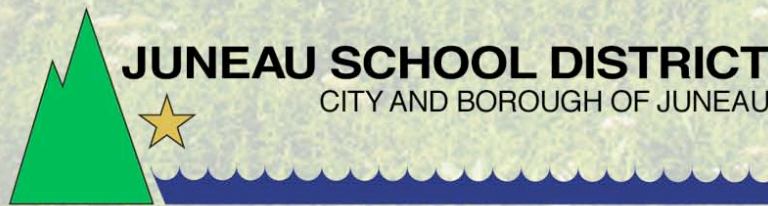




Opening Thunder Mountain High School and Implementing the “Next Generation” High School Plan

FINAL REPORT
December 10, 2007



Opening Thunder Mountain High School and Implementing the “Next Generation” High School Transition Plan Final Report – Dec. 10, 2007

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Executive Summary
Key Recommendations to Implement the Next Generation Plan
Advanced by the Secondary Education Planning Team to the Juneau School Board
December 10, 2007

- ❖ **At TMHS, immediate implementation of smaller learning communities (SLCs), academies and advisories for all**
 - *Year One, 2008-2009:*
 - 500 total students, grades 9-11 (all in SLCs)
 - 200 freshmen, two SLCs
 - Two academies, grades 10-11:
 - Global Expressions (focus: global citizenship, humanities)
 - Exploration and Discovery (focus: science, math, tech)
 - 2 administrators, .5 activities director, 20 teachers, 5.8 specialists, 4 special education, 16.03 support staff
 - *Year Two, 2009-2010:*
 - 625-700 students, grades 9-12; comprehensive high school status
 - One or two new academies, potentially: Liberal Arts, International Baccalaureate, Health, Arts, or Research; to be determined in cooperation with JDHS by Dec. 15, 2008
 - *Year Three 2010-2011:*
 - 615-720 students; 2 freshman SLCs; 3-4 academies
- ❖ **At JDHS, a three-year phase-in of academies and advisories**
 - *Year One, 2008-2009:*
 - 940 total students, grades 9-12 (about one-third in SLCs)
 - 200 freshmen, all in a SLC (50 in CHOICE, 25 in Early Scholars; remaining ninth graders in one or two freshman teams)
 - One new academy, 75-100 students, grades 10-11:
 - ACE (Architecture, Construction, Engineering)
 - All seniors and two-thirds of juniors expected to remain at JDHS
 - 3 administrators, 37 teachers, 9.6 specialists, 6 special education, 34.3 support staff
 - *Year Two, 2009-2010:*
 - 700-750 students, grades 9-12 (about two-thirds in SLCs)
 - One or two new academies, potentially: Liberal Arts, International Baccalaureate, Health, Arts, or Research; to be determined in cooperation with TMHS by Dec. 15, 2008
 - *Year Three, 2010-2011:*
 - 615-720 students, all students in an SLC or academy
- ❖ **One-year ramp-up to full interscholastic athletics and activities**
 - *Year One, 2008-2009:*
 - Extensive intramural program at TMHS to build teams and school involvement in preparation for Year Two ASAA interscholastic competition
 - Addition of formal intramural program at JDHS

- All eligible students, regardless of which school they attend, may be involved in any ASAA athletics or activities at JDHS
 - *Year Two, 2009-2010:*
 - ASAA-sanctioned athletics and activities at both schools
 - Intramurals continue at both schools
- ❖ **Staff development and student intervention plan**
 - Intensified, deliberate monitoring of student success with early, automatic “tiered” interventions
 - Continued development of research-based professional practices associated with smaller learning communities to implement and prepare for creation of additional academies; training of additional staff in Advanced Placement
 - Weekly early release for professional development
- ❖ **Evaluation over five years of Next Generation implementation**
 - Annual random phone survey of demographic sample of high school families
 - Tracking of disposition of all who start ninth grade through age 22
 - Exit interviews with seniors; reinstatement of six-year-post-grad survey
 - Surveys of family, staff, student satisfaction and of student connectedness
 - Numbers and demographics of students’ activities, advanced classes, achievement, attendance and discipline
- ❖ **Transportation plan**
 - Students who live beyond 1.5 miles of their choice school will be bused
 - One bus from each direction between schools at lunch
 - Express bus after school from TMHS to JDHS for activities, Year One
 - Consider later start time and revised schedules for both schools in future
- ❖ **Lottery amended to incorporate geographic location as first deciding factor**
 - School assignment by lottery used only if one school is over-subscribed; applied first to entering freshmen, then successive grades
 - Boundary to be determined by population-based software
- ❖ **Closed campuses at both schools, beginning with all ninth graders**
 - Add tenth grade Year Two; add eleventh grad Year Three; open to seniors only
- ❖ **Funding**
 - Budget impacts offset by \$1.4 million in expected additional state funds to operate second high school building
 - To open THMS
 - Net increment for FY2009: \$1.076 million
 - To support secondary education reform
 - Net increment for FY2009: \$392,000

- To expand athletics and activities:
 - Net increment for FY 2009: \$79,000

Opening Thunder Mountain High School and Implementing the “Next Generation” High School Transition Plan Final Report – Dec. 10, 2007

INTRODUCTION

Members of the Juneau community, parents, parent organizations, teachers and students have spent the last several years engaged in discussions about opening a second high school in Juneau and looking at how to provide new ways of learning for Juneau’s high school students.

In 2006, the Juneau School District set out to garner input throughout the community on how to improve secondary education throughout the District. The reform effort resulted in the Juneau Board of Education adopting a plan in May 2007, entitled “Next Generation: Our Kids, Our Community.”

This report provides specific recommendations on how to implement the overarching mission outlined in the “Next Generation” plan.

OVERVIEW OF THE “NEXT GENERATION” PROCESS

A Central High School for More Than a Century

Since 1901, Juneau’s main high school has been educating teens. Juneau Douglas High School opened in 1958. A decade ago, city leaders agreed to place on the ballot a proposal to build a second high school in the Mendenhall Valley, where 70 percent of Juneau’s population resides. The first vote on a second high school occurred in 1998. In 2004, a final vote determined that a high school that could accommodate about 840 students would be built. Ground was broken in June of 2005.

Next Generation is Formed

In December 2006, a committee of 35 students, educators, and community members gathered for the first of ten meetings involving 38 hours of work together over six months. Their task was to recommend to the Board of Education the configuration of educational programming for high schools in Juneau upon the opening of Thunder Mountain High School in August 2008.

Data Points

This team, called “The Next Generation: Our Kids, Our Community,” first looked at data about the success and involvement of high school students in Juneau. These included:

- Annual drop-out rates (between 3-5 percent annually);
- Four-year graduation rates (about 65 percent on-time four-year graduation);
- Four-year graduation rates for Alaska Native students (below 50% on-time);

- Numbers and demographics of students in advanced classes;
- First quarter failure rates of freshmen (about 15%);
- Numbers and demographics of students in activities (about 47% of all students were involved in an activity; about half of Caucasian students were in an activity while slightly more than a quarter of Alaska Native students were involved).

Research Resources

The committee then reviewed what’s called “best practices” in high school reform from a variety of reputable national educational research resources. These sources included:

- National Association of Secondary School Principals;
- The Center for Comprehensive School Reform;
- Johns Hopkins University;
- Northwest Regional Educational Laboratory;
- The Education Trust;
- School Redesign Network, Stanford University;
- International Center for Leadership in Education; and
- Coalition of Essential Schools.

Key Findings

According to the Mid-Continent Research Educational Laboratory (MCREL), in order to achieve desired results from “best practice” research, schools need to replicate findings from research and not simply “cherry-pick.” Thus, it was important that any recommendation contain a package of best practices.

A synopsis of research sources is contained as an addendum to this report.

Key Principles Adopted

The District also sponsored 19 public forums to gather public feedback on what the community wanted in secondary education. From hundreds of public comments, the committee concluded that any recommendations had to support four primary principles:

- Unity;
- Equity;
- Personalization;
- Choice.

The team then came to consensus on a set of belief statements to guide its direction. The first and foremost statement was:

“Our main purpose is to create a learning environment that fosters success for all students.”

Five Models

The team read public feedback and brainstormed what types of school models would meet community expectations and implement best practices. Five proposed models emerged:

- One school, two campuses (split between 9/10 and 11/12);
- Three facilities, each with a different academic model;
- Career Academies with “all material . . . taught in the context of acquiring skills for successful careers”;
- Five separate, distinct school programs sharing three buildings;
- Two reformed comprehensive high schools in which “students will spend a portion of each day in a small learning community (SLC),” plus Yaakoosge Daakahidi Alternative High School as another SLC.

A pamphlet describing these options was sent to all households in Juneau, followed by three all-day open houses (Downtown, Douglas, and in the Mendenhall Valley) held March 19-22, 2007. The “Next Generation” team read the public comments from the open houses and adopted the model of reformed, comprehensive high schools incorporating small learning communities for all students.

Key Components of the “Next Generation” Recommendations

The final recommendation of the Next Generation encompassed the following key components:

- Ninth Grade Learning Communities;
- Small Learning Communities Based on Themes;
- Advisory Program;
- Multi-Cultural and Anti-Racist Teaching;
- Post-Secondary Preparation;
- Improved Access and Participation in Extracurricular Activities;
- Enrollment Based on Choice and Equity;
- Secondary Education Planning Team.

The Board of Education adopted the “Next Generation” recommendations in June 2007 and charged the Secondary Education Planning Team - made up of the Superintendent, Assistant Superintendent and principals of Juneau Douglas High School, Thunder Mountain High School and Yaakoosge Daakahidi Alternative High School - with coming up with implementation recommendations for opening Thunder Mountain High School and providing a new, comprehensive model for secondary education in Juneau.

Transition Plans

The Secondary Education Planning Team began meeting in September 2007. At the same time, high school teachers at Juneau Douglas began regular Monday afternoon planning sessions to address various implementation aspects of the “Next Generation” plan. The Assistant Superintendent was charged with taking a leading role in developing a plan for athletics and activities – an area that had been left out of the original “Next Generation” plan. A principal for Thunder Mountain High School was hired a year early to assist with implementation planning and with the work necessary to make sure the building was ready for all aspects of educating students once the school construction was complete.

A series of meetings were held in October, and on November 7, 2007, a report entitled “The Next Generation Plan Status Report: An Emerging Consensus - Version 3” was published and made available for public comment. This report provided the first wave of

recommendations from the Secondary Education Planning Team establishing what academic programs, activities and athletic programs, and other aspects of implementing the “Next Generation” plan would look like at Thunder Mountain High School and Juneau Douglas High School.

Six public meetings were held in November for public comment and input into transition plans. A total of 155 individuals signed in at these meetings (attempts were made to have everyone sign in, however, there were individuals who attended who did not sign in). Seventy-nine comments were part of the public testimony at meetings, 22 written comments were submitted at meetings, 47 people emailed comments and eight were received via mail. Of the comments received, 26 individuals provided comments in more than one format (oral testimony, emailed or mailed comments, and/or written comments at meetings). Reports containing written comments and transcripts of all public testimony and comments were made available to the Secondary Education Planning Team and Board of Education, and are posted on the District’s web site at www.jsd.k12.ak.us.

Public Survey

An Anchorage-based research firm conducted a public survey. Parents and guardians of Juneau School District students and former students were surveyed. Parents and/or guardians of kindergarten through 12th grade students, former students who graduated within the last two years (2006 and 2007) and former students who left without graduating comprised the population sampled.

Six hundred and two (602) parents and/or guardians were interviewed between November 14th and 25th, 2007. Interviewing was conducted by telephone on a random basis. That is, numbers were randomly selected from a list of 5,372 students and former students provided by the Juneau School District. All parents or guardians on the Juneau School District list had an equal chance of being selected and interviewed. The raw data, once compiled, was weighted to reflect the Juneau School District student ethnic and gender dimensions. The survey was conducted to be statistically within plus or minus 3.76 percent accuracy - This means one can be 95% sure that the frequencies reported in this survey are within $\pm 3.76\%$ of the true Juneau School District parent and/or guardian population proportions. Survey results were provided to the Secondary Education Planning Team and the Juneau Board of Education and were posted on the District’s web site.

Decision Matrix

The Secondary Education Planning Team used a variety of factors to come to decisions regarding the implementation recommendations contained in this report, including the Board-adopted “Next Generation” plan, best practices research, the goal of achieving equity between schools and programs, budgetary considerations, feasibility and practicality of decisions, public comment, and implementation timelines.

ACADEMIC PROGRAMS

Implementation Recommendation: Create a climate of personalization and high expectations using a tiered approach and fund the tiers appropriately to ensure success. Funding should include supporting teacher-leaders and providing tiers of support for student intervention.

Background: Creating a culture of high expectations

Creating a culture of high expectations for all that produces higher graduation rates is at the core of the Next Generation plan. According to a July 2007 report from the Education Commission of the States (ECS), studies show that schools can influence students' decisions to drop out or stay in school.

This research holds the following implications:

Monitor and intervene early to reduce the number of drop-outs

When students enter the high school years already at-risk of not graduating, substantial and sustained supports are required to get them re-engaged in schooling and successfully passing their courses.

The ECS report states that failing students will require interventions before their second year in high school. These students need increasing interventions as they progress through the school system so they can acquire the skills they will need to do well in advanced classes or to prepare for college work.

Additionally, and tied to the concept of providing supports, is the goal of keeping students on track to graduate by ensuring that students pass all their classes as freshmen and sophomores. Students who are "on-track" at the end of grade nine, regardless of student background, are significantly more likely than their credit deficient peers to graduate from high school within four years. A student is counted as on-track at the end of the freshman year if both the following criteria are met (Elaine Allensworth and John Easton, Consortium on Chicago School Research, June 2005):

1. The student has accumulated five full course credits (the minimum needed to be promoted to grade 10)
2. The student has no more than one semester F (one-half of a full credit) in a core subject (defined in this study as English, math, science or social studies).

According to 2005/06 data from JDHS, entering freshmen have a 63% chance of leaving with a diploma in four years. The longer a student stayed at JDHS, the greater was his or her chance of graduating. For example, 69% of sophomores and 90% of juniors/seniors leave with diplomas. These at-risk freshmen suffered from low G.P.A. (65% had less than a 1.0 G.P.A.), poor attendance, and insufficient grade-level credit accumulation. As a result, they remain at a 9th grade credit level.

Based upon this data, JDHS created a freshmen intervention process that targeted students with two or more F's, poor attendance, and low G.P.A. The interventions were many and varied and included: tutoring; conferences with parents, students, counselors, teachers and

administration; as well as a signed contract. Many of the students had challenges far beyond those that could be supported by the school alone. As a result, counselors and administration worked with social services agencies and community-based programs to provide the needed support. This support included but was not limited to drug and alcohol treatment as well as mental health treatment. Results of this set of interventions were positive.

Academically, these students earned an average grade point of 1.92 and earned on average 3.29 credits. While JDHS is proud of these successes JDHS did not have the resources to provide the levels of support required to insure the type of success indicated in the research mentioned above (Elaine Allensworth and John Easton, Consortium on Chicago School Research, June 2005).

Successful National Models Incorporate Interventions

Two highly successful and nationally-recognized models being replicated across the United States that have implemented key strategies supporting the intervention research are “High Schools That Work” and “Talent Development High Schools.” Talent Development schools have used the method described as “catch-up” courses for both math and reading. The goal is to accelerate students in their learning by having students take double the amount of math and English for a semester or school year.

Researchers from Johns Hopkins University found that students taking the Talent Development catch-up courses significantly outperformed their peers in comparison schools, taking into consideration the students' previous achievement levels and their attendance over the course of the school year. Interestingly, students who started out with higher-than-average achievement seemed to benefit from the courses, too.

Talent Development High Schools have proven a similar type of success by providing “layers of support” to freshmen.

Costs: See budget on Page 12.

Background: Implementing Tiers of Support

To implement a climate of personalization and high expectations, tiers of support for at-risk freshmen will be needed. Additionally, teacher leaders in the academies and/or ninth-grade communities will be needed in order to provide direct leadership for each team. This leadership would include working closely with administration and counselors to create advisory programs, establish interventions, collect data and organize parent-community connections. This can be accomplished by offering each leader a support period.

Tiers of Support for Freshmen

Tier I

Students who are more than two grade levels behind in reading or math have a support class, or “double dose,” that is offered for elective credit. This class is a highly diagnostic and prescriptive lab experience built into the student’s schedule. Some students receive individual or small group instruction; some use computer software to enhance skills (e.g., Plato, Corrective Reading); and some receive enrichment assignments/problems/activities based on their skill level.

Tier II

Students who receive a course grade below “C” at midterm are required to attend subject-specific tutoring for the number of days and at a time determined by the team (e.g., enrichment period, Saturday tutoring sessions, etc.)

Tier III

Students who wish intensive “catch up” experiences have the following options: summer school or post-instructional day school.

Costs:

**Juneau School District
Recommended Operating Fund Budget Increment For
Student Interventions
FY 2009**

Expenditures

Support Period for Academy & SLC leaders (2.0 FTE)	152,000
Tier I Support (.8 FTE for Support Classes)	60,800
Tier II Support (Tutoring)	5,000
Tier III Support:	
Student Scholarships for Summer School	4,500
Post Instructional Day Teachers (1.2 FTE for second semester)	45,600
<i>Total Increase</i>	<u>267,900</u>

Overall Academic Requirements for Secondary Education

The Juneau School District requires that students meet core graduation requirements.

Those core requirements are provided below and will be maintained regardless of the school or academic model chosen.

Core Graduation Requirements:

The following are recommended academic core requirements. Core requirements will meet entry requirements for most two-year colleges, technical schools and military services. Students must also fulfill graduation requirements in Health, Physical Education, School/Career Connections, World of Work and Fine Arts (which can be fulfilled through World Languages and Electives.)

Grade	English	Math	Science	Social Studies	World Languages
9	Intro to Literature/Composition	Algebra I or Core Algebra	Physical Science		None
10	Survey of Literature/Composition	Geometry or Core Geometry	Biology	World History	None
11	American Lit or Basic Composition	Algebra II or Algebra II/Trig		American History	None
12	Contemporary Lit/Composition or Reading and Thinking			American Government (one semester) and Alaska History/Alaska Studies or Entrepreneurship/Economics (one semester)	None

College Preparatory Sequence

The following sequence meets entry requirements into most four-year public or private colleges and universities. Students must also fulfill graduation requirements in Health, Physical Education, School/Career Connections, World of Work and Fine Arts (which can be fulfilled through World Languages and Electives).

Grade	English	Math	Science	Social Studies	World Languages
9	Intro to Literature/Composition	Algebra 1	Physical Science		Level One (French, Spanish, Japanese, Russian)
10	Survey of Literature/Composition	Geometry	Biology	World History	Level Two (French, Spanish, Japanese, Russian)
11	American Lit or Basic Composition	Algebra II or Algebra II/Trig		American History	None
12	Contemporary Lit/Composition or Reading and Thinking	Pre-Calculus		American Government (one semester) and Alaska History or Entrepreneurship/Economics (one semester)	None

Advanced College Preparatory Sequence

The following sequence meets entry requirements into selective four-year public or private colleges and universities. Students must also fulfill graduation requirements in Health, Physical Education, School/Career Connections, World of Work and Fine Arts (which can be fulfilled through World Languages and Electives.)

Grade	English	Math	Science	Social Studies	World Languages
9	Advanced Intro to Literature/Composition	Advanced Geometry	Advanced Physical Science		Level One or Two World Language)
10	Advanced Survey of Literature/Composition	Advanced Algebra II/Trig	Advanced Biology	Advanced World History	Level Two or Three World Language
11	Advanced American Lit/Composition or AP English Language/Composition	Advanced Pre-Calculus (pre-calc: 1 st sem. Calc AB: 2 nd Sem)	Chemistry, Physics, or AP Biology	Advanced American History or AP US History	Level Three or Four World Language
12	British Lit/Composition or AP English Literature	AP Calculus AB or AP Calculus BC	AP Physics or AP Chemistry or AP Biology	American Government (one semester) and one semester of AP American Government, Psychology, Sociology or American Law	Level Four World Language

Ninth Grade Small Learning Communities

Implementation Recommendation: Create Ninth-Grade Small Learning Communities at both high schools according to the configurations described below.

