

Board of Directors Meeting
School District 4J, Lane County
200 North Monroe Street
Wednesday, January 30, 2008 - 6 p.m.

TO: Board of Directors

FROM: George Russell
Superintendent of Schools

RE: Reports and Recommendations

III. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT

Student winners of the EEA Martin Luther King, Jr. contest will be given awards and the first place winners will read their entries to the board.

VII. ITEMS FOR INFORMATION

1. Receive an Update on Eastside Alternative School's Plan for Improvement
(Staff: Carmen Urbina, Scott Marsh and Debbie Kimball)

Carmen Urbina, Parent, Family, Community Coordinator, Scott Marsh, Principal at Eastside Elementary School, and Debbie Kimball, Head Teacher at Eastside Elementary School, will be presenting an update on the strategic planning process to address the directive from the board to meet the instructional needs of a more diverse student population, including low SES, special education, English language learners, and students of color.

A copy of the Eastside Elementary School Strategic Plan is included in the packet.

VIII. ITEMS FOR ACTION AT THIS MEETING

1. Approve 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 and Summary of the Local Service Plan for 2007-2011 were included in the January 16 board packet. A copy of the Resolution Adopting the Local Service Plan for 2008-09 is included in the January 30 board 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 recommends adoption of the 2008-2009 Lane ESD Local Service Plan.

IX. CONSENT GROUP – ITEMS FOR ACTION

1. **Approve Expenditures for June, July, August, September, October, November, and December 2007** (Staff: John Ewing)

ORS 332.255 requires that the district school board approve all expenditures for funds. A summary of the expenditures for June 2007, totaling \$38,507,085.96; July 2007, totaling \$13,727,361.04; August 2007, totaling \$17,425,403.76; September 2007, totaling \$17,076,206.95; October 2007, totaling \$17,598,606.19; November 2007, totaling \$17,910,832.44; and December 2007, totaling \$19,594,443.47 are included in the packet.

The superintendent recommends approval of the June, July, August, September, October, November, and December 2007 expenditures.

2. **Approve Grant Application: Safe and Savvy – A Sustainable BTA 6th Grade Physical Education Bike Safety Program** (Staff: Kay Mehas)

Staff at Roosevelt Middle School submitted a \$5,000 grant application to the Alliance for Community Safety in Oregon (ACT). The primary focus of the grant is the purchase of 25 mountain bicycles to support the 6th grade bike education class at Roosevelt Middle School. Classes will follow the Bicycle Transportation Alliance curriculum. This grant is supported by the Roosevelt Middle School Safe Routes to School Committee, which includes Roosevelt staff, community members and parent volunteers.

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

3. **Approve Personnel Items** (Staff: Wally Bryant)

The superintendent recommends approval of the personnel items included in the packet. These cover employment, resignations, and other routine personnel matters. The board may adjourn to executive session for matters dealing with employment if it desires to do so. ORS 192.660 (2) (a).

X. ITEMS FOR ACTION AT A FUTURE MEETING

1. Approve the Superintendent's Recommendation to Relocate Eastside Alternative School

The superintendent has recommended the relocation of Eastside Alternative School at the end of this school year.

Background:

In February 2006, the board reviewed Eastside Alternative School as part of a larger review of elementary alternative schools. The board took the following action on February 15, 2006:

- Removed grade level caps for Eastside and three other alternative schools reviewed in 2005-06. (Subsequently, the board removed grade level caps for the remaining alternative schools in 2006-07.)
- Directed district staff to work with Eastside to develop a plan for improvement to address the key findings of the report related to assisting Eastside to attract and address the instructional needs of a more diverse student population, including low SES, special education, ELL and students of color.
- Directed staff to begin the process of working with Eastside to develop a plan for relocation of Eastside from Parker Elementary to a stand-alone site or co-location with another alternative school or middle school as part of the district's review of boundaries, enrollment patterns and facilities planning.

