



School Board Motion

DATE: October 28, 2016
FROM: School Board Director Leslie Harris

Motion to Postpone Consideration of the 2017-2018 Implementation Amendments to 2013-2020 Growth Boundaries Plan

For consideration at the November 2, 2016 Board Meeting

Motion

I move that the School Board postpone consideration of the 2017-2018 Implementation Amendments to the 2013-2020 Growth Boundaries Plan until such time as staff can bring this Board Action Report to the Board concurrently with:

1. A proposed 2017-2018 Student Assignment Plan ready for Board final action, which includes Middle School Pathways (to be heard concurrently);
2. An updated review and report regarding the boundaries and use for Lincoln High School; and
3. The demographic and Free and Reduced Lunch/socio-economic status and disaggregated data regarding racial balance or imbalance for each proposed change.

Background

The 2017-2018 Student Assignment Plan includes decisions regarding service and program pathways that may affect capacity at schools and therefore has potential implications on the Growth Boundaries decisions. While pathways for high schools are detached from middle and elementary school pathways and therefore there is not a direct nexus between the Growth Boundaries decisions and Lincoln High School planning, it will be better to have high school boundaries to communicate to families sooner rather than later.

I recognize that this is a significant delay to that action requested by our hard-working staff; however, it is problematic to move 800 children from their current assignments without having an understanding of the consequences of these many proposed moves and without understanding the strategy or systemic planning of the Student Assignment Plan that absolutely affects the purpose of the schools (*e.g.* assignment of the Highly Capable Cohort at Cascadia, currently housed at the interim Lincoln site, and the potential for opening an additional option/alternative school). The effort must be made to make any proposed boundary changes concurrently with the planning in the Student Assignment Plan.

Further, our Community Engagement, though well-meaning, has not been sufficient to reach communities affected by the current proposed changes.