

Lockwood Community Steering Committee
A Coalition of Lockwood Local Governments and Concerned Citizens

August 27, 2007

To the Honorable Billings High School Board of Public Education:

Since the completion of the Lockwood Community Plan the Lockwood Steering Committee has been addressing ways to improve our community based on the issues presented in the Plan.

Infrastructure is an area of immediate concern (sewer, roads, wildfire, bike trails). Development is the central issue to the future of growth in Lockwood. While we view infrastructure as THE issue to be addressed now, we also cannot lose sight of another goal of the Lockwood Community Plan -- a public high school in Lockwood.

With the assistance of the Lockwood School Board and the Billings High School Board we would like to encourage beginning discussion on the feasibility of a public high school in Lockwood.

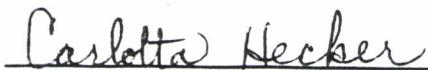
Attached, you will find three pieces for your review as we discuss the educational and financial alternatives for our high school children. Most important, as we begin this commitment to our kids, are the co-operative and mutual benefits that this effort will bring to our high school students and the Lockwood community.

The first piece, "The Road to Trust" is meant to put all of our work in perspective . . . money, facilities, governance or staffing, we provide the most effective education for our Montana students when they are connected to our schools and our teachers; The second, two more thoughts on school size and connections emphasize the great value we provide to many of our children through smaller learning communities; The third piece is a copy of the Lockwood community planning process that identifies the goal of "communication between the community and the two school districts." We are also providing an executive summary of a community survey conducted in May, 2006.

Lockwood students currently enjoy options as to which high school they choose to attend. We think it is imperative to continue these options for our students. We would also expect that Billings students would have the option to attend the proposed Lockwood High School.

Please put us on your next available agenda. You may call me at 248-5767 when time allows for us to be on your Board agenda. On behalf of the Lockwood Community Steering Committee and all its members, thank you for your help.

Sincerely,



Carlotta Hecker, Chair

THE BOARD-ER-LINE

by Jim Kimmet, Sept SB#2

SEPTEMBER 28, 1995

COMMENTS

This past week I attended the annual meeting of the Mid-America Association of School Superintendents. This is a group of about 100 superintendents from primarily the suburban areas of large cities (St. Louis, Minneapolis, Chicago, Cleveland, Indianapolis, Detroit) with student populations between 10,000 and 20,000 students.

A major topic of group discussion was the role of the school administrator in the future and trends in our society shaping that role. Much of the talk centered around the work of the Tofflers (The Third Wave) and its political implications for schools.

A major conclusion of the group was that if we do not change our way of operating, public schools will probably disappear. Some changes required: personalization of the education experience, decentralization of decisions, empowerment of the home, demassification of society. This has strong implications for school leaders.

I met with the QSP group this week and have stressed to them that quality is defined by the customer, not the provider; further, it is measured by the hundreds of "moments of truth" (face to face customer contact) that we have each day. Our goal should be to give the student, parent, taxpayer, etc. more than they expect. This is a tall order, but a double one, if in fact, that is what we want to do.

ENCLOSURES

1. Agenda for Education Committee Meeting
2. Agenda for School/Community Committee Meeting
3. Agenda for Business Committee Meeting
4. Legal Decision re: Kittock-Sargent
5. Board of Trustees Directory
6. Letter from Janine Williams
7. Letter from Ernest Rose
8. Message from Cindy Holtz
9. Memorandum from Leo Wohler
10. Memorandum from Kathie Kirkpatrick
11. Memorandum from Judith Forseth
12. Memorandum from June Lowney
13. Memorandum from Lanny Fred
14. Kids Matter
15. Weekly Activities Schedule



A monthly summary of research, data, and information for school administrators, board members, and other education leaders routinely mailed to ERS Comprehensive subscribers.

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Small Urban Schools

Big schools often have harmful effects on many students, teachers, and parents, and given the right conditions, small schools can create an academic climate in which a sense of belonging and rich teaching and learning can flourish, write Michelle Fine and Janis I. Somerville in *Small Schools, Big Imaginations: A Creative Look at Urban Public Schools*. The publication provides stories of successful small-school startups, often referred to as charters, "mini-schools," or small learning communities; an academic literature review of school size; and the research framework of a study evaluating the cost effectiveness of small schools.

According to the report, researchers have determined that, second only to high socio-economic status, small school size is the factor most consistently related to positive outcomes in test scores, student retention, suspensions, post school employment, and college attendance. Characteristics of good "small school" include the following: a sense of belonging, high expectations for student academic work, self-assessment and teacher accountability, student-centered and inquiry-based teaching and learning, decreasing violence, increasing parental involvement, and locally-generated professional development.

In her chapter on the effects of size of a student body on school costs, Patrice Iatarola writes that while small schools are often considered "too expensive," the question of whether small schools cost more than large schools in expenditure per pupil is still very much open to debate. Issues that need to be addressed when assessing school costs include variations among school organizational and programming settings; output assessment in terms of student graduations and credits toward degree; funding allocation formulas; data availability for budgeted vs. actual costs; and costs associated with start-up activities.

SOURCE: *Small Schools, Big Imagination: A Creative Look at Urban Public Schools* (158 pages) is available for \$15.00 from Cross City Campaign for Urban School Reform, 407 Dearborn Street, Suite 1500, Chicago, IL 60605. Telephone: 312-322-4880. Fax: 312-322-4885.

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