

SHAPING 4J'S FUTURE

HIGH SCHOOL SIZE

FOCUS GROUP REPORT: DECEMBER 2006

INTRODUCTION

As a part of District 4J's strategic planning process, "Shaping the Future," eight focus groups composed primarily of district staff met the week of November 13 to begin to address several unanswered questions that will have an impact on future decisions about school size, grade configurations, programs, and location of schools.

The High School Size focus group identified a number of implementation options that could be considered by the district and the implications associated with those options. We also reviewed demographic and enrollment information and instructional literature, and identified the key values and beliefs upon which we based our implementation options. Finally we identified a number of issues and questions that we thought should be considered by the school board, a think tank that will be operated by the university, and the community.

Linda Preston facilitated our group, and Larry Brown was our listener/writer. The listener writer was responsible for recording what we said and for drafting this report.

The members of our committee were:

Eric Anderson, Assistant Principal, South Eugene HS
Dennis Biggerstaff, Principal, Churchill HS
KC Clark, Special Education Administrator, Education Support Services
Virginia Farkas, District 4J Budget Committee Member
Deena Frosaker, Teacher and 21st Century Coordinator, South Eugene HS
Caleb Kostechka, Teacher, International High School
Tricia Lytton, Teacher, North Eugene HS
Laurie Moses, Director of High School Services
Gary Warren, Teacher, Kelly MS

We must make a disclaimer: Our focus group was asked to focus on a specific topic area, knowing that all of the topics discussed during this process are interrelated and what the district does in one area has implications for the others. The focus group process allowed us to share our discussions with the other focus groups, but each group is submitting an individual report.

A broad based think tank will synthesize the work of our focus group and the other focus groups as it develops a set of integrated alternatives or possibilities for consideration by the school board later in the spring.

4J'S CURRENT PROGRAM MODEL

Laurie Moses provided the members of the focus group with a description of the district's current program model. Her report included the following main points:

- There are four high schools in District 4J.
 - North Eugene HS is divided into three small schools (IDEAS, North International High School, Academy of the Arts) presently made available to students in Grades 9-10. Plans call for the small schools to develop into Grades 9-12 schools. Current enrollment at North Eugene HS is 1,159 students.
 - Churchill HS is a large comprehensive high school that offers small learning communities (SLC) for its students. At present, all Grade 9-10 students are in one of six SLCs. In addition, approximately 50% of Grade 11-12 students are involved in one of four Certificate of Mastery (CAM) programs. A new grant is funding a review, revision, and possible expansion of the SLC model. Current enrollment at Churchill HS is 1,287 students.
 - South Eugene HS is a large comprehensive high school. Current enrollment at South Eugene HS is 1,700 students.
 - Sheldon HS is a large comprehensive high school. It provides Sheldon Academy for students that need extra attention to be successful; typically these students will also be in the school's main program or otherwise aim to return to the main program. Current enrollment at Sheldon HS is 1,642 students.
 - There are several alternative programs and schools for District 4J high school students.
 - An International Baccalaureate (IB) program is provided at each high school. One form of the program is Eugene International High School, which is offered at Churchill HS, Sheldon HS, and South HS. A second form of the program is North International High School, which is offered at North Eugene High School.
 - Eugene International High School is for Grades 9-12 students and is available at each high school. At North Eugene High School, the Eugene IHS program will be phased out and replaced with North IHS. Current enrollments for IHS are listed below.
 - Churchill HS: 258 students
 - North Eugene HS: 173 (Grades 11-12 only)*
 - Sheldon HS: 453
 - South Eugene HS: 630
- Total enrollment for the IHS program is 1,514 students. Among IHS students, 28 students are on IEPs and 45 students are on 504s.
- Opportunity Center is for Grades 10-12 students in the district who were not successful in regular high schools. Current enrollment at Opportunity Center is 137 students.
 - Churchill Alternative is for Grades 10-12 students in the district who struggle in regular high school programs and would benefit from a smaller school setting characterized by collaboration and personal attention. Current enrollment at Churchill Alternative is 97 students.

- North Alternative is for Grade 11-12 students who struggle in regular high school programs. Current enrollment at North Alternative is 34 students.
- Assorted alternative education and charter options are available.
- Open enrollment practices and transfers show that at present Sheldon HS and South Eugene HS are enrolling students from Churchill HS and North Eugene HS.

