

**High School Growth Mitigation Planning Committee  
(HSGMPC)**

Wednesday, November 7, 2018

**HSGMPC Meeting #2**

Everett Public School Community Resource Center

6:00 pm – 8:00 pm

Clarification to minutes requested by the Committee at the 11-14-18 Meeting:

*The school board's instructions to the committee states in part "the Committee is to recommend revisions to high school enrollment boundaries beginning fall 2020 to reduce enrollment at Jackson HS..."*

- 1) During various presentations and discussions about the work of the Committee, it has been stated that students will be moving northward to accomplish this. This statement is meant in a general sense only, and is not meant to convey a particular solution or recommendation. The committee is free to recommend any boundary change that would comply with the board's instruction.*
- 2) It is clear from the board's instructions that the Committee's boundary recommendation will be implemented beginning fall 2020, and not earlier.*

**Meeting Minutes**

The following list represents all the High School Mitigation Planning Committee Members. The list is comprised of community members, parents, students, Everett Public Schools Administrators. Everett Public Schools Support Staff assist the committee as needed. Highlighted names were in attendance.

**Planning Committee Facilitator**

**Jim Dugan** (253.278.8105)

**Email Address**

**jdugan@parametrix.com**

**HS Growth Mitigation Planning Committee Members**

**Parent, Student & Community Members**

**Christa Bicket**

**Savannah Bishop**

**William Chang**

**Jeff Colon**

**Alisha Crawley-Davis**

**Emily Dagg**

**Melanie Hannasch**

**Nicole Henry**

**Jen Hirman**

**Andrea Ide**

**Meggan Jacks**

**Harrison Jenkins**

**Ethel McNeal**

**Sandra Mejia**

Jeff Melnick  
Jennifer Neeleman  
Joshua Platte  
Heber Redd  
Jeff Russell  
Dylan Spires  
Nichole Stevenson-Bonilla  
Brooke Yule

#### **Everett Public Schools Administrators**

Kevin Allen  
Linda Butler  
Mitch Entler  
Eric Jennings  
Dave Peters  
Laura Phillips  
Michelle Waddel  
Cathy Woods

#### **Everett Public Schools Support**

Larry Fleckenstein  
Mike Gunn  
Darcy Walker  
Chuck Booth  
Gerard Holzman  
Peter Scott  
Dana Riley Black  
John Pike

#### **Overview**

The High School Growth Mitigation Planning Committee was established in response to a resolution from the EPS Board to develop a plan to temporarily mitigate the effects of high school growth. The committee is to represent the entire district and make decisions while considering all points of view. They will use a data driven process in a team work environment to evaluate and analyze potential solutions. The Committee is to develop a recommendation as a team that best reflects the guiding principles and submit the recommendation to the Superintendent for consideration in March 2019.

The committee is made up of 30 members including community members representing the district's three comprehensive high schools and five middle schools, and principals or assistant principals from each high school and middle school.

The committee will be facilitated by Mr. Jim Dugan from Parametrix, Inc. Additionally, the committee is supported by the following EPS departments and individuals:

Facilities and Planning: Mike Gunn, Darcy Walker, Gerard Holzman, Chuck Booth  
 Curriculum, Assessment & Special Programs: Peter Scott, Dana Riley-Black, Catherine Matthews  
 Teaching & Learning: Larry Fleckenstein  
 Business Services: Jeff Moore, Ruth Floyd  
 Transportation: John Pike, Nancy Brown  
 Learning and IT Services: Pete Dronzek, Senja Yakoleff, LauriBeth Hull  
 Communications: Kathy Reeves, Diane Bradford, Linda Carbajal

The Committee is expected to work over the next five months. The Committee meetings are held on Wednesday evenings between 6:00 PM and 8:00 PM. High School Growth Mitigation Committee Meetings (HSGMCM) that are complete are noted in yellow below. Future Committee meetings are noted in green below.