Background

The transition from middle school to high school is a critical period in the lives of most teenagers as they adjust to new expectations, programs and environments. Many also experience fear about fitting in with their peers. Research bears out that the ninth grade is a crucial time when students decide whether or not to stay in school and that decision is usually based on their academic success. According to research reported by Legters and Kerr, more than 60% of high school dropouts "... failed at least 25% of credits in ninth grade (*Easing the Transition to High School: An Investigation of Reform Practices to Promote Ninth Grade Success*). There also tends to be a decline in attendance and an increase in discipline problems among ninth-grade students.

As part of the research, NASSP (National Association of Secondary School Principals) published *Breaking Ranks II*, a list of recommendations for all high schools. It states that all programs should provide a high level of core knowledge to every student; have meaningful personal connections with students; guide students with personal planning for their high school careers and beyond; adapt the instructional program to the different ways in which students learn; use time flexibly; distribute leadership among teachers, parents, students and administration; and provide continuous staff development. These suggestions are essential in reaching out to ninth-grade students so that they are encouraged to stay in school, feel that they can be successful and have a strong sense of purpose and goals. The research continuously mentions the importance of personalization, students developing personal bonds with adults that include tailored support, and students connecting with the course content so that they see relationships to real life. Based on extensive research cited by Hertzog, there is "...an 8% dropout at schools with such a program versus a 24% rate at those without" (*Isolating 9th graders: Separate schools/programs ease the academic and social transition to high school-bound students*).

Based on research, there are several components of successful ninth grade Smaller Learning Communities. Goals of the community have been developed by the stakeholders and have been based on the needs of the given student body. The goals are realistic and supported by the school community. One critical component is for them to have their own physical space, whether that is a ninth grade wing, Small Learning Community, school-within-a-school, or separate building.

Additionally, the findings state that successful programs provide ninth-grade students with the necessary supports to succeed. These include credit recovery classes (especially for math and language arts), tutoring and summer school. The establishment of rigorous and meaningful curricula is another important component that engages and stimulates students; as a result, students stay in school and make better grades.

The research suggests a number of program structures that have proven to be successful. One example is teams of students heterogeneously grouped in small teams of 100 -125 with the same four to five teachers. Another configuration is when teachers and students are together for two years (looping). Another program includes advisory/special homeroom/freshman seminars where students are with one specific teacher to deal with usual school business - like welcoming students to the world of high school and helping them navigate it, providing study skills, providing support in dealing with peer relationships, and developing school and career plans.

Please see the appendices for a listing of additional resources used to support these findings.

Thunder Mountain

Two ninth-grade Small Learning Communities will be established with at least 100 students and will include an Advisory Program. All Thunder Mountain ninth grade students will be in a Small Learning Community.

Juneau Douglas High School

Juneau Douglas High School already has two ninth-grade Small Learning Communities. Freshmen will be in either a ninth-grade Small Learning Community or in one of the specialized programs, such as CHOICE or Early Scholars, that will function as a Small Learning Community.

Yaakoosge Daakahidi

All Yaakoosge students are a part of a Small Learning Community.

The Academy Model

Implementation Recommendation: Develop an academy model and initiate academies at both Thunder Mountain High School and Juneau Douglas High School during the 2008-2009 school year as described below:

Background: What is an academy?

An academy is a small learning community within a high school, populated with 100 – 150 students and 4-5 teachers who work closely together for a two or three year period. Students enter through a voluntary process; they must apply with parental knowledge and support. Academy classes are blocked back-to-back in the daily schedule, and students attend as a group in what is often referred to as “cohort scheduling” so that there is flexibility in the scheduling of learning experiences. Academy students also participate in required and elective classes outside the academy, as well as other activities such as intramurals, clubs and sports.

An academy involves teachers from different subjects working together as a team within the framework of a broad theme. Team members have shared planning time, usually a daily common planning period, and often release time for team planning and for regular and ongoing professional development.

What does an academy’s curriculum cover?

Students in a theme academy have a mixture of theme-related (usually one or two) and academic (usually four) classes at a time. These classes meet entrance requirements for four-year colleges and universities and encourage high achievement while showing students how their subjects relate to one another within their chosen broad area of interest (theme). Learning units are designed around essential questions.

Themes and essential questions help to frame student inquiry and promote critical thinking. They also provide a helpful framework for organizing a unit of study using a multi-genre approach. Essential questions promote open-ended inquiry to engage students in exploration of theme-related topics.

Another important part of an academy’s program of study consists of regular and on-going relationships with community and university mentors who help expose students to future fields of study or possible theme-related careers as well as providing university course articulation and concurrent enrollment options.

Thunder Mountain High School

Thunder Mountain High School will open with five hundred ninth, tenth and eleventh grade students in the fall of 2008.

The program of study for the ninth-grade students meets the graduation requirements for the Juneau School District.

A ninth-grade student schedule will include:

- Algebra I, Advanced Algebra I, or Geometry

- Physical Science or Advanced Physical Science
- Language Arts
- A semester of Alaska History, a semester of Health, a semester of School/Career Connections
- Electives (the student will select from art, music, drama, physical education and world languages)
- An advisory program

Thunder Mountain High School Academy Themes - Grades 10 and 11

Students in grades ten and eleven will choose one of the following two academies:

- **Exploration and Discovery:** through the lens of science, technology and math
- **Global Expressions:** through communication, the arts, culture and the human experience

The goal of the Exploration & Discovery Academy is to use scientific and logical methods to uncover new and exciting information about the world in which we live.

The goal of the Global Expressions Academy is to promote global citizenship. Students in this academy will study the historical and current cultures of communities and societies around the world. They will analyze the relationship between these and the United States, develop various styles and methods of communication and expand their knowledge and skill in the arts.

The course offerings for these two academies follow:

In the Global Expressions Academy, the World History and U.S. History classes will be offered on alternate years because these classes will be filled with both sophomores and juniors, with U.S. History being offered in 08-09 since the incoming juniors will have already taken World History.

Global Expressions: *as expressed through the arts, communication and the human experience*

Course Offerings for 2008 – 2009

	10th Grade	11th Grade	Content Electives
English	American Lit. & Comp.*	American Lit. & Comp.*	AP Language & Composition Speech and Debate** Contemporary Lit.**
Math	Geometry* or Advanced Geometry	Alg. II / Trig. Advanced Alg. II / Trig.	Pre- Calculus
Science	Biology* or Advanced Biology or Physical Science* or Advanced Phy. Sci.	Biology or Advanced Biology Chemistry	Oceanography Marine Biology Botany Astronomy Environ. Sci. Robotics AP Chemistry
Social Studies	U.S. History* or AP U.S. History	U.S. History* or AP U.S. History	Environmental Policy

* required for graduation ** required for academy endorsement during 3 year program

Other Choices of Electives	Band	French***	Presentation Graphics**
	Choir	Japanese**	Web Design **
	Orchestra	Spanish***	
	Music Appreciation**	Tlingit***	Finances & Investing
	Ceramics	Art Appreciation **	Desktop Publishing**
	Sculpture	Physical Education*	Entrepreneurship **
	Drawing**	Fitness Concepts*	Current Events**
	Painting **	Economics**	Internship**
			future elective AP classes to be added:
	Graphics**	Business	A.P. Studio Art-3-D
	Dance **	Yearbook	AP Studio Art - Drawing
	Music Theory	Journalism**	AP Music Theory
	Fashion Design**		World Language AP courses
	Culinary Arts**	AP Studio Art-2-D	
	Photography**	AP Art History	

*** a language course is required each year

Exploration and Discovery: *through the lens of science technology and math*

Course Offerings for 2008-2009

	10th Grade	11th Grade	Electives
English	American Lit & Comp*	American Lit & Comp* or AP Lang. & Comp.	AP Language & Composition Contemporary Lit. Speech & Debate
Math	Geometry* or Advanced Geometry	Alg. II / Trig* Advanced Alg. II / Trig	Pre- Calculus**
Science	Biology* or Advanced Biology or Physical Science* or Advanced Phy. Sci.	Biology* or Advanced Biology Chemistry **or A.P. Chemistry	Oceanography** Marine Biology** Botany** Astronomy** Environ. Sci.** Robotics**
Social Studies	U.S. History* or AP U.S. History	U.S. History* or AP U.S. History	Environmental Policy**

* required for graduation ** required for academy endorsement during 3 year program

Other Choices of Electives	Band	French	Presentation Graphics**
	Choir	Japanese	Web Design**
	Orchestra	Spanish	
	Music		
	Appreciation**	Tlingit	Finances & Investing
	Ceramics	Art Appreciation**	Desktop Publishing**
	Sculpture	Physical Education*	Entrepreneurship
	Drawing**	Fitness Concepts*	Current Events**
	Painting	Economics**	Internship**
	Graphics**	Business	future elective AP classes to be added:
	Ceramics	Yearbook	AP Computer Science A
	Music Theory	Journalism	AP Computer Science AB
	Fashion Design		AP Economics
	Culinary Arts		
	Photography**		
	Dance		

Exploration and Discovery through the lens of science, technology and math
Course Offerings for 2009 -2010

	10th Grade	11th Grade	12th Grade	Content Electives
English	World Literature* or AP Lang. and Comp.	World Lit.* or AP Lang. and Comp.	British Lit and Comp* or AP Lit & Comp.	Brit Lit & Comp AP Eng. Lng. Comp. AP End. Lit & Comp. Contemporary Lit. Speech & Debate
Math	Geometry* Advanced Geometry** Alg. II / Trig**or Advanced Alg. II / Trig Pre-Calculus**	Alg. II / Trig* Advanced Alg. II / Trig.** Pre-Calculus** or Calculus Probability & Statistics**	Calculus ** or AP AB Calculus or Prob. & Statistics** or AP Prob. & Statistics	AP AB Calculus AP BC Calculus AP Prob. & Statistics
Science	Biology** Advanced Biology Chemistry** or AP Chemistry	Biology**or AP Biology Chemistry** or AP Chemistry	Physics ** or AP Physics Internship**	Robotics ** Oceanography** Marine Biology** Botany** Astronomy** Environmental Science** or AP Environmental Science
Social Studies	World History* or AP World History	World History * or AP World History	Government * or AP Govt. & Politics	Environmental Policy** Psychology** or AP Psychology Sociology** Economics** or AP Economics Current Events**

*required for graduation

** required for academy endorsement during the 3 year program

Other Elective
Choices

Band	Music Appreciation**	Business & Financing	AP Art History
Choir	Art Appreciation**	Fashion Design	AP Economics
Orchestra	French	Culinary Arts	AP Music Theory
Drawing**	Japanese	Business**	AP Studio Art
Painting	Spanish	Yearbook	Physical Education *
Ceramics	Tlingit	Computer Science** or AP Computer Science	Internship
Graphics **	Web Design**	AP Computer Science	Fitness Concepts *
Ceramics	Presentation Graphics**	Finances & Investing	Current Events**
Music Theory	Photography**	Desktop Publishing**	
	Theatre		

One credit in the fine arts or world language*

Two years of a world language **

Global Expressions: *as expressed through the arts, communication and the human experience*

Course Offerings for 2009 - 2010

	10th Grade	11th Grade	12th Grade	Content Electives
English	World Literature* or AP Lang. and Comp.	World Literature * or AP Lang. and Comp.	British Lit. and Comp* or AP Lit. & Comp. Internship **	Brit Lit. & Comp** AP Lang. & Comp. AP. Lit. & Comp. Contemporary Lit.** Speech and Debate**
Math	Geometry* Advanced Geometry Alg. II / Trig or Advanced Alg. II / Trig. Pre-Calculus	Alg. II / Trig Advanced Alg. II / Trig Pre-Calculus or Calculus Probability & Statistics	Calculus or AP AB Calculus or Prob. & Statistics or AP Prob. & Statistics**	AP AB Calculus AP BC Calculus AP Prob. & Statistics
Science	Biology* Advanced Biology Chemistry or AP Chemistry	Biology AP Biology Chemistry or AP Chemistry	Physics or AP Physics	Robotics Oceanography Marine Biology Botany Astronomy Environmental Science AP Environmental Science
Social Studies	World History* or AP World History	World History * or AP World History	Government * or AP Govt. & Politics	Environmental Policy Psychology** or AP Psychology Sociology** Economics** or AP Economics Current Events**

*required for graduation

** required for academy endorsement during the 3-year program

**Other Elective
Choices**

Band	Music Appreciation**	Business & Finance Fashion Design**	AP Art History**
Choir Orchestra	Art Appreciation** French ***	Culinary Arts**	AP Economics AP Music Theory AP Studio Art Drawing
Drawing**	Japanese***	Business**	AP Studio Art 2-D
Painting**	Spanish***	Yearbook	AP Studio Art 3-D
Ceramics**	Russian ***	Computer Science AP Computer Science	Physical Education *
Graphics **	Web Design** Presentation Graphics **	Finances & Investing Desktop Publishing**	Internship ** Fitness Concepts *
Music Theory	Photography**		
Dance**	Theatre**		Current Events **

***** One credit in world languages is required each year of the program**

Exploration and Discovery: *through the lens of science, technology and math*
Plan of Study - Course Offerings for 2010-2011

	10th Grade	11th Grade	12th Grade	Content Electives
English	American Literature* or AP American Lit.	World Literature * or AP Lang. and Comp.	British Lit. and Comp* or AP Lit. & Comp.	Brit Lit. & Comp. AP Eng. Lng. Comp. AP End. Lit. & Comp. Contemporary Lit. Speech & Debate
Math	Geometry* Advanced Geometry** Alg. II / Trig**or Advanced Alg. II / Trig Pre-Calculus**	Alg. II / Trig* Advanced Alg. II / Trig** Pre-Calculus** or Calculus Probability & Statistics**	Calculus ** or AP AB Calculus or Prob. & Statistics** or AP Prob. & Statistics**	AB Calculus BC Calculus AP Calculus AP Prob. & Statistics
Science	Biology** Advanced Biology Chemistry** or AP Chemistry	Biology**or AP Biology Chemistry** or AP Chemistry	Physics ** or AP Physics Internship**	Robotics ** Oceanography** Marine Biology** Botany** Astronomy** Environmental Science** or AP Environmental Science
Social Studies	U.S. History* or AP U.S. History	World History * or AP World History	Government * or AP Govt. & Politics	Environmental Policy** Psychology** or AP Psychology Sociology** Economics** or AP Economics Current Events**

* required for graduation ** required for academy endorsement during the 3-year program

**Other Elective
Choices**

Band	Music Appreciation**	Business & Financing	AP Art History
Choir	Art Appreciation**	Fashion Design	AP Economics
Orchestra	French	Culinary Arts	AP Music Theory
Drawing**	Japanese	Business**	AP Studio Art
Painting	Spanish	Yearbook Presentation	Physical Education *
Ceramics	Tlingit	Graphics**	Internship
Graphics **	Web Design**	Computer Science*** or	Fitness Concepts *
Ceramics	Presentation Graphics	AP Computer Science	Current Events
Music Theory	Photography**	Finances & Investing	
	Theatre	Desktop Publishing**	

One credit in the fine arts or
world language*

Global Expressions: *as expressed through the arts, communication and the human experience*

Plan of Study - Course Offerings for 2010 -2011

	10th Grade	11th Grade	12th Grade	Content Electives
English	American Lit.* AP American Lit.	World Literature * or AP Lang. and Comp.	British Lit. and Comp.* or AP Lit. & Comp. Internship **	Brit. Lit. & Comp.** AP Lang. & Comp. AP. Lit. & Comp. Contemporary Lit.** Speech and Debate **
Math	Geometry* Advanced Geometry Alg. II / Trig. or Adv. Alg. II / Trig. Pre-Calculus	Alg. II / Trig Advanced Alg. II / Trig Pre-Calculus or Calculus Probability & Statistics	Calculus or AP AB Calculus or Prob. & Statistics or AP Prob. & Statistics**	AB Calculus BC Calculus AP Calculus AP Prob. & Statistics
Science	Biology Advanced Biology Chemistry or AP Chemistry	Biology AP Biology Chemistry or AP Chemistry	Physics or AP Physics	Robotics Oceanography Marine Biology Botany Astronomy Environmental Science AP Environ. Science
Social Studies	U.S. History* AP U.S. History	World History * or AP World History	Government * or AP Govt. & Politics	Environmental Policy Psychology** or AP Psychology Sociology** Economics** or AP Economics Current Events**

* required for graduation ** required for academy endorsement during the 3-year program

**Other Elective
Choices**

Band	Music Appreciation**	Business & Finance Fashion Design**	AP Art History
Choir	Art Appreciation**	Culinary Arts**	AP Economics AP Music Theory
Orchestra	French ***	Business**	AP Studio Art Physical Education *
Drawing**	Japanese***	Yearbook	Internship ** Fitness
Painting**	Spanish***	Computer Science	Concepts *
Ceramics**	Russian ***	AP Computer Science	Current Events **
Graphics **	Web Design**	Finances & Investing	
Sculpture	Presentation Graphics **	Desktop Publishing**	
Music Theory	Photography**		
Dance**	Theatre**		

***** One credit in world languages is required each year of the program**

Community Mentoring or Internship Programs

Much of the learning in the academies will involve working with people from the community in mentoring or internship programs related to the theme of the academy (i.e. scientists, research specialists, college professors, artists, musicians, journalists, authors, historians, etc.)

Senior Seminar

A senior seminar will be a part of the senior experience. Seniors will be required to complete a major research study or develop a project that will be presented publicly to the community at large, either as a formal presentation, a publication or a portfolio.

Dual Credit/Advanced Placement

Dual credit is being negotiated with the University of Alaska Southeast and some AP courses will be offered on a rotating basis (i.e. chemistry one year and physics the next) depending on student choice. Students will be able to take advantage of all of these classes as they develop their four-year academic plans with their advisors.

During the summer of 2008 two TMHS teachers will receive AP training through the College Board Workshops which will bring to five the number of AP certified teachers.

Advisory Program

Each academy will have an Advisory Program so that each student has an adult who knows him or her well and who can advocate for the student. The student's advisor will be the "go to" person for families to contact at the school and will be an advocate for the student to work with on their academic plans and future decisions.

Extended Learning, English Language Learners and Special Education Services

Extended Learning, English Language Learners, and Special Education Services will be offered for the eligible students. Initial planning for an Early Scholars Program will take place during the 08-09 school year.

Juneau Douglas High School

Juneau Douglas High School will have 941 students in grades nine through twelve in the fall of 2008.

The current course of study offering core graduation requirements, college preparatory and advanced college preparatory requirements will be offered.

As outlined in the “Next Generation” plan, a minimum of one Freshmen Small Learning Community of approximately 100 to 150 students will be offered.

Juneau Douglas High School will maintain its current configuration as a comprehensive, reformed high school offering a liberal arts education and one themed academy for grades ten through twelve during the 2008-2009 school year.

Not everyone in Juneau Douglas High School will be in a themed academy.

A Comprehensive Reformed High School Model

Students in the general education course of study at JDHS will be provided a challenging learning environment that prepares students for future academic, technological and career endeavors through comprehensive, academic instruction, cooperation, and mutual respect among students, parents, community and staff. Programs will include a variety of offerings, both required and elective, in the following general subject areas:

- Core Academics [English, Math, Social Studies, Science];
- World Languages;
- Visual Arts;
- Performing Arts [Instrumental Music, Vocal Music, Drama];
- Physical Education/Health;
- Family and Consumer Science;
- Business Education/Marketing; and
- Vocational Education

Students will select classes from the comprehensive list of courses offered. Each student will be assigned a counselor who will work with the student and family to guide them with course selections based on graduation requirement and beyond high school goals and plans.

Teachers will be arranged in a departmentalized fashion supporting students within each of the classes they offer. Each student will have five to six different teachers each day.

