

Summary of Superintendent's Revised Recommendations for Shaping 4J's Future

ALTERNATE SCENARIOS

March 3, 2008

1. **Harris and Eastside:** Do not close Harris Elementary School for the 2008-2009 school year. Relocate Eastside Alternative School from Parker into the Harris building for the 2008-09 school year. During 2008-09, direct Harris and Eastside to develop a school Consolidation plan for consideration by the board no later than February 1, 2009. Establish the following guiding conditions for consolidation:
 1. School will be one school with one administrative structure and instructional program/model;
 2. School will have one budget, one site council;
 3. Enrollment priority will be given to students from within the Harris neighborhood boundary, then South Region boundary and then all other students.

Pros:

Keeps Harris open and allows the school to meet target range for elementary. Moves Eastside out of Parker. Gives Harris and Eastside additional time to come up with a Consolidated school model. Improves diversity and economic balance of school. Eliminates the need to add on space for French Immersion at Harris.

Cons:

Does not address overall enrollment decline in South Region. May negatively impact enrollment of Parker and other nearby neighborhood schools. May impact enrollment of both Harris and Eastside if families look for other choices. Title status at Harris may be affected if schools are combined. Could result in co-location of alternative and neighborhood school if not properly managed. Delays the opportunity to move French Immersion school to a more central location.

Associated values, goals and principles:

- *Excellent schools meet the diverse needs of all students and offer a multi-cultural and inclusive learning environment.*
- *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.*
- *All schools should provide a challenging instructional program that meets the needs and interests of a wide-range of students, from students who are accelerated learners to those who need additional supports and resources to achieve high standards.*
- *Neighborhood schools should have the resources to provide a strong, well-rounded program that includes art, music, physical education and use of technology.*
- *Strategies and decisions should avoid increasing, and instead have the goal of decreasing, the range between highs and lows of student demographics among schools.*
- *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.*

2. **Meadowlark and Buena Vista:** Move Buena Vista students to a new school at the Kinney Loop site in 2012-13. Meadowlark would then become a K-5 stand-alone school at the Meadowlark site. Redraw Meadowlark boundaries to balance neighborhood school enrollment in the Sheldon Region. Limit transfers and/or enrollment into Meadowlark until Buena Vista is relocated. Buena Vista could add kindergarten after moving to new site. Locate regional learning center or other special education services at new site with Buena Vista.

Pros:

Maintains Meadowlark as small school in the neighborhood in which it is currently located. Enables Buena Vista to add kindergarten and possibly expand at a new building. Keeps Buena Vista in Sheldon region. Allows for Meadowlark to grow after 2012-13. Discontinues co-location and provides adequate space for both schools.

Cons:

Meadowlark programs could be impacted in the short-term by small school size. Buena Vista would have to move to stand-alone at Kinney Loop school. The two schools would continue to be co-located for the next four years.

Associated values, goals and principles:

- *School choice should support excellence and equity, promote diversity within our schools, and support district efforts to close the achievement gap.*
- *Relocate elementary alternative schools to stand-alone sites or sites with another alternative school.*
- *Achieve greater special education service, program and enrollment balance across the district.*
- *When planning for the future, provide space for all-day kindergarten.*
- *When small neighborhood and alternative schools are determined to be viable options, there will be some trade-offs. Some program and service amenities that would otherwise be available in larger neighborhood schools may not be available.*
- *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.*
- *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.*
- *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.*

3. **Coburg:** Delay decision on closing Coburg until February 2009. Direct district staff to work with City of Coburg to develop an intergovernmental agreement (IGA) whereby City offsets additional costs associated with continuing to operate Coburg Elementary School as a small neighborhood (community) school.

Pros:

Delays decision on Coburg. Allows for City to develop support plan. Maintains Coburg as small neighborhood school in separate community. Saves on transportation.

Cons:

Delays decision. Puts off future facility issues. Could impact programs and services available due to small school size.