In February 2007, the board received a report on Eastside's plan for improvement. The superintendent then recommended that the board adopt a finding that Eastside's plan for improvement had met the intent of the requirement and that no further action was needed at that time. The superintendent stated that it was his intent that by February 2008, he would have a recommendation regarding the relocation of Eastside for the 2008-09 school year.

Discussion:

Options for relocating Eastside:

Three options have been developed, using the following parameters:

- Locate Eastside in a district building as a stand-alone site or with another elementary alternative school, charter school or other district program, but not in a building with a neighborhood school;
- Provide Eastside with adequate classroom space to support their program within their current enrollment cap of 144 students for grades 1-5, and to potentially add kindergarten if enrollment in the region permits; and
- Consider only buildings that do not currently house a neighborhood school.

Additional options could be developed, using different parameters. For example, the Shaping 4J's Future recommendations that will come to the Board on February 13, may include proposals for closing and consolidating some existing elementary

schools. This might allow for additional options for the relocation of Eastside. In keeping with the commitment to present a recommendation for relocation of Eastside by February 2008, however, only options that do not assume closure of a neighborhood school are presented here.

Three district buildings meet the parameters stated above:

- Dunn school building at 3411 Willamette Street, which now houses the Opportunity Center and other school related programs.
- Willard school building at 2855 Lincoln, which now houses two K-8 charter schools, Ridgeline and Village.
- Bailey Hill school building at 2295 Four Oaks Grange Road, which now houses several district programs including the Natives Program and some district instructional programs.

All three options will require the relocation of other programs and services that are now housed in these buildings. Two options are in the South region, where Eastside has traditionally been located, and one is in the Churchill region. Pros and cons are presented for each option.

Option A: Move Eastside to the Dunn Building

Eastside would be a small stand-alone alternative school in the Dunn building. A regional learning center could be moved to the Dunn building as part of the district plans to achieve greater special education service, program and enrollment balance. Eastside has a head teacher on site and a principal could be assigned to provide administrative oversight on a part-time basis. The school would need a full-time secretary and custodian time would need to be expanded. In the short-term, the Dunn building is projected to need immediate improvements such as playground equipment, expansion of the intercom system and technology infrastructure in the neighborhood of \$200,000. Driveway improvements are estimated to cost an additional \$550,000-\$650,000.

Services and programs at Dunn that would be relocated: Opportunity Center, would need to move to a different site or to a different part of the Dunn building. Non-district programs that would need to be moved are Arts Umbrella and Direction Services, an ESD classroom, and possibly the Eugene Education Fund. These services could be housed in other district facilities, once the Shaping 4J's Future decisions are made.

Pros (+) & Cons (--) of relocating Eastside to Dunn:

- + Adequate classrooms and space, if Opportunity Center (OC) is moved either to a different space within the Dunn building or to another site.
- + Dunn is a fairly central site for an alternative school.
- + Close to students who currently attend Eastside. (79% of Eastside students reside in the Adams, Parker, Harris, Crest Drive and Edgewood attendance boundaries.)
- + Could share the building with other district programs, such as OC, or non-district partners, such as Arts Umbrella and Direction Services, and/or a regional learning center could be moved to the Dunn building as part of the district plans to achieve greater special education service, program and enrollment balance.
- Displaces some programs and services now housed at Dunn.

- Creates a very small stand-alone school when the district has determined that school sites of 300-450 are optimal in terms of serving students and making efficient use of resources.
- Playground area is limited. There is no playfield or play equipment because a portion of the site was sold to allow for expansion of the South Eugene post office.
- Drop off and pick up of students would be congested. There is existing limited access off of Donald and Willamette, that would probably require substantial roadwork to improve ingress and egress for parents and staff vehicles.
- Necessary site improvements, such as reinstalling some restroom equipment, and adding a new intercom system, play equipment, and a driveway through the property, would cost roughly \$800,000.
- Staffing costs would increase to provide a full-time secretary and additional custodial time. A principal could be assigned to provide administrative oversight on part-time basis available and be shared with a school at a different site.