3 Fine Art Credits (includes 2 recommended World Languages, 1 Drawing and Design Required)

2 Internship or Building Project (includes 1.0 World of Work requirement)

Architecture Plan of Study

9th Grade		10th Grade	
Semester 1	Semester 2	Semester 1	Semester 2
English	English	English	English
Science (Phy. Sci. or Bio)	Science (Phy. Sci. or Bio)	Science (Phy. Sci. or Bio)	Science (Phy. Sci. or Bio)
Algebra *	Algebra *	Geometry *	Geometry*
<i>Elective**</i>	<i>Elective**</i>	World History	World History
Fitness Concepts	School Career Connection	Physical Education	Drawing and Design***
Health	Physical Education	CADD I	CAD II
11th Grade		12th Grade	
Semester 1	Semester 2	Semester 1	Semester 2
English	English	English (Technical Writing and Communications)	English (Technical Writing and Communications)
<i>Elective**</i>	Architectural Design	<i>Physics/Elective</i>	<i>Physics/Elective</i>
Algebra II	Algebra II	Trigonometry	Trigonometry
U.S. History	U.S. History	Am. Government	<i>Elective**</i>
Basic Construction***	Building and Construction***	Internship or Building Project***	Internship or Building Project***
Basic Construction***	Building and Construction***	Internship or Building Project***	Internship or Building Project***

* Indicates the basic requirement. ** Students are required to take 1 World of Work Credit, 1 Fine Art Credit, .5 History Credit and .5 Alaska Studies Credit *** Indicates Academy Requirements.

The Construction Strand

■ This plan of study does meet local and state high school graduation requirements and should meet college *entrance* requirements. Certain local student organization activities are also important and recommended, such as drama and debate, Jr. Achievement.

Construction

- | | |
|--|------------------------------|
| 2 Science Credits | 1 Business Credit |
| 2 Mathematics Credits | 1.5 Elective Credits |
| 4 English Credits | 1.5 Physical Education |
| .5 Architectural Design | (.5 Fitness Concepts) |
| 3 Social Studies Credits | 1 CADD I & II |
| .5 Health | .5 School Career Connections |
| 1 Basic Construction | 1 Building Planning & Design |
| 3 Fine Art Credit (to include 2 World Languages, 1 Drawing and Design) | |
| 2 Building Project (World of Work Requirement) | |

Construction Plan of Study

9 th Grade Semester 1		9 th Grade Semester 2		10 th Grade Semester 1		10 th Grade Semester 2	
English		English		English		English	
Science (Phy. Sci. or Bio)		Science (Phy. Sci. or Bio)		Science (Phy. Sci. or Bio)		Science (Phy. Sci. or Bio)	
Algebra *		Algebra *		Geometry *		Geometry*	
<i>Elective**</i>		<i>Elective**</i>		World History		World History	
Fitness Concepts		School Career Connection		Physical Education		Drawing and Design***	
Health		Physical Education		CADD I		CAD II	
11 th Grade Semester 1		11 th Grade Semester 2		12 th Grade Semester 1		12 th Grade Semester 2	
English		English		English (Technical Writing and Communications)		English (Technical Writing and Communications)	
<i>Elective</i>		Architectural Design***		<i>Physics/ Elective</i>		<i>Physics/ Elective</i>	
<i>Elective</i>		<i>Elective</i>		<i>Elective</i>		<i>Elective</i>	
U.S. History		U.S. History		Am. Government		<i>Elective**</i>	
Basic Construction***		Building and Construction***		Internship or Building Project***		Internship or Building Project***	
Basic Construction***		Building and Construction***		Building Project***		Building Project***	

* Indicates the basic requirement. ** Students are required to take 1 World of Work Credit, 1 Fine Art Credit, .5 History Credit and .5 Alaska Studies Credit *** Indicates Academy Requirements.

The pre- Engineering Strand

■ This plan of study does meet local and state high school graduation requirements and should meet college *entrance* requirements. Certain local student organization activities are also important and recommended, such as drama and debate, Jr. Achievement.

Pre-Engineering

3.5 Science Credits	1 Business Credit
4 Mathematics Credits	4 Elective Credits
4 English Credits	1.5 Physical Education (Fitness Concepts)
3 Social Studies Credits	2 CADD I & II
.5 Health	.5 School Career Connections
1 Basic Construction	1 Building Planning & Design
3 Fine Art Credit (to include 2 World Languages, 1 Drawing and Design)	
2 Internship or Building Project (can be used as 1 World of Work Requirement)	

Pre-Engineering Plan of Study

9 th Grade		10 th Grade	
Semester 1	Semester 2	Semester 1	Semester 2
English	English	English	English
Science (Phy. Sci. or Bio)	Science (Phy. Sci. or Bio)	Science (Phy. Sci. or Bio)	Science (Phy. Sci. or Bio)
Algebra/Geometry	Algebra/Geometry	Geometry/Agl. 2 Trig	Geometry/Agl. 2 Trig
<i>Elective**</i>	<i>Elective**</i>	World History	World History
Fitness Concepts	School Career Connection	Physical Education	Drawing and Design***
Health	Physical Education	CADD I	CAD II
11 th Grade		12 th Grade	
Semester 1	Semester 2	Semester 1	Semester 2
English	English	English (Technical Writing and Communications)	English (Technical Writing and Communications)
A science course is rec.	A science course is rec.	Physics***	Physics***
Agl. 2 Trig./Pre-Calc.***	Agl. 2 Trig./Pre-Calc.***	Pre-Calc/ Calc.***	Pre-Calc/ Calc.***
U.S. History	U.S. History	Am. Government	<i>Elective**</i>
Basic Construction***	Building and Construction***	Internship or Building Project***	Internship or Building Project***
Basic Construction***	Building and Construction***	Internship or Building Project***	Internship or Building Project***

** Students are required to take 1 World of Work Credit, 1 Fine Art Credit, .5 History Credit and .5 Alaska Studies Credit

*** Indicates Academy Requirements. *** Indicates Unique Academy Courses

The vision of the ACE Academy is to educate tomorrow's leaders and solving tomorrow's problems today. The ACE Academy team is dedicated to:

- Ensuring college/workforce readiness;
- Establishing and developing relationships;
- Providing a well-rounded, rigorous and relevant course of study;
- Providing excellence and high expectations;
- Establishing and developing relationships.

■ A team of three teachers (Math, English and Construction) and one counselor will work collaboratively to support all ACE academy students toward excellence by demanding high expectations through skills. ACE Academy students will gain the skills to think critically, solve problems and communicate effectively. They will also have the ability to manage oneself, engage in learning new things, take responsibility for their actions and successes and adapt to change.

The team of ACE teachers is committed to providing a well-rounded rigorous and relevant course of study that ensures college/workforce readiness. In today's world, it is not just the content, but the **use** of content, that students need in order to be successful in continuing education or in the workplace.

This academy provides an opportunity to personalize education and for students to take courses in areas of high interest and academic strength. Students in the ACE academy will experience collaborative, cross-curricular teaching, engaging hands-on curriculum.

Additional JDHS Academic Offerings

Dual Credit/Advanced Placement

Some of the courses offered will offer dual credit for students and some courses (AP) are a part of the College Board Advanced Placement Program. Students will be able to take advantage of all of these classes as they develop their four-year academic plans with their advisors.

During the summer of 2008 several JDHS teachers will receive AP training through the College Board Workshops.

Advisory Program

Juneau Douglas High School will institute an Advisory Program so that each student in a Small Learning Community or academy has an adult that knows him or her well and who can advocate for the student. The student's advisor will be the "go to" person for families to contact.

Extended Learning, English Language Learners and Special Education Services

Extended Learning, English Language Learners, and Special Education Services will be offered for the eligible students.

Early Scholars Program

The Early Scholars Program, for grades nine through twelve, began at JDHS in 1997 as an on-going collaboration with the University of Alaska Southeast. The mission of the Early Scholars program is to create a high-achieving and culturally relevant learning environment for Alaska Native and Native American students at JDHS. The vision is that all Alaska Native students at JDHS realize their potential academically, socially, and culturally during their time at JDHS. Early Scholars who complete the program will leave with the skills and confidence necessary to be successful in any post-secondary endeavor, especially college.

The Early Scholars Program has established the following goals:

- All students make a smooth transition from middle school to high school.
- All 'Scholars' graduate from JDHS.
- All 'Scholars' leave with a strong cultural identity and sense of purpose.
- All participants enter a post-secondary education program and or career with growth potential.
- Parents, local Native organizations, and the broader community actively support the program.

Program of Study

The Early Scholars program is a four- year commitment. As freshmen, all Early Scholars take a block of mathematics and English classes. As sophomores, juniors, and seniors students take social studies together, rotating through American History, American Government, Alaska History and World History. In addition, to covering basic subject matter, Early Scholars classes may include place-based projects, Alaska Native content and language, and working with elders and members of the greater Native community.

Early Scholars Program of Study

9 th Grade		10 th Grade	
Semester 1	Semester 2	Semester 1	Semester 2
Intro. to Literature***	Intro to Literature***	World Literature***	World Literature***
Physical Science or Biology	Physical Science or Biology	Physical Science or Biology	Physical Science or Biology
Algebra***	Algebra***	Geometry* **	Geometry* **
<i>Elective**</i>	Alaska History***	World History***	World History***
Fitness Concepts	School Career Connection***	Physical Education	<i>Elective**</i>
Health	Physical Education	<i>Elective**</i>	<i>Elective**</i>

11 th Grade		12 th Grade	
Semester 1	Semester 2	Semester 1	Semester 2
Native/American Literature***	Native/American Literature***	Video Production/ Speech***	Video Production/ Speech***
Science is not required but it is recommended	Science is not required but it is recommended	Science is not required but it is recommended	Science is not required but it is recommended
Algebra II Trig.***	Algebra II Trig.***	Math Analysis***	Math Analysis***
American History***	American History***	Sociology***	<i>Elective**</i>
<i>Elective**</i>	<i>Elective**</i>	<i>Elective**</i>	<i>Elective**</i>
<i>Elective**</i>	<i>Elective**</i>	<i>Elective**</i>	<i>Elective**</i>

** Students are required to take 1 World of Work Credit, 1 Fine Art Credit, .5 History Credit and .5 Alaska Studies Credit

*** Indicates program classes

C.H.O.I.C.E. Program

Choosing Healthy Options in Cooperative Education, established in 1997, will continue to ensure that at-risk students in grades nine to eleven earn all core academic credits and get the support they need to graduate.

The mission of the CHOICE program is to support students in their goal of graduating from high school. The CHOICE program puts an emphasis on being an active member of the community through service projects, government internships, and involvement with the Big Brothers Big Sisters organization. Classes with the CHOICE program are kept near 25 per class. Students are required to attend several two-day retreats throughout the three-year program. These retreats focus on healthy decision-making, team building, and prevention.

CHOICE offers two double period classes during a four period block. This way the students have two academic and two elective teachers in their daily schedule. The teachers in the community provide hands-on, experiential learning, as well as traditional teaching approaches. Students typically work with the same CHOICE teachers while in the program. This allows the students and teachers to develop close relationships and understandings of the students' needs and abilities.

As a freshmen, in addition to the core curriculum offered, students will participate in small group sessions that focus on improving attendance and academic achievement, decreasing drug use, managing moods, and supporting group members.

As a sophomore or junior, in addition to the core curriculum offered, students are encouraged to improve their work-readiness skills. Career education is part of both the sophomore and junior curriculum.

Both years, students are expected to fulfill community service obligations. Sophomores work with Big Brothers Big Sisters or a local business. Juniors participate in internships with government offices or non-profits.

CHOICE Program of Study

9 th Grade		10 th Grade	
Semester 1	Semester 2	Semester 1	Semester 2
Intro. to Literature*	Intro to Literature*	Survey of Literature	Survey of Literature
Physical Science & Biology*	Physical Science & Biology*	N/A	N/A
Core Math*	Core Mat*h	Algebra/ Geometry*	Algebra/ Geometry*
<i>Elective**</i>	<i>Elective**</i>	World History	World History
Fitness Concepts	School Career Connection	Physical Education	<i>Elective**</i>
Health	Physical Education	<i>Elective**</i>	<i>Elective**</i>

11 th Grade		12 th Grade	
Semester 1	Semester 2	Semester 1	Semester 2
American Literature & English 12*	American Literature & English 12*	<i>Elective**</i>	<i>Elective**e</i>
N/A	N/A	<i>Elective**</i>	<i>Elective**</i>
N/A	N/A	<i>Elective**</i>	<i>Elective**</i>
U.S. History American Govt. Alaska Studies	U.S. History American Govt. Alaska Studies	<i>Elective**</i>	<i>Elective**</i>
<i>Elective**</i>	<i>Elective**</i>	<i>Elective**</i>	<i>Elective**</i>
<i>Elective**</i>	<i>Elective**</i>	<i>Elective**</i>	<i>Elective**</i>

* CHOICE students take some ‘double blocked’ classes and therefore earn a full credit during one semester.

** Students are required to take 1 World of Work Credit, 1 Fine Art Credit, .5 History Credit and .5 Alaska Studies Credit

*** Indicates Academy Requirements.

Yaakoosge Daakahidi Alternative High School

Implementation Recommendation: That the transition of Yaakoosge Daakahidi to an independent high school continue to more forward and be supported.

History and Profile

Yaakoosge Daakahidi (“house of knowledge” or “place where learning happens” in the indigenous Tlingit language) was formed in 1995 as a joint effort between the Juneau School District and Southeast Regional Resource Center to serve approximately 25 students, ages 16-21, who had dropped out of school for at least one year. Today, Yaakoos is a district-funded alternative high school (which has achieved provisional accreditation as a separate high school) that educates older students (ages 16-21) who are credit-deficient. Those age and credit criteria will continue to be dominant admissions consideration of applicants to the school, which serves 140-150 students during any single quarter. About half of the students are of Alaska Native heritage, more than double the proportion of Native students at Juneau-Douglas High School. Yaakoos graduates between 55-65 students annually.

Vision: Building Community and Connecting to Community

Students and staff wrote and adopted a vision statement in May, 2006: “Yaakoosge Daakahidi is a small school community for students who graduate at their own pace and prepare for independence.” This vision is taken literally and guides the program. For example, advisories (an adult who meets weekly with and guides a cadre of 10-16 students to graduation) and community-building activities are fundamental to the school; class sizes are no larger than 16. Students help develop their own class schedule and graduation plan to fit their life situation and goals. All students are expected to work or to be involved in an internship or community service commitment (for credit) and are rated on employability skills in each class quarterly. (Those evaluations become part of the student’s annual portfolio.)

Program of Study

Yaakoosge Daakahidi students do not have an articulated course plan. Each student’s schedule is built based on his or her credit needs. Students are not placed according to grade level. They are placed by credit need and literacy ability.

Quarterly and Daily Schedule

Yaakoos follows the Juneau School district school year calendar, but classes are structured on a quarterly basis, which permits more “entry points” for struggling students to get enrolled and get support. All core academic classes are focused on a quarterly theme and can be taken as an elective, as well. For example, science classes in one quarter may be astronomy, diseases, and experiments. The following quarter the science offerings may be zoology, sports physics, and oceanography. This practice is expected to continue. Four 75-minute classes are offered daily, including a 20-minute daily silent reading period. Six or seven classes are offered each period. Fridays are dedicated to advisory time, whole-school activities, or independent living skills workshops offered by 35 community members. It is expected that this schedule will be maintained.

Place-Based Academy

Yaakoos strives for a focus on a sense of the region and its people. Classes almost always have a deliberate connection to the geographic area or indigenous culture. For three school years, Yaakoos has worked closely with Sealaska Heritage Institute to develop, pilot, and deliver lessons that incorporate place-based themes.

Advanced Classes/Dual Credit

Students who have established at least one quarter of excellent attendance and academics are eligible for a school-provided scholarship to pay 90 percent of a University class for dual (high school and college) credit. A student's core curriculum is supplemented by online and traditional textbook-based correspondence classes (which Yaakoos purchases). Students are encouraged to choose challenging materials. In addition, students are invited to pursue advanced English credit (six novels and six essays for a half-credit) through small group literature sessions with the English teacher. Yaakoos does not offer AP classes at this time and does not anticipate doing so unless there is an additional allocation of staff.

Extended Learning, English Language Learners, and Special Education

Yaakoos has learners along the entire spectrum. All students take a reading inventory twice annually and are placed in "clustered" literacy classes based on this score and upon a quarterly writing sample. Students never are separated into special education or extended learning classes per se because class sizes are kept quite small which facilitates differentiation within each class and allows the teacher to work closely with each student to meet individual needs. Although we have a full-time special education-certified teacher, all teachers are expected to accommodate the needs of all learners.

Population Projection

It is expected that once the Marie Drake Building has been remodeled, Yaakoos will occupy one floor, as well as have use of the gym, the planetarium, and the construction shop downstairs. The transition is anticipated in school year 2010-2011. At that time, "true" freshmen (eighth graders starting high school) may apply to the program and it's expected that a smaller learning community exclusively for ninth graders will be developed. The Yaakoos population may go as high as 200, with up to one-quarter of the positions potentially open to incoming freshmen.

Athletics and Activities

Yaakoos students, as members of a designated alternative high school, may under Alaska Student Activities Association (ASAA) rules participate in athletics and activities at any ASAA school. Yaakoos has several students each year who participate and travel with JDHS Student Council and the Crimson Bears football team. This year a Yaakoos student is on JDHS varsity basketball team. Students have expressed interest in a stand-alone basketball team that could compete with small schools in Southeast, but that decision likely will not be made until we have a gymnasium as part of our school. There will be a cost of greater than \$10,000 for a roster of 10 to make five to seven ferry trips in Southeast Alaska, to purchase uniforms, to provide an extra duty contract to a coach, and to pay for substitute teaching time. That cost will be greater if a team must fly. The decision about whether to offer an intramural program (which will necessitate a small

budget for hourly supervision) will be determined by the Site Council once the program takes possession of Marie Drake and the gym.

Professional Development

The dozen-member staff (six allocated, one special education, five grant-supported) of Yaakoos already has formed a Professional Learning Community. Teachers gather about ten times yearly to share and evaluate student work based on standards. Peers provide support and feedback to each other about how to strengthen teaching strategies to increase student achievement. In addition, the staff is committed to further integrating technology, as all students and teachers are issued a laptop.

Such professional development costs approximately \$5,000 annually. It is hoped that in addition one or two teachers per year could be sent to a content-specific conference for an additional annual cost of about \$2,000-\$4,000. The Yaakoos professional development costs are incorporated in the professional development section of this report.

Independent High School

Yaakoos has received provisional accreditation from the Northwest Association of Accredited Schools. In January the school will begin the self-study process (for which we have three years) in expectation of a site visit in the spring or fall. Accreditation is expected to be approved at the June or December, 2008 meeting of the NAAS.

Cost: A budget of approximately \$3,000 is associated with the transition of Yaakoos to an independent high school.

Additional Academy Development – 2009-2011

Additional Academy Development

Considerable time was spent reviewing public comment, working with staff and garnering input from students to develop a priority listing of academies to be developed during the 2009 -2011 school years.

The general consensus was to develop the following academies:

- International Baccalaureate/Liberal Arts Academy**
- Arts Academy
- Healthy Science Academy
- Research Academy

Both Thunder Mountain High School and Juneau Douglas High School administrators will work together and with District administration, Board and community to define additional academy development for the 2009-2010 school year and the years that follow.

Evaluation of academy success, student interest and other criteria defined in the evaluation component of this report will be used in future academy development.

** Note: An International Baccalaureate program requires approval by the international organization. This process will begin during the 2008-2009 school year.

Professional Development Plan

Implementation Recommendation: The following five year (2007-2012) professional development plan to implement the Next Generation be adopted and funded.

Expectations for the professionals implementing the Next Generation plan are high. Staff will be asked to further refine skills or develop new skills and ways of teaching. Learning will become the focus over teaching. This is a change from how business has been conducted in the past. Change is hard and to effect change there needs to be the right conditions for that change to occur. According to educational consultants who have studied the change process (Villa and Ambrose, 1995), without the necessary skills and resources to effectively make any proposed change, the staff involved will be frustrated and filled with anxiety.

