



# **SCHOOL BOARD ACTION REPORT**

**DATE:** January 3, 2016  
**FROM:** School Board Directors Rick Burke and Scott Pinkham

## **1. TITLE**

Amendment 5 to the Student Assignment Transition Plan for 2017-18: Facility Space for Licton Springs K-8      **For Introduction:** January 4, 2017  
**For Action:** January 4, 2017

## **2. PURPOSE**

Starting in the 2017-18 school year, Licton Springs K-8 will be in the Robert Eagle Staff building along with the new Robert Eagle Staff Middle School. This amendment signals the School Board's intent to allocate necessary classroom space for Licton Springs K-8 to grow its program and then reassess space prioritization no sooner than two years from now.

## **3. RECOMMENDED MOTION**

I move that:

- 1) The School Board signals clear intent that the Robert Eagle Staff building will be the long-term home of Licton Springs K-8;
- 2) Allocation of classroom spaces should maintain integrity of the Licton Springs academic programming with consideration for actual enrollment and funded staffing levels;
- 3) Facility space shall be provided for up to 250 students for Licton Springs K-8, with reconsideration as part of the 2019-20 Student Assignment Plan; and
- 4) The School Board encourages and supports collaboration between Robert Eagle Staff Middle School and Licton Springs K-8 to increase options and capacity for students in the middle school grades.

## **4. BACKGROUND INFORMATION**

### **a. Background**

In the context of discussions around the Student Assignment Transition Plan for 2017-2018, concerns have been raised about the long-term capacity of the Robert Eagle Staff building for the multiple programs it will house. The building has a capacity of 1,000 students. In March 2014, the School Board approved education specifications for the building that designated space for a 150-student K-8 school with a focus on Native American programming, leaving a capacity of 850 for the middle school. Once opened, Robert Eagle Staff Middle School is projected to have an initial enrollment of 718, approximately 430 general education students and 288 students in the Highly Capable Cohort.

Licton Springs is currently using 14 classrooms and two smaller resource rooms in its interim location at Lincoln. These include 9 dedicated grade-level classrooms, 3 resource rooms for SM4/Special Ed/Access, a computer lab, plus an arts & culture room to support Native focused creative work. It needs comparable spaces at the Robert Eagle Staff

building in order to meet the needs of its students and provide the unique Native American cultural focus. A quality school will attract more students and make it possible for Licton Springs to be fully enrolled.

In recent years, enrollment at Licton Springs K-8 has been a little under 150 students. The lack of certainty about the program's future may have affected enrollment; this action intends to provide a more definitive statement about the future of this school and the space available for its growth. The School Board intends for Licton Springs K-8 to have access to facility space for up to 250 students for the next two school years, with the amount of facility space provided to be based on actual enrollment and funded staffing levels. In addition, collaborative programming between the two schools for middle school students may serve to increase capacity of Licton Springs K-8.

**b. Alternatives**

- 1) Approve the Student Assignment Transition Plan without passing this motion. This may lead to students being denied a space at Licton Springs K-8 and deter growth of the school.
- 2) Adopt an amendment specifying a fixed number of classrooms. This is not recommended as it restricts the flexibility for Licton Springs staff to evolve programming at the new Robert Eagle Staff site based on enrollment, program placement, and staffing variations.

**c. Research**

N/A

**5. FISCAL IMPACT/REVENUE SOURCE**

Over the next two years, the Robert Eagle Staff building is not projected to reach capacity. Therefore, the fiscal impact of this specific action is minimal. In general, K-8 schools with lower enrollment cost the District more on a per student basis, but this cost differential decreases as these schools grow in size, potentially reducing future requests for mitigation funding.

The revenue source for this motion is N/A

Expenditure:  One-time  Annual  Multi-Year  N/A

Revenue:  One-time  Annual  Multi-Year  N/A

**6. COMMUNITY ENGAGEMENT**

With guidance from the District's Community Engagement tool (2.4 external, 2.2 internal), this action was determined to merit the following tier of community engagement:

Not applicable

Tier 1: Inform

Tier 2: Consult/Involve

Tier 3: Collaborate

Feedback from building leadership, staff, and families guided the development of this amendment. Based on e-mail submissions, there is broad public support for allocating sufficient instructional space to Licton Springs K-8, including families who expect to attend Robert Eagle Staff Middle School

## **7. EQUITY ANALYSIS**

Licton Springs K-8 serves a unique and high-needs student community. The school's Native American themed program draws a high proportion (26%) of Native American identified students as of Dec 2016 enrollment. The student body is approximately 60% free/reduced lunch qualified and 31% special education based on 2015 OSPI reports.

This motion is in alignment with Board Policy No. 0030 - Ensuring Educational and Racial Equity which states:

The concept of educational equity goes beyond formal equality—where all students are treated the same—to fostering a barrier-free environment where all students, regardless of their race, class or other personal characteristics such as creed, color, religion, ancestry, national origin, age, economic status, gender, sexual orientation including gender expression or identity, pregnancy status, marital status, physical appearance, the presence of any sensory, mental or physical disability, or the use of a trained dog guide or service animal by a person with a disability, have the opportunity to benefit equally.

This means differentiating resource allocation, within budgetary limitations, to meet the needs of students who need more supports and opportunities to succeed academically. A student whose history and heritage are appreciated and celebrated will learn better and be more successful than if that student is forced to overcome a cultural barrier.

## **8. STUDENT BENEFIT**

After moving to the interim site at Lincoln High School, Licton Springs K-8 transitioned from a split classroom model to dedicated single-grade classrooms. This enabled the staff to focus on grade-level standards in more depth and reduce the range of classroom differentiation needed. Ensuring adequate classroom space will facilitate this educational model and support student academic gains.

## **9. WHY BOARD ACTION IS NECESSARY**

- Amount of contract initial value or contract amendment exceeds \$250,000 (Policy No. 6220)
- Amount of grant exceeds \$250,000 in a single fiscal year (Policy No. 6114)
- Adopting, amending, or repealing a Board policy
- Formally accepting the completion of a public works project and closing out the contract

Legal requirement for the School Board to take action on this matter

Board Policy No. \_\_\_\_\_, [TITLE], provides the Board shall approve this item

Other: Board action is necessary for any formal amendments to another proposed Board action

**10. POLICY IMPLICATION**

Board Policy No. 3130, Student Assignment, states that students shall have the opportunity to attend an elementary, middle, or high school in a designated attendance area based upon home address, unless the school designated by a student's home address does not have the appropriate services for the student's needs, as determined by the District.

Any changes to boundaries, geographic zones, or assignment rules subsequent to implementation of the Student Assignment Plan require Board action.

**11. BOARD COMMITTEE RECOMMENDATION**

This motion was not discussed by a Board Committee

**12. TIMELINE FOR IMPLEMENTATION**

Upon approval, the motion gives specific direction for the 2017-18 and 2018-19 school years, with an intent to reassess prior to the 2019-2020 school year after two years of enrollment.

**13. ATTACHMENTS**

N/A