Associated values, goals and principles:

- *Some smaller neighborhood schools and alternative schools may be determined to be a viable option to meet enrollment capacity and facility needs, or serve demographically diverse neighborhoods.*
- *All schools should provide a challenging instructional program that meets the needs and interests of a wide-range of students, from students who are accelerated learners to those who need additional supports and resources to achieve high standards.*

- *When small neighborhood and alternative schools are determined to be viable options, there will be some trade-offs. Some program and service amenities that would otherwise be available in larger neighborhood schools may not be available.*
- *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.*
- *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.*

- 4. French Immersion:** Close the Fox Hollow building and move the French Immersion School for 2010-11 or after. Consider potential sites that are more centrally located to provide greater access to demographically diverse student base, such as Willard, Bailey Hill, Roosevelt, or Harris if the proposed Consolidation with Eastside fails, or other potentially vacant schools. The move to Roosevelt would create a K-8 French Immersion program. Ensure adequate space to place regional learning center or other special education services.

Pros:

Consolidates French Immersion 1-8 program in one site. Moves French Immersion to a more accessible location. Does not co-locate with another school. Save costs of adding on at Harris.

Cons:

Delays decision on when and where to locate French Immersion. May have to remodel or build new school at selected site.

Associated values, goals and principles:

- *Achieve greater special education service, program and enrollment balance across the district.*
- *When small neighborhood and alternative schools are determined to be viable options, there will be some trade-offs. 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.*

- 5. Family School:** Move the Family School and establish it as a grade 1-8 school sharing the facility with the Arts and Technology Academy at the Jefferson building for 2009-10.

Pros:

Consolidates Family School grade 1-8 program in one site within the Churchill region. Opens up more space for Chavez. Allows for potential addition of kindergarten at Family. Increases overall enrollment at the Jefferson site and strengthens middle level. Ends co-location of an alternative and neighborhood school.

Cons:

Moves Family School from new Chávez building.

Associated values, goals and principles:

- *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.*
- *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.*
- *Relocate elementary alternative schools to stand-alone sites or sites with another alternative school.*
- *When planning for the future, provide space for all-day kindergarten.*

- 6. Adams program alteration:** Explore program alteration options at Adams, which might include a dual language immersion with a cluster services for English Language Learners or a Chinese Immersion school and implement new program beginning in 2009-10.

Pros:

Potentially adds students to Adams and strengthens a neighborhood school. Might result in adding a language immersion program or second language instruction within the Churchill region. May bolster enrollment in the Churchill region. May help address the needs of English Language Learners.

Cons:

May adversely impact enrollment at other nearby schools. Could require significant staffing changes at Adams.

Associated values, goals and principles:

- *Excellent schools meet the diverse needs of all students and offer a multi-cultural and inclusive learning environment.*
- *Develop additional program options to meet the needs of students who are English language learners.*
- *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.*
- *All schools should provide a challenging instructional program that meets the needs and interests of a wide-range of students, from students who are accelerated learners to those who need additional supports and resources to achieve high standards.*
- *Strategies and decisions should avoid increasing, and instead have the goal of decreasing, the range between highs and lows of student demographics among schools.*
- *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.*

- 7. Howard and River Road:** Explore building a new elementary school in the North Region that could combine Howard and River Road or other consolidation possibilities.

Pros:

Replaces two older buildings with a new, larger school building. May help retain students in the North Region.

Cons:

Would require a school building that exceeds the target of 450 students.

Associated values, goals and principles:

- *Neighborhood schools should have the resources to provide a strong, well-rounded program that includes art, music, physical education and use of technology.*
- *Strategies and decisions should avoid increasing, and instead have the goal of decreasing, the range between highs and lows of student demographics among schools.*
- *Develop additional program options to meet the needs of students who are English Language Learners.*
- *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.*

- 8. Differentiated staffing:** Implement a differentiated staffing ratio based on the percentage of free-and-reduced lunch students, English Language Learners, and special education students (excluding students receiving only speech and language services). Schools serving higher percentages of these students would receive more staffing than other schools.

Pros:

Targets resources to where most needed. Help address achievement gaps. Aligns school staffing allocation with priorities used in the state school funding formula.

Cons:

Some schools will receive proportionately less, as resources are shifted to schools serving higher needs students.

