



**PORTLAND PUBLIC SCHOOLS  
HIGH SCHOOL SYSTEM DESIGN  
MARSHALL CAMPUS CLOSURE**





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## Marshall Closure Implementation Plan

### PURPOSE OF DOCUMENT

This document provides a repository of information related to the Marshall Campus closure, which was approved in October 2010 for the 2011-12 school year. This report will be distributed to the PPS Board of Education and other highly invested individuals, and placed on the district's website for anyone to access. The official documentation of all activities and decisions related to the Marshall Campus closure will inform future closure efforts if the need arises, as well as contribute to the institutional memory of the district.

### INTRODUCTION AND CONTEXT

#### *High School System Design*

From 2008-2010, under the leadership of the Board of Education and the superintendent, Portland Public Schools engaged in an in-depth analysis of its High School System with the goal ensuring better academic outcomes for all students. This process involved input from thousands of students, staff members, families and citizens. The need for the High School System Design process was driven both by the chronically inadequate academic results for many students across the system, as measured by graduation rate the achievement gap and college persistence, and the inequity in access to course offerings among high schools. Another driver was declining high school enrollment, which has dropped by more than 2,500 students since 2001. In addition, the current economic downturn further restricted District resources. PPS leadership believed it could not afford to maintain the current portfolio of schools given the severe and continuing decline in funding for public education. By Resolution 4236, on March 8, 2010, the Board directed the Superintendent to recommend a High School System Design plan that would: 1) reduce the number of current high school campuses with neighborhood attendance boundaries, 2) guarantee a common core program for each of the community comprehensive schools, and 3) establish enrollment parity across the community comprehensive schools.

#### *Rationale for Marshall Campus Closure*

On October 12, in Resolution #4359, the Board directed the Superintendent to implement the closure of the three small schools on the Marshall Campus — BizTech High School, Linus Pauling Academy of Integrated Sciences and the Renaissance Arts Academy — at the end of the 2010-11 school year. (Four Board members voted for this resolution, and three voted against it. The student representative also voted against the resolution). Reasons cited by the Superintendent and her staff for closing the three small schools on the Marshall campus included the following:

- Consolidation of programs, especially in light of projected declines in state funding, provided the most logical option for ensuring a strong core program across the system.
- The need to offer a strong core program at all community schools would be enhanced if enrollment is bolstered at surrounding community schools, especially at Madison and Franklin high schools.
- Student achievement data indicated that Marshall students could be comparably served at surrounding community comprehensives, and student demand — as indicated by the almost 60 percent of Marshall neighborhood students who choose an option other than those on the Marshall campus — consistently pointed toward other offerings. In addition, schools on the Marshall Campus had struggled to attract students. The capture rate of the Marshall campus was 42 percent in 2009-10. None of the existing small schools had proven its ability to attract a viable number of students within the school district's target range of 350-500. At the start of 2010-11 school year, Renaissance Arts (the largest) had 266 students, and Pauling Academy, by



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most measures the most academically successful, had only 174 students, with enrollment declining by more than 100 students in the past five years.

- Multivariate analysis (performed by SeerAnalytics) indicated that closure of the Marshall Campus would result in fewer students having to travel further to school in comparison to the closure of other high school campuses.

An earlier version of the Superintendent's recommendation (released April 26, 2010) did not initially propose closure of the three small schools on the Marshall Campus. At that point, the Superintendent proposed starting a new small school on the Marshall Campus and phasing out the existing three small schools. The idea was to build on the strengths of the small schools but allow dedicated educator teams to design a new school that could attract more students than the small schools had attracted individually. However, given subsequent state funding cuts, the Superintendent and her staff were reluctant to open a new school, which would require substantial financial, staff and community investment in its startup phase. Superintendent Smith also carefully considered the option of preserving one of the existing small schools on the Marshall Campus to maintain a small-school environment in Southeast Portland. However, this was a challenge, given the uncertainty of revenue forecasts and the mixed student achievement picture at Marshall. There was also concern that it would be highly unlikely that Portland Public Schools could retain staff within the preserved school because of the PAT contract. Thus, the "preserved" school would not in fact be preserved from a teacher standpoint, which pointed district staff in the direction of starting a new school.

In the end, however, the Superintendent and her staff recommended the outright closure of the three small schools on the Marshall campus for the reasons stated above.

## PROJECT STRUCTURE

Although PPS hired only one additional part-time employee for this project, significant number of people re-allocated their time toward ensuring the Marshall closure process occurred smoothly. The central office project management team consisted of the following:

### *Management Structure (2010-11)*

- **Executive Sponsor – Deputy Superintendent Mark Davalos.** The Superintendent relieved some of Mr. Davalos' supervisory responsibilities so he could focus more of his time and attention to the Marshall Campus closure process. During the first two months after announcement of the closure, Mr. Davalos set up an office at Marshall, where he spent every Monday. Mr. Davalos was responsible for making key decisions and overseeing the general direction of the project.
- **Project Director – Rudy Rudolph.** Ms. Rudolph, a former principal and Director of School Support during the K-8 reconfiguration had overseen the logistics of many school closures. She was responsible for coordinating the vast majority of logistical and operational aspects of the Marshall closure. She worked with more than 25 PPS departments to ensure a smooth transition. On October 21, Ms. Randolph was hired as an hourly employee FTE for this project She was the only person hired for this project.
- **Project Director – Sarah Singer.** Ms. Singer was responsible for High School System Design implementation for the 2010-11 school year. Within this role she spent about 40% of her time on the Marshall closure process. She primarily focused on communications, monitoring student achievement data, assisting school leaders with devising strategies to boost attendance and achievement at Marshall, and leading a community engagement process.

### *Team Structures (2010-11)*

- **Just Do It Team (JDIT)** – In late October, the Management team formed an additional team comprising 25 departments and named it JDIT for the Just Do It Team. This team focused on



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operations and logistics, much of the work that occurs “behind the scenes.” A list of team members and departments can be found in the appendix.

- **Marshall Monday Morning Group.** Mr. Davalos established and facilitated a working group to discuss on-the-ground issues related to the Marshall closure. This group, which started on November 1 and met once per week, included: Marshall counselors, a Madison and Franklin counselor, the PAT president (Rebecca Levison), a PAT representative (Dee Simmons), administrators at Marshall, Cleveland, Madison and Franklin, Project Directors and a communications representative from the BESC.
- **Marshall Transition Advisory Group.** This group, which met on a monthly basis, consisted of staff, students and parents from the Marshall, Franklin and Madison communities. This group served as a valuable sounding board, an idea generator and an accountability body.
- **High School Design Parent Advisory Group:** As part of the High School System Design process, a group consisting of parents representing every high school cluster in the city was formed to oversee the implementation of High School System Design. Several members from this group also served on the Marshall Transition Advisory Group. Every month, this group received an update regarding the Marshall transition.

### ***Reporting to the Board (2010-11)***

PPS representatives reported to the Student Achievement Committee and/or the Board regarding the closure of the Marshall Campus on: 12/2/10, 2/10/11, 2/23/11, 3/14/11, 3/28/11 and 6/13/11.

### ***Key Project Structures for 2011-12 School Year***

Moving into the 2011-12 school year and beyond, the Marshall transition will continue to be overseen by one District-based supervisor. Mark Davalos has accepted a position as Superintendent in another school district, so will not be serving in this role. Toni Hunter, current Deputy Superintendent, is slated to oversee the Marshall transition next year.

#### **School-Based Accountability Structures**

Franklin and Madison in particular will utilize one body ideally composed of parents and staff (i.e., Site Council) to report upon the progress of Marshall students. Also, the Franklin and Madison leadership is expected to develop, before the start of school, a plan to effectively integrate Marshall students into the cultures of their respective schools. They should develop a similar plan to integrate parents/family members of students. The supervisor of these schools will review and approve these plans; the Site Council or chosen convening body will provide input related to these plans.

