv. Rationale

Franklin High School is recommended for this program because it is centrally located and easily accessible by car or by public transit. In addition, Franklin students comprise the largest single cohort of Evening School users, so this relocation will make the program more accessible to its highest users.

v. Next Steps for Students

Evening School will remain at the John Marshall building for the remainder of the 2007-08 year. No classes carry over from year to year, and students enroll on a per-semester basis. Students who wish to attend Evening School next year will attend the program at Franklin High School.

c. High School Alternative Program

i. Program Description

The high school alternative program was an additional alternative school site for students who wanted an option other than a comprehensive high school.

ii. Enrollment

As of January 7, 2008 there were 12 students enrolled in the program, one of whom is a senior and is expected to graduate and therefore not need a new school assignment for 2008-09. Thus there are 11 students whom the District expects will need a new assignment for the 2008-09 year.

iii. Recommendation

The Safety Net Task Force recommended, and further analysis supports, that this program should be dissolved and that students should be enrolled for 2008-09 in other existing programs. The District will give these students enrollment priority in enrollment for 2008-09, if their applications are received by February 15, 2008.

iv. Rationale

There are a number of programs throughout the District that can provide students a smaller, personalized setting. There are sufficient seats at these schools, and at the District's comprehensive schools, for these 11 students.

v. Next Steps for Students

Because this program is dissolved, students in this program will be assigned before processing other applications for 2008-09. In order to qualify for priority students must have their applications returned no later than February 15, 2008. Students may pick up and return their applications at the John Marshall office.

d. Behavior Intervention Program (BIP)

i. Program Description

This is a special education program for middle and high school students who require specialized behavioral interventions and training.

ii. Enrollment

Enrollment on January 7, 2008 was 19 students: 6 middle school students and 13 high school students, including one high school student who has recently moved out of District³

³ This number includes at least 5 students whose homeroom is listed as BIP but who are actually in the re-entry or alternative programs.

iii. Recommendation

The Safety Net Task Force recommended, and further analysis supports, that because every middle school and high school has programs designed to serve students who have emotional and behavioral disabilities, that this program should be disbanded and that students be supported with services at existing middle and high schools, preferably the school closest to where they reside. Students' Individual Education Plan (IEP) teams will meet to review the IEPs for these students to ensure that they adequately reflect the services the students are in need of. If there is a concern about the identification of student need in any given student's IEP, a special education eligibility reevaluation will be undertaken prior to reassignment of the student. Resident students will be assigned to the schools closest to where they live that have programs that can meet their needs and capacity for additional students. Non-resident students will need to follow the non-resident application process.

iv. Rationale

District Special Education staff have been working to better align with state and federal law by assigning students to the school closest to where they reside wherever possible. A recent outside special education review recommended that the District continue to move towards serving more students closer to their homes and lessen the degree of hyper-specialization of programs. Because each of our middle and high schools has supports and programs in place for students with behavioral and emotional disabilities, we believe it is more appropriate for students to be served in the comprehensive schools.

v. Next Steps for Students

Over the next few months, Individual Education Plan (IEP) meetings will be held for each student in the Behavior Intervention Program (BIP). The purpose of the IEP meetings is to identify the educational setting that teams believe would best meet the needs of the student and to ensure that the IEPs adequately reflect the services the students are in need of. If there is a concern about the identification of student need in any given student's IEP, a special education eligibility reevaluation will be undertaken prior to reassignment of the student. Resident students will then be assigned to the schools closest to where they live that have programs that can meet their needs and capacity for additional students. Any non-resident students will need to follow the non-resident application process. While this program will be open until the end of this school year, IEP teams may determine that it would be more appropriate for some students to transition to a new school prior to the end of this academic year.

e. Interim Alternative Educational Setting (IAES)

i. Program Description

The Interim Alternative Educational Setting (IAES) is a special education program required by the Individuals with Disabilities Education Act (IDEA). This program is designed for middle and high school special education students who commit one of three specific exceptional disciplinary infractions – offenses involving drugs, weapons, or substantial bodily injury – regardless if the conduct was a manifestation of their disability. Students can be placed in an interim setting for one of these offenses for a maximum of 45 school days. Students assigned to IAES complete work from their sending school, with the anticipation that when their time in IAES is complete they will return to that school or another school that offers the same educational program the student was previously assigned to, absent a special education eligibility evaluation being undertaken and the student’s IEP team determining that the student is in need of a different educational setting.

ii. Enrollment

As of January 7, 2008 there was 1 student enrolled in the IAES.

iii. Recommendation

The Safety Net Task Force recommended that the IAES be moved to an existing Interagency site. Further analysis indicated that the IAES would be more appropriately relocated to the Wilson-Pacific building.

iv. Rationale

The Safety Net Task Force recommended that IAES move to an Interagency site because Interagency staff members are trained in de-escalation and in behavior modification. However, many existing Interagency sites are small and do not have the space to house a self-contained program. There is sufficient space at the Wilson-Pacific building to house this program. Staff members associated with this program are trained in de-escalation and in behavior modification and will be moving with the program to the new location.

v. Next Steps for Students

Students attend the IAES for a maximum of 45 school days; the student who is currently attending the IAES will not be in the program at the beginning of 2008-09. The manner of assignment to the IAES program will not change; the only change will be the building where the program is sited.

f. Re-Entry Middle School and Re-Entry High School

i. Program Description

Both re-entry programs are designed for students who have been long-term suspended or expelled due to exceptional misconduct, as defined by the District's disciplinary policies. The programs have a required behavior modification component in addition to the traditional academic program.

ii. Enrollment

As of January 7, 2008 there were 29 students enrolled in these two programs: 7 students in the middle school program and 22 in the high school program.

iii. Recommendation

The Safety Net Task Force recommended, and further analysis supports, that the District needs to provide re-entry programs in the South and in the North ends of the District. The South programs are located at the Center for Career Alternatives (a contracted program for middle school students) and at South Lake High School for the high school portion. The task force recommended that north end locations be identified. We recommend that the north end middle and high school re-entry programs be located at the Wilson-Pacific building.

iv. Rationale

Wilson-Pacific is an easily accessible location and has sufficient capacity for the middle and high school programs. Students may have the ability to access the other academic programs in the building, as appropriate.

v. Next Steps for Students

Most students currently in the re-entry programs will not continue in the program in 2008-09 because they will have completed the program. Any students who are required to continue will have their enrollment automatically transferred to Wilson-Pacific and will not have to act.

IV. Next Steps for John Marshall Staff

With the final approval by the Superintendent of these recommendations, the Human Resources department will identify specific steps for staff who are involuntarily displaced because their programs have been dissolved. Staff who elect to voluntarily displace themselves will be covered under the existing contract language. Evening School will continue to be staffed according to their current staffing process. Non-instructional staff placements will be addressed on a separate timeline and may depend on the non-instructional staffing needs of programs that are re-located.

V. Conclusion

The recommendations by and guidance of the Safety Net Task Force were invaluable in developing these recommendations. John Marshall staff, families and students have been waiting for these decisions, and their patience and continued focus on learning and teaching during this time is appreciated. As these recommendations are implemented, we will work closely with individual students currently served at Marshall to ensure a smooth transition to their new location.

We will also complete an analysis of the Wilson-Pacific building to determine if upgrades are necessary before any programs move in.

Additionally, the District will be developing a comprehensive prevention/intervention strategy for our students and intends to continuously evaluate safety net programs and identify areas in which services provided to at-risk students can be improved.