Following our review of the district's current program, we considered the implications it had for the following issues:

Equity

- Churchill Region is the only region without a foreign language immersion school. Also, unlike the other three regions with two traditional middle schools, Churchill Region will be, beginning in 2007-08, a region with one traditional middle schools and a small K-8 school feeding into Churchill HS.
- Family School is in the Churchill Region at the elementary level; then it is in the South Region at the middle level. The net result is that many Family School students attend South Eugene HS rather than Churchill HS.
- An International High School (IB) program is provided at each high school. However, students are not required to attend the international program at their neighborhood school. As a result, inequities exist in enrollments levels at each campus. In particular, Churchill Region has had a significant number of students leave the region to attend the international program at South Eugene HS.
- An International Baccalaureate (IB) program is provided at each high school. One form of the program is Eugene International High School, which is offered at Churchill HS, Sheldon HS, and South HS. A second form of the program is North International High School, which is offered at North Eugene High School.
- Program design and delivery of instruction is not the same among and within District 4J high schools.
- North Eugene HS and Churchill HS are taking steps to address equity as they move from the large comprehensive school model to smaller learning communities/schools model.

Open Enrollment, Neighborhood Schools, and Alternative Schools

- Of the 618 students currently enrolled in IHS at South Eugene HS, 130 students are from the Churchill HS.
- Equal access might exist, but it does not guarantee equal or balanced participation in the high schools. The District has not adopted policies and procedures to address fully the inequities that result from choice/open enrollment

Program Staffing

- There is no program staffing at the high school level with the exception of mental health therapists available to each school in their region. Allocation of staffing funds is determined

at the school site. No requirements exist to guarantee equity of programs and services among high schools.

Transportation

- LTD's program for transporting students is crucial at the high school level. LTD's bus schedule can impact student's ability to participate in some programs. High school students currently receive free passes to use the LTD buses for transportation; District 4J provides transportation students outside the LTD transit district.

Elementary Schools

- Given the District's current policy of choice, parents will enroll students in elementary school on the basis of what high school they want their student to attend.

Middle Schools

- Given the District's current policy of choice, parents will enroll students in middle school on the basis of what high school they want their student to attend.

Regional Impact

- Regions are impacted by District open enrollment policies and procedures overall, especially as families choose what high schools their respective student will attend.

INSTRUCTIONAL LITERATURE

Prior to the meetings of our focus group, the district asked Betsy Shepard to review the literature dealing with school size. She summarized recent research and writings in this area:

- Research indicates that an effective size for a secondary school is 400-800 students. (Cotton)
- Attributes associated with small school superiority are the following in contrast to larger schools. Compared to large schools . . .
 - Adults and students know and care about each other to a greater degree in small schools.
 - Parent involvement is greater in small schools.
 - Students and staff have a stronger sense of personal efficacy in small schools. Student attitudes toward school are more positive, and student behavior as measured by data related to discipline and social problems is more positive.
 - Relevant learning activities are more experiential, individualized, and flexible in small schools. Participation in extracurricular programs is much higher, more varied, and more satisfying for students.
 - Students take greater responsibility for their own learning in small schools.
 - Grouping and instructional strategies support higher student performance in small schools. Academic achievement is often superior to that found among students in large schools. (Cotton)
- Poor and minority students are adversely affected academically, attitudinally, and behaviorally from attending large schools. (Cotton)

Other research has shown that small schools appear powerful in helping students most at risk of not thriving in school, whether they live in big cities or rural areas. (Raywid)

Small school resources should be targeted to schools with concentrations of poor and minority students. (West Ed, 2001)

- Small schools offer students the opportunity to go deeper. A greater variety of curricular offerings that might be provided in large schools does not provide more rigor or better preparation for postsecondary pursuits. It is likely for this reason that economically advantaged parents have insisted that their children attend smaller schools, often prep high schools. (*Focus Newsletter: A Newsletter for Selected School Board Members in Washington State*, 2002).
- The cost per graduate in small schools is less than in large schools due to lower dropout and higher graduation rates. Researchers have found that “small additional budgets” needed for small schools were “well worth the improved outputs.” In general, the assumption that small schools are not as affordable as large schools is incorrect. (Steifel)
- Downsizing from large schools to small schools does not by itself guarantee that school transformation will take place or that great teacher and student performance will occur. In fact, when small schools are structured like and operate like large schools, little improvement is likely. However, smallness does offer opportunities for more personal connection between school community members as well as the leeway to reform effectively programs and practices that impact learning.