#### **District-Wide Vetting Committee - Marshall Transition Advisory Group**

The purpose of this group is to review progress of former Marshall students at Madison, Franklin and other schools. This group will meet in late September, January and May. Members of next year’s Marshall Transition Advisory Group will include parents, students and teachers from the current transition group; however, all members will participate on a voluntary basis (i.e., no one will be paid to attend). BESC central office staff (Supervisor of Franklin and Madison) and a Research and Evaluation staff member will also be present. One person from the district will be assigned to facilitate and coordinate the meetings. The meetings will be optional for school-based leadership and staff.

#### **District-Wide - Board Meetings**

The school board will receive two updates related to the progress of Marshall students over the course of next year. These updates will occur until 2013-14.

### ***Key Project Tools***

This project relied on basic project management tools, including:

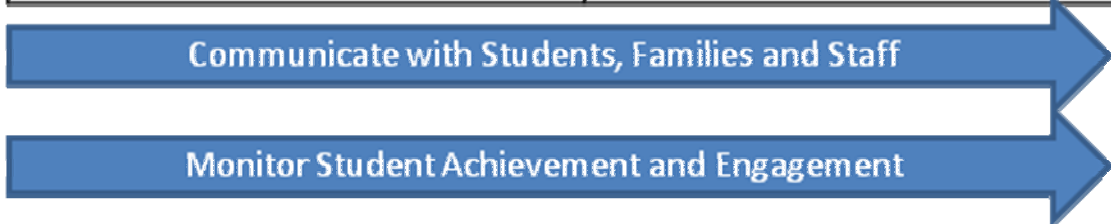


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- **Project status reports:** The project director created a status report every two weeks to update the Marshall Transition Advisory Group. See an example of one of these status reports located within the appendix.
- **Meeting minutes:** All minutes from the Marshall Transition Advisory Group/Committee meetings were posted on the website.
- **Logistics workplan:** A workplan to coordinate all operations and logistics-related work was created.

### TIMELINE

Key Activity	Timeframe
Determine boundaries for 8 <sup>th</sup> grade students and their siblings	October - December
Assign students to receiving schools for following year (run a Marshall specific lottery)	November- December
Determine which programs and services will be at which schools for following year using detailed facility capacity projections	January-March
Assign courses to students (i.e. forecast) for next year	February-March
Prepare facilities and infrastructure at receiving schools	November-August
Assign staff to new placements	April-June



### STUDENT PLACEMENT AND BOUNDARY DECISIONS

#### *Executive Summary*

After the school board's vote to close the schools on the Marshall campus, PPS staff needed to decide which high schools would be the receiving schools for current students as well as for younger children living within the present Marshall boundaries. The superintendent decided that Franklin and Madison would be the receiving schools, with Cleveland receiving a group of future Marshall students based on the new 2011-12 school year boundaries that were approved in a December 2010 board meeting. After much deliberation she announced that BizTech students would go to Franklin and students of Renaissance and Pauling would go to Madison. However, BizTech students were allowed to apply to Madison, and Pauling and Renaissance Arts students to Franklin (if space allowed) through a special lottery.



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### ***Process for Determining Receiving School of Marshall Students***

To determine which Marshall students went to Franklin and which to Madison, staff considered the following options:

- Choice - Allowing students from all Marshall schools to pick between Madison and Franklin.
- Student Cohort - Assign existing students as one cohort to either Madison or Franklin. For example, BizTech students could be assigned to Franklin and Pauling and RA2 students to Madison.
- Neighborhood Boundaries - Assign students in accordance with their new neighborhood boundary.
- Student Cohort with Choice - Vast majority of students would be assigned via the student cohort model. A limited number of slots would be available for students to select, via lottery, between Madison and Franklin.

### ***Student Perspectives***

Conversations with students regarding the assignment options revealed several major concerns: the desire to feel connected to friends and the community, participate in extracurricular activities and academic programs, have some degree of choice, and be close enough to home to limit their commute time to school.

### ***Technical Considerations***

The Office of School Modernization and the Facilities Asset Management Department studied Franklin and Madison capacity issues, projecting what renovations and space needs would be necessary depending on different enrollment scenarios. Along with this study, staff kept in mind the High School System redesign picture with the desire to balance enrollments in PPS high schools.

### ***Readjusting Boundaries***

Another consideration for determining the receiving schools included boundary adjustments that would be finalized by the school board. Marshall Cluster boundaries included middle school and K-8 students who would also be affected by this closure. Staff had to consider how many more students would be transferring to Franklin and Madison after the new boundaries were drawn. Staff also looked at travel time under the new boundaries for new students and for those students who were attending the Marshall campus in 2010-11.

### ***Conclusions***

A committee made up of Franklin, Madison, and Marshall administrators and counselors, with the assistance of district administrators, made the student assignment recommendation of student cohort with choice. This recommendation with its details was presented to all of the high school principals and the Marshall Transition Advisory Committee, both of whom endorsed this recommendation.

The superintendent looked at the receiving schools' course offerings; sought advice from administrators, teachers, parents, and students; and studied the details of the recommendation. She endorsed this recommendation, and steps were taken to develop a special lottery strictly for the Marshall closure.

### ***Process for Informing Families***

#### **Lottery Considerations**

Staff realized there were a few circumstances to be taken into consideration. One family might have two students in separate schools on the Marshall campus and thus slated to go to different high schools. Another consideration involved families who had, for example, a student currently at Madison but another child who was at BizTech and would then be going to Franklin. A priority was set up in the lottery computer program for students with siblings in the affected school; it also considered distance from the assigned school versus the requested school.



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As soon as that decision was made, the Community Involvement and Public Affairs Department, the Implementation Directors, and the Enrollment and Transfer Department let families of all languages know of these changes. Please look in the appendix (Katie, you probably have those) to see examples of the communications. It was determined that a separate lottery would be run for Marshall students going to Franklin and Madison the following year. Before running the lottery, the district provided opportunities for students and parents to visit their assigned schools. Transportation was provided, and staff members made themselves available.

### **Informing Families and Students About Student Assignment Options**

[See the section, “Academic Achievement and Engagement section: Goal C” within this document to learn more about this process.](#)

### **Final Outcomes**

Marshall staff, students and parents requested that the district give priority within the lottery to students who would be seniors the next year, those furthest away (more than 5 miles) and those with sibling-related issues. Overall, PPS was able to accommodate 60% of transfer requests, with Franklin being the more popular choice among students. All 10th- and 11th-grade applicants from Pauling and Renaissance who applied to Franklin with sibling or distance preference were approved, as were all students who would be seniors in 2011-12. All other applicants at 9th and 10th grade were wait-listed. A total of 116 students requested to be in the special Marshall lottery (other students did not request to be in this lottery). While 70 students were approved to attend the schools of their choice (between Madison and Franklin), 46 students were denied their request. In total 233 were assigned to Franklin and 235 students to Madison.

