

Board of Directors Meeting
School District 4J, Lane County
200 North Monroe Street
Wednesday, January 16, 2008 - 7 p.m.

TO: Board of Directors

FROM: George Russell
Superintendent of Schools

RE: Reports and Recommendations

VII. ITEMS FOR INFORMATION

1. Receive a Report on the Superintendent's Report and Recommendations for Shaping 4J's Future (Part 1)

After considering the research, case studies, district data and input from parents, staff and community, I am presenting a set of proposed principles and goals to guide development of a more specific recommendation. I look forward to discussing these in more detail with the Board at the January 16 meeting and at the Board work session on January 30. Based upon that input, I may choose to revise or expand on these proposed principles and goals.

The next step in the process will then be to develop a specific set of recommendations with a timeline for implementation. This Superintendent's recommendation will be presented at the February 13 board meeting, with a public hearing scheduled on February 20.

My recommendation will likely include school consolidations, program relocations, alternative school relocations, and changes in policies or practices that are in keeping with the following proposed principles and goals.

Goals and Principles

These goals and principles should be considered together as a whole. None should be considered independently or in isolation of the others. Together they will guide the direction of my recommendations for future actions grounded in our core values of excellence, equity and choice.

Goals:

1. To ensure that elementary buildings have sufficient resources to offer high-quality core programs, the targeted elementary school size should range from 300 to 450 students.
2. To ensure that middle schools have sufficient resources and program offerings to provide high-quality core programs, the targeted middle school size should range from 400 to 600 students.
3. To ensure that high schools have sufficient resources and program offerings to provide high-quality core programs, high school campus size should range from 1200 to 1500 students.

4. Some smaller neighborhood schools and alternative schools may be determined to be a viable option to:
 - provide for the diverse needs and interests of students, particularly low income and English language learners,
 - reflect district approved enrollment caps for alternative schools,
 - meet enrollment capacity and facility needs, or
 - serve demographically diverse neighborhoods.
5. The district will be a district of small and medium-sized elementary and middle schools, with four moderately-sized high schools and with highest priority in terms of resources, programs, and staff support directed to neighborhood schools.
6. Ensure that school choice and open enrollment do not leave neighborhood schools with limited resources or diminish ongoing efforts to integrate schools economically, racially or culturally.
7. Relocate elementary alternative schools to standalone sites or sites with another alternative school.
8. Achieve greater special education service, program and enrollment balance across the district.
9. When planning for the future, provide space for all-day kindergarten.

Principles:

“What is best for students” will be the paradigm through which all options are considered.

- Equity and equality, though closely related, are not the same. Achieving equity will require an unequal distribution of resources and services. Equity involves opportunity, access, elimination of barriers, distribution of resources based on student needs, socioeconomic factors, availability of funds for academic and other programs and more.
- Strategies designed to increase equity should not negatively impact disadvantaged students.
- Neighborhood schools should have the resources to provide a strong, well-rounded program that includes art, music, physical education and use of technology.
- When small neighborhood and alternative schools are determined to be viable options, there will be some tradeoffs. Some program and service amenities that would otherwise be available in larger neighborhood schools may not be available.
- Strategies and decisions should avoid increasing, and instead have the goal of decreasing, the range between highs and lows of student demographics among schools.
- The student population of alternative schools should reflect the diversity of students in the region. Alternative school student demographics should be within a reasonable range of the region average for each demographic group.

- Communities benefit from having neighborhood schools where families and children are more likely to connect with one another at school and as a result are more likely to be connected to their neighbors and neighborhoods. The neighborhood school is a critical resource in more economically and socially diverse communities.
- Neighborhood schools should be geographically dispersed, with reasonable walk/bike distances and commute times available to students and families.
- Boundary changes should be adopted only as necessary to address the goals. Efforts will be made to keep geographically and historically defined neighborhoods together and to consider the proximity of students to school when redrawing boundaries, closing or consolidating schools.
- Efforts to balance enrollment at secondary schools should be managed through the transfer policy process whenever possible, rather than through boundary changes.
- Environmental sustainability should be taken into consideration when developing strategies and initiatives related to school buildings, service delivery and transportation, including parent and student provided transportation.

A copy of the Superintendent's Report and Recommendations for Shaping 4J's Future (Part 1) is included in the board packet.

2. Receive the District's Annual Report on Compliance with Oregon Minimum Standards (Staff: Tom Henry)

Annually, superintendents are required to report the district's status with respect to the Standards for Public Elementary and Secondary Schools from OAR Chapter 581, Division 22. Deputy Superintendent Tom Henry has prepared the Annual Report on Compliance with Oregon Standards and the district is in compliance. Mr. Henry will present a brief overview of the report and respond to board questions. A copy of the report will be included in the red folder at the January 16 board meeting.