To be successful, small schools tend to use innovative teaching methods such as (1) mixing students according to readiness levels, not by age groups, (2) individualizing learning activities, (3) group students to work cooperatively, (4) pooling teachers’ skills and abilities for team teaching, and (5) providing learning experiences that are active and relevant to the world beyond the classroom. (Irmsher, 1997; West Ed, 2001)

- Researchers have identified six non-negotiable principle attributes that must be addressed and developed for high schools to be effective. The conclusion is that these attributes can be more successfully developed and present in small schools. They are as follows:
 - Personalized learning environment
 - Academic engagement of all students
 - Empowered educators
 - Accountable leaders
 - Engaged community and youth
 - An integrated system of high standards, curriculum, instruction, and assessments. (*A Call to Action: Transformng High School for All Youth*, 2005)
- Leadership in small schools must shift emphasis to creating greater clarity in focus, strengthening interpersonal relationships between adults and students, and to supporting improvements in teaching and learning. (Copland and Boatright, 2004)
- Sometimes starting small schools from scratch is preferable to breaking up existing schools. (Gerwertz, 2006)

PROPOSED IMPLEMENTATION OPTIONS: HIGH SCHOOL SIZE

We were asked to identify a number of implementation options for High School Size based on a range of funding assumptions. First, we were asked to assume that no additional funds would be available, second that some additional funds would be available, and finally that the Quality Education Model (QEM) was fully funded by the Oregon State Legislature. We were also asked to comment on what implications there were for a number of key issues in the district.

Our proposed implementation options are described below, along with what we believe the implications to be. We have also summarized the values and beliefs that we, as a focus group, operated by.

HIGH SCHOOL SIZE

Our Values and Beliefs:

- We believe our collective responsibility is to ensure equity and success for all high school age students in District 4J.
- We believe that schools must evolve to meet the changing needs of students, community, and society overall.
- We believe educators and other adult stakeholders must develop and sustain professional learning communities. This will establish an environment characterized by ongoing learning, collaboration, and implementation of best practices.
- We believe that students require academically rigorous and relevant learning experiences in school to ensure their success in post-secondary education, in chosen careers, and as actively participating citizens.
- We believe positive relationships among all members of a school community are crucial to student success. Adults must take responsibility to know, value, and care about all students.
- We believe that smaller high schools which provide personalized learning environments, academically engage all students, empower educators, and connect youth and community will realize our vision of all students succeeding.

IMPLEMENTATION OPTIONS	IMPLICATIONS
<p>Funding Assumption 1: No additional funds will be available to the District</p> <p><u><i>Comment from the Focus Group:</i></u></p> <p><i>This option balances enrollments and equalizes program support at the four high schools. However, research and our professional experience suggests that, without additional funding, this option would not improve teaching or learning for all students. To create change, this option would need support for strong leadership, for staff development, and for additional program support.</i></p>	

Implementation Option A:

High schools with enrollments not exceeding 1,450 operate at each high school campus. Schools would create smaller personalized learning environments* for students and staff where they are not already developed.

**Examples of personalized learning environments include small schools, career academies, and small learning communities.*

Equity

- Choice would need to be managed in an on-going way to facilitate equity both between campuses and within learning environments on a campus.
- Alternative elementary and middle schools would need to be located between regions in a way that is equitable. A foreign language immersion school would need to be located in the Churchill Region.

Open Enrollment, Neighborhood Schools, and Alternative Schools

- Choice would need to be managed to re-distribute enrollments at high schools and their respective feeder schools. Transfers from neighborhood high schools would be more limited.
- Region boundaries would need to be reviewed, and some would need to be changed. It is likely that the process to accomplish boundary reviews and changes would be complex.
- Alternative schools would be impacted.

Program Staffing

- The District would need to provide program staffing to achieve equity and to address student needs.

State and Federal Mandates

- High schools with personalized learning environments could more easily comply with and meet state and federal mandates.

High Schools

- Personalized learning environments could be theme-based and thus potentially more engaging for students.
- Changes in staffing and staff assignments would likely occur to implement this option. Staff and staff assignments would then be balanced among high schools and probably remain stable. For this to happen, it is likely that two high school campuses would lose staffing FTE and that the two remaining high school campuses would gain staffing FTE.
- All high schools could provide similar course offerings and elective programs.
- Conditions for teaching and learning in high schools would improve, given possibilities for more integrated curriculum, more project-based learning, more personalization, and overall more academic rigor within personalized learning environments.