Some students also submitted applications during the transfer cycle for schools such as Benson. The most up-to-date figures are

From	To	Number of Students
BizTech	Madison	15
BizTech	Franklin	180
Pauling	Madison	78
Pauling	Franklin	20
Renaissance Arts	Madison	142
Renaissance Arts	Franklin	33

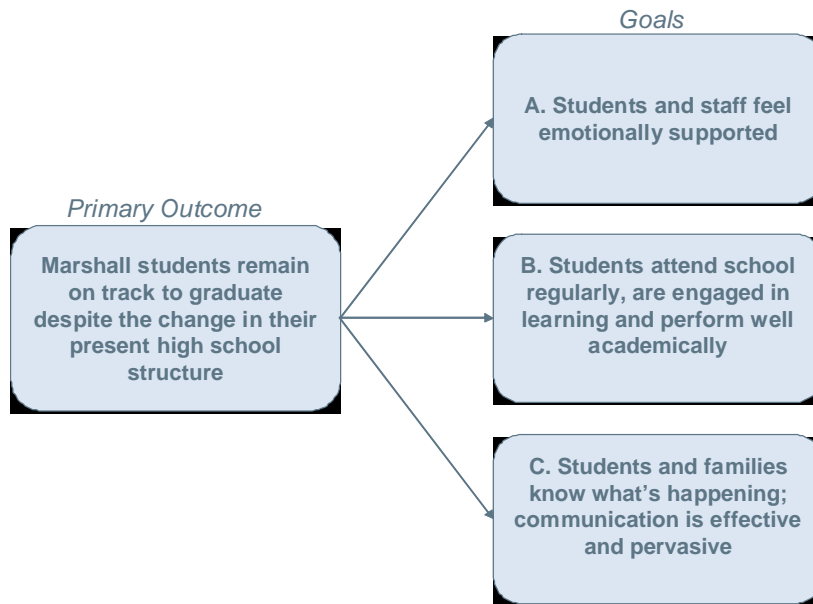
Since the initial Marshall lottery in December, eight Marshall students have been approved to other choices through the lottery (or just after the lottery).



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## ACADEMIC ACHIEVEMENT AND ENGAGEMENT

PPS developed a plan with the Marshall Transition Advisory Group to inform process in relation to academic and student engagement goals. As a group, staff determined that the primary desired outcome of the Marshall closure process was to ensure that students stay on track to graduate. Staff then developed three primary goals that aligned to the primary outcome, which are included in the below diagram. Accompanying each of these goals was a set of actions that will be monitored over the next three years.



[For more detail regarding the goals and actions see the appendix.](#)

### **Goal A: Students and Staff Feel Emotionally Supported**

Actions were then aligned to each goal. Below is a summary of each of these actions.

- Action - Mental health counseling for staff and students. Multnomah County agreed to expand the capacity of mental health counseling on the Marshall Campus. However, it came to the school district's attention in January that the mental health counselor was not being utilized at full capacity. Thus, staff worked with partners (SUN, Step Up and the Community Outreach Coordinator) and Marshall staff to ensure students who were in need of mental health services were referred. PPS social workers also visited Marshall Campus during a staff meeting to inform them that free counseling was available to employees.
- Action – Provide a forum created for students to express their concerns and ask questions. Portland State University (PSU) Master of Social Work Interns provided a drop-in group on Tuesdays and Thursdays so students had an opportunity to ask questions and voice their concerns regarding the closure process. PSU staff documented student questions, which were then used in student FAQs and newsletters as completed by District staff.
- Action - Create a “fabulous” prom or similar event for students. On March 11, Marshall held its last prom. SUN, the District and Marshall staff collaborated to make this an exceptionally special prom. Nicknamed “Project Prom,” this event received an overwhelming outpouring of support from alumni, community members and others. More than \$5,000 was received in donations (enough to pay for a ticket for almost



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125 students in need). There were also significant in-kind donations including: 1) hair and makeup services, 2) pre-prom activities –Pastini Pastaria provided dinner for 80 students and volunteers; Kate Blackmore of Impact NW took free formal photos; and a graduate of the class of 1988 brought her two children and served free refreshments, 3) attire – racks of prom dresses and men’s formal wear were donated, including tuxedos from A Formal Affair Tuxedos, 4) prom meal – John Browning coordinated and prepared a catered meal, with donations from Darin Parise, owner of Aloha Produce, and Karen Truax of Avamere Living at Berry Park, who also shared the kitchen for meal preparation, 5) Flowers, décor, snacks, photos and more – Jennifer Lehl of Moondust Design donated corsages and boutonnieres; event planner Nadia Ly donated floral centerpieces and coordinated donations from Petalos Floral Design (floral arrangements), Erica Hartman Photography (candid photos), Green Light Creative (lighting), Panache Weddings and Olive Garden at Mall 205 (Italian sodas), Simply Sweets (cupcakes) and Fliptography (free flip books).

- Action - Hold an end-of-year Tribute to Marshall. On June 4, PPS held a tribute to honor the school and those who shared experiences within its campus. The event brought together alumni, students and community members to celebrate the school's more than 50 years. More than 1,000 people attended. Nadia Ly offered and provided event planning services at a significantly reduced price.
- Action - Ensure cleanliness of building. Student morale proved difficult to maintain throughout the year. As a consequence, there were reports of increased vandalism on the campus. In response, the Deputy Superintendent and the head of PPS facilities collaborated to improve the conditions. PPS also provided funding for a student custodian to work 20 hours per week.

### Goal B: Students Attend School and Perform Well Academically

- Action – Rigorously monitor students’ attendance. Strategies to increase attendance in place. By December, it was clear that absenteeism among Marshall students had become an issue. At Renaissance Arts, for example, absenteeism had hit a three-year high of 25%. Absenteeism was already an issue prior to the announcement of Marshall’s closure (the previous year, absenteeism had been worse in all three schools in comparison to the two prior years; September’s absentee rate was extremely high, which was before the closure announcement) but it was clear from teacher input that the Marshall closure was affecting student morale, which in turn was adversely affecting attendance rates.

Operating with the belief that rewarding good attendance is as important as, if not more important than, punishing poor attendance, Marshall and District staff developed a process to reward good or improved attendance. Specifically, District staff secured items from donors to reward students for good or improved attendance, including Harlem Globetrotter tickets, coupons and merchandise. Similarly, students with 95% attendance or above were allowed to participate in a monthly pizza party. The school board generously donated five Netbooks, which were also used to reward good or improved attendance.

Furthermore, an additional community outreach coordinator and director through the Partnership for Graduation grant were hired to provide support to academic priority students (or those identified as at risk to not graduate).

There was also stronger coordination and alignment of already existing services on the Marshall campus including SUN, Step Up, mental health counselors from Multnomah County, PSU Masters in Social Work (MSW) interns, the High School Graduation Initiative Director and Coordinator, the Story project, and a teen parent and child-care program. These partners repeatedly met with the purpose of improving attendance of Marshall students. Each partner identified which students of the ones they serve were chronically absent and made special efforts to reach out to them. In some cases, chronically absent students did not have a community partner advocate. In response, community partners agreed to increase their caseload to accommodate some of these students.



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Students who were chronically absent were put on attendance contracts. Every day students were to get teachers to sign they had been present in class. At the end of the day, students met with an adult to go over progress on their attendance contract. If by the end of the week, students had 100% attendance, they received a reward, such as a movie ticket. Community partners and the community outreach coordinator were vital to enforcing these contracts.

These incentives, which were implemented in January, resulted in a decline in overall absenteeism. [See the appendix for more detail on outcomes.](#)

- Action - Areas of interest of Marshall students reflected within courses next year at Madison and Franklin. Once the students were notified of their placement, the next step was to introduce them to course offerings at their new schools. Counselors from both high schools met first with Marshall Campus counselors. Then a schedule of meetings was set up to enable students at each grade level to receive grade-specific personal attention from the Madison and Franklin counselors regarding the requirements and offerings. The forecasting process and timelines were explained and appropriate paperwork given out. The Marshall counselors then worked with individual students to assist them in filling out their paperwork. Once students returned all of the forms, the eSIS Department did the actual forecasting for Madison and Franklin, a task usually accomplished by the counselors or a counseling secretary. It was felt that the time it would take this year would be much better spent by the counselors working with staff and students on the transition than inputting these items on the computer.
- Action - Marshall students informed about and have equal opportunity to participate in activities and extracurricular activities at Franklin or Madison. Athletic directors from Franklin, Madison and the Marshall campuses met to discuss key transition activities to ensure that Marshall students had an equal opportunity to participate in athletics at receiving schools. District staff assisted the athletic directors in drafting a plan that incorporated among other items, communicating tryout dates to Marshall students, and determining where Marshall-specific memorabilia (i.e., trophies, plaques, etc.) would be relocated. Activities directors from Franklin and BizTech also met and created a similar plan. Specifically, Franklin held a designated number of slots for Marshall students for student government. Madison opted to hold their elections in the fall. Franklin also recruited Marshall students to participate in its Link Crew or peer mentoring program.
- Action - Support students in graduating early, if they wish. Marshall students who were on track to potentially graduate early were given the opportunity to take evening classes for credit at no cost to themselves. They had the opportunity to do so through the Portland Evening Scholars program, which is located at Benson. Approximately 15 students took advantage of this opportunity.
- Action - Create staff directory for students for letters of recommendation. This idea came to fruition from students at the PSU run student drop-in center. The goal was for students to have a list of their teacher contact information before the end of school. As of June 3, staff was still attaining the permission of teachers to do so.