<b><u>Meeting</u></b>	<b><u>Date</u></b>	<b><u>Location</u></b>
HSGMCM #1	October 24, 2018	Everett Public Schools Community Resource Center
HSGMCM #2	November 7, 2018	Everett Public Schools Community Resource Center
HSGMCM #3	November 14, 2018	Everett Public Schools Community Resource Center
HSGMCM #4	December 12, 2018	Everett Public Schools Community Resource Center
HSGMCM #5	January 16, 2019	Everett Public Schools Community Resource Center
HSGMCM #6	February 13, 2019	Everett Public Schools Community Resource Center
HSGMCM #7	February 27, 2019	Everett Public Schools Community Resource Center
HSGMCM #8	March 6, 2019	Everett Public Schools Community Resource Center

In addition to the HSGMCM meetings described above, Everett Public Schools is planning Community Forums which will be held at all three high schools from 6-7:30pm. Dates are scheduled as follows:

<b><u>Meeting</u></b>	<b><u>Date</u></b>	<b><u>Location</u></b>
Community Forums	November 27-29, 2018	11/27 JHS, 11/28 CHS, 11/29 EHS
Community Forums	Late Jan/early Feb	Locations TBD

The first Community Forum will share the Committee work to date, the challenges and complexities of the work and the goals. The Community Forums will capture any/all

feedback for further consideration. Subsequent Community Forums will share the direction and final recommendations under consideration by the Committee.

**The committees work is only to recommend. The Superintendent followed by the Board of Directors will make all final decisions regarding revisions to high school enrollment boundaries.**

## **High School Growth Mitigation Planning Committee – Guiding Principles**

### ***High School Growth Mitigation Planning Committee Guiding Principles Everett Public Schools***

*The Everett Public Schools Capital Facilities Advisory Committee developed and ranked the following High School Growth Mitigation Planning Committee Guiding Principles. The guiding principles come from the Everett School District 2016-2021 Capital Facilities Plan.*

#### **REQUIRED GUIDING PRINCIPLES**

1. **CARE:** *The potential impacts, both positive and negative, of any boundary change shall be carefully considered.*
2. **INCLUSION:** *Appropriate opportunities for input from affected parties should be provided prior to making boundary changes.*
3. **SOLUTIONS:** *Boundary changes should be made in the context of long term solutions, short term solutions not addressing long term issues should be avoided.*
4. **PREPARATION:** *Boundary changes should be approved with enough lead time to allow families to plan and prepare for implementation of the changes.*
5. **NEIGHBORHOODS:** *Students should be able to attend schools located within close proximity to their own neighborhood, and if possible, all students living in a neighborhood should attend the same schools.*
6. **BARRIERS:** *Natural or manmade barriers to safe and efficient transportation routes should be taken into consideration, including pedestrian and vehicular transportation.*
7. **INEQUITY:** *Boundary changes should be made only after considering where inequities might lie in current boundaries and potential boundary changes; changes that create new or perpetuate existing inequities should be avoided.*

8. **CONTINUITY:** *Consideration should be given to maintaining consistent elementary school to middle school to high school feeder patterns – where possible.*
9. **EFFICIENCY:** *Transportation routes should be as efficient and reliable as possible while minimizing the amount of time a student spends in transit to and from school.*

### **High School Growth Mitigation Planning Committee – Origination Info**

Below, for easy reference, are copies of the Board Motion and Board Resolution directing the formation of this committee.

#### **Board motion approved on July 3, 2018**

“The board of directors directs the superintendent to bring a proposal to the August 28, 2018 board meeting for its approval defining a committee process, guiding principles, participants, and timeline to develop a plan to temporarily mitigate the effects of high school growth. The committee is to recommend revisions to high school enrollment boundaries beginning fall 2020 to reduce enrollment at Jackson HS; and complimentary and practical program changes, portable classrooms, and minor schedule changes.”

#### **Board resolution approved on Aug. 28, 2018**

- Establish a High School Growth Mitigation Planning Committee to develop a recommendation to the superintendent by March 31, 2019 that is responsive to the board’s **July 3, 2018 motion**.
- Changes to high school boundaries are to go into effect in fall 2020, although changes to portables, programs or schedules may take longer to implement.
- The committee is to carefully consider the **guiding principles** developed for this process in its recommendation.
- The committee is to consider in some manner the **key themes raised by the community** over the last several months in its recommendation.
- The superintendent will bring recommendation to the board, accompanied by his advice as to adoption, amendment and adoption, or rejection.