The framework for the recommendations for this professional development is outlined in the *Breaking Ranks II* research prepared by the National Secondary School Principals' Association, which is directly aligned to national standards through The National Staff Development Council (NSDC). The framework includes:

- Supporting a professional learning community
- Standards and practices of professional development that will build team
- The need for each principal and staff member to have a Personal Learning Plan that takes into account the skills and knowledge each staff member must acquire to implement the Next Generation plan.

Learning Communities

This component asks the staff and leadership to first evaluate its effectiveness and their capacity to establish a community that respects learning for all—students, staff members, families and community members.

Examples of the skills and conditions required include:

- Using shared planning to develop units, lessons, and activities;
- Learning from one another by watching each other teach;
- Collectively studying student work to identify weaknesses and plan new ways to teach to those weaknesses;
- Sharing articles and other professional resources for ideas and insights;
- Conducting book studies of books on teaching and learning;
- Talking with one another about what and how you teach and the results your teaching produces;
- Jointly exploring a problem, including data collection and analysis; conducting action research;
- Attending training together and helping each other implement the content of the training; and
- Participating in continual quality improvement activities.

Standards and Practices

This aspect of the framework provides the structure for continual goal setting and action planning. It insures on-going assessment of the effectiveness of the professional development required to support the strategies, processes, and programs being implemented in the plan.

Staff development that improves the learning for all students must (*Breaking Ranks II*):

- Use disaggregated student data to determine adult learning priorities, monitor progress and help sustain continuous improvement;
- Use multiple sources of information to guide improvement and demonstrate its impact;
- Prepare educators to apply research to decision making;
- Use teaching and learning strategies appropriate to the intended goal;
- Apply knowledge about human learning and change;
- Provide educators with the knowledge and skills to collaborate;
- Deepen educators' content knowledge, provide them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepare them to use them to use various types of classroom assessments;
- Provide educators with the knowledge and skills to involve families and other stakeholders appropriately.

Creating a Personal Learning Plan

According to research (Collin 1998), the effectiveness of a comprehensive professional development plan is measured by each staff member's personal awareness of the skills they require to improve student performance – and their ability to acquire those skills. Therefore, each staff member must reflect upon his or her development needs as they relate to the plan and create and continually update a Personal Learning Plan (PLP).

Learning plan development must be based upon the following approaches to self-evaluation tools that include:

- Quantitative tools such as rating scales, checklists, or self-rating forms.
- Videotaping a classroom performance. "Videotaping allows evaluatees to see themselves as others see them and reduces the subjectivity that is normally involved in evaluating one's own performance." (Webb & Norton, 1998)
- Portfolios
- Peers and students as resources. Peer-to-peer classroom observations, peer review of lesson plans, handouts, or worksheets, and student evaluations provide the needed feedback necessary. Research refutes the criticism that evaluations by students are nothing more than a popularity contest, grade dependent, or of limited value because of the inexperience or immaturity of student evaluators (Follman, 1995). "Using student evaluations demonstrates to students that their opinions are valued and may encourage them to become more involved in the learning process" (Herbart 1995).

To accomplish a professional development plan guided by PLPs, five models of staff development (Hirsh, 1997, as cited by Webb & Berbuegler, 1998) must be utilized:

- Teacher inquiry - This could be solitary or a collaborative project of a small or large group. It can be formal or informal in can take place in a variety of settings including the classroom (action research). This will result in teachers who are skilled at defining a problem, reviewing the professional literature, and collecting, analyzing, and interpreting data.
- Training Programs – Training, specifically in-service training, retreats, etc., are the most common approach and are often a “one-shot” experience by a local, regional or national expert. The problem with this model is follow through after the workshop. However, done correctly it can be very effective. Research by Sparks and Loucks-Horsley (1989) states that to make them effective training sessions they should be spaced one or more weeks apart so that content can be ‘chunked’ for improved comprehension and time for practice. Also noted is that teachers prefer their peers for trainers: they feel more comfortable and report that they receive more practical suggestions.
- Observation and assessment – Research and experience of hundreds of school districts support the fact that when properly conducted, observation, including pre- and post conferences, will yield valuable and valid information about teacher performance.
- Individually guided activities – The teacher determines his or her staff development goals and selects the activities that will result in the achievement of the goals. The types of activities teachers engage in (workshops or conferences, model school visits, university courses, reading, action research etc.) are determined by the teacher’s preferred learning style.

Finally, the plan must be able to deliver results. The bottom line is this: did the development plan improve student learning? The school’s individual Accountability Plan, the teachers’ Personal Learning Plan and the over-all evaluation plan of the Next Generation implementation will guide whether the overall professional development plan is successful.

Cost:

The cost for implementing the professional development plan described above is \$80,000 per year for staff training retreats, contracts with consultants, stipends for study groups, professional texts and training workshops, travel for conferences, school visits, AP training, conference registration fees, and substitute fees for staff to do classroom observations.

All staff will be trained to use Enid Lee’s model and tools (equity audits). Access to this training for all staff will model the district’s commitment to equity for all students.

Staff in-service trainings will be designed to support the goals of implementing the Next Generation Plan and will be outlined in the school’s Accountability Plan.

All staff and administration will complete a Personal Learning Plan (PLP) to be approved by the evaluator by October of each school year.

A weekly staff development period will need to continue as has been conducted during the first semester of the 2007/08 school year. This can be accomplished by continuing early release days once day each week.

Athletics & Activities Plan

Implementation Recommendations:

Both high schools will have comprehensive athletic and activities programs by the second year of this phased in approach. In the first transitional year Juneau Douglas High School will maintain its full complement of athletics and activities as Thunder Mountain High School implements an intensive intramural program to prepare for inter-scholastic ASAA competition in year two.

All Juneau School District high school students will be able to participate in all ASAA sanctioned athletics and activities during year one when the ninth through eleventh grade program at Thunder Mountain High School is designated as a “magnet.”

It must be emphasized that this is a one-year only configuration to encourage maximum participation of as many students as possible in as many activities and athletics as possible, while a community-based funding solution is developed by the Task Force Exploring Activities Money (TEAM).

In the 2009-2010 school year, since both Thunder Mountain High School and Juneau Douglas High School will be comprehensive high schools and have similar number of students in grades nine through twelve, both schools will have equitable district support and financing for full ASAA membership and participation in state sanctioned activities and athletics as the “JDHS Crimson Bears” and the “TMHS Falcons”.

Background:

One of the most difficult issues the Secondary Education Planning Team faced in regard to implementation of the Next Generation Plan has been the issue of how to implement a comprehensive sports and activities program, including intramurals, at both Juneau Douglas High School and Thunder Mountain High School.

The Next Generation plan outlined the following recommendation regarding activities and athletics for the three schools:

"Comprehensive athletic and activities programs, including intramurals, will be implemented at JDHS and TMHS with Yaakoosge Daakahidi offering its own extracurricular activities and sports program. The school district will lead a community effort to work for stable and adequate funding to improve equitable and affordable access and expansion of extra curricular activities and sports."

The original Next Generation plan's directives were in response to the data available that showed that only half (781 students) of the student body at JDHS participates in sports and activities and that the participation by ethnicity did not reflect equitable participation. For instance, approximately 50% of the Caucasian, Asian Pacific, and Hispanic students participate in activities/athletics, 40% of the African American student count, but only

27% of the Alaska Natives and 13% of the American Indian student population participate.

The Next Generation plan also recognized that participation in sports and activities helps to engage students in school. Some of the supporting research on this topic is attached as an addendum to this report.

Since JDHS has a rich history of athletic and activity success in Region V and across the state, one of the issues that the Next Generation Planning Team faced was the dilemma of dividing the school into two smaller teams/activity rosters and the areas of concern surrounding this division. At the same time the dilemma was how to design a plan that would preserve unity and offer equitable opportunities for participation.

In order to address this issue a number of steps have been taken to date:

To address the funding issues:

1. A task force was convened by the Mayor and the School Board President and charged with making recommendations on at least three scenarios for future extra-curriculum activities and sports programs on a district-wide basis for the middle and high schools in the Juneau School District on the assumption that the programs offered guarantee equitable and affordable access to all students. Each scenario is to outline the amount and sources necessary to sustain the programs.
2. Andrew Meiners, C.P.A., compiled a comprehensive report regarding the funding sources and fees and out of pocket costs associated with participation in activities at JDHS. Mr. Meiners' analysis is included as an addendum to this report.

To address the questions of how to phase in the activities and athletics programs at TMHS and at Yaakoosge Daakahidi:

1. A survey was conducted by the school district of both middle schools in the Juneau School District to gather information about the students' interest in, and participation in, activities and sports.
2. A survey was conducted by an outside research firm of families of current students in the District and of those who graduated within the past two years.
3. Public input was also garnered through a series of public testimony, emailed and mailed comments.

The Secondary Education Planning Team struggled with the data and while it was recognized that the vast majority of all those who commented and participated shared the goal of doing what was best for kids – it was clear that how to get to having two comprehensive high schools with equal sports and activities at both schools is a complex and difficult issue.

The planning team also recognized that the District really is a year behind in the process of adequately planning for all aspects of sport and activity programs at Thunder Mountain and at best, recommendations that come forward from the community/school task force to help address issues will not be able to be implemented in time to impact sports and activities at Thunder Mountain High School During the 2008-2009 school year.

Because of that, the Secondary Education Planning team made the decision to advance the implementation recommendations cited above.

The rationale for these recommendations is based on two important factors:

1. The Secondary Education Planning Team recognizes that there are financial barriers that cannot be resolved in time to implement a comprehensive inter-scholastic program by the 2008-2009 school year.
2. The Secondary Education Planning Team also acknowledges the warning in the “Next Generation” proposal adopted last May that “the issue of funding and creating a more equitable funding mechanism is a significant community issue that is much larger than just the two high school programs. The sports and athletic programs are a source of some of the inequities that currently exist in our school system and community.”
3. The Next Generation proposal recommended that “the school district should lead a community effort to work for stable and adequate funding to improve equitable and affordable access and expansion of extra-curricular activities and sports.” In order to respect the timeline of the TEAM as it seeks a funding solution, the phased in approach recommended here is deemed essential.

Implementation Recommendation: That a strong intramural program be supported at Thunder Mountain High School during the 2008-2009 school year.

Background

It is the consensus of the Secondary Education Planning Team that Thunder Mountain High School must have a school identity that develops through a rich array of school-based events. Students must be able to develop the school pride, loyalty and spirit that is critical for establishing a positive school climate for students, families and the school community.

The Secondary Education Planning Team recommends that the following two strand Intramural Program be implemented at Thunder Mountain High School for the 2008-2009 school year:

1. Thunder Mountain High School lunchtime intramural program

As a supplement to the academic program, a school-wide intramural program will be a regular part of the school day during lunch hour. This program will give students the opportunity to participate in a wide variety of clubs and activities from table tennis to book clubs; from chess, Monopoly, and Trivial Pursuit to dodge ball, spelling bees, badminton, and more. These programs will be supported with funding for advisors and supervisors.

2. Thunder Mountain High School after school, evening, and weekend intramural program

There must also be a comprehensive Intramural Program offered after school hours, with intramural contests at night and on weekends that could include, but not be limited to, the following:

<u>Competitive Team & Events</u>	<u>Individual Sports</u>	<u>Clubs and Activities</u>
Flag Football teams	Alpine Skiing	Drama/Debate/Forensics
Volleyball teams	Riflery	Art Club
Cross country events	Bowling	Close-up
Wrestling events	Mountain biking	Model UN
Basketball teams	Climbing	Music festivals
Soccer teams	Hiking	World languages
Baseball teams	Ice Skating	Interact
Softball teams	Tennis	National Honor Society
Track & Field events	Weight lifting	Music and theatre productions
Dance/Drill team	Nordic skiing	
Cheerleading		

These activities and intramural sports must be supported with funds for equipment* and supplies, to pay coaches and advisors, and to provide officiating when necessary.

(* excluding skis, skates, bikes, rifles, and other personal participant unique needs)

Juneau Douglas High School intramural program

As a supplement to the academic program, a school-wide intramural program will be a regular part of the school day during lunch hour. This program will give students the opportunity to participate in a wide variety of intramural activities from volleyball to chess, Monopoly, flag football, spelling bees, basketball, academic decathlon, table tennis, badminton, and the list goes on. These programs will be supported with funding for advisors and supervisors.

Costs:

Juneau School District
Recommended Operating Fund Budget Increment For
Student Activities
FY 2009

Expenditures

Lunch Intramural Program at JDHS and TMHS	11,900
Activity Program and Expanded Intramural at TMHS	55,000
Activity Bus to JDHS from TMHS	12,500
<i>Total Increase</i>	<u><u>79,400</u></u>

Staffing and Enrollment: FY 2009

Certificated Staff

In determining the number of teachers needed at Juneau-Douglas High School and Thunder Mountain High School student enrollment was the first consideration. Juneau School District uses a formula-driven process to allocate teachers per building. At the high school level a ratio of 25.25/1 is used. At JDHS a student enrollment of 941 is anticipated and at TMHS the district is planning for 500 students. Using this formula it was determined that JDHS would need 37 classroom teachers and TMHS would need 20 classroom teachers. In addition to classroom teachers, the district also allocated teaching specialists. Specialists include counselors, librarians, advisory support, extended learning teachers and English-as-a-Second Language (ESL) teachers. JDHS's allocation for specialists will be 6.00 Full Time Equivalents (FTE) and TMHS will be 4.60 FTE. Additional teaching support is also included 3.60 FTE at JDHS and 1.20 FTE at TMHS. This FTE will be used to provide classes in the state-mandated Alaska studies, support students in preparation for the High School Graduation Qualifying Exam and to provide additional electives. The additional teaching support positions were prorated between the two high schools based on enrollment.

Consideration was then given to the courses required for graduation and the number of students who need to take these required courses. This work allowed the district to determine how many teachers are needed in the core subject areas. The next step was to determine how many students are likely to enroll in various electives based on this year's class enrollment (with adjustments for FY09 enrollment projections). Staffing decisions were then made on the number of elective teachers needed and in what specialty.

Decisions were also made in the allocation of special education teachers. Ultimately special education staffing is driven by individual student need. However, it was decided that the Low Incidence Program would remain at JDHS and the Transitions Program would be moved to TMHS. It was decided that an additional teacher was needed in the emotionally disturbed category so there would be support at both high schools.

Administrative support was a further consideration in certified staffing. Of course TMHS will continue to need a full-time principal as well as an assistant principal. An Activities Coordinator is recommended to work part-time at TMHS and to provide district-wide support. In addition, the District would continue to have activities administrative support at JDHS as in the past.

Certificated Staffing Plan Budget

Juneau School District
High School Planning Certificated Staffing Plan
FY 2009

	Budget Recommendation		
	JDHS	TMHS	Increment
	Positions		
Certificated Staffing			
Enrollment Allocation	37.00	20.00	0.00
Extended Learning	1.00	0.60	0.20
English as a Second Language	1.00	1.00	0.00
Counselors, (including Extended Learning and Drop Out Prevention Specialists)	3.00	2.00	0.00
Librarian	1.00	1.00	1.00
Vocational	1.00	0.00	1.00
Other Positions (HSGQE support, Alaska Studies; and to expand electives)	2.60	1.20	0.30
<i>Subtotal</i>	46.60	25.80	2.50
Special Education	6.00	4.00	1.00
<i>Total</i>	52.60	29.80	3.50
<i>Grant Funded</i>			
Special Education	3.00	0.00	0.00

Note: the Transitions Program will re-locate to Thunder Mountain High School from its leased facility. The Transitions Program has one special education teacher not included above.

Classified Staffing Plan FY2009

Although staffing for support personnel is to some degree a factor of student enrollment it more accurately is a reflection of function. For FY 2008 an administrative assistant was hired to work with the Thunder Mountain High School principal during the planning stage. This position will continue as part of the staffing plan for FY2009. It was determined that the same level of administrative assistants would be needed at both high schools, which means an increase of two positions. Additional positions are also recommended so TMHS will have the support needed to operate. The needed positions include; a Career Advisor Specialist, a half-time Office Assistant, a Computer Technician, a half-time Athletics/Activities Assistant, a Nurse and an Auditorium Manager, who would begin second semester with the anticipated opening of the auditorium. The district recommends an additional custodian be hired to cover the increased square footage that must be cleaned. It would seem reasonable to think more than one custodian would be needed as we add an additional building but, a custodian position from Juneau-Douglas High School and the custodian positions currently at a Marie Drake will shift to TMHS.

Special education para-educators, as with teachers, are a reflection of individual student need. Currently we anticipate 12.8 special education paras to be located at Juneau-Douglas High School and 1 at TMHS. However, with the Transition Program moving to TMHS the 5 special education para positions from that program will move to TMHS. The staffing proposal for special education paras does not require additional positions.

Juneau School District High School Planning Classified Staffing Plan FY 2009

Classified Staffing	Budget Recommendation		
	JDHS	TMHS	Increment
Administrative Assistant--HS	1.00	1.00	0.00
Administrative Assistant	2.00	2.00	2.00
Extended Learning/English as a Second Language Administrative Assistant	0.50	0.50	0.00
Library Assistant	1.00	0.53	0.00
Career Advisor Specialist	1.00	1.00	1.00
Office Assistant II	1.00	0.50	0.50
Registrar	1.00	0.00	0.00
Para-educator	1.00	0.00	-0.80
Special Education Para-educators	12.80	6.00	0.00
Computer Technician	1.00	1.00	1.00
Athletics & Activities	2.00	0.50	0.50
Nurse	1.00	1.00	1.00
Auditorium Manager	1.00	1.00	1.00
Head Custodian	1.00	1.00	0.00
Custodian	7.00	5.00	1.00
	34.30	21.03	7.20

Note 1: the auditorium manager will be hired second semester. Note 2: the Transitions Program will re-locate to Thunder Mountain High School from its leased facility.

Open/Closed Campus

Implementation Recommendation: Juneau Douglas High School and Thunder Mountain High School will transition to a closed campus for ninth, tenth and eleventh grade students over the next three years.

Background

Currently Juneau Douglas High School has an open campus. This means that students are free to leave the school and campus at lunch times or when they have an open period in their schedule. Past Boards of Education have wanted to close the campus to some or all students, but were unable to do because it is not reasonable to close the campus during lunch period and not provide a full meal program for students. A full meal program was not practicable because of the size of the student body. The current situation that requires students move between JDHS and Marie Drake for their classes was another impediment to closing the campus.

Public testimony, written comment and the telephone survey all confirmed that the majority of parents think that a closed campus is a good idea, especially for underclassmen. Student feedback was universally against the idea of a closed campus. The Secondary Education Planning Team recommends phasing in a closed campus concept at both JDHS and TMHS. The team recommends that whatever plan for open/closed campus is adopted that it be the same for both of these high schools. The transition plan recommends that in 2008-2009 the school be closed for freshmen only. Starting with freshmen - who will be in an identifiable community - will facilitate the supervision for the first year of closed campus.

The following phased approach for closing campuses at Juneau High Schools is recommended:

School Year	Juneau-Douglas High School	Thunder Mountain High School	Yaakoosge Daakahidi
2008-2009	9 th grade closed campus only 10 th , 11 th 12 th open	9 th grade closed campus only 10 th , 11 th open	Open campus
2009-2010	9 th and 10 th grades closed campus only 11 th and 12 th open	9 th and 10 th grade closed campus only 11 th and 12 th open	Open campus
2010-2011	9 th through 11 th grades closed campus only 12 th grade or those with senior credits – open campus	9 th through 11 th grades closed campus only 12 th grade or those with senior credits – open campus	Open campus based on age and number of credits

School Choice

Implementation Recommendation: The current lottery process will be amended to incorporate geographic location as a first deciding factor employed if numbers of students exceed or go below school or program capacities.

Background

One of the four key principles of the Next Generation Plan is choice. Students and families will be able to choose which school students attend and the program or academy in which they wish to enroll.

The community survey indicated that more parents thought location should be the first criteria than any other factor. The District will determine the population center for students using the district's boundary software. The line is expected to be around Fred Meyer. Students who live north of that line will have first choice in the lottery for Thunder Mountain High School. Students who live south of that line will have first choice of Juneau Douglas High School. Extra points will be awarded to students who live within a mile and a half walking distance of a school. This will give priority to the neighborhood students and will also reduce the use of buses. It is intended that the lottery will be necessary only in initial ninth grade assignments. Reallocation of student population will begin at that grade each year in order to preserve the established placement of students in upper grades.