### Goal C: Students Know What's Happening (Strong Communication)

- Action: Current Marshall students and families understand which school they will attend next year. PPS relied on multiple forms of communication to inform families and students of these changes and options.
  - On November 15, letters regarding the decision were read aloud to all Marshall students during a designated class period. These letters were also sent in the mail to each student's family in all supported languages.
  - On November 22-23, the district staffed an information booth during the Marshall parent teacher conferences from 8am-8pm each day.



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- On November 30, BizTech students traveled to Franklin during the school day to learn more about their assigned school. On December 1, Pauling and Ra2 students traveled to Madison during the school day. Prior to the visits, all Marshall students were given an informational flier about both Madison and Franklin so they could be ready with their questions in advance. Both Franklin and Madison students played a large part in planning these events.
  - Franklin High School hosted an event the evening of November 30 for families interested in learning more about the school. All Marshall families were invited to attend. Similarly, Madison hosted an event the evening on December 1. Transportation was provided to families from Marshall to Franklin/Madison and back to Marshall. Dinner was also provided.
  - Families learned about these events through letters sent by the schools, during parent teacher conferences, an automated phone call and information handed to students during the school day. The district communicated this information in all supported languages.
- *Action: Overall communication plan developed to cover now until the end of the year.* PPS developed a communication plan per the request of the Marshall Transition Advisory Committee. [See the communication section within this document for more detail.](#)

### Looking forward to 2011-12 and beyond

The District has put in place a number of supports at the receiving schools (i.e., Madison and Franklin). Below is a table indicating these supports.

	Supports	Franklin	Madison
<b>After School/ Before School</b>	SUN	Yes	Yes
	Step Up	Yes	Yes
<b>Social Services</b>	Attendance coordination/ support	Yes	Yes
	Teen parent	No	Yes
	Health clinic	Yes	Yes
	Mental health counseling (county)	Yes - increase	Yes - maintain
<b>Academic Academic</b>	AVID	In two years	Yes
	Literacy instructional specialist	Yes	Yes
	Additional counseling	Yes	Yes
	ELL support	Yes	Yes
	Special Ed. Admin	No	Yes

Other resources:



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- Madison applied and was accented for a School Improvement Grant (SIG). Unfortunately, at the time this report was written, PPS had not heard what the award will be. The SIG could be a considerable amount of money, which would further enhance the supports listed above.
- Previously, the High School Graduation Initiative provided resource to Masrhall High School. The District submitted a proposal to use these funds at Madison and Franklin. The District has since heard that approximately \$300,000 of these funds will be directed to Franklin to support performance and attendance of academic priority students. Details of what exact supports will be provided to Franklin are still being determined.



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## COMMUNICATION PLAN

District staff created a communication plan to ensure that all possible stakeholders were informed about the Marshall closure process. Below is a summary of the plan that targeted students/families and staff.

Type of Communication	Description	Distribution Method	Frequency
<b>Students and Families</b>			
Frequently Asked Question Document	Answers questions posted by students	Websites Marshall Student Drop-In Center SUN office Transition Wall (Bulletin Board at each of the small schools)	Once per month
Newsletter	In-depth account of specific topics including activities/clubs, athletics, school customs at Madison and Franklin	Mailed home Marshall Drop-In Group Websites Transition wall Given to staff	Two issues for each of the two schools (Madison and Franklin)
Vietnamese, Chinese, Spanish, Somali and Russian Family Nights	Opportunity to answer questions regarding the Marshall closure or other topics in native language of our families; dinner provided.	Face-to-face	One event per language group
Drop-in Group	Provides a place where students can discuss issues related to the closure	Face-to-face	Every Tuesday
Communication regarding athletics, activities and clubs	Relays all tryout dates and similar activities	Handed to students by Marshall athletic director  (will also be in newsletter)	Dependent on activity
Onsite visits to Franklin and Madison	Events held at Madison and Franklin (i.e., field trip during the day, "Quaker Conversation", "Madison Shadow Day", leadership class visits etc..)	Face-to-face	Approximately one opportunity per month per campus
<b>Staff</b>			
Frequently Asked Question	Answers to questions posed by staff	Handed out during staff meetings	Quarterly



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Documents		Emailed to staff	
Visits by Human Resources and PAT	Human Resources and PAT/PFTCE jointly discuss staffing process	Face-to-face	January March
Madison and Franklin staff events (pre-staffing)	Staff have opportunity to visit each campus prior to staffing process	Face-to-face	January
Madison and Franklin staff events (post-staffing)	Staff have opportunity to visit assigned campus after staffing is completed to foster relationship building	Face-to-face	May and June

## LOGISTICS

### ***Executive Summary***

In late October, the Just Do It Team, or JDIT, was formed. JDIT, representing 26 departments, was charged with accomplishing the behind-the-scenes work that would make the closure and transition a reality. The list of team members and departments can be found in the appendix.

This team updated a closure booklet that had been created for the K-8 reconfiguration process several years ago. A copy is included in this document. Its purpose was to let the principals of all of the schools know the responsibilities of the various district departments in relation to the closure and what responsibilities rest with the schools. These items are spelled out in great detail. For example, there is a section on health and safety with specific instructions regarding science lab chemicals at Marshall and what had to be done with them. Another section details the closing of the various financial accounts on the Marshall cCampus. Staff assumes that this valuable document will serve future closures, should that be the case, and also be assistance if there are temporary moves because of a building improvements bond.

JDIT has been involved in all of the changes necessary in dealing with construction, building security, and redistributing (where appropriate) the curriculum materials, textbooks, technology equipment, furniture, etc. as a result of the Marshall closure.

### ***Program Changes***

Continued support of special services and programs on the Marshall Campus that have benefited students is part of the overall plan.

#### Health Clinic

Because Madison already has a health clinic, the one that served the Marshall campus will be moved to Franklin High School. FAM has been working closely with the Multnomah County regarding its design and implementation.

#### Marshall Night School and Marshall Child Care

Marshall Night School will be renamed Madison Night School and housed in that building. As a further support for some of the students in that program and other students at Madison, the Marshall child-care



## **Marshall Closure Implementation Plan**

program will also be moved to Madison. Construction is planned, and the team is working closely with the child care providers.

### SUN and Step Up

Additional agencies on the Marshall campus include SUN and Step Up, which will now provide that support at Franklin because similar supports already exist at Madison.

### DART at Franklin and Focus at Madison

One of the present DART locations is at Franklin. In order to have enough classrooms for the influx of Marshall students, DART will move out at the close of the school year and into Benson. A similar necessity has caused the Focus program (also an alternative program) to be moved out of Madison. JDIT is working closely with Sue Ann Higgins, who heads up the Educational Options Department, to expedite these moves.

### PTA Clothing Center

The PTA Clothing Center's location is yet to be determined.

### Special Education Class

Madison also housed an MESD special education classroom with students from more than just our district. Because of the influx of Marshall students to Madison, next year that classroom will be housed in a nearby district or in another PPS facility.

### ***Staffing Issues***

Because a large number of students from Marshall will be attending Franklin and Madison next year, an increase in FTE is required at those two schools. Human Resources, PAT and PFTCE worked together on issues of concern and process regarding this closure and transition. The president of PAT regularly attended the Monday morning transition team meetings that included counselors, principals and district work team members.

A separate timeline was created to enable a vacancy selection process based on seniority for Marshall teachers prior to the regular staffing timeline for the rest of the (district or District for consistency-several times in this section) district. Similarly, PFTCE vacancies were arranged before district-wide openings becoming available.

Teachers who did not receive a placement at Franklin, Madison or Cleveland will proceed through the regular staffing process that entails the different phases of vacancies, interviews and hiring that takes place for all teachers in the district.

## **FUTURE OF MARSHALL CAMPUS**

Immediately after school ends, the entire building will be rekeyed as a security measure. The district will maintain security checks for the campus.

Marshall has always had an active summer program for students that provides academic classes and support services. It was the (superintendent consistency for capitals – mine not, yours has it) superintendent's desire to continue with as much of that as possible during the transition. Therefore, PPS is



## Marshall Closure Implementation Plan

housing summer school and several support services from outside groups on that campus. The summer activities at the Madison and Franklin campuses are being limited this year because of the construction and moves. Some of those programs are being housed at Marshall so they may still provide opportunities for our students.

When preparation for the 2011-12 school year begins in August, the district will use the campus for leadership meetings and then throughout the next year for professional development for staff.

There are no immediate plans for the campus beyond the 2011-12 school year. The school board and superintendent have yet to make a decision regarding the future of the Marshall Campus.

### MONITORING PROGRESS

Given that transitions to new schools can be difficult, PPS must proactively support and monitor Marshall students until they graduate. Specific strategies include: 1) continuously monitor the progress of Marshall students while at their new school and report this progress to staff of the new schools, leadership and the Board; 2) support students academically and emotionally; and 3) ensure there is a proactive plan to integrate students into their new schools, most especially at Madison and Franklin.

The Research and Evaluation (R&E) Department will monitor Marshall student progress during the 2011-12 through 2013-14 school years (and possibly longer if any students continue as fifth-year seniors). Metrics to be reported upon include: absenteeism, suspensions and expulsion, GPA, total credits earned, count of AP classes taken and graduation rates. Based on the data tracked for individual students, R&E will produce a summary report of Marshall student progress twice each year, once within a month of the end of first semester and the second time within a month of the last day of school. Depending on number of students enrolled at each school, separate reports may be compiled for students attending Franklin, those attending Madison, those attending any other PPS school or program and a combined report. Data will be broken out by gender and ethnicity, although some groups may have too few students to report on. These reports will be presented to the board as well as at the Marshall Transition Advisory Group, which will meet three times over the course of the 2011-12 school year.

[For more details on progress monitoring, visit the appendix.](#)



# Marshall Closure Implementation Plan

## APPENDIX



## Marshall Closure Implementation Plan

### *Detailed Regarding Goals and Actions*

These goals are further explained in the following tables.

#### **Goal A. Students feel emotionally supported**

ID	Key Actions Tied To Goal for 2010-11
A1	Students who need mental health counseling receive it
A2	Staff receive support so they are emotionally ready and prepared to support students
A3	Closing ceremony for students, staff, families and alumni
A4	Forum created for students to express their concerns and ask questions
A5	Create a “fabulous” prom or similar event for students
A6	Marshall building is clean and maintained

ID	Key Actions Tied To Goal for 2011-12
A7	Students who need mental health counseling receive it
A8	Staff receive support so they are emotionally ready and prepared to support students
A9	Check-ins with former Marshall students

#### **Goal B. Students attend school regularly, are engaged in learning, perform well academically**

ID	Key Actions Tied To Goal for 2010-11
B1	Students’ attendance rigorously monitored. Strategies to increase attendance in place.
B2	Areas of interest to Marshall students reflected within courses next year at Madison and Franklin
B3	Marshall students informed about and have equal opportunity to participate in activities and extracurricular activities at Franklin or Madison
B4	Support students in graduating early, if they wish
B5	Create staff directory for students for letters of recommendation

ID	Key Actions Tied To Goal for 2011-12
B6	Former Marshall attendance monitored at Madison and Franklin; contact students and families who are chronically absent
B7	Technology (laptops) follows BizTech students

#### **Goal C. Students know what’s happening now and in the future**

ID	Key Actions Tied To Goal for 2010-11
C1	Current Marshall students and families understand which school they will attend next year
C2	8th-grade Marshall students and families understand which school they will attend next year
C3	Overall communication plan developed to cover now until the end of the year

ID	Key Actions Tied To Goal for 2011-12
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## Marshall Closure Implementation Plan

<b>C4</b>	Current Marshall students and families understand which school they will attend next year
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# Marshall Closure Implementation Plan

## Example of Status Report

### BI-WEEKLY STATUS REPORT (MARCH 1 – MARCH 15)

#### Status Report Key

##### On Track:

Green = Complete

Yellow = Missed initial due date but there is clear path to being on track

Red = Off track

No color = in progress

Blue font indicates that this is a new item on the workplan. New items are based on feedback from staff, students, parents and Board members.

#### Significant Accomplishments, Decisions and Events

(All items listed in this section either occurred during the past 2 weeks or will occur in the next 2 weeks).

#### Goal A. Students feel emotionally supported

Item/Information	Status/Important Dates
<b>A1. Students who need it, receive mental health counseling</b>	
<ul style="list-style-type: none"> <li>Ensure students make appointments (small school administrators and counselors have indicated that students have not been showing up to their appointments) by:               <ul style="list-style-type: none"> <li>Hiring community school outreach coordinator (district staff) and incorporating this into job responsibilities</li> <li>Communicating to staff that students should be released to appointments, assuming student has a referral</li> </ul> </li> </ul>	<p>March 14: hired community outreach coordinator (initial deadline March 1<sup>st</sup> - late due to large number of applicants to review and delayed security clearance)</p> <p>March 14: Staff receive FAQ at staff meeting</p> <p>March 21 : community outreach coordinator arrives on campus</p>
<b>A2. Staff receive support so they are emotionally ready and prepared to support students</b>	
<ul style="list-style-type: none"> <li>Human resources visits Marshall staff to review staffing timeline and process (second visit – last visit occurred in January)</li> </ul>	<p>March 14</p>
<b>A3. Closing ceremony for students, staff, families and alumni</b>	
<ul style="list-style-type: none"> <li>Find person to serve as lead (i.e., a ceremony planner)</li> <li>Sign contract</li> </ul>	<p>March 17</p> <p>March 28: Contract signed/processed</p>
<ul style="list-style-type: none"> <li>Develop fundraising plan (District with SUN and ceremony planner)</li> </ul>	<p>March 18 (initial plan proposed; to be reviewed by planner)</p>
<b>A5. Project prom</b>	



## Marshall Closure Implementation Plan

<ul style="list-style-type: none"> <li>Marshall SUN team to assist Marshall in creating a memorable prom</li> <li>District staff to assist in securing donations and in contact media</li> </ul>	March 11
<b>A6. Marshall Building is Clean and Maintained</b>	
<ul style="list-style-type: none"> <li>Secure additional assistance to help keep the building maintained and clean</li> </ul>	<p>March 16: secured budget for student custodian; application released</p> <p>March 30: start date</p>

### Goal B. Students attend school regularly, are engaged in learning, perform well academically

2010-11	
Item/Information	Status/Important Dates
<b>B1. Students' attendance rigorously monitored. Strategies to increase attendance in place.</b>	
<ul style="list-style-type: none"> <li>Hold pizza parties for students with 95% or above attendance for the month (principals)</li> </ul>	March 4-March 11: Ra2, Pauling and Biz Tech holds parties for February
<ul style="list-style-type: none"> <li>Increase coordination and alignment of community partners: SUN, Step Up, mental health counselors, High School Graduation Initiative Director, teen parent, Story Project, and Title X)</li> <li>Partners added to caseloads to ensure all chronically absent students have at least one advocate</li> <li>Partners working on supporting RA2's effort of monitoring student attendance contracts</li> </ul>	<p>Ongoing</p> <p>March 2: second meeting</p> <p>March 16: third meeting</p>
<b>B2. Areas of interest of Marshall students reflected within courses next year at Madison and Franklin</b>	
<ul style="list-style-type: none"> <li>New plan: District staff to enter in forecasting sheets rather than have counselors to do it per Information Technology recommendation and Marshall, Franklin and Madison counselors' agreement</li> </ul>	March 28
<b>B3. Marshall students informed about and have equal opportunity to participate in activities and extracurricular activities at Franklin or Madison</b>	
<ul style="list-style-type: none"> <li>BizTech and Franklin leadership and Ra2/Pauling and Madison staff meet to discuss how to ensure Marshall students who attend Franklin next year are included in activities such as Leadership</li> <li>Complete draft of plan (district staff)</li> </ul>	<p>February 27<sup>th</sup>: Franklin/BizTech plan complete</p> <p>February 27<sup>th</sup> March 11: First draft of plan for Madison and Ra2 and Pauling</p>
<ul style="list-style-type: none"> <li>Information regarding athletic tryouts communicated students (letter completed by district staff; handed out by Marshall athletic director)</li> </ul>	March 28



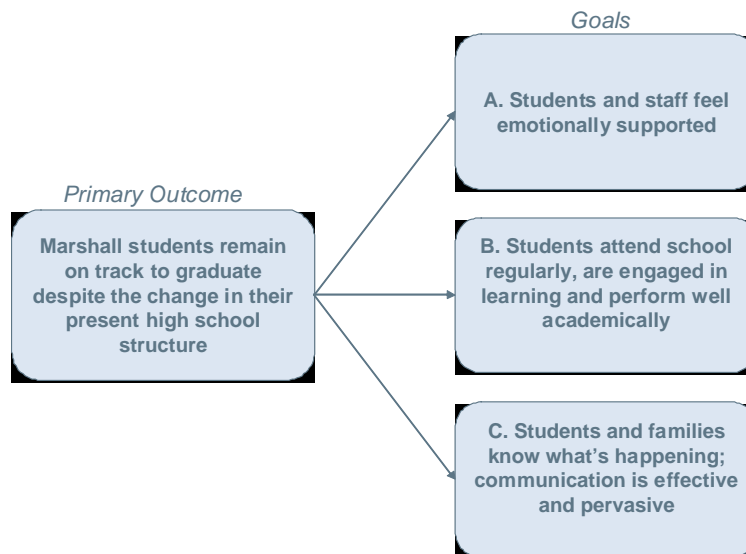
## Marshall Closure Implementation Plan

### Goal C. Students know what's happening now and in the future

2010-11	
Item/Information	Status/Important Dates
<b>C3. Overall communication plan developed and implemented</b>	
<ul style="list-style-type: none"> <li>Staff FAQ handed out and sent via email (District staff)</li> </ul>	March 14 second issue April 4 third issue Ongoing
<ul style="list-style-type: none"> <li>Updated version of student FAQ</li> </ul>	April 4
<ul style="list-style-type: none"> <li>Set up transition wall for students so students have on consistent place to go for information regarding school closure</li> </ul>	March 4: Bulletin Board/Transition wall set up for Renaissance Arts and Pauling; BizTech outstanding
<ul style="list-style-type: none"> <li>Develop/ hang up poster advertising student incentive program to curb absenteeism</li> </ul>	March 1
<ul style="list-style-type: none"> <li>Franklin newsletter complete, translated and mailed to appropriate students</li> </ul>	April 4
<ul style="list-style-type: none"> <li>Madison newsletter complete, translated and mailed to appropriate students</li> </ul>	April 11
<ul style="list-style-type: none"> <li>Write and send TAG letter to parents/ families</li> <li>Translate letters in necessary languages.</li> </ul>	April 4
<ul style="list-style-type: none"> <li>Write and send ESL letter to parents/ families</li> </ul>	April 11

#### Notes

Status reports are aligned to the goals outlined in the overall Marshall Campus Implementation Plan; see below:





## Marshall Closure Implementation Plan

### ***Marshall Student Monitoring Plan***

To assist in monitoring the transition of Marshall students to other high schools, R&E proposes the following.

#### **Students to Be Monitored**

R&E will report the data elements listed below on all students enrolled in a Marshall Campus school for two weeks or longer during the 2010-11 school year. Reporting will occur during the 2011-12 through 2013-14 school years (and possibly longer if any students continue as fifth year seniors).

#### **Student Level Data**

About 1-2 weeks after the end of each quarter, R&E will produce a spreadsheet with the following data elements.

- Student name
- Student ID
- Marshall campus school(s) attended in the 2010-11 school year
- Grade level in the 2010-11 school year
- Original school of enrollment fall 2011
- Original grade level fall 2011
- Current school
- Current grade level
- Total absences in the 2010-11 school year
- Year-to-date absences when report is run
- Cumulative GPA at the end of the 2010-11 school year
- Cumulative GPA when report is run
- Total suspensions in the 2010-11 school year
- Year-to-date suspensions when report is run
- Total expulsions in the 2010-11 school year
- Year-to-date expulsions in the 2010-11 school year
- Total credits earned at the end of the 2010-11 school year
- Total credits earned when report is run
- Count of unsatisfactory grades by content area (core or elective) in 2010-11 school year
- Count of unsatisfactory grades by content area from most recent grading period when report is run
- Count of AP classes taken in 2010-11 school year
- Cumulative count of AP or IB classes taken (including current enrollment) when report is run
- Number of school transfers since fall 2011
- List of schools attended since fall 2011



## Marshall Closure Implementation Plan

### Summary Data

Based on the data tracked for individual students, R&E will produce a summary report of Marshall student progress twice each year, once within a month of the end of first semester and the second time within a month of the last day of school. Depending on number of students enrolled at each school, separate reports may be compiled for students attending Franklin, those attending Madison, those attending any other PPS school or program and a combined report. Data will be broken out by gender and ethnicity, although some groups may have too few students to report on. Summary data will include:

- Total number of students enrolled for two weeks or longer in a Marshall campus school during the 2010-11 school year.
- Number and percent of students exiting the PPS system during the 2010-11 school year (includes students who exited during the 2010-11 year as well as students who did not enroll in a PPS school fall 2011). To the extent possible, these numbers will be reported by reason for withdrawal. (Note that withdrawal reasons are not always immediately available and/or reliable, so should be used with caution.) Can you also include the 2009-10 school year for this one?
- Number and percent of students who have exited the PPS system any time, including during or after the 2010-11 school year. Numbers will be broken down by reason for withdrawal when possible.
- Number and percent of students who exited the PPS system during or after the 2010-11 school year and have re-entered a PPS school or program.
- Number and percent of students who have changed schools since fall 2011 enrollment. Possibly count by number of transfers, if applicable.
- Number and percent of students with declining GPAs.
- Number and percent of students on-track in terms of credits earned (assuming 6 credits per year).
- Average attendance rate year-to-date.
- Number and percent of students above/below attendance thresholds, e.g., 90% or 85% (thresholds to be determined).
- Number and percent of students enrolled in one or more AP/IB courses any time since beginning high school (and since the beginning of the 2011-12 year?).
- Average number of AP/IB courses taken since beginning high school.
- Average number of suspensions in the current year.
- Average number of expulsions in the current year.
- Total number of students who have transferred schools since fall 2011 (possible broken out by number of transfers).
- Cumulative number/percent of students graduating (possibly by diploma type, include GED attainment?)
- In the summer, number/percent of juniors meeting college ready benchmarks on the ACT exam.