Option B: Move Eastside to the Willard Building

Eastside would be relocated to the Willard building and would share the building with Ridgeline Charter School. Village Charter School would need to be moved and could be offered the opportunity to move to the Bailey Hill building. A regional learning center could be moved to the Willard building as part of the district plans to achieve greater special education service, program and enrollment balance. Eastside has a head teacher on site and a principal could be assigned to provide administrative oversight on a part-time basis. The school needs a full-time secretary and office, a daytime custodian, and evening cleaning. There is currently only a night custodian at Willard to clean the building. In the short-term, the Willard building needs a new intercom and fire alarm system and perhaps some roofing, flooring, lighting and seismic safety repairs. The electrical system may need to be upgraded to support technology needs. A rough cost estimate for the minimal level of work is \$600,000-\$800,000. One wing of the building has settled and the floor is uneven in that wing but there are no immediate structural concerns. The building will eventually need re-roofing and other improvements, if it is going to be used long-term.

Services and programs that would also be relocated: Moving Village School to Bailey Hill would require relocation of the Natives Program (now at Bailey Hill).

Pros (+) & Cons (--) of relocating Eastside to Willard:

- + Adequate classrooms, playground and playfield space, if Village Charter School is moved.
- + Willard is a fairly central site for an alternative school.
- + Close to students who currently attend Eastside. (79% of Eastside students reside in the Adams, Parker, Harris, Crest Drive and Edgewood attendance boundaries.)
- + Moving Village Charter School to Bailey Hill results in a broader geographic distribution of alternative and charter schools.
- + Co-locates two small "choice" schools at one site that meets the proposed target for elementary school sites of 300-450 students.
- + Another small alternative school could be co-located with Eastside at the Willard site in the future.
- + Serve more demographically diverse neighborhoods.
- + A regional learning center could be moved to the Willard building as part of the district plans to achieve greater special education service, program and enrollment balance.

- Staffing costs would increase to provide a full-time secretary and additional custodial time. The principal could be assigned to provide administrative oversight on part-time basis available and be shared with a school at a different site.
- The Willard building in the short-term needs some improvements such as new intercom and fire alarm systems, and perhaps some roofing repair and seismic safety improvements. Estimated cost is the \$600,000–\$800,000 range, but could be higher depending on roofing or seismic needs. Substantial investment in re-roofing will likely be needed in the near future.
- Consequences of co-locating a charter and alternative school in the same building is unknown. While they are both “choice” programs, they operate under different governance and policy structures and conditions. These differences may be confusing to parents and could result in some unanticipated problems.

Option C: Move Eastside to the Bailey Hill Building

Eastside could be relocated to the Bailey Hill building and share the building with some other district programs. The 4J Natives Program would be moved to a smaller space in another school building location. A regional learning center could be moved to the building as part of the district plans to achieve greater special education service, program and enrollment balance. Eastside has a head teacher on site and a principal could be assigned to provide administrative oversight on a part-time basis. The school needs a full-time secretary and additional custodial support. Bailey Hill currently has part-time custodial. The building needs a new intercom system and play structure in the short-term; estimated cost is about \$100,000.

- + Adequate classrooms, playground and playfield space, after the Natives Program is moved.
- + Results in a broader geographic distribution of alternative and charter schools.
- + Serve more demographically diverse neighborhoods.
- + A regional learning center could be moved to the Bailey Hill building as part of the district plans to achieve greater special education service, program and enrollment balance.
- + The Bailey Hill building needs only minor improvements, such as an intercom system and play structure, in the short-term. Estimated cost is about \$100,000.
- Not close to students who currently attend Eastside. (79% of Eastside students reside in the Adams, Parker, Harris, Crest Drive and Edgewood attendance boundaries.)
- Creates a very small stand-alone school when the district has determined that school sites of 300-450 are optimal in terms of serving students, however, other district programs are located at the site.
- Staffing costs would increase to provide a full-time secretary and additional custodial time. The principal could be part-time and be shared with a school at a different site.
- Displaces the Natives Program to another location.

Superintendent recommendation:

I know that Eastside staff and parents are eager to know where they are going to be located next year, especially as the district begins our school choice visitation weeks. Staff also need to begin working on facility modifications and other actions to support the move. Other programs and organizations that might be displaced are also awaiting a decision.