Following the first year, before the lottery proceeds, students who were enrolled in an academy or school the previous year who want to remain there will be placed in that same academy/school. Students will be able to change academies at registration time each year.

The District's current lottery procedures are included as an appendix to this report. Changes to lottery procedures will be made prior to student enrollment and registration for the 2008-2009 school year.

Transportation Plan

Pupil Transportation Services

Opening Thunder Mountain High School requires a new operations plan to provide pupil transportation. Morning and afternoon times and routes will be adjusted. Shuttle buses will be added to transport students between the high schools during the lunch break.

Home-to-School and School-to-Home Services

Three routes will serve both schools by first stopping at the first school and then stopping at the second school. These are the routes that serve students at the farthest ends of the pupil transportation service areas:

- a) North Glacier Highway
- b) North Douglas
- c) Douglas

The latter two buses will also transport students who live near Juneau Douglas High School to Thunder Mountain High School.

The remaining fourteen (14) high school routes will be redesigned so that each route serves either Juneau Douglas High School or Thunder Mountain High School, but not both. Generally every stop currently served will have both a bus serving Juneau Douglas High School and a bus serving Thunder Mountain High School. The exception is that the District will not provide bus service to stops that are within 1.5 miles of Thunder Mountain High School in accordance with Board Policy 8600. Those students will be expected to walk to school.

The drawback to this plan is that each of the fourteen bus routes has more stops. Figuring an average time of one minute per stop to load or unload students, this adds between five minutes to 17 minutes per bus route. This is not a problem in the morning, but it is in the afternoon because each bus also serves either an elementary or middle school, or in one case, both. Consequently, this plan recommends that bell times for the high schools be set 15 minutes earlier with first period beginning at 7:45 AM and school dismissing at 2:00 PM. It is recognized that this is not an ideal schedule for adolescent students and the administration will continue to look at options for year two of implementation of this plan. This plan is recommended now as it is the most cost effective way to proceed.

Because this plan does not add buses, this plan revision is not expected to cost any more money.

Shuttle Services

Two buses will be needed with one bus transporting students from Thunder Mountain High School to Juneau Douglas High School, with the other transporting students from Juneau Douglas High School to Thunder Mountain High School. Students will be transported during their lunch period. Since this is a new service, the estimated cost will be \$25,000.

Five-Year Evaluation Plan

The Secondary Education Planning Team proposes a professional, external evaluation process, which will extend for a minimum of five years at an estimated annual cost of approximately \$60,000. The components of this evaluation should include:

- A random, demographically-reflective, professionally-conducted telephone survey of high school households (approximately \$10,000 annually) which addresses items including:
 - Family satisfaction with the high school experience;
 - Perception of and accessibility to activities and athletics; and
 - Items included in the most recent Hellenthal survey which remain pertinent.

- A collection and analysis of data utilizing existing protocols or instruments which already have established a baseline, including:
 - Youth Risk Behavior Survey (particularly the section on connectedness), next in 2008;
 - Association of Alaska School Board connectedness survey;
 - Re-institution of the six-year-post-high school telephone survey of past grads;
 - Attendance;
 - Category I disciplinary incidents;
 - Annual drop out data;
 - Four-year on-time graduation data;
 - Numbers and demographics of students in activities;
 - Numbers and demographics of students in advanced and Advanced Placement classes;
 - Freshman failure rates and credit accomplishment on a semester-by-semester, class-by-class basis.

- The annual development and analysis of new data, collected through surveys and focus groups, including:
 - Staff satisfaction with their professional experience;
 - Student satisfaction and engagement with various aspects of their high school experience;
 - Departing graduates' perception of items such as development of self-confidence, academic growth, and post-secondary plans as a result of their high school experience;
 - A tracking of the disposition of all ninth graders up through their 22nd birthday (obviously an effort sustained beyond three years).

Budget

Budget Summary

The budget increments associated with opening Thunder Mountain High School and implementing the Next Generation Plan are organized into three increments:

- 1) Costs for opening Thunder Mountain High School;
- 2) Costs for implementing recommendations for the Next Generation Secondary Education Reform; and
- 3) Costs for an activity and intramural program at Thunder Mountain High School and a lunch hour intramural program at Juneau Douglas High School.

Budget Increment for Opening Thunder Mountain High School

Revenue Explanations

Opening a new school means additional revenue to the District as well as additional costs. The foundation formula is based on the number of students in a school, with more weighting towards smaller schools and less weighting for larger schools. Furthermore, each separate school gets its own boost to cover a school's overhead such as utilities, school administration, and school support services.

The District is faced with some uncertainties as it forecasts the additional revenue for Thunder Mountain High School because there are some key factors in the foundation formula that may be updated by the Legislature as it considers the report from the Joint Legislative Education Funding Task Force and Governor Palin's budget recommendation. In order to project conservatively, the attached budget uses the factors as currently enacted into law. Two factors are used that may change and will increase this revenue projection:

- 1) The District Cost Factor, also known as the Area Cost Differential, is at 1.005; it may increase under the Governor's recommendation to 1.075.
- 2) The Base Student Allocation is the amount of money provided by the enrollment of the school. In this analysis it is \$5,380 per district adjusted average daily membership. The base student allocation may increase under the Governor's recommendation to \$5,580.

Getting an increase in the foundation formula also allows the City and Borough of Juneau to match 23% of the increase.

The District can reasonably expect more state foundation revenues and matching CBJ appropriations under Governor Palin's recommended three-year education plan to the Legislature. The District estimates that after subtracting for increased personnel costs and inflationary factors, there will be sufficient money available for these recommended budget increments and other enhancements. These recommended budget increments will be submitted to the school board as part of its budget process.

Expenses Information

Information concerning projected expenditure increments came from many different sources, including, in some cases, the study done by Elgee, Rehfeld, Mertz, LLC in 2004.

Additional Personnel

These increments are based on the staffing plans described earlier in this document. Personnel costs are based on current (FY 2008) salary and benefit packages. A separate budget increment will adjust the salary and benefit package costs for **all** positions to their FY 2009 salary schedules and benefit packages.

Increase Principal to 1.0 FTE paid from Operating Fund

One-half of the Thunder Mountain High School principal's salary and benefits is paid from construction funds during FY 2008. These funds will not be available for her salary and benefits after FY 2008.

Estimate Mileage for Teachers Traveling Between Schools

Some teachers will teach at both schools and will travel during the day between campuses. They are eligible to be paid for their mileage between campuses at the prevailing rate as set by the IRS.

Set Up Textbooks and Other Supplies

Thunder Mountain High School officials will need to purchase many small supplies to set up school. Likewise, it will need to buy copies of textbooks in those instances that there are not enough textbooks to share between the two campuses. These supplies and textbooks cannot be paid out of construction funds.

Utilities, Technology Expenses, Maintenance Supplies, and Property Insurance

These are additional costs for operating another facility.

Shuttle Bus

The transportation plan provides an opportunity for students to shuttle between campuses during the lunch period.

Less cost of Transitions House lease

The District will move the Transitions Program from a leased facility to Thunder Mountain High School.

Juneau School District
Recommended Operating Fund Budget Increment To
Open Thunder Mountain High School
FY 2009

Assumptions

1. 500 Students at THMS
2. Current Foundation Formula
3. Average, current cost of a teacher, with benefits at \$76,000

Revenue

Increased State Foundation Program Revenues	931,719	
Increased CBJ Appropriations	214,295	
<i>Total Increase</i>	1,146,014	

Expenditures

Additional Teachers (3.50 FTE)	266,000	
Additional Classified Staff (7.20 FTE)	354,000	
Increase TMHS Principal to 1.0 FTE to be paid from operating fund	66,900	
Activities Coordinator (.5 FTE TMHS; .5 FTE DW)	95,600	
Estimated Mileage for Teachers Travelling Between Schools	4,000	
Set Up Textbooks and Other Supplies	40,000	
Estimated Utilities for TMHS	173,873	
Increased Technology Expenses for TMHS	14,000	
Increased Property Insurance	44,189	
Increased Maintenance Supplies and Materials	23,602	
Provide a Shuttle Bus to Transport Students Between Campuses	25,000	
Less cost of Transitions House lease	-30,300	
<i>Total Increase</i>	1,076,864	

Note: there will be additional custodial costs in the third year (FY 2011).

High School Enrollment Projections

Juneau School District High School Planning Enrollment Projections FY 2009

Grade	During October 2007 (FY 2008)		For October 2008 (FY 2009)		Optional Programs					Comprehensive HS		
	Reaume	WADM	Reaume	Prediction	HB	JYC	JYS	Trans	YK	Total	JDHS	TMHS
9	517	497	442	442	12	5	13		6	406	203	203
10	412	437	454	454	11	8	11		48	376	188	188
11	462	441	400	400	19	3	4		48	326	217	109
12	422	396	402	402	14	1	4	12	38	333	333	0
<i>Total</i>	<u>1,813</u>	<u>1,770</u>	<u>1,698</u>	<u>1,698</u>	<u>56</u>	<u>17</u>	<u>32</u>	<u>12</u>	<u>140</u>	<u>1,441</u>	<u>941</u>	<u>500</u>

Operating Fund Budget Increment for Next Generation Secondary Education Reform

In addition to the costs for opening a new high school there are also costs associated with successful implementation of the Next Generation Plan the Board adopted last summer. The plan’s vision is success for all students. Additional student interventions are necessary to provide support for that success. The tiered level of student supports are described in the Academic Programs section of this recommendation. For the Next Generation Plan to be successful staff also need support to develop a new approach to teaching. The Professional Development Plan is described in the report. In order to identify what is working and what needs changing the district needs to evaluate the implementation of the Next Generation Plan. That evaluation will need resources and expertise that need to be contracted with outside of the district.

Juneau School District
Recommended Operating Fund Budget Increment For
Next Generation Secondary Education Reform
FY 2009

Expenditures

Support Period for Academy & SLC leaders (2.0 FTE)	152,000
Tier I Support (.8 FTE for Support Classes)	60,800
Tier II Support (Tutoring)	5,000
Tier III Support:	
Student Scholarships for Summer School	4,500
Post Instructional Day Teachers (1.2 FTE for second semester)	45,600
<i>Subtotal</i>	<u>267,900</u>
Professional Development	80,000
Evaluation	45,000
<i>Total Increase</i>	<u><u>392,900</u></u>

Recommended Operating Fund Budget Increment for Student Activities FY 2009

The budget increases for activities and intramural programs are for a single year. The Task Force Exploring Activity Monies is investigating ways to provide sustainable support to activities and athletics for the long term. The costs here allow the district to use this next year to start a rich program of intramural activities that was envisioned in the Next Generation Plan

Juneau School District Recommended Operating Fund Budget Increment For Student Activities FY 2009

Expenditures

Lunch Intramural Program at JDHS and TMHS	11,900
Activity Program and Expanded Intramural at TMHS	55,000
Activity Bus to JDHS from TMHS	12,500
<i>Total Increase</i>	<u><u>79,400</u></u>

Facilities

The Juneau School District Board of Education charged the Secondary Education Planning Team with planning for the implementation of the Next Generation Plan. The Next Generation Plan is a new way of providing high school education in Juneau. The plan takes advantage of the opportunity of opening Thunder Mountain High School to initiate this change. The construction of Thunder Mountain High School is outside the charge of the Secondary Education Planning Team and is not addressed in the recommendations in this report. District administration will bring contingency plans for the opening of Thunder Mountain High School to the Board Facilities Committee. These plans provide options to consider if the construction of Thunder Mountain High School is not completed on time. The Facilities Committee will bring the committee recommendation on these contingency plans to the Board at its December 18, 2007 meeting.

APPENDIX

Overall Athletics and Activities Program Cost Analysis:



Andrew J. Meiners Certified Public Accountant

David Means
Business Manager
City and Borough of Juneau School District
10014 Crazy Horse Dr.
Juneau, AK 99801

I have performed the procedures enumerated below, which were agreed to by the Business Manager of Juneau School District, solely to assist the district in evaluating the funding sources and costs associated with activities at Juneau Douglas High School as of and for the year ended June 30, 2007. This agreed-upon procedures engagement was performed in accordance with consulting services standards established by the American Institute of Certified Public Accountants. The sufficiency of these procedures is solely the responsibility of the specified users of the report. Consequently, I make no representation regarding the sufficiency of the procedures described below either for the purpose for which this report has been requested or for any other purpose.

My procedures are as follows:

I have compiled a comprehensive report, which includes:

- Combined Schedule of Funding Sources and Costs for JDHS Activities
- Combining Schedule of Funding Sources and Costs for JDHS Activities
- Schedule of Expected Out-of-pocket Costs Associated With Participation in Activities

These schedules identify the following information:

1. Student activities which are offered and active at Juneau Douglas High School.
2. Funding sources of each activity.
3. Costs incurred to provide each activity.
4. Expected out of pocket costs for each activity as if the student were to participate at the varsity level.
5. Activities which offered scholarships for participation and those who required fundraising for participation.

I was not engaged to, and did not; perform an examination, the objective of which would be the expression of an opinion on the financial information discussed above. Accordingly, I do not express such an opinion. Had I performed additional procedures, other matters might have come to my attention that would have been reported to you.

This report is intended solely for the use of the Juneau School District and should not be used by those who have not agreed to the procedures and taken responsibility for the sufficiency of the procedures for their purposes.

November 29, 2007

12110 Cross Street • Juneau, AK 99801 • Phone: (907) 321-8828 • Email: andy.meiners@ak.net

Juneau School District
 Combined Schedule of Funding Sources and Costs of JDHS Activities
 For the Fiscal Year Ended June 30, 2007

Funding Sources	
Outsource funding	\$ 279,950
Player fees/equip/travel	256,500
Fundraising	229,650
Gate receipts	220,650
JSD Operating funds	194,950
CBJ Tax funded transfer	185,100
Ad Sales	110,300
Vending/concessions	101,050
Booster Clubs	79,750
Sponsor/donation	56,700
CBJ Youth Grant	36,000
Banner	9,000
Guarantee	1,500
	<hr/>
Total Funding	1,761,100
	<hr/>
Expenses	
Travel	
Regional	254,550
Statewide	521,350
Out of State	118,150
	<hr/>
Total Travel	894,050
Equipment/ Uniforms	236,800
Coaching/advisors	214,800
Administrative costs	186,950
Other	125,650
Guarantees/Participation fees	108,700
Facility	33,700
Officiating	20,500
Insurance	5,750
	<hr/>
Total Expenses	1,826,900
	<hr/>
Deficiency of funding sources over expenses	<u><u>\$ (65,800)</u></u>

See Accountant's Report

Juneau School District
Combining Schedule of Activities - Funding Sources and Costs
For the Fiscal Year Ended June 30, 2007

	Baseball	Boys Basketball	Girls Basketball	Capital City Classic	Basketball Cheer	Cross Country
Funding Sources						
Gate receipts	\$ -	17,550	10,800	11,950	-	300
Guarantee	-	-	500	-	-	-
Vending/concessions	1,000	2,950	-	-	250	-
Ad Sales	-	-	-	4,950	-	-
Sponsor/donation	-	50	-	-	-	800
Banner	-	700	3,700	-	3,700	-
Fundraising	-	10,000	10,900	2,700	15,450	9,200
Player fees/equip/travel	13,200	1,550	-	-	3,800	11,000
District funding	-	-	-	-	-	-
CBJ Tax funded transfer	-	-	-	-	-	-
Booster Clubs	-	33,100	15,000	-	750	500
Outsource funding	102,400	-	-	-	-	-
CBJ Youth Grant	-	-	-	-	-	-
Total funding	116,600	65,900	40,900	19,600	23,950	21,800
Expenses						
Travel						
Regional	37,000	15,000	18,400	-	2,150	10,900
Statewide	13,900	38,650	22,050	-	12,300	19,750
Out of State	23,650	-	-	-	-	-
Total Travel	74,550	53,650	40,450	-	14,450	30,650
Guarantees/Participation fees	-	8,500	4,000	8,000	-	-
Coaching/advisors	6,000	18,400	13,850	-	8,500	11,100
Administrative costs	-	-	-	-	-	-
Equipment/ Uniforms	19,000	17,300	3,950	-	6,200	4,250
Officiating	550	2,600	2,450	2,000	-	-
Insurance	500	-	-	-	-	-
Facility	6,000	-	-	-	200	-
Other	10,000	2,350	600	5,100	6,150	150
Total Expenses	116,600	102,800	65,300	15,100	35,500	46,150
Transfer in from General Activities account	-	4,750	5,650	-	-	7,800
Excess (deficiency)	\$ -	(32,150)	(18,750)	4,500	(11,550)	(16,550)

See Accountant's Report

Juneau School District
Combining Schedule of Activities - Funding Sources and Costs
For the Fiscal Year Ended June 30, 2007

	Dance Team	Football & FB Cheer	Hockey	Soccer	Softball	Swim/ Dive	Tennis
Funding Sources							
Gate receipts	33,200	31,600	23,700	3,250	-	500	-
Guarantee	-	-	-	-	1,000	-	-
Vending/concessions	-	3,000	4,550	-	-	-	-
Ad Sales	31,200	32,650	20,400	-	-	-	-
Sponsor/donation	-	18,450	500	1,800	6,500	-	-
Banner	500	-	-	-	-	-	-
Fundraising	-	39,950	14,400	53,050	-	3,100	4,100
Player fees/equip/travel	2,800	24,500	13,550	18,400	12,600	-	15,750
District funding	-	-	-	-	-	-	-
CBJ Tax funded transfer	-	-	-	-	-	-	-
Booster Clubs	500	-	-	-	-	16,400	-
Outsource funding	-	30,800	8,050	17,050	92,650	-	29,000
CBJ Youth Grant	-	14,500	5,000	16,500	-	-	-
Total funding	68,200	195,450	90,150	110,050	112,750	20,000	48,850
Expenses							
Travel							
Regional	11,750	-	-	15,700	10,300	24,800	-
Statewide	-	116,300	26,000	42,100	26,000	16,250	45,400
Out of State	4,850	-	-	20,000	23,650	-	-
Total Travel	16,600	116,300	26,000	77,800	59,950	41,050	45,400
Guarantees/Participation fees	-	45,100	26,700	7,400	-	-	-
Coaching/advisors	9,150	10,000	4,500	19,550	6,650	10,550	2,500
Administrative costs	-	-	-	-	-	-	-
Equipment/ Uniforms	41,050	15,000	3,000	2,100	35,000	-	1,000
Officiating	-	1,900	1,950	2,200	650	-	-
Insurance	-	3,300	500	950	500	-	-
Facility	2,050	450	19,000	-	6,000	-	-
Other	-	3,400	8,500	50	4,000	4,800	-
Total Expenses	68,850	195,450	90,150	110,050	112,750	56,400	48,900
Transfer in from General Activities account	-	-	-	-	-	24,450	-
Excess (deficiency)	(650)	-	-	-	-	(11,950)	(50)

See Accountant's Report

Juneau School District
Combining Schedule of Activities - Funding Sources and Costs
For the Fiscal Year Ended June 30, 2007