Middle Schools

- Choice would need to be managed to re-distribute enrollments at feeder schools.
- Region boundaries would need to be reviewed, and some would need to be changed.
- Alternative schools would be impacted.

Elementary Schools

- Choice would need to be managed to re-distribute enrollments at feeder schools.
- Region boundaries would need to be reviewed, and some would need to be changed.
- Alternative schools would be impacted.

Students

- Students would not have as much choice in regards to which high school they attend.
- Some students might be unnoticed in large schools.

Implementation

- Effective, sustained implementation would require shifts in staff attitudes and assignments, extended staff time, and strong leadership.
- Effective implementation would require sustained leadership and support from Board and district-level leaders. District leaders would need to be willing and able to make bold moves that could be controversial in the community.
- The district would need to provide professional development of staff to implement this option.

Facilities

- Some of the high school facilities would be used differently.

Funding Assumption 2: Some additional funds will be available to the District.

Implementation Option B:

The District establishes stand-alone small schools*.

**Examples of small schools would be another IDEAS, another Academy of the Arts, another full-day IHS, or an entirely new school.*

**Research indicates that potential for high school effectiveness is realized when enrollments are 400-800 students.*

Equity

- Choice would need to be managed in an on-going way to facilitate equity among campuses and among small schools on a campus.

Open Enrollment, Neighborhood Schools, and Alternative Schools

- Choice would need to be managed.
- Enrollments at other District-area high schools and alternative schools could decline.

State and Federal Mandates

- Small high schools could more easily comply with and meet state and federal mandates.

Program Staffing

- The District would need to provide program staffing to achieve equity and address student needs.

High Schools

- The new small high schools would be theme-based and thus potentially more engaging for students.
- Enrollments at other District-area high schools and alternative schools could decline.
- Changes in staffing and staff assignments would occur. New staff would likely be hired.
- Conditions for teaching and learning in small schools would improve, given possibilities for more integrated curriculum, more project-based learning, more personalization, and overall more academic rigor within personalized learning environments.

Students

- Students would have more opportunities for engaging in student leadership roles.
- Students would have more choices for learning experience.
- Students would have more opportunity to receive personal attention.

Middle Schools

- The middle school feeder system could be impacted.

	<p><u>Implementation</u></p> <ul style="list-style-type: none"> • Effective, sustained implementation would require shifts in staff attitudes and assignments, extended staff time, and strong leadership. • Effective implementation would require sustained leadership and support from Board and district-level leaders. District leaders would need to be willing and able to make bold moves that could be controversial in the community. • The district would need to provide professional development of staff to implement this option. <p><u>Facilities</u></p> <ul style="list-style-type: none"> • Some of the high school facilities would be used differently. • New high school facilities would be established. • Location of new schools could impact regional enrollment.
<p>Funding Assumption 2: Some additional funds will be available to the District.</p> <p><u>Implementation Option C:</u> The District establishes (1) district-wide career academy programs at each high school for Grades 11-12 students* and (2) a new career institute for Grades 11-12 students*.</p> <p><i>*Examples of district-wide career academy programs would be courses of study and work in culinary arts, broadcasting, engineering, environmental studies, and health occupations.</i></p> <p><i>*An example of a career institute is the Sabin Career Institute in the Portland area which allows students to attend their neighborhood school while also attending a career institute part of the day at another location.</i></p> <p><i>*Research indicates that potential for high school effectiveness is realized when enrollments are 400-800 students.</i></p>	<p><u>Equity</u></p> <ul style="list-style-type: none"> • Choice would need to be managed in an on-going way to facilitate equity both among campuses and within learning environments on a campus. • Location of programs would need to be considered to facilitate equity among campuses. • Programs would need to be developed to facilitate creating diverse student populations. <p><u>Open Enrollment, Neighborhood Schools, and Alternative Schools</u></p> <ul style="list-style-type: none"> • Choice would need to be managed to re-distribute enrollments at high schools and their respective feeder schools. Transfers away from neighborhood high schools could be based on entrance into career academy programs. • Alternative schools would be impacted. <p><u>Program Staffing</u></p> <ul style="list-style-type: none"> • The District would need to provide program staffing to achieve equity and to address student needs.

State and Federal Mandates

- High schools with personalized learning environments could more easily comply with and meet state and federal mandates.
- Students would be supported in meeting new career-related graduation requirements in ways that are relevant to students.

