

Resolution to Postpone Implementation of the Reimagining Secondary Education, including the McKean Innovation Campus (MIC) to Ensure Adequate and Equitable Planning, Community Engagement, and Supportive Student Transition

WHEREAS, the Red Clay Consolidated School District has proposed the creation and implementation of the McKean Innovation Center (MIC) as a new educational model to replace the traditional comprehensive high school program at Thomas McKean High School; and

WHEREAS, the transition represents a significant change to address ongoing inequitable access to programs and opportunities for current and future students, families, educators, and feeder school communities; and

WHEREAS, successful school transitions require clear, transparent, and sustained communication with all stakeholders, including students, families, educators, and community members; and

WHEREAS, students currently enrolled or preparing to enroll at Thomas McKean High School, including the Meadowood Program, deserve clarity and stability regarding the completion of their high school education within a consistent academic program; and

WHEREAS, students of the Class of 2029 and other current cohorts must have a clearly articulated pathway to complete their high school careers without disruption; and

WHEREAS, recent student-led protests and walkouts have highlighted the importance of meaningful student engagement and voice in decisions that directly affect their educational experience; and

WHEREAS, concerns have been raised by families, including those within the Meadowood community, regarding the availability of information, opportunities for engagement, and clarity regarding the transition process; and

WHEREAS, educators and staff require formal communication, professional development, and instructional guidance in order to effectively support students and respond to questions from families; and

WHEREAS, feeder middle schools and incoming families must receive clear and documented communication about enrollment expectations, program structure, and whether students will complete their full high school experience at the same school; and

WHEREAS, previous school transitions within the district, including the transition involving Cab Calloway School of the Arts and Wilmington High School, utilized phased approaches to allow students to complete their educational pathway without abrupt disruption; and

WHEREAS, a phased implementation approach would provide time for comprehensive communication, stakeholder engagement, and program planning to ensure the success of the McKean Innovation Center model; and

WHEREAS, students with disabilities (SWD) are disproportionately represented in the McKean attendance zone and within the Meadowood Program;

NOW, THEREFORE, BE IT RESOLVED, that the Red Clay Consolidated School District Board of Education imposes a postponement of the implementation start date for the Reimagining Secondary Education proposal. This postponement shall remain in effect until the Board of Education affirmatively votes in a public session, to lift the postponement upon finding that all conditions set forth herein have been fully satisfied.

The following conditions must be fully met and documented before the Board may consider a vote to end postponement by establishing a new start date:

1. A clearly defined publicly posted phased transition plan ensuring that current student cohorts, including the Class of 2029, have the ability to complete their high school careers with stability and continuity.

2. A comprehensive communications plan for students, families, educators, and community members that includes information meetings, listening sessions, and multilingual digital and print communications. The plan must include an outline of the changes for current and future families, including but not limited to transportation, feeder pattern, location of programming, and timeline. All materials must be posted publicly on the district website.
3. Documented student engagement efforts, including forums and/or structured listening sessions to ensure student voice is incorporated into planning. Student input must be formally recorded, summarized, and incorporated into planning documents.
4. Formal communication and professional development for educators and staff so they are equipped with accurate information and resources to support students and families during the transition.
5. Direct engagement with all community stakeholders, including Meadowood families and feeder school communities, through public open forums, scheduled tours, and open house opportunities.
6. Communication to feeder middle school families and incoming students in multiple languages and utilizing multiple platforms, including but not limited to signed written acknowledgement of the program structure and expectations. All communication materials, including the template written acknowledgement, must be publicly posted and accessible, including on the district website and school websites with middle school programming.
7. Public release of all planned district informational materials in multiple languages, including video communications and mass media updates, to ensure transparency across the district. All materials must be publicly posted to the district website.
8. Documentation of all community engagement activities, including but not limited to district personnel and Board members in attendance, number of community members in attendance, meeting recordings with captions, summaries of community input with responsive actions by the district. All documentation must be publicly posted on the district website.
9. A formal equity analysis examining the impact of the Reimagining Secondary Schools plan on all students including but not limited to students with disabilities, English Language Learners, economically disadvantaged students, and students in specialized programs. The analysis must include

enrollment data, demographic comparisons, and program access metrics. The analysis must be posted publicly and presented to the Board in a regularly scheduled Board public session.

10. A formal IDEA compliance report examining the proposed Reimagining Secondary Schools plan satisfies the district's obligations under the Individuals with Disabilities Education Act (IDEA). Results must be posted publicly and presented to the Board in a regularly scheduled Board public session.
11. A formal report detailing impacts of a MIC model, including but not limited to transportation times, instructional time, CTE funding allocations, and staffing changes. This report must be posted publicly and presented to the Board in a regularly scheduled Board public session.

BE IT FURTHER RESOLVED, that the Board directs the administration to return with an updated implementation plan that addresses each condition set forth above, accompanied by documentary evidence of completion before the Board considers a vote to end the postponement by establishing a new start date for implementation of the Reimagining Secondary Schools plan.