	Track & Field	Volleyball	Wrestling	Academic Decathlon	Drama/ Debate/ Forensics
Funding Sources					
Gate receipts	-	1,750	1,000	-	400
Guarantee	-	-	-	-	-
Vending/concessions	-	4,050	2,200	1,050	2,500
Ad Sales	-	-	4,150	-	-
Sponsor/donation	1,300	7,300	-	2,300	2,000
Banner	-	200	200	-	-
Fundraising	8,550	2,350	6,500	1,850	1,700
Player fees/equip/travel	28,450	250	7,950	1,050	450
District funding	-	-	-	-	-
CBJ Tax funded transfer	-	-	-	-	-
Booster Clubs	1,000	1,000	9,000	-	-
Outsource funding	-	-	-	-	-
CBJ Youth Grant	-	-	-	-	-
Total funding	39,300	16,900	31,000	6,250	7,050
Expenses					
Travel					
Regional	13,150	23,900	19,300	4,200	9,200
Statewide	40,700	23,350	28,800	3,300	3,200
Out of State	-	-	-	-	-
Total Travel	53,850	47,250	48,100	7,500	12,400
Guarantees/Participation fees	-	-	-	-	-
Coaching/advisors	15,100	9,400	9,100	1,800	5,350
Administrative costs	-	-	-	-	-
Equipment/ Uniforms	250	200	350	2,250	-
Officiating	-	2,000	1,700	-	-
Insurance	-	-	-	-	-
Facility	-	-	-	-	-
Other	700	400	650	550	450
Total Expenses	69,900	59,250	59,900	12,100	18,200
Transfer in from General Activities account	12,000	26,850	21,650	6,950	9,250
Excess (deficiency)	(18,600)	(15,500)	(7,250)	1,100	(1,900)

See Accountant's Report

Juneau School District
Combining Schedule of Activities - Funding Sources and Costs
For the Fiscal Year Ended June 30, 2007

	College Fair	Alpine Club	Art Club	Auto Club	Close-up	Drama Productions
Funding Sources						
Gate receipts	11,950	300	-	-	4,350	29,300
Guarantee	-	-	-	-	-	-
Vending/concessions	-	1,400	-	-	1,850	400
Ad Sales	-	-	-	-	4,300	8,050
Sponsor/donation	-	-	-	2,900	50	-
Banner	-	-	-	-	-	-
Fundraising	-	1,600	350	-	12,900	-
Player fees/equip/travel	-	-	-	100	16,650	-
District funding	-	-	-	-	-	-
CBJ Tax funded transfer	-	-	-	-	-	-
Booster Clubs	-	-	-	-	-	-
Outsource funding	-	-	-	-	-	-
CBJ Youth Grant	-	-	-	-	-	-
Total funding	11,950	3,300	350	3,000	40,100	37,750
Expenses						
Travel						
Regional	-	-	-	-	-	-
Statewide	-	-	-	-	-	-
Out of State	1,850	-	-	-	22,750	-
Total Travel	1,850	-	-	-	22,750	-
Guarantees/Participation fees	-	-	-	-	-	-
Coaching/advisors	400	1,150	-	-	9,750	8,100
Administrative costs	-	-	-	-	-	-
Equipment/ Uniforms	-	-	-	1,550	-	27,600
Officiating	-	-	-	-	-	-
Insurance	-	-	-	-	-	-
Facility	-	-	-	-	-	-
Other	11,900	50	-	-	1,450	-
Total Expenses	14,150	1,200	-	1,550	33,950	35,700
Transfer in from General Activities account	-	-	-	-	-	-
Excess (deficiency)	(2,200)	2,100	350	1,450	6,150	2,050

See Accountant's Report

Juneau School District
Combining Schedule of Activities - Funding Sources and Costs
For the Fiscal Year Ended June 30, 2007

	Interact	Ego/ J-Bird	Library Club	Model UN	NHS	Music
Funding Sources						
Gate receipts	750	-	-	-	-	13,550
Guarantee	-	-	-	-	-	-
Vending/concessions	-	-	1,050	250	2,050	2,050
Ad Sales	-	1,550	-	-	-	-
Sponsor/donation	2,150	1,900	-	2,000	600	450
Banner	-	-	-	-	-	-
Fundraising	-	1,450	-	150	-	6,850
Player fees/equip/travel	-	-	-	4,850	-	250
District funding	-	-	-	-	-	-
CBJ Tax funded transfer	-	-	-	-	-	-
Booster Clubs	-	-	-	-	-	2,500
Outsource funding	-	-	-	-	-	-
CBJ Youth Grant	-	-	-	-	-	-
Total funding	2,900	4,900	1,050	7,250	2,650	25,650
Expenses						
Travel						
Regional	-	-	-	-	-	2,800
Statewide	-	-	-	4,450	-	12,350
Out of State	-	-	-	-	-	-
Total Travel	-	-	-	4,450	-	15,150
Guarantees/Participation fees	-	-	-	-	-	-
Coaching/advisors	550	1,600	-	-	850	6,200
Administrative costs	-	-	-	-	-	-
Equipment/ Uniforms	-	-	750	-	-	5,000
Officiating	-	-	-	-	-	-
Insurance	-	-	-	-	-	-
Facility	-	-	-	-	-	-
Other	2,150	3,300	-	650	1,500	6,150
Total Expenses	2,700	4,900	750	5,100	2,350	32,500
Transfer in from General						
Activities account	-	-	-	-	-	5,300
Excess (deficiency)	200	-	300	2,150	300	(1,550)

See Accountant's Report

Juneau School District
Combining Schedule of Activities - Funding Sources and Costs
For the Fiscal Year Ended June 30, 2007

	Oceanography	Totem	Student Government	Video Club	World Language	Early Scholars
Funding Sources						
Gate receipts	-	-	800	300	-	-
Guarantee	-	-	-	-	-	-
Vending/concessions	1,100	63,350	5,550	450	-	-
Ad Sales	-	2,550	-	-	-	-
Sponsor/donation	5,450	-	200	-	-	-
Banner	-	-	-	-	-	-
Fundraising	-	-	850	4,200	250	9,300
Player fees/equip/travel	-	-	5,950	-	-	13,100
District funding	-	-	-	-	-	-
CBJ Tax funded transfer	-	-	-	-	-	-
Booster Clubs	-	-	-	-	-	-
Outsource funding	-	-	-	-	-	-
CBJ Youth Grant	-	-	-	-	-	-
Total funding	6,550	65,900	13,350	4,950	250	22,400
Expenses						
Travel						
Regional	-	-	4,650	-	-	-
Statewide	5,950	-	13,150	-	350	-
Out of State	-	-	-	-	-	21,400
Total Travel	5,950	-	17,800	-	350	21,400
Guarantees/Participation fees	-	-	-	-	-	-
Coaching/advisors	-	4,300	3,250	1,150	550	-
Administrative costs	-	-	-	-	-	-
Equipment/ Uniforms	-	47,950	-	3,050	-	-
Officiating	-	-	-	-	-	-
Insurance	-	-	-	-	-	-
Facility	-	-	-	-	-	-
Other	500	-	4,450	-	-	2,300
Total Expenses	6,450	52,250	25,500	4,200	900	23,700
Transfer in from General Activities account	-	-	-	-	-	-
Excess (deficiency)	100	13,650	(12,150)	750	(650)	(1,300)

See Accountant's Report

Juneau School District
Combining Schedule of Activities - Funding Sources and Costs
For the Fiscal Year Ended June 30, 2007

	Region V	General Activities	District Funded	Total
Funding Sources				
Gate receipts	23,350	-	-	\$ 220,650
Guarantee	-	-	-	1,500
Vending/concessions	-	-	-	101,050
Ad Sales	500	-	-	110,300
Sponsor/donation	-	-	-	56,700
Banner	-	-	-	9,000
Fundraising	-	7,950	-	229,650
Player fees/equip/travel	-	60,300	-	256,500
District funding	-	-	194,950	194,950
CBJ Tax funded transfer	-	75,000	110,100	185,100
Booster Clubs	-	-	-	79,750
Outsource funding	-	-	-	279,950
CBJ Youth Grant	-	-	-	36,000
Total funding	23,850	143,250	305,050	1,761,100
Expenses				
Travel				
Regional	29,100	2,250	-	254,550
Statewide	7,050	-	-	521,350
Out of State	-	-	-	118,150
Total Travel	36,150	2,250	-	894,050
Guarantees/Participation fees	9,000	-	-	108,700
Coaching/advisors	7,450	-	8,000	214,800
Administrative costs	-	-	186,950	186,950
Equipment/ Uniforms	-	-	-	236,800
Officiating	2,500	-	-	20,500
Insurance	-	-	-	5,750
Facility	-	-	-	33,700
Other	1,600	41,800	-	125,650
Total Expenses	56,700	44,050	194,950	1,826,900
Transfer in from General Activities account	33,150	(157,800)	-	-
Excess (deficiency)	300	(58,600)	110,100	\$ (65,800)

See Accountant's Report

Juneau Douglas High School
Schedule of Expected Out-of-pocket Costs Associated With Participation in Activities

	Activity Participation Fee	Required Fundraising	Club Fee	Uniform/Equip Fee	Travel Costs
Baseball	25	-	-	150	850
Basketball - Boys	60	300	-	-	-
Basketball – Girls	60	300	-	-	500
Basketball – Cheer	60	-	-	-	-
Cross Country	60	-	-	50	120
Dance Team	60	1300	250	100 (a)	160
Football & Football Cheer	25	1450	395	100	700
Hockey	25	1000	900	750	-
Soccer	25	660	200	-	-
Softball	25	175	-	-	300
Swim/Dive	60	350	150	85 (a)	650
Tennis	25	100	150	220 (a)	780
Track & Field	60	-	-	100 (a)	560
Volleyball	60	150	-	-	120
Wrestling	60	100	-	-	400
Academic Decathlon	60	500	-	-	-
Drama/Debate/Forensics	60	400/400	-	-	450/450
Alpine Club	25	-	-	-	-
Art Club	25	-	-	-	-
Auto Club	-	-	-	-	-
Close-up	25	-	-	-	2900
Drama Productions	25	100	50	-	-
Interact	25	50	-	-	-
Ego/J-Bird	-	-	-	-	-
Library Club	-	-	-	-	-
Model UN	25	-	-	-	400
National Honor Society	25	-	-	-	-
Oceanography	-	-	-	-	-
Totem	-	-	-	-	-
Student Government	25	-	-	-	200
Video Club	-	-	-	-	-
World Language	25	-	-	-	-
Early Scholars	-	-	-	-	-
Honor Music	25	-	-	100	400
Pep Band	25	-	-	15	60

Note: substantially all activities that require out of pocket expenses, offer scholarship assistance to offset some of the costs to those participants who indicate they are unable to pay.

(a) Minimum suggested cost for personal equipment.

Research Summary for Juneau: Activities, Advisory, and Academics

Activities:

The Center for Comprehensive School Reform and Improvement Newsletter. April, 2007. http://www.centerforcsri.org/index.php?option=com_content&task=blogsection&id=3&Itemid=5

Student engagement in the classroom also is related to participation in extracurricular activities, especially among students from low-income families (Fredricks & Eccles, 2006). The authors say students who are involved in extra curricular activities outside the normal school day have been found to be more engaged in the classroom. Extracurricular activities provide students with an opportunity to develop a positive support system among their peers and adult staff, which also are key components of fostering student engagement in the classroom (Heller et al., 2003). Schools could assist in fostering student engagement in learning by offering "structured activity settings"-such as student clubs, sports teams, and volunteer activities-to students outside the normal school day (Fredricks & Eccles, 2006). If money or staffing is an issue, seek out adult volunteers from the community or local colleges and universities to sponsor these organizations and activities. Participation in extracurricular activities can be very beneficial to the academic, social, physical, and emotional growth of students (Fredricks & Eccles, 2006).

Fredricks, J. A., & Eccles, J. S. (2006, July). Is extracurricular participation associated with beneficial outcomes? Concurrent and longitudinal relations. *Developmental Psychology*, 42(4), 698–713.

“Extracurricular Activities and High School Dropouts.” Ralph B. McNeal, Jr. *Sociology of Education*, Vol. 68, No. 1 (Jan., 1995), pp. 62-80. doi:10.2307/2112764.

Abstract: Previous research on high school dropouts has typically examined the relationship between a student's attributes and dropping out, but research on the more "voluntary" or behavioral attributes associated with dropping out of high school has been limited. The findings presented here indicate that participation in certain extracurricular activities (athletics and fine arts) significantly reduces a student's likelihood of dropping out, whereas participation in academic or vocational clubs has no effect. When all activities are examined simultaneously, only athletic participation remains significantly related to dropping out. Furthermore, participation in athletics and in fine arts serve as key intervening variables in the dropout process, magnifying the direct relationships between race, gender, academic ability, and dropping out. These findings persist even after crucial "dropout" forces (such as race, socioeconomic status, and gender) and "pullout forces" (such as employment) are controlled.

Research Relative to “Next Generation” Proposals

ACT Information Brief: What Helps or Hinders Students' Chances of Success in College?

Extracurricular Activities

Student involvement in selected high school extracurricular activities is related to success in college. Students who participate in high school instrumental music, student government, departmental clubs, religious organizations, and/or high school or community service organizations were more likely to be high achievers than low achievers.

Not surprisingly, students' plans for extracurricular activities in college were also related to college success. Of students who planned to participate in student government, religious organizations, or campus/community service organizations in college, about 30% were high achievers in college, compared to about 20% of low achievers.

Students who compete in high school activity programs make higher grades and have better attendance. (Research compiled by the National Federation of High School Associations)

* A study of nearly 22,000 students conducted by a University of Colorado professor for the Colorado High School Activities Association which was released in the fall of 1999 indicates students who participate in some form of interscholastic activities have "significantly higher" grade-point averages than students who do not. Data obtained from the spring 1997 study by Dr. Kevin J. McCarthy revealed student participants in Jefferson County high schools had an overall grade-point average of 3.093 on a 4.0 scale, while the GPA for non-participants was 2.444. Jefferson County School District, the state's largest school district, has matched the academic success of its students with success on the playing field. The 16 district schools have won a combined 39 state championships in the 1990s in sports, while its music programs consistently bring home "superior" ratings.

* A study in the September 1998 issue of NASSP Bulletin compared academic performance, behavior and commitment of basketball and volleyball athletes and non-athletes in a rural Canadian high school. The article compares mid-term and final grades, visits to an administrator for disciplinary referrals and demerit points for improper behavior and estimates the mean weekly time commitment for athletes in each sport. Findings showed support that athletes match or exceed non-athletes in academic and behavior performance.

* In the March 1997 issue of School Counselor, 123 students involved in interscholastic soccer are analyzed. Results indicate that activity participation does not harm and may enhance academic performance. Male athletes showed in-season improvements in academic performance.

* In a comprehensive, statewide study of the academic performance of high school student-athletes in North Carolina over a three-year period, the North Carolina High School Athletic Association found significant differences between athletes and non-athletes. Five criteria were used, including grade-point average, attendance rate, discipline referrals, dropout rate and graduation rate, for the 1994-95 academic year.

	Athletes	Non-athletes
Grade-point average	2.86	1.96
Average number of absences per 180-day school year	6.52 days	12.57 days
Discipline referrals	30.51%	40.29%
Dropout rate	0.7%	8.98%
Graduation rate	99.56%	94.66%

* Findings from the National Center for Education Statistics, Extracurricular Participation and Student Engagement, June 1995, revealed that during the first semester of their senior year, participants reported better attendance than their non-participating classmates. Half of them had no unexcused absences from school and half had never skipped a class, compared with one-third and two-fifths of non-participants, respectively. Students who participated were three times as likely to perform in the top quartile on a composite math and reading assessment compared with non-participants. Participants also were more likely than non-participants to aspire to higher education; two-thirds of participants expected to complete at least a bachelor's degree while about half of non-participants expected to do so.

* A 1992 study by the Colorado High School Activities Association and the Colorado Department of Education revealed that Colorado high school students who participate in some form of interscholastic activity have "significantly higher" grade-point averages and better attendance. Of the students surveyed, the average participant's GPA was 2.96 (on a 4.0 scale), compared to 2.35 for the non-participant. In one school, participants had an average reading test score of 76.30, compared to 58.91 for non-participants. In another school, participants scored 16.17 on the math standardized test, compared to 13.31 for non-participants. A participant missed school an average of 3.59 days a year, while a non-participant missed 5.92 days. The survey showed that the larger the school, the more pronounced the differences in participant and non-participant test scores and attendance results.

* High school students who compete in activity programs in New Mexico had a 2.80 grade-point average, compared to 2.00 for non-participants, according to a 1992 survey by the New Mexico Activities Association. The survey also indicated that more than 60 percent of the state's principals found that GPAs of at-risk students improved by being active in interscholastic activities.

* 1990-91 study in the Randolph (North Carolina) County school system showed a strong correlation between participation in athletics and positives such as improved grades and increased attendance rates. Athletes in grades 9 through 12 in the school system's four high schools recorded an 86 average, compared to 79 for the general population. Athletes averaged four absences, while the general population averaged seven. Eleven percent of the athletes had discipline referrals, compared to 25 percent of the general population. None of the athletes dropped out, while 3.7 percent of the general population were dropouts.

* In a 1988 survey, John Chevrette and Kenneth Patranella concluded from an investigation in San Antonio, Texas, that educational outcomes related to scholastic performance are enhanced for those secondary students who participate in activity

programs. A study of a high school population of 3,536 students found that secondary pupils who participated in more than one activity during a semester tended to experience higher academic performance levels than other participants and non-participants.

* Students participating in a number of activities not only achieve better academically but also express greater satisfaction with the total high school experience than students who do not participate, according to a 1985 survey conducted for the NFHS by Indiana University. The grade-point average for "high activity" students was 3.05 on a 4.0 scale, compared to a GPA of 2.54 for "low activity" students. Researchers defined high activity as involvement in four or more activities, while low activity students were involved in one activity or none.

Advisories:

In a review of the research about an advisory program reported in *Breaking Ranks II*, the following beneficial effects were reported (*Changing Systems to Personal Learning: The Power of Advisories*, Osofsky, Sinner, and Wolk 2003):

- Academic achievement was improved, failing grades were reduced, and test scores increased.
- More students took college entrance exams.
- Forty-six percent [of teachers] believed they influenced several of their advisees to improve their grades.
- Student attitudes improved significantly (75% by one measure).
- Student-teacher relations improved.
- Number of dropouts declined.
- Transition to high school was eased.
- Liaison for the parents was provided.

Changing Systems to Personal Learning: The Power of Advisories. Osofsky, Sinner, and Wolk 2003 What the Research Says:

When data were examined it appeared that TAP [Teacher Advisor Program] had a positive impact on students. Credit was given in evaluation reports for improved academic achievement, a reduction in failing grades, and an increase in higher test scores.... More students took college entrance exams.... There was more monitoring of student progress by advisors and this was corroborated by 61 percent of the students surveyed.... 46 percent [of teachers] believed they influenced several of their advisees to improve their grades. Student attendance in all participating schools improved 44 percent.... In terms of student attitudes, the fourth year project schools reported an 87 percent improvement and the rest listed an improvement of 75.4 percent, based on an attitude survey. Of the teacher advisors, 57 percent said they had positively influenced their advisees' attitudes toward school and this outcome was related to improved student-teacher relationships. Of the third and fourth year schools in the project, 59 percent described how increased involvement of the advisors with advisees through daily meetings and regularly scheduled conferences led to a reduction in the number of school dropouts." (Myrick, 1990, p. 91-92)

In general, students who do not feel an attachment to school personnel tend to have poorer attendance and to drop out more than students who perceive that they are part of a supportive, caring school environment (Wehlage, Rutter, Smith, Lesko, & Fernandez, 1989). Moreover, a positive psychosocial climate between teachers and students appears to improve academic achievement (Flanders, 1965; Rutter, Maughan, Mortimore, Oustson, & Smith, 1979), and AA [advisor-advisee] programs are intended to enhance this ethos of caring by helping students and teachers see themselves as part of a common team pursuing common objectives.” (Galassi et al., 1997a, p. 302-303)

...advisory programs are a type of primary prevention effort, and met analytic investigations have shown that primary prevention and affective education efforts in schools have been generally effective (e.g., Baker, Swixher, Nadenichek, & Popowica, 1984).” (Galassi et al., 1997a, p. 321)

R. L. Johnson and Salmon (1979) reported that teacher advisement at the high school level in Missouri resulted in improvements in students’ Tennessee Self-Concept Scale scores as measured both by pretest-posttest changes and in comparison to control and partial advisement groups. In addition, students in schools with advisement programs (a) saw their advisor significantly more often as helpful in selecting courses, planning long-range programs, and solving problems; (b) rated their discussions with their advisors as worthwhile; and (c) stated that their advisor was the adult whom they could trust....” (Galassi et al., 1997a, p. 323)

Espe (1993) studied the effects of multiage (Grades 8-10) teacher-advisor groups in a junior high school in British Columbia....descriptive statistics indicated that students who received AA were more likely to identify their advisor as the first person they would approach about a concern at school and were more likely to see their advisor as ‘there when I needed him/ her.’....The majority of parents in the advising school (a) agreed that they had been informed about the program, (b) saw the advisor as the person to contact regarding questions at school, (c) agreed that the advisor was actually looking after their child, and (d) agreed that their child’s transition into secondary school had been made easier by the program. The majority of teachers in the advising school felt that advising was successful and that students confided in them and sought academic advice from them.” (Galassi et al., 1997a, p. 324) (pp. 23-24)

Another review of the research is reported by Rino Makkonen in “Advisory Program Research and Evaluation.” Horace (Vol. 20. No 4, Fall 2004). In it, she reports:

Many narrative accounts attest to advisory’s positive impact. Generally, studies have shown that students who don’t feel an attachment to school staff are likely to have poorer attendance and to drop out more than students who feel that they are part of a supportive school environment. In addition, healthy relationships between teachers and students appear to facilitate academic achievement. Advisory can contribute to this type of positive school climate in several ways, including:

- Improved relationships between students and teachers (Espe, 1993; Totten & Nielson, 1994)
- An increased sense of trust and belonging (Ziegler & Mulhall, 1994)
- Better communication among all members of the school community (Simmons & Kiarich, 1989)
- A strong atmosphere of equality (Putbrese, 1989)
- Reduced student smoking and alcohol use (Putbrese, 1989)

Overall, the published research on advisory that exists is generally optimistic and indicates that the program leads to the kind of positive outcomes—such as increased attendance—that correlate with improved academic outcomes. Advisory is thus indeed a worthwhile investment—one supported by published research and countless testimonials. As Wildwood’s Jeanne Fauci emphasizes, “In the realm of human experience and relationships, advisory is a really important thing.”