High Schools

- Each high school would develop one or more career academy programs and improve existing career-related programs.
- Enrollments at each high school would not decline.
- Changes in staffing and staff assignments would likely occur.
- High schools might need to coordinate daily schedules.
- Conditions for teaching and learning in high schools would improve, given possibilities for more integrated curriculum, more project-based learning, more personalization, and overall more academic rigor within personalized learning environments.

Students

- Students could receive career and job skills training.
- Students would have more opportunities for engaging in student leadership roles.
- Students would have more choices for learning experience.
- Students would have more opportunity to receive personal attention.

Implementation

- Effective, sustained implementation would require shifts in staff attitudes and assignments, extended staff time, and strong leadership.
- Effective implementation would require sustained building leadership and support from Board and district leaders.
- This option would probably require collaboration with the business community.
- The district would need to provide professional development of staff to implement this option.
- The career institute could be built in collaboration with other districts, such as Bethel School District, Springfield School District, Lane Community College, and Lane ESD.

	<p><u>Facilities</u></p> <ul style="list-style-type: none"> • All high school facilities would be used differently. • A new high school facility may need to be built.
<p>Funding Assumption 3: The Quality Education Model is fully funded by the Oregon State Legislature.</p> <p><u>Implementation Option D:</u> High school enrollments do not exceed 800 students and are staffed and funded at the QEM level.</p> <p><i>*Research indicates that potential for high school effectiveness is realized when enrollments are 400-800 students.</i></p>	<p><u>Equity</u></p> <ul style="list-style-type: none"> • Choice needs to be managed to facilitate equity. • High school staffing ratio would be similar. • Distribution of students and services for students in programs such as SPED and ESD Life Skills would be impacted. <p><u>Open Enrollment, Neighborhood Schools, and Alternative Schools</u></p> <ul style="list-style-type: none"> • Choice needs to be managed. • Alternative schools would be impacted. <p><u>Program Staffing</u></p> <ul style="list-style-type: none"> • All high schools would be staffed according to the QEM model. • The District would need to provide program staffing to achieve equity and address student needs. <p><u>State and Federal Mandates</u></p> <ul style="list-style-type: none"> • High schools could more easily comply with and meet state and federal mandates. <p><u>High Schools</u></p> <ul style="list-style-type: none"> • At least two new high schools would be created. • High school enrollments could be less than 800. • High schools could be theme-based and thus potentially more engaging for students. • Distribution of students in programs such as SPED and ESD Life Skills would be impacted. • Conditions for teaching and learning in high schools would more likely improve, given possibilities for more integrated curriculum, more project-based learning, smaller class sizes, more personalization, and overall more academic rigor. • Meaningful staff development could be funded.

	<p><u>Students</u></p> <ul style="list-style-type: none">• Students would have more opportunities for engaging in student leadership roles.• Students would have more choices for learning experience.• Students would have more opportunity to receive personal attention.• The schools would provide personalized learning environments, academically engage all students, empower educators, and connect youth and community so that all students would succeed. <p><u>Middle Schools</u></p> <ul style="list-style-type: none">• Middle school feeder system would be changed or eliminated. <p><u>Elementary Schools</u></p> <ul style="list-style-type: none">• Elementary foreign language immersion school feeder system would be changed. <p><u>Regional Impact</u></p> <ul style="list-style-type: none">• Regions would be re-configured or eliminated. <p><u>Implementation</u></p> <ul style="list-style-type: none">• Effective, sustained implementation would require shifts in staff attitudes and assignments, extended staff time, and strong leadership.• Effective implementation would require sustained building leadership and support from Board and district leaders.• The district would need to provide professional development of staff to implement this option. <p><u>Facilities</u></p> <ul style="list-style-type: none">• Present high school facilities would be used differently.• New high schools would be created, possibly at new locations.
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QUESTIONS AND ISSUES TO BE CONSIDERED BY THE SCHOOL BOARD AND UNIVERSITY OPERATED THINK TANK

We have the following questions that we believe the school board and university operated think tank should consider as it synthesizes our work with the work of the other focus groups.