Associated values, goals and principles:

- *Equity may require an unequal distribution of resources and services in recognition of, and in addressing, the diversity of student needs.*
- *School choice should not result in a system of segregated schools or negatively impact the education of lower income students.*
- *Develop additional program options to meet the needs of students who are English Language Learners.*
- *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.*
- *School choice and open enrollment should not leave neighborhood schools with limited resources or diminish ongoing efforts to integrate schools economically, racially or culturally.*
- *Neighborhood schools should have the resources to provide a strong, well-rounded program that includes art, music, physical education and use of technology.*

- 9. Limit transfers for middle and high schools:** Each middle school could accept up to 5% of the middle school students residing within the boundaries of another region. No middle school could accept transfers that would result in a student enrollment that exceeds the middle school size maximum enrollment target of 600 students. Each high school could accept up to 7.5% of the high school students residing within the boundaries of another region. No high school could accept transfers that would result in a student enrollment that exceeds the high school size maximum of 1500 students. IHS transfer students would be included in the 7.5% maximum; IHS transfer enrollment would be pro-rated to reflect the ratio of IHS students to regular program students in the receiving school.

Pros:

Balances enrollment, staffing and programs among secondary schools. Helps to sustain four strong high schools and regional feeder systems. Ensures that no high school becomes too small to support the needs of a broad range of learners. Preserves some level of choice while balancing enrollment. Provides more opportunity to serve students in their neighborhood school.

Cons:

Limits choice. Reduces staffing and programs at some larger schools.

Associated values, goals and principles:

- *School choice should support excellence and equity, promote diversity within our schools, and support district efforts to close the achievement gap.*
- *School choice should not result in a system of segregated schools or negatively impact the education of lower income students.*
- *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.*
- *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.*
- *Efforts to balance enrollment at secondary schools should be managed through the transfer policy process whenever possible, rather than through boundary changes.*

- 10. Transportation:** There may be some additional transportation costs related to boundary adjustments and school consolidations. I recommend that we also consider providing transportation within each region to alternative schools in that region.

Pros:

Providing transportation could make alternative schools or other choices more accessible for low income students.

Cons:

Costs of additional transportation could be prohibitive.

Associated values, goals and principles:

- *School choice provides all students with equal access to educational options that are appropriate to their needs and interests, and involves, in concept, the educational purposes that promote innovation and academic achievement.*
- *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.*
- *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.*
- *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.*

- 11. Boundaries:** Staff review existing school boundaries in 2008-09 and make any suggested revisions by February 2009 for 2009-10. Key considerations when redrawing boundary lines should include:

- Keep bus route no more than 45 minutes, one way.
- Current attendance area islands and optional areas should be reduced whenever possible and new ones not be created.
- Avoid creating schools with high concentrations of low income families.
- Keep geographically and historically defined neighborhoods together.
- Consider the proximity of students to school when redrawing boundary lines, closing or consolidating schools.

Pros:

Correct boundary problems that have occurred over time. Allow some students to attend a school that is closer to their home.

Cons:

Will impact some families, if boundary changes are made.

Associated values, goals and principles:

- *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.*

12. Willard Building: End lease of Willard building to charter schools after June 2010. Decommission building for possible remodel, if relocating French Immersion to this site.

Pros

Avoids further investment in the Willard building, unless it used as a central location for the French Immersion school. May bolster enrollment at other nearby neighborhood schools.

Cons

Requires charter schools to find other locations.

Time line

	2008-09	2009-10	2010-11	2011-12	2012-13
Elections	Local option levy renewal		Bond measure		
South Region	Eastside moves to Harris, with regional learning center already located there. Harris & Eastside develop consolidation plan for implementation 2009-10.	Harris & Eastside implement consolidation plan, if approved. End lease of Willard to charters in June 2010; charters must move.	French Immersion moves to Harris or another building Bond measure includes remodel or replacement of Roosevelt Middle School & maybe Willard.	Consider selling Fox Hollow site	
Churchill Region		Family gr. 1-5 moves to Jefferson bldg w/ ATA, and adds gr. 6	Family adds gr. 7 @ Jefferson	Family adds gr. 8 @ Jefferson	
	Adams explores potential new program options	Adams program alteration begins			
Sheldon Region	Consider capping Meadowlark enrollment to shift some students to other nearby schools		Bond Measure includes proposal for new elementary at Kinney Loop for Buena Vista Spanish Immersion		New elementary opens at Kinney Loop site for BV Meadowlark is stand-alone neighborhood schools in Meadowlark bldg.
North Region	Maintain existing schools and locations		Bond Consider including new elementary school at Howard site		
All Regions		Implement enrollment management strategies at middle and high schools to achieve school size goals Implement differentiated staffing ratio strategies			