Academies/Small Learning Communities:

Career Academies: Impacts on Students' Engagement and Performance in High School. Kemple, James J.; Snipes, Jason C. Manpower Demonstration Research Corporation, 16 East 34 Street, New York, NY 10016. Tel: 212-532-3200. For full text: <http://www.mdrc.org>. 2000-03-00.

Abstract: The career academy approach is one of the oldest and most widely established high school reforms in the U.S., stretching back for more than 30 years. A large-scale, multi-site, random assignment research design was conducted to determine the impact of career academies on student outcomes. Some of the findings of the study include the following: (1) the career academies in the study increased both the level of interpersonal support students experienced and their participation in career awareness and work-based learning activities; (2) the career academies substantially improved high school outcomes among students at high risk of dropping out; (3) among students least likely to drop out, the career academies increased the likelihood of graduating on time; (4) in academies that greatly enhanced interpersonal support from teachers and peers, the dropout rates dropped dramatically; (5) the academies did not improve standardized mathematics and reading test scores; and (6) the impact of the academies and the types of students who participated in them varied greatly from site to site. The study concluded that career academies can be an effective means of reducing the high school dropout rate and enhancing students' engagement with school, especially if they increase personal support of students through involvement with teachers and peers. (Contains 33 references and two appendixes that provide supplementary information about the career academies research study and strategies for creating subgroups of students defined by at-risk characteristics.)

Small Learning Communities

prepared for The Laboratory for Student Success, The Mid-Atlantic Regional Educational Laboratory (Temple University Center for Research in Human Development and Education) by Diana Oxley. 2004. <http://www.temple.edu/lss/>

Small Unit Organization

Research and the practice of highly successful learning communities finds that the following SLC organizational practices are linked to positive student outcomes:

- The SLC enrolls no more than a few hundred students.

Decades of research on school size provide substantial evidence that small high schools are more often associated with favorable student outcomes than are large high schools (Cotton, 2001; Gladden, 1998). Small high schools have unmistakably greater holding power: Students are less likely to drop out, more likely to attend, and more likely to participate in school activities (Lindsay, 1982; Pittman & Haughwout, 1987). Small high schools evidence less student disorder and violence (Garbarino, 1978; Gottfredson, 1985).

Small high schools—despite having a more restricted set of curricular offerings—are also associated with greater academic achievement than are large high schools (Fowler & Walberg, 1991), although the findings for the small schools are more mixed than they are for the large ones. Recent, precise analysis, able to tease out the effect of size from the effects of other factors that co-vary with school size, points out that small high schools are not only associated with higher achievement but also greater equity in achievement than are large schools (Lee & Smith, 1995). That is, the achievement gap usually found among students of certain ethnicities is reduced in small high schools.

But exactly how small should an SLC be? This is obviously one of the central questions in establishing SLCs. One study of high schools—not SLCs—suggests that a size of 600 is an appropriate target (Lee & Smith, 1997). But this finding pertains to schools with traditional curriculum and instruction organization. It is also inconsistent with a basic premise of SLCs—that all members of the community know each other—because it is impossible for teachers to know even the names of more than 500 students (Panel on Youth, 1973).

Small learning community practice counsels schools with 200–400 students as an optimum size (Cook, 2000; Fine, 1994). Some of the most successful SLCs have as few as 100 students (Ancess, 1995). The latter is comparable to Coalition of Essential Schools (Sizer, 1992) and National Association of Secondary School Principals (1996) recommendations that teachers instruct approximately 90 students at any one time. These recommended small numbers of students derive from considerations for meeting minimum standards for teaching effectively: Teachers are able to get to know students' needs and interests and to provide regular, individualized responses to students' work.

- The SLC encompasses at least a half-day block of students' instructional day. Small schools advocates argue that students' entire school day must be organized within their SLC in order to give teachers the degree of autonomy and flexibility they need to be responsive to students (Fine & Somerville, 1998). Research on half-day SLCs has shown favorable effects on students' sense of community and academic achievement (Felner & Adan, 1988; Felner et al., 1997; McMullan, Sipe, & Wolf, 1994; Oxley, 1990, 1997b). In all cases, the half-day arrangement included courses in four core academic disciplines. Students in half-day units were assessed relative to those in no unit or units organized around only one or two classes but not in comparison with students in all-day units. Consequently, it is not possible to say how much stronger the effect of an all-day

arrangement may be.

It is clear from both research and practice that students register little to no sense of community from two-course blocks such as the language arts/social studies blocks frequently found in high schools (Oxley, 1990, Oxley, Croninger, & DeGroot, 2000). Moreover, splitting up a half-day equivalent of SLC classes among classes outside the SLC community also diminishes its impact.

The SLC encompasses at least 2 years of study in the SLC.

Small learning communities that have attained national prominence on the basis of their students' success encompass the entire 4 years of high school study (Cook, 2000; Meier, 1995). Common to prominent high-school reform models are SLCs that extend across at least 2 years of study (Legters, Balfanz, & McPartland, 2002). A mechanism of this success may be the cross-grade coherence of the academic program (Newmann, Smith, Allensworth, Bryk, 2001a, 2001b; Wasley et al., 2000) because students are more likely to learn when new materials build on students' prior knowledge (Bransford, Brown, & Cocking, 1999). Moreover, students are more motivated to learn when teachers make academic coursework just ahead of students' level of competence (Csikszentmihalyi & Rathunde, 1993). Teachers in multiyear SLCs can use the knowledge they gain about students in one year to shape students' subsequent learning experiences (Fine & Somerville, 1998). A second mechanism of these successful multiyear SLCs may be that they promote connections between older, more competent peer role models and younger students, another factor shown to enhance learning (Benard, 1990; Fazio & Ural, 1995).

Research by Quint, Miller, Pastor, and Cytron (1999) indicates that small unit organization confined to just the ninth-grade level, as in interventions designed to ease students' transition to high school, has positive but modest effects on students' academic outcomes. These researchers concluded that broader intervention was required. The Talent Development High School Model, which combines a ninth-grade success academy with 10th- to 12th-grade career academies, uses a separate transition year unit subdivided into smaller groupings and a specially designed curriculum. Ninth graders in this model passed state examinations in some areas and were promoted at higher rates than before the academy was implemented (McPartland, Balfanz, Jordan, & Legters, 1998). However, other research suggests that the Talent Development Model may not be as effective as continuous 9th- to 12th-grade SLCs (Oxley et al., 2000). Researchers who compared ninth graders in a success academy with those in a comparable school organized into 9th- to 12th-grade SLCs reported that success academy students disliked being separated from the advanced students, and ninth graders in the 9th- to 12th-grade SLCs valued upper level students for "setting examples" and "show[ing] us around." In addition, high teacher turnover rates emerged as an enduring problem in the ninth-grade success academy, in contrast to 9th- to 12th-grade SLCs, in which teachers also taught students at other grade levels and found satisfaction in seeing students mature into graduating seniors.

Schools that offer themed initial 9th- to 10th-grade and advanced 11th- to 12th-grade SLCs or career pathways (Allen, 2001; Legters et al., 2002) postpone transition to advanced SLCs until students reach 11th grade. In these 2-year SLCs, teachers can still

capitalize on their knowledge of students from one year to the next (instead of having to start fresh with each new entering class of students) and can use upper grade students as role models. In addition, the two sets of SLCs, initial and advanced, increase students' choices and opportunities for exploration. A key to the success of the SLC and to improved student achievement is students' advancing to upper level SLCs of some kind rather than to traditionally structured schools. Students and other stakeholders can readily infer from a failure to reorganize the upper grades that school leaders are not persuaded that SLCs represent a more effective form of schooling, one appropriate for advanced students as well as those with special needs (e.g., transition, remediation; Allen, 2001; Ready, Lee, & LoGerfo, 2000). Often, under these circumstances, lower grade SLCs also suffer from lack of full implementation.

- Interdisciplinary teams of teachers share students in common.

Traditionally organized schools, even small ones, are curriculum centered and organize teaching and teachers according to circumscribed subject areas. The SLC organizes teachers—one from each major subject area—into an interdisciplinary team that shares its students in common, creating a more student-centered form of schooling than in traditionally organized schools. These interdisciplinary teams allow for coordination of student support and instruction across core subjects.

Research on learning and cognitive development (Bransford, et al., 1999; Caine & Caine, 1994) indicates that coherence in academic programs allows students to incorporate new understandings into prior knowledge and to alter prior knowledge when necessary. Coherent programs give students recurrent opportunities to practice and apply knowledge and skills in new contexts. Cross-class as well as cross-grade teams are important vehicles for creating program coherence (Newmann et al., 2001a, 2001b; Wasley et al., 2000). Researchers find that SLCs evidence interdisciplinary collaboration and consensus (Oxley, 1997b) and instructional leadership, including program coordination (Wasley et al., 2000), to a greater extent than do traditional schools.

- Team members instruct more than half their class load in the SLC. In the most successful learning communities, teachers instruct all (Cook, 2000; Meier, 1995) or at least most of their classes within their SLC. Teachers who divide their time between their SLC and classes outside their SLC run the risk of shortchanging their SLC's requirements for collaboration. Successful SLCs devote regularly scheduled time to student advisement, curriculum planning, and collaboration on problems of practice in addition to individual teacher preparation. At Urban Academy, a U.S. Department of Education Blue Ribbon School of Excellence and SLC of just 100 students, teachers devote 1 hour per week to student advising, 2.5 hours every 2 weeks to curriculum planning, and 3 hours per week to staff meetings—in average of 8.5 hours a week to non-instructional work (Anness, 1995). Practically speaking, it is difficult for teachers to dedicate this much time to an SLC when it is not their primary commitment. In addition, the more classes SLC teachers instruct outside their SLCs, the more difficult it is to schedule common planning time with SLC team members.

- The SLC team shares planning time in common.

Common planning time facilitates collaboration among interdisciplinary team members.

Research frequently identifies common planning time as a feature of successful teaming and academic programs linked to positive student outcomes (Felner et al., 1997; McPartland et al., 1998; Newmann et al., 2001a, 2001b; Oxley, 1997b). This is a nearly constant item on short lists of SLC practices necessary for maintaining a focus on instructional improvements (e.g., see Northwest Regional Educational Laboratory, 2003).

Among successful SLCs, common planning time comes in the form of shared teacher preparation periods during the school day, a single late-start or early-release day each week, or a block of time during which students leave school to do community-based service or study (Meier, 1995). Common planning time does not guarantee improved teaching and learning, however. Teams must devote this time to curriculum and instruction planning and problem solving that increase program coherence and academic challenge (Newmann et al., 2001a, 2001b).

- SLCs partner with parents and community stakeholders.

The SLC concept of teaching and learning rests on the view that optimal teaching occurs in a context in which teachers, students, parents, and community partners know each other and share a commitment to the school's mission (Bryk & Driscoll, 1988; Oxley, 1994b), and teachers in successful SLCs create a broad web of such collaborative relationships. The broad base of collaboration serves to expand teachers' knowledge of students' learning needs and the means to increase the coherence and authenticity of students' educational experiences.

Parent collaboration allows for consistent communication of expectations and strategies for learning, which is key to program coherence and increased student achievement (Newmann et al., 2001a, 2001b). Collaboration with community partners allows teachers to pursue authentic, community-based education (Allen, 2001), including outside experts' participation in reviewing student work (Ancess, 1995). Parent, student, and community partner participation is also vital to teachers' reflection on practice and continuous program improvement (Christman, Cohen, & Macpherson, 1997).

- The SLC has building space sufficient to create a base for collaboration. Research repeatedly finds that the physical proximity of the interdisciplinary team's classrooms to one another is instrumental to key SLC functions. Physical proximity of teachers' classrooms facilitates teacher collaboration (Christman et al., 1997; Wasley et al., 2000), promotes interaction among teachers and students (Ancess, 1995; Oxley, 1990), and helps to establish a separate identity and sense of community among members (Raywid, 1996).

Small learning communities may make do with a single large classroom or pair of adjacent classrooms. However, in this arrangement, teacher collaboration and students' identification with their SLC will likely suffer. The inability to designate an adequate space may also reflect a lack of school-wide commitment to SLCs and the need to make painful adjustments to optimize their functioning. Other SLC requirements are likely to be compromised. In contrast, SLCs that provide a space where team teachers and their students can interact before and after class generates a feeling of belonging and a clear sense that teachers care about students, that "students learn that a school can be both educational and personal" (Ancess, 1995, p. 8).

- Small learning community admission is driven by student and teacher choice.

Research on and practice in SLCs indicate that their success largely depends on a self-chosen membership that shares a commitment to the SLC's unique focus or mission (Allen, 2001; Aness, 1995; Cook, 2000; Meier, 1995). Students' ability to choose their SLC is consistent with a student-centered approach to education. Use of random assignment or admissions criteria to determine SLC membership eliminates the freedom students have, even in traditional schools, to match their interests with the courses they take. Traditional schools, however, offer choice in curriculum offerings at the expense of program coherence and sense of community. SLCs can offer choice at the program level—if not the course level—and, with sufficient flexibility, can also provide many choices within the program. Students' exercise of choice of SLCs places a premium on informing middle-school students about high-school SLC programs. Student choice also challenges teachers to develop a set of SLC programs that responds to students' interests and offers equal challenges and opportunities for success. If teachers meet these challenges, the payoff appears to be more informed and empowered students and potent learning communities whose members have the opportunity to develop their interests with teachers and peers who share them.

In a study of high schools organized into SLCs, researchers compared students who chose a SLC on the basis of curriculum theme with those who were randomly assigned (Oxley et al., 2000). In two study schools in which SLCs were organized around curriculum themes and career interests, entering students reported that they chose SLCs other than those their best friends chose and got to know students they otherwise would not have met. In these schools, students developed positive identifications with SLC teachers and peers based on shared learning interests and styles. In a third study school, with transition-year units to which students were randomly assigned, students struggled to overcome their teachers' negative perceptions of first-year students and to distinguish themselves from less serious students.

- Small learning community offerings attract a diverse group of students.

Successful SLCs are organized around curricular and instructional programs that appeal to diverse groups of students (Meier, 1995; Raywid, 1996). SLC programs may, intentionally or unintentionally, attract low or high achieving students, creating tensions among SLCs and long-term instability of small unit organization (Oxley, 2001; Ready et al., 2000).

The research described in the previous section suggests that small-unit organization can create communities of socially diverse students by attracting students on the basis of shared interest in the SLC's focus. Not all SLC offerings have this effect, however. In the study described above (Oxley et al., 2000), researchers also compared students in schools with SLCs organized around curricular emphases with students in a fourth school in which SLCs were organized according to differing pedagogical philosophies (e.g., cooperative learning). Students in SLCs organized by pedagogical style tended to choose an SLC on the basis of friends' choices and parents' beliefs about the SLCs' effectiveness and level of difficulty. These SLCs became identified with relatively homogeneous groups of students in terms of ethnicity, social class, gender, and academic aspirations.

Small learning communities organized around curricular themes are not immune to attracting socially or academically homogeneous groups of students. For example, Wasley et al. (2000) found that schools within schools, especially around curriculum themes and career interests, entering students reported that they chose SLCs other than those their best friends chose and got to know students they otherwise would not have met. In these schools, students developed positive identifications with SLC teachers and peers based on shared learning interests and styles. In a third study school, with transition-year units to which students were randomly assigned, students struggled to overcome their teachers' negative perceptions of first-year students and to distinguish themselves from less serious students.

NEW STUDY ON CALIFORNIA SCHOOLS IDENTIFIES POLICY SUPPORTS TO ADDRESS RACIAL INEQUITIES AND CALIFORNIA'S ACHIEVEMENT GAP.

(Nov. 2007). School Redesign Network. Stanford University.

<http://www.srnleads.org/resources/publications/hsfe.html>

STANFORD, CA — At a time when the achievement gap in California is large and appears unchanging, some high schools are beating the odds. How these schools are accomplishing this and how their approaches can inform state policy so that more schools can realize the same success is the focus of a study being released by the School Redesign Network at Stanford University (SRN) and Justice Matters in San Francisco. The study — High Schools for Equity: Policy Supports for Student Learning in Communities of Color — focuses on five urban, public high schools from across the state that have no selective admissions requirements, serve primarily students of color and low-income students, graduate students at higher rates than the state average, and send more than 80% of them to college. These five are not the only high schools succeeding against the odds, but they represent the types of educational approaches required to close California's educational achievement gap and to enable all students to move on to successful career and college pathways.

The findings from the study will be released Tuesday, November 13, during the California Department of Education's Achievement Gap Summit in Sacramento. The presentation will be led by Linda Darling-Hammond, Charles E. Ducommun Professor of Education at Stanford University and Co-Executive Director of SRN, which conducted the study.

"These schools break the conventional links between race, poverty, and academic failure," says Darling-Hammond. "Not only do their students receive an academically rigorous curriculum that prepares them for college and careers, they also experience learning opportunities that are culturally rich, socially and practically relevant, and responsive to their needs and interests. High Schools for Equity identifies and describes the work of these pioneering schools and districts, which can be adopted and adapted by educators in similar contexts across California and the country and supported by policymakers."

"The kind of success we've seen in these schools is exceptional, but not unattainable,"

says Olivia Araiza, Program Director of Justice Matters. "Even though they face the same challenges of most of California's large urban schools they are graduating their students in remarkably high numbers and sending them to college at rates more than twice the state average. This study hones in on the practices at these schools that are making such extraordinary success possible, and helps us to see how these practices can be scaled up statewide."

What distinguishes these schools is their design and pedagogy. Traditional schools assign thousands of students to a single building, send them to a different teacher for each 50-minute class period, assign teachers to 150 or more students (this ratio is over 200 in some California cities), and provide little time for teachers to plan and work together. The design features of the schools in this study include small, personalized learning environments; rigorous and relevant curricula that provide authentic learning and assessment opportunities; and extensive, regular opportunities for teachers to collaborate and learn with one another in improving their practice.