### **HSGMP Committee Meeting #2 Agenda**

***Welcome***

***Homework questions from Meeting #1***

## *Enrollment Projection*

### *Capacity and Enrollment Spreadsheets*

- *Enrollment Trends and Projections*
- *October 1 Capacity and Enrollment*

### *Committee Work*

- *Discussion: Capacity, Enrollment, and Projections*
- *Other Information Needed*

*Next Meeting: November 14, 2018 at CRC 6:00-8:00pm*

## *Homework*

## *Closing Comments*

### **Welcome**

Mr. Dugan thanked the committee members for their continuing participation. He explained that this meeting and the next (Wednesday November 14) will be used to collect the data the committee will use in their work. Then the committee will collect public input at our outreach meetings at the end of the month. Work on maps and possible boundary adjustments will start in the December meeting.

Tonight's presentation will focus on capacity and enrollment.

Mr. Dugan asked the committee if they had any thoughts to share about the three questions that were asked at the end of the last meeting.

- 1) Is this just a boundary move?
- 2) Is it a portables conversation?
- 3) Do we do nothing and just weather it the best we can?

Mr. Dugan reiterated that all answers are possible if this is the Committee's recommendation, validated by the Superintendent and enacted by the Board.

**Many questions and requests for data were asked during the evening. All questions and answers have been compiled at the end of these notes for easy reference by the Committee.**

One of the Committee members requested that Dave Peters, the principal at Jackson High School, tell the Committee about current conditions at JHS with current capacity. In summary, he provided the following insights:

### Insights from Dave Peters

All obvious and easy places to put portables have been used. New portables would need to either go in the parking lot, which is already at capacity with cars, or the school would need to give up space on the tennis courts, or, give up sports field space. More portables will create classroom capacity but does not help with infrastructure pressures such as the size of the hallways, size of the cafeteria, common areas, and room for staff that support the student population. The school has converted every possible closet and spare room to add needed staff space. As an example, a new counselor was hired based on increasing enrollment needs and there was no space for the counselor. A conference room was split in two to create a small meeting room and office. The career center has been moved to the library to create more space. There is nowhere to house more student support.

Requirements for instructional minutes have limited the ability to lengthen passing periods. School is currently running two lunch periods. More lunch periods would affect instructional minutes.

Mr. Peters stated that in addition to the physical impacts of over-capacity, there is also a relational impact. He stated that student to teacher/support staff interactions are fewer. He said the students say that it is hard to feel like you are a part of something when it's so big. It is easier to be anonymous.

The school is also out of science lab space, so they have been using general education classrooms for science. To convert general education classrooms to science rooms is about \$300K per classroom. Since there are increased graduation requirements for lab-based classes, there is increased need for science rooms.

Questions about sports participation and number of floating teachers were asked and answered and are captured in the Questions section of these notes below.

### **Enrollment Projections**

Mr. Mike Gunn presented the enrollment projection data to the Committee. He cautioned that this is data based on actual information from 10/1/2017. The data always lags by about 4-5 months due to the analytics that take place once actuals are available. Mr. Gunn stated that enrollment drives 60% of general fund budgeting.

The District uses multiple sources for enrollment projections: Les Kendrick, OSPI, and Actual/Population data. All sources show consistent growth year over year and our District is consistently the fastest growing district in the county.

Mr. Gunn showed the analysis that indicated projected growth in all regions of the District at all grade levels. There is greater growth in the south but there is growth district-wide as well. The peak elementary school projections show up in the middle school projections 3-4 years later and then again in the high school projections 2-3 years later. Peak enrollment at the high school level is projected in 2023. Much of committee's work will focus on this peak. This peak, without any changes, would indicate the need for 13 additional portables at Jackson to accommodate enrollment.

Mr. Gunn reiterated that staffing, program locations, and facility planning needs were all dependent on enrollment projections which is why the District relies on this data so heavily and why accuracy is so important.

The power point presentation Mr. Gunn used is available to the Committee at the following link: <https://www.everettsd.org/Page/26839>.

The committee asked numerous questions about OSPI, Sequoia, Sno-Isle, and 1/2 day students. All questions are captured in the Questions section of these notes below.

### **Work of the Committee**

Mr. Dugan instructed the Committee to split into working groups of 4-5 people to formulate questions about what kinds of data the members