- (1) What action would the district take to address concerns about equity and open enrollment? How would choice be changed and managed? The current system for choosing alternative schools in the district has led to elitism, competition, stereotyping, unintended tracking, special education student barriers, and inequity of access for the poor and disadvantaged. The district needs to take responsibility for addressing this situation and changing it in a way that is positive and fair.
- (2) What action would the district take to address the inequity of two high schools being affluent and growing and in which two other high schools are less affluent and declining in enrollment?
- (3) What leadership and administrative model would be best for implementing and sustaining options related to high school size? What would leaders need to be willing and able to do effectively to manage change?
- (4) To what degree and in what ways is district leadership willing to allocate resources, including program staffing, to schools so that all students' needs are met? Would any option not be acceptable because adequate program staffing and other resource allocations could not be done in a way that supports all students learning under the conditions of that option?
- (5) In what ways would program services, especially for groups such as SPED and ELL students, be impacted? How would the services provided by health centers be affected?
- (6) In what way would the district maintain articulation of curriculum between the middle level and the high school level as high school reform takes place? Similarly, in what ways would changing the grade configuration at one or more schools affect high schools and their development?
- (7) In what ways will student opinion and ideas be included in this strategic planning process?

ATTACHMENT
IMPLICATIONS DEFINED

- (a) **Equity:** 4J is committed to ensuring that each student receives full services without regard to disability, race, color, gender, national origin, ethnicity, sexual orientation, age, religion, marital status, socio-economic status, cultural background familial status, physical characteristics, or linguistic characteristics of a national origin group.

4J is also committed to closing the achievement gap between students while ensuring that all students continue to make academic progress. Closing the achievement gap may require the allocation of additional resources to some schools where there are a high number of low achieving students.

What implications, positive or negative, do the implementation options your group identified have for the district as it continues to focus on equity?

- (b) **Open Enrollment, Neighborhood Schools and Alternative Schools:** 4J is committed to ensuring that all students have equal access to all options that are available within the district and that are appropriate to the student's interests and needs.

4J also wants to assure that both neighborhood schools and alternative schools provide an excellent education program and that neither has an unfair advantage over the other.

What implications, positive or negative, do the implementation options your group identified have on neighborhood schools, alternative schools, and the district's open enrollment program?

- (c) **Program Staffing:** Historically, 4J has given schools a great deal of flexibility in how it allocates the resources they receive as long as the schools meet district, state, and federal requirements. As funding becomes more limited and as mandates, especially those mandates dealing with student achievement, increase there is often more and more pressure to consider program staffing. Program staffing is where the district requires that a certain portion of a school's resources be allocated to a certain program whether it be physical education, counseling, or library services. Currently the district program staffs special education and Title 1, certain student support positions at some schools, a portion of elementary music and, through this year, services that qualify for City levy funding. From time-to-time the district will also make additional funds available to a school to focus on a particular need such as closing the achievement gap.

What implications, positive or negative, do the implementation options your group identified have on program staffing?

- (d) **State and Federal Mandates:** 4J assumes that it will continue to comply with state and federal mandates and that those mandates will influence the implementation options your focus groups will identify. The district also assumes that the result of this planning process will not require it to challenge major mandates such as special education and student assessment. There may, however, be questions about whether some of your implementation options are possible under state and federal law.

What implications, positive or negative, do your implementation options have on the ability of the district to continue to comply with state and federal mandates? As you consider these implications you may want to consider if and how state and federal mandates limit your implementation options. Or you may want to consider if it may be reasonable to consider challenging some state mandates? For example, if the district was to implement a full day kindergarten program, the state currently funds only half-day programs, and the district would be required to reallocate funds.

- (e) **Student Transportation:** Student transportation is mandated in certain circumstances: for example the state requires that students who live a certain distance from school be transported and the federal government requires that students with disabilities who are transferred to a school other than their neighborhood because of their disability receive transportation services.

What implications, positive or negative, do your implementation options have on providing student transportation?

- (f) **High Schools:** What implications, positive or negative, do your implementation options have on high schools?
- (g) **Elementary Schools:** What implications, positive or negative, do your implementation options have on elementary schools?
- (h) **Middle Schools:** What implications, positive or negative, do your implementation options have on middle schools?
- (i) **Regional Impact (Churchill, North, Sheldon, and South):** Each region in town has its own feeder system and the schools in that region work together to ensure that students transition between schools. Enrollment at elementary and middle schools affects high school enrollment within a region. The students and their families in each region also have differing expectations of their schools. Changing instructional models, limiting the size of schools, and other issues may have different impacts on different geographic regions of 4J.

What implications, positive or negative, do your implementation options have on each of the four regions?

- (j) **Other Implications (Including implications for other focus group topics):** Are there other implications that your group has identified?