The schools in the study are:

- Animo Inglewood Charter High School, Inglewood (Green Dot Public Schools)
- Leadership High School, San Francisco (independent charter)
- June Jordan School for Equity, San Francisco Unified School District
- New Tech High School, Sacramento Unified School District (supported by the New Tech Schools Foundation)
- Stanley E. Foster Construction Tech Academy, San Diego Unified School District

This study focuses on policy conditions and supports that help to create and sustain these and other successful urban schools. "Low-income students and students of color in California are more likely than others to attend under-resourced schools that are racially and socio economically segregated, staffed with under-qualified teachers, unable to offer college preparatory courses or strong technical education programs, and where graduation is not the norm," says Darling-Hammond. "The work the schools in our study are doing is exceptional and occurs against the odds. Their successes can be replicated, but only if California implements substantive policy changes."

Specifically, these changes include:

- Investments in teacher preparation and development to enable the kinds of pedagogical strategies and advisement responsibilities teachers have taken on in these new models;
- School leader recruitment and development to help principals learn how to design and manage organizations in which their instructional leadership, organizational design, and change management skills are critically important;
- Support for a system of curriculum, assessment, and instruction that encourages the development of 21st century skills and enables a curriculum that is intellectually rigorous as well as socially and practically relevant;
- Funding streams that are sufficiently flexible to enable strategic investments in innovative approaches at the school level; and
- Financial support that enables college access to become a reality for low-income and undocumented students.

Additional Online Resources:

- ✓ Breaking Ranks II: An Executive Summary
This provides a comprehensive list of recommendations for high schools and components each should encompass.
http://www.nwrel.org/scpd/sslc/institutes_2005/documents/Ollarvia_executive_summary.pdf
- ✓ Building a ninth grade academy
A brief description of Talent Academies is provided with specific data about Patterson
- ✓ High School's ninth grade program in Baltimore.
<http://www.csos.jhu.edu/tdhs/pdf/NinthGradeAcademy.pdf>
- ✓ Easing the transition to high school: An investigation of reform practices to promote ninth grade success.
Extensive research and report on ninth grade transition programs in Maryland are presented.
<http://www.civilrightsproject.harvard.edu/research/dropouts/legters.pdf>
- ✓ Essential supports for sustaining interdisciplinary teams: Lessons from two departmentalized high schools
Descriptions and analysis of two high school programs where grade level teams were planned and/or implemented are provided in this extensive article.
http://www.principals.org/s_nassp/bin.asp?TrackID=C7C5ULWDDBYT8Y2A7HNTMYA2GZRGAPCP&SID=1&DID=48666&CID=599&VID=2&DOC=FILE.PDF
- ✓ Freshman GPA rises, ineligibility decreases during first and secondary quarters
This is an on-line newspaper from Blair High School in Maryland that describes the success of their 9th grade program.
<http://silverchips.mbhs.edu/inside.php?sid=5301>
- ✓ Helping middle school students make the transition into high school
An overview of components to help students make a successful transition into high school is presented in this article.
<http://www.ericdigests.org/2000-1/high.html>

National Association of School Psychologists Position Statement on Ability Grouping and Tracking http://www.nasponline.org/about_nasp/pospaper_ag.aspx

The National Association of School Psychologists (NASP) supports the instruction of students within heterogeneous classrooms that recognize and accommodate individual student differences in learning style, ability, and interests. NASP opposes the use of tracking, a permanent approach where students are assessed and placed into specific classrooms with peers of similar ability, because of its demonstrated negative effect for many students.

Tracking is a form of whole-group instruction that is characterized by a single and a set curriculum that is delivered at the same pace for all students within the classroom. Placement is based solely upon the child's perceived ability level and is therefore considered to be an unacceptable approach for the grouping of students (Tieso, 2003). The effects of ability grouping have been analyzed and debated related to various populations including individuals identified as gifted and talented, individuals identified with educational disabilities, individuals of minority status, and economically disadvantaged students. Research has demonstrated that the use of whole class ability grouping disproportionately impacts minority students, economically disadvantaged students, and students with lower ability. Related to individuals identified with educational disabilities, whole class ability grouping does not comply with the requirements of placement within the least restrictive educational (LRE) environment. Further, the practice of whole class ability grouping/tracking can deny many children of their statutory right to equal educational opportunity.

Demonstrated best educational practice can lead to the establishment of excellence for all learners without resorting to the use of ability grouping. Such positive educational practices supported in the research and literature include:

- * Cooperative learning is well-established methodology, which demonstrates positive success related to student achievement. Students work collaboratively to successfully achieve a desired educational outcome. Students develop a greater understanding and respect for individual differences. All forms of diversity within the learning environment are embraced (Felder & Brent, 2001; Freeman, 1993).

- * Differentiated instruction requires educators to respond to the individualized needs of all learners within the regular education environment (Kulik & Kulik, 1992). The practice of differentiated instruction allows all students equal access to the curriculum while maintaining high expectations for students. All students benefit from the exposure to a challenging curriculum that is appropriate for their specific learning needs. Differentiated instruction provides options related to the process, the product, and the content utilized for learning (Tomlinson, 1999).

- * Small group instruction makes it easier to monitor student mastery of educational concepts, and accommodate individual learning needs (McMillion, 1994). Remediation and direct instruction occur more easily within small learning groups.

* Curriculum modification is a procedure for removing repetitive, unnecessary, and unchallenging content, and/or enhancing existing curricular materials with higher level questioning, critical thinking components, independent thinking, transferring skills and insights into new contexts (e.g., Halpern, 1996). Scaffolding is an approach that should be utilized to match the curriculum with the student's learning needs. Opportunities must also be provided for both guided and independent practice related to student learning activities and high expectations are maintained for all learning tasks (Tomlinson, 1999).

* Essential understandings are a curricular development plan that facilitates students' understandings of the "big ideas," key concepts, and principles of a discipline, as opposed to a collection of seemingly random and unrelated facts (Erickson, 1998).

* The 'structure of disciplines' techniques teach students about the overarching structures underlying academic disciplines. They learn about the construction of knowledge within domains and learn how to follow developments within a field. This foundation helps students remember facts in a meaningful context (Gardner, 1999).

* Learning Communities have been demonstrated to positively impact school climate, professional development, and student achievement. Through the practice of learning communities, students are strongly encouraged to have ownership in the learning process. Students assist with the establishment of learning goals, objectives, and in the development of criteria utilized for evaluation. Students participate in providing direction for learning tasks and ultimately become self-assessors of their own learning (DuFour & Eaker, 1998).

* Flexible grouping can also be a positive learning strategy, when it is not over used. Homogeneous grouping by skill level has been demonstrated to be effective for instruction in the areas of mathematics and reading (Marzano, Pickering, & Pollack, 2001). Three keys to flexible grouping are using it sparingly, monitoring student progress closely, and allowing for the continual remixing of assigned groups. This allows students to move between smaller homogenous skill-based groups and then back to larger heterogeneous groups for creative and problem solving activities. Flexible grouping surrounding student skills and across age grouping allows students performing at various levels to share their combined areas of knowledge and strength (Marzano, Pickering, & Pollock, 2001). If utilized effectively and in a sensitive manner, the method of flexible grouping does not have to carry a negative stigma for the learner (Tieso, 2003).

With their high level of training and expertise, school psychologists should continue to strongly advocate for best educational practices meeting the diverse needs of all students. School psychologists should strive to impact the school system on an organizational level, focusing on a problem-solving model and the demonstration of student progress through outcome-based measures.

Current Lottery Procedures

Juneau School District Enrollment and Lottery Procedures

For Optional Programs

“Every student should have an equal opportunity to attend a charter school. Enhancement of parent and student choices will result in higher student achievement, however, only if sufficiently diverse and high-quality choices, and genuine opportunities to take advantage of those choices, are available to all students.”

The U.S. Department of Education, Title V, Part B, Non-Regulatory Guidance for Charter School Programs

Juneau School District charter schools and educational option programs that receive federal funding from the U.S. Department of Education follow all regulations from the U.S. Department of Education, Title V, Part B.

Note:

The entire document was reformatted from the previous year.

Responses to comments and suggestions from community representatives presented in a meeting of the JSD Board of Education on April 18, 2006, and accepted by administrative team members were incorporated into this document.

Juneau School District

Enrollment and Lottery Procedures Optional Programs

Enrollment: Assurances and Definitions

1. All applications submitted for Juneau School District educational option programs are considered as confidential and will be used only for placement purposes by the Assistant Superintendent's Office. In the case of students new to the Juneau School District, the family will be required to provide further information to the school office that the child will attend, before school registration is considered complete.
2. The only application for enrollment in any educational option program is the educational option application form.
3. All information and applications are processed through Juneau School District's Error! Contact not defined.'s Office. All application forms are returned to the Error! Contact not defined.'s Office where they are held until the lottery, placement, and waiting list process is complete. Replies are made from the Assistant Superintendent's office. Again, all student/family application information is confidential.
4. A single set of lottery criteria will be used for all district-wide educational option programs, except when grant eligibility requirements or provisions of federal or state law preclude the use of particular criteria for charter schools.
5. A description of the lottery process will be available to any family who requests it.
6. The composition of the student body participating in district-wide educational option programs should reflect the percentages of students enrolled in the District who meet the criteria for classification in one of the following diversity categories: low socioeconomic status (SES), low academic achievement status, English as a Second Language/English Language Learner (ESL/ELL), and special education.

Diversity targets will be achieved by balancing each classroom within each educational option program. A student's low SES status may be determined through qualification for Free and Reduced Lunch benefits, through identification as a homeless student or through living in low income housing. Low academic achievement status may be assigned to students entering grade one or higher who are not meeting Juneau School District CORE standards in two or more areas. If core data are not available or inaccurate, low academic achievement status may be assigned to students who are not proficient in two or more areas of state assessment test data or in 65% of the kindergarten developmental profile assessment. English as a Second Language/English Language Learner (ESL/ELL) are identified through criteria established by the District and the State. Special education students are those who have been identified as eligible to receive special education services.

7. The District encourages students with disabilities to participate in its optional programs. No student with a disability who is able to meet the educational requirements of a program, with or without reasonable accommodation, will be

denied a place in a program on account of that student's disability. The Superintendent may authorize the pre-emption of the lottery process to admit a special education student or other disabled student to a program if the Superintendent determines that pre-emption is necessary in order to comply with the requirements of state or federal laws pertaining to students with disabilities.

8. Sibling preference shall be given to an applicant if a sibling of the applicant has been enrolled in the program during the current year, and will be enrolled and participating in the program during the coming school year. The preference shall be higher if the applicant meets the criteria for classification as a low SES, low academic achievement, ESL/ELL, or special education student. Sibling preference may also be extended to the siblings of applicants who are selected through the lottery process, as provided in the Lottery Procedures below.
9. The wait list is not carried over year to year. A new application period begins in April; therefore a new wait list is developed through the lottery procedure for the next school year. New applications are required each year.
10. Mid-year openings in the educational option program are filled by students drawn from the wait list established through the lottery procedure. Should the August wait list be exhausted at the time of the mid-year opening, recruitment for the opening will take place, spanning a 10 school day period. The District encourages teachers and principals to recommend students who would benefit from the optional programs. Families may submit an application to be placed on the wait list for mid-year openings. Mid-year openings must be announced to the program's host administrator and the Assistant Superintendent's office within three working days of confirmation of the student's withdrawal from the program.
11. If a student is to be absent from a district-wide program, the family must receive prior approval according to Juneau School District Student Attendance Policy #5220. An excused absence is defined as any absence as a result of illness, family travel, alternative placement, or other excused circumstance (determined on a case-by-case basis) whereby school staff has been notified in advance by the parent/guardian. Absences outside of illness and bereavement require permission in advance and completion of the work assigned by teachers.

Lottery Schedule for District-wide Programs

The first scheduled lottery will fall in the first week of May; the second lottery in August prior to the school start date.

1. In May, the student applicants who support the District diversity targets are placed. If diversity targets are met for the classroom, placement of other applicants proceeds according to the lottery criteria, either into the program classroom or on a waiting list.
2. If District diversity targets are not met after the first lottery, then recruitment continues for those diversity slots. The slots that remain beyond those set aside as diversity slots will be filled by applicants according to the lottery procedures either into the program classroom or on a waiting list. Another lottery occurs in August after the Juneau School District August registration day. Applicant students not meeting the diversity targets from the May lottery will retain their rank above the newer applicants who do not meet diversity targets in August. The August lottery will place students who match the diversity targets and then will determine the wait list ranking for any applications received over the summer. At this point remaining openings are filled from the wait list.
3. Mid-year openings in the educational option program are filled by students drawn from the wait list established through the lottery procedure. If there is an opening during the school year and there is not a student on the waitlist, the school principal and the Assistant Superintendent may place a student in the program. A recruitment for the opening can take place, spanning a 10 school day period. The District encourages teachers and principals to recommend students who would benefit from the optional programs. Families may submit an application to be placed on the wait list for mid-year openings. Mid-year openings must be announced to the program's host administrator and the Assistant Superintendent's office within three working days of confirmation of the student's withdrawal from the program.

Lottery: Determining Factors and Targets

The lottery criteria have been established to promote the balancing of the enrollment in the District's optional programs, so that the student population of each program will, at a minimum, reflect the percentage of students in the district who have been identified as low SES, low academic achievement, ESL/ELL, or special education students. Balancing efforts are made by classroom, from the highest grade to the lowest, with the intention that classroom equity will expand to program equity.

The following steps shall be taken in order to determine the target number of students in each classroom of an educational option program that is required to achieve the appropriate distribution of students belonging to each identified diversity category, and each gender.

1. Targets shall be calculated with reference to total number of students that the program anticipates enrolling in each classroom rather than the number of anticipated openings for the classroom.
2. Determine the number of students to be enrolled in each classroom and the anticipated openings in each classroom.
3. Determine the number of current students in each classroom, and the number who meet the criteria to be classified as low socioeconomic status (SES), low academic achievement, ESL/ELL, and special education students.
4. Determine the minimum number of openings in each class for low SES students. The minimum number of low SES students in a classroom is equal to the district-wide percentage of low SES students for that school level times the number of students in that classroom, rounded upward to the nearest whole child.
5. Determine the minimum number of openings in each class for students who meet the criteria for low academic achievement.

The minimum number of low academic achievement students in a classroom is equal to the district-wide percentage of low academic achievement students for that school level times the number of students in that classroom, rounded upward to the nearest whole child.

6. Determine the minimum number of openings in each class for students who meet the criteria for English as a Second Language/English Language Learner (ESL/ELL).

The minimum number of ESL/ELL students in a classroom is equal to the district-wide percentage of ESL/ELL students for that school level times the number of students in that classroom, rounded upward to the nearest whole child.

7. Determine the minimum number of openings in each class for students who qualify to receive special education services. The minimum number of special education students in a classroom is equal to the district-wide percentage of special education students for that school level times the number of students in that classroom, rounded upward to the nearest whole child.
8. Determine the minimum number of openings in each class for each gender. The minimum number of children of each gender is equal to 33% of the number of children in that class, rounded upward to the nearest whole child.

9. After determining the targets to balance the classrooms of the educational option programs, the lottery is performed separately by classroom, starting with a randomly selected grade level in the program. Openings will be filled from the randomly selected grade, moving down in grades and then returning to the oldest grade in the program, again moving down until the process is complete.

Lottery Procedures by Criteria for Educational Option Programs

Assign applications a random number. Place applicants on a lottery list in numerical order using assigned random numbers. Sort by classroom. Commence the placement process at the a randomly selected grade in which openings exist.

Target Population for Diversity in Optional Programs

1. Draw siblings of students who are already in the program if the siblings meet the criteria to be identified as low SES, low academic achievement, ESL/ELL, or special education students.
2. Fill the minimum number of low socioeconomic status (SES) openings at that grade in the classroom with children on the lottery list who meet this criterion.
3. Fill the minimum number of low academic achievement openings at that grade in the classroom with children on the lottery list who meet this criterion.
4. Fill the minimum number of ESL/ELL openings at that grade in the classroom with children on the lottery list who meet this criterion.
5. Fill the minimum number of special education openings at that grade in the classroom with children on the lottery list who meet this criterion.
6. If the minimum number of low SES, low academic achievement, ESL/ELL, and/or special education positions are not filled in the spring lottery, hold these positions open until the next scheduled lottery.
7. Draw siblings of applicants who have already been placed through the lottery process if the siblings meet the criteria for target classification as low SES, low academic achievement, ESL/ELL, or special education students, commencing with openings in the highest grade and moving successively to each lower grade.

Siblings

8. Place siblings of students who have been and continue to participate in the program.
9. Draw the children of optional program employees who work more than 20 hours per week for the District.
10. Fill the minimum number of under-represented gender openings with children on the lottery list in numerical order. If the minimum number of openings for one gender is not filled in the spring lottery, hold those openings open until the next scheduled lottery.

Opening For Non-Target Population

11. Place the remaining children from the lottery list at that grade in the class following the numerical order on the lottery list.
12. Place any siblings of students selected from the applicant pool, should classroom openings exist at the grade level.

It is acceptable for the final number of children who meet special education, low academic achievement, ESL/ELL, or low socioeconomic status criteria to exceed the district diversity minimums determined above. If the target numbers of low SES, low academic achievement, ESL/ELL, special education, or gender openings are not filled at the August lottery, the remaining openings will be filled from the random selection lottery list.

Lottery: Confirmation of Placement

1. Parents will be notified of their children's acceptance or their status on the wait list. Notification will come from the Assistant Superintendent's Office. Acceptance of placement in a program must be made through the Error! Contact not defined.'s Office. The Optional Program liaison will be notified of the lottery acceptance list and invited to contact the parents to share information about the program.
2. Parents are responsible for providing the Assistant Superintendent's Office with contact information to enable communication with them regarding the results of the May and August lotteries. This contact information is to be submitted on the application form and updated as necessary.
3. Parents will be given two business days to respond following notification of the success of their child's application. If parents are unavailable or do not respond, the next applicant on the wait list will be offered the position. The child of a parent who does not respond within the two business day time frame will not be removed from the wait list as a result of the parent's failure to respond, unless the parent subsequently fails to respond within two business days to a second offered opening.
4. A child whose parent declines an offered opening shall be removed from the wait list. The child may reapply in the future, but will receive no preference for formerly having been selected.
5. Parents will be notified within two business days if their child is admitted. Efforts will be made to notify waitlisted families within four business days of the lottery.
6. Parents who have been notified of their child's placement on the wait-list for a program should make arrangements to place their child at or continue their child's education at a neighborhood school.
7. Parents who have been notified of their child's final placement on the wait-list for an optional program may choose to retain the child's place on the wait list for any position that becomes available in that program during the school year.

Juneau School District

Enrollment and Lottery Procedures

A Condensed Version. The complete version may be requested from Assistant Superintendent's office—523-1704

All applications submitted for Juneau School District educational option programs are considered as confidential and will be used only for placement purposes by the Assistant Superintendent's Office.

The lottery is applied to achieve equity balance if there are more applicants than openings. The first scheduled lottery will fall in the first week of May; the second lottery in August, prior to the school start date.

A randomly selected grade level will be determined, filling openings from that grade and down, returning to highest grade level moving down, through completion.

-
- *All applicants are assigned random numbers.*
 - *Equity Target applicants have priority if optional program population does not meet district-wide average. These targets include: low SES (income), low academic achievement, ESL/ELL (English Language Learners), or special education.*
If gender in the classroom becomes unbalanced, (greater than 2/3 of the classroom) applicant placement may be revised to select the underrepresented gender.
 - *Applicant siblings are placed if classroom openings exist. 1) siblings of current or randomly selected equity balance students; 2) siblings of current, continuing students.*
 - *Applicant children of optional program employees who work more than 20 hours per week are placed.*
 - *Place remaining applicants in non-equity class openings following the numerical order on the lottery list, giving opportunity to applicant siblings for other grades, if classroom openings exist.*
-

Parents will be notified of their children's placement into the program or their status on the wait list by the Assistant Superintendent's Office within two (selected) to four (wait-list) business days. If parents are unavailable or do not respond within two business days, the next applicant on the wait list will be offered the position. The child will not be removed from the wait list as a result of the parent's failure to respond, unless the parent subsequently fails to respond to a second offered opening.

Families who have accepted placement will be put in contact with the Optional program to complete registration and prepare for school.

Parents who have been notified of their child's final placement on the wait-list for an optional program may choose to retain the child's place on the wait list for any position that becomes available in that program during the school year.