At the same time, it is important that the relocation of Eastside fits with other proposals that the board will consider for Shaping 4J’s Future, starting on February 13. I believe

that each of the three options presented here—Dunn, Willard, and Bailey Hill—are reasonable options for a planning horizon of 3-7 years. If the board so requests, I will consider whether there are additional options, as I develop my Shaping 4J's Future recommendations. However, I do not see any other viable options at this time that would not involve the closure of a neighborhood school.

In terms of the three options presented here, my recommendation is that Eastside be relocated to Willard. My reasons for recommending this option are:

1. Of the two options in the south region, Willard is a better site for elementary students than the Dunn site because it has adequate playground space and better transportation accessibility for parents and staff.
2. Most of the current families sending their students to Eastside are within reasonable commuting distance to the Willard site, and therefore making parental involvement more feasible.
3. The surrounding neighborhoods, while perhaps not as diverse as the Bailey Hill neighborhoods, would be more diverse than both the Parker and Dunn neighborhoods, and could potentially lead to a more diverse student population,
4. While Bailey Hill would be the most cost-effective location and least disruptive to other schools or programs, it could negatively impact the Churchill region by drawing more students from surrounding neighborhood schools.
5. A regional learning center probably would be placed at the Willard building as part of the district plans to achieve greater special education service, program and enrollment balance.

My recommendation does have a caveat and that is that Eastside and the board are willing to accept the conditions and understandings listed below related to Eastside locating at Willard. Otherwise, the most cost-effective and prudent choice is the Bailey Hill site, or for the board to consider placing them in tandem with another alternative school program in a yet-to-be-determined closed neighborhood school.

The recommended move to the Willard site would entail these conditions and understandings:

1. While some reasonable maintenance and remodeling may be required to meet the health, safety, and realistic program needs of Eastside, it is not the intent to invest in major remodeling or renovation to accommodate the desires of Eastside. Any major remodeling or renovation, or major maintenance expense, would have to be considered as part of a future bond measure.
2. While the relocation is intended to be long-term, the extended future for the building could require such substantial investment in the facility that it may be more cost-effective down the road to close the Willard building and to again move Eastside to a different building rather than seek bond funds to make any necessary modifications.
3. Consistent with the Shaping 4J goals and principles reviewed by the board, this recommendation is premised upon the following:
 - 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 district.
- Achieve greater special education services, program and enrollment balance across the district.
- When planning for the future, provide space for all-day kindergarten.

XI. WORK SESSION

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

The district is in the final stages of a strategic planning process, called Shaping 4J's Future. The planning process was initiated in Spring 2006 to consider how 4J schools could best serve students in the future, in light of declining enrollment, changing student demographics and needs, and the board's instructional goals: 1) increasing achievement for all students, 2) closing the achievement gap, and 3) providing equal opportunities for all students to succeed.

On January 16, the superintendent presented a report, *Superintendent's Report and Recommendations for Shaping 4J's Future (Part 1)*, that included proposed goals and principles that would establish a guide or framework for developing a specific set of recommendations. The goals and principles have been revised, in response to board discussion at that meeting. This work session provides an opportunity for discussion of the revised goals and principles, as well as for additional discussion of the case studies and findings presented in the report.

At the February 13 meeting, the superintendent will present specific Shaping 4J's Future recommendations and a proposed time line for implementation. That recommendation is likely to include school consolidations, program relocations, alternative school relocations, and changes in policies or practices that align with goals and principles. A public hearing is scheduled for February 20. The board will then discuss the superintendent's recommendations on February 27, with additional discussion and action in March.

A copy of the revised goals and principles are included in this packet. Additional information, provided at the board's request, are: 1) a listing of the enrollment caps for elementary alternative schools and 2) current school building capacity information.

XII. Comments and Committee Reports by Individual Board Members

XIII. Adjourn

CALENDAR FOR BOARD MEMBERS

FEBRUARY

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

MARCH

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