Baseline data for the above elements will be compiled at the end of the 2010-11 school year.



# Marshall Closure Implementation Plan

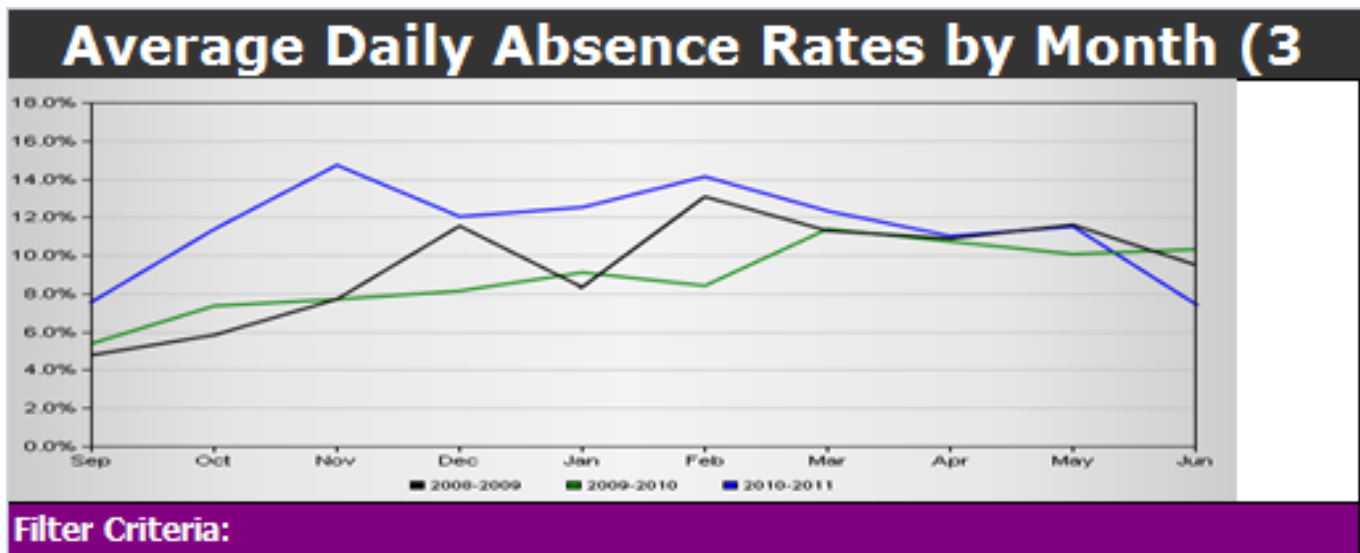
## Attendance Data

Absenteeism proved to be a problem on the Marshall campus, spiking at three year high in the month of January. However, after focusing attention on this particular issue, the team was able to reduce absenteeism to approximately the same rate, albeit slightly worse, as the previous year. See the below matrix:

School	Absentee Rates		
	2009-10	2010-11	Difference
Biz Tech	90%	88.70%	-1.30%
Pauling	87.60%	87.50%	-0.10%
Renaissance Arts	83.30%	82.30%	-1.00%

The charts below depict the month by month trends in absenteeism in comparison to the past three years. Management and principals were closely watching this data as the year progressed. The focus on improving attendance began in late December. A lesson learned from this project would be focus on this issue earlier in the year.

BizTech – 3 Year Absentee Trend

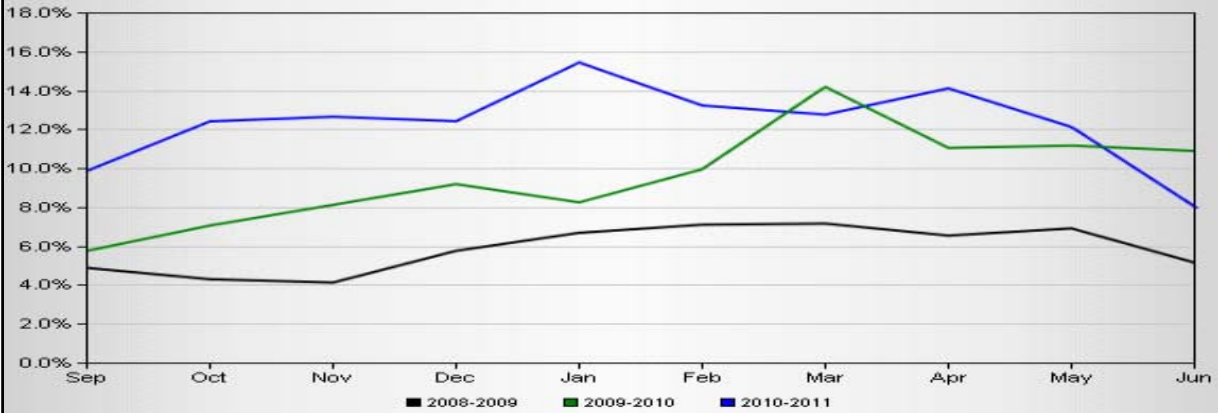


Pauling – 3 Year Absentee Trend



## Marshall Closure Implementation Plan

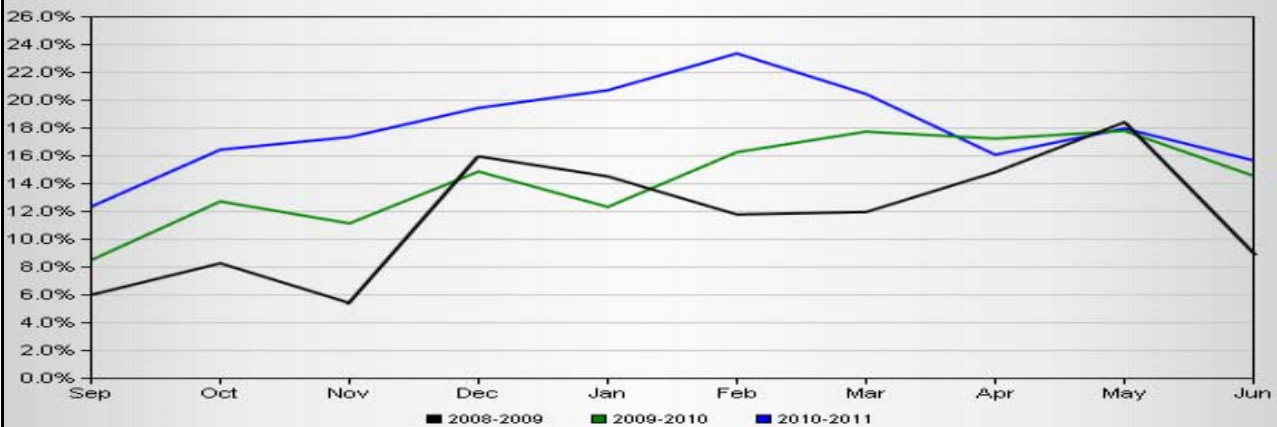
### Average Daily Absence Rates by Month (3)



Filter Criteria:

Renaissance Arts – 3 Year Absentee Trend

### Average Daily Absence Rates by Month (3)



Filter Criteria:



## Research on Closing Schools

### School Closure Transition Recommendations

Schools are the social arena in which students forge relationships and any involuntary closing naturally causes conflict and stress for families (Churchill & Carrington, 2000). Any loss of a primary social structure will result in “mourning, anger, depression, sorrow, and fear of the unknown, the future, and ambiguous present” (Harris & Sutton, 1986, p. 5). However, there are several steps that Portland Public Schools might consider to ease Marshall students in this difficult time and to alleviate some of the stress.