3. Receive an Enrollment Report (Staff: Tom Henry)

Tom Henry will present a brief overview of enrollment projections by school for 2008-2009, enrollment estimates for the period 2008-2012, and respond to your questions. A copy of the December 21 Enrollment Projections Report was included in your January 9 board packet and is included again in the January 16 board packet.

VIII. CONSENT GROUP – ITEMS FOR ACTION

1. Approve Grant Application: Girls' Group Grant (Staff: Laurie Moses)

Staff at Sheldon High School submitted a \$4,820 grant application to the EC Brown Foundation. The primary focus of the Girls' Group is to assist 8-12 girls in their individual quests to define their identity and develop self awareness. Once a week for nine weeks, the girls will participate in activities that promote understanding one's self through art, discussions, and other participatory experiences. They will be taught skills to express their sense of self and be given opportunities to practice these skills in the safety of the group. They will be introduced to local health, mental health and

social service resources in the community. It is hoped that this class will be held once a year at Sheldon High School.

The superintendent recommends approval of the grant application. A copy of the grant description form is included in the packet.

IX. ITEMS FOR ACTION AT A FUTURE MEETING

1. Consider the 2008-2009 Lane Education Service District Local Service Plan

As required by House Bill 3184, Lane Education Service District has developed a Local Service Plan. The process in developing this plan included analysis of all resolutions/core services with the 16 component districts. Through this process component districts had the opportunity to gain knowledge, share and discuss their needs and provide recommendations for the local service plan.

In accordance with ORS 334.175 (2) the Local Service Plan contains all services mandated by law.

1. Programs for children with special needs, including but not limited to:
 - Special education
 - At-risk students
 - Professional development for employees who provide those services
2. School Improvement services for component school districts, including but not limited to:
 - Meeting the requirements of state and federal law
 - Services designed to allow the ESD to participate in and facilitate a review of the state and federal standards related to the provision of a quality education
 - Support and facilitate continuous school improvement planning
 - Support for school-wide behavior and climate issues
 - Professional technical education
 - Professional development for employees who provide these services
3. Technology support for component school districts and the individual technology plans of those districts, including but not limited to:
 - Technology infrastructure services
 - Data services, instructional technology services, distance learning
 - Professional development for employees who provide those services
4. Administrative and support services for component school districts, including but not limited to:
 - Services designed to consolidate component school district business functions
 - Liaison services between ODE and component districts
 - Registration of children being taught by private teachers, parents or legal guardians pursuant to ORS 339.035
5. Other services that an education service district is required to provide by state or federal law, including but not limited to services related to compulsory attendance required under ORS 339.005 to 339.090.

Multi-Year Plan

Although Local Service Plans must be annually adopted by Local School Boards, it is intended that the services and goals set forth in this plan will span two biennium (2007-2009 and 2009-2011). The ESD and component districts will review and make adjustments annually, in alignment with the annual adoption process.

A multi-year plan provides a stable foundation for developing quality services. Annual adjustments provide the flexibility to adjust services to meet districts' changing and future needs.

2007-2008 Budget Implications

At the time Lane ESD's plan was being written, State School Fund and other revenue information was not available. Current estimates range from \$6 billion to \$6.3 billion for K12 in Oregon.

If the K12 allocation is at \$6.3 billion the ESD can fund all of the services requested via the Resolution Analysis Process.

If the K12 allocation is at \$6.0 billion, the ESD will not be in a position to fully fund all of the services requested via the Resolution Analysis Process. The ESD and District Superintendents will continue discussions and reach agreements on ESD services and service levels.

Copies of the Summary of Services for Eugene School District 4J, Summary of the Local Service Plan for 2007-2011, and Resolution Adopting the Local Service Plan are included in the packet. For 2008-2009, the Lane ESD has proposed the following services be funded under the Local Service Plan.

- Students with Special Needs
- School Improvement
- Technology
- Administrative and Support
- Additional Services

The superintendent will recommend adoption of the 2008-2009 Lane ESD Local Service Plan.

X. Comments and Committee Reports by Individual Board Members

XI. Adjourn

The annual charter school reviews for Network Charter School, Ridgeline Montessori, and Village School are included in your board packet. If you have any questions, please contact Londa Rochholz by e-mail at rochholz@4j.lane.edu or by phone at 687-3411. Londa will respond to any questions via an e-mail to all board members.

CALENDAR FOR BOARD MEMBERS

JANUARY

Wednesday, January 30	Board meeting & work session	6 pm
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FEBRUARY

Wednesday, February 13	Board meeting	7 pm
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Wednesday, February 20	Public hearing (followed by work session if time allows)	7 pm
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Monday, February 25	Budget Committee meeting	7 pm
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Wednesday, February 27	Board meeting and work session	7 pm
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MARCH

Wednesday, March 5	Board meeting	7 pm
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Wednesday, March 12	Board work session	6 pm
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Wednesday, March 19	Board meeting	7 pm
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