#### 1. Fear of the Unknown

The first recommendation is to reassign students and teachers of closed schools *as soon as possible* and make this information readily available (Surmacz, 1982, as cited by Carter, 2006, p. 115; CII, n.d., p. 1). Providing students and families with this information helps to alleviate the fear of not knowing where the student will be the following year. Additionally, providing teacher reassignment information to students and families will assure students that not all of their relationships with their teachers will be severed (Kirshner, Gaertner, & Pozzoboni, 2010, pp. 419-420). Communication via school websites, newsletters, and PTA groups should be maximized, as well as involving families in any transition-related activities. Joint PTA meetings might also be arranged between the closing and receiving schools (Thomas, 1980, p. 25).

#### 2. Connecting Displaced Students with Teachers

In a paper that analyzed student performance on standardized tests before and after a school closure (the school was closed because it was underperforming and students were transferred to “better” neighborhood schools), the researchers found that student performance did not increase at the new schools (Kirshner, Gaertner, & Pozzoboni, 2010, p. 423). After interviews with students and families, they discovered two important factors:

- 1.) Students felt that their relationships with teachers at the new schools were not as strong and this deterred them from asking questions or seeking additional help on assignments, and
- 2.) Since the new schools were more academically demanding, students felt discouraged and/or struggled with the demands of the new school curriculum (*ibid*).

Based on these interviews, the authors recommend that when students are transferred to new schools, that they be **immediately connected with any staff from the former school** or that administrators provide additional academic support to transferred students to help them with the new academic curriculum.

#### 3. Recognizing Grief

The literature on closing organizations highlights the profound psychological improvements that **closing ceremonies** have on displaced students and employees (Harris & Sutton, 1986; Carter, 2006; Thomas, 1980). The literature suggests that if districts fail to publicly recognize what a sad event a closure signifies for former and current students, families, and teachers, increased resentment may be prevalent.

In their study of closing ceremonies after an organizational death or transformation, Harris and Sutton (1986) noted some common elements of closing ceremonies that serve different purposes in the healing process after the loss of a network (p. 12). In terms of emotional support, it is necessary to provide a space for students and families to exchange contact information, express any sadness or anger they have



## Marshall Closure Implementation Plan

over the transition, and discuss or share stories about what may happen in the future after the transition. This shared connection will foster healing in the grieving process (*ibid*, p. 13).

Additionally, **inviting former members** (students, teachers, and principals) to the event, telling stories about “old times,” and taking photographs will help to commemorate what a substantial impact the school had on the community. A closing ceremony expresses to the public that the district values the community’s sentiments and that these sentiments will not be forgotten (*ibid*, p. 24).

These closing ceremonies are often referred to using death terms, such as wakes, last suppers, last hurrahs, and final parties (*ibid*, p. 12). The following is an excerpt from an invitation to a closing party:

"The wake is to be an occasion to remember the vigor and charm of the departing spirit. We are interested in recalling and sharing memories of the place with those who were its friends and who may have benefited from their association with it over the years. If you cannot attend, please consider sending a message perhaps containing an anecdote you remember with pleasure" (*ibid*, p. 1)

Another benefit of a closing ceremony is to disseminate information about the transformation (e.g., new bus schedules, school contacts, counseling, PTA meetings, etc.) to the whole group in an effort to increase communication with the public and promote inclusion.

### *Garfield Elementary School Closure Example*

Earlier this year, Garfield Elementary School closed its doors due to budget constraints and dwindling admission. To commemorate the closing, the school combined its last open house event with a good-bye closing ceremony.<sup>1</sup>

The formal ceremony included:

- Honoring retiring teachers
- Former principals in attendance
- Music, refreshments, and dessert
- Art exhibitions from current students
- Student stories on best learning experiences at the school

The event was open to former and current school staff, students, and parents.

## 4. Incorporation Activities

It is important for students and their families to feel welcome at their new schools and not be signified as outsiders. There definitely should be an option for students and families to experience the new school before the first day of the new school year (Thomas, 1980, p. 25; Carter, 2006, p. 15). This could be in the form of a **field trip** to the new school which allows transferred students to get oriented to the new facilities and also provide a space for students and parents to meet with new teachers/principals. Questions about curriculum or school policies can also be addressed at this time (Thomas, 1980, p. 4; Carter, 2006, p. 74).

On the first day of school, PPS might consider hosting “**Welcoming Days**” or other activities that help set the tone of the school culture (Carter, 2006, p. 74).

### *Tucson Unified School District (TUSD) Transition*

TUSD helped students from a closing school transition to their new schools by hosting social gatherings at each of the adopting schools. They had picnics, parent meetings and site visits scheduled. In some schools, **student "ambassadors"** greeted and gave tours to their prospective future classmates. School Councils met to collaborate on the **merging of traditions** and school practices to ensure a seamless transition.

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<sup>1</sup> Garfield Elementary School Website: <http://www.citrusheightsherald.com/2010/04/closing-ceremony-for-garfield-elementary-school-in-carmichael/>



## Marshall Closure Implementation Plan

To accommodate for the loss of personal relationships with teachers and other staff, these “familiar faces” transitioned with students to the adopting schools. The hope was to make the adopting schools seem familiar to transitioning students. (This information was available on a FAQ page set up by the school district for transitioning students. A similar page to promote communication with students and parents is also recommended.<sup>2</sup>)

One of the adopting schools also hosted a beautification day in which former and new students combined to paint the school and plant flowers in preparation for the first day of school with the transitioning students.

### *Le Grange Elementary School Example*

Arlington Central School District also experienced a school closure for the current school year and one of the schools absorbing students displaced by the closure offered a “Welcoming Day” to help parents and student transition to the new school. Parents and students seemed to reflect positively on the encouraging environment.<sup>3</sup>

### *Davidson High School (Australia) Transition Program*

The following is an excerpt from the Davidson Transition Program which incorporates most of the elements previously discussed:

- “Visits to Davidson by groups of Cascade students and teachers for low-key social functions such as barbecues.
- Orientation days at Cascade High where Davidson students spent a day with their projected next year's peers and teachers.
- Opportunities for parents of Davidson High students to meet with Cascade High staff, to tour the school and to discuss issues of interest or concern.
- Consulting ex-Davidson staff in the assignment of ex-Davidson students to new classes at Cascade, in order to ensure that each student had access to a friendship network, potentially negative groupings were avoided, no single ex-Davidson student would be isolated.
- Assigning ex-Davidson staff to key pastoral roles in the Cascade High structure so that students in each year level had access to a familiar teacher.
- Ensuring that the 1999 elections for the 2000 SRC executive membership featured a place for an ex-Davidson student....
- Decision to treat all students as Cascade students from the first day of the school year - not to identify individual students or groups of students as ex-Davidson students” (Churchill & Carrington, 2000).

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<sup>2</sup> TUSD website FAQ page: [http://tusd1.org/contents/distinfo/sc\\_faq.asp](http://tusd1.org/contents/distinfo/sc_faq.asp)

<sup>3</sup> Journal article about the Le Grange school closure and parent reaction: <http://www.poughkeepsiejournal.com/article/20100907/NEWS02/9070336/Students-parents-teachers-cope-with-LaGrange-Elementary-School-closure>



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### **Operational and Logistical Detailed Closure Procedures**

For a comprehensive understanding and toolkit for handling the operational aspects of closing schools, see the 25 page document entitled, "District Procedures for Implementation of Building Closures and Transfer Materials to Receiving Schools; School Year 2010-11. This document written by Rudy Rudolph outlines procedures related to:

- Accounting
- Athletic equipment
- Budget
- Construction at receiving schools
- Coordination of packing, moving and surplus
- Curriculum, material and instructional resources
- Health and safety
- Information technology
- Libraries
- Nutrition services
- Records management
- Schools with contracted childcare providers
- Community partners, such as SUN
- Title I

It also includes a contact list and frequently asked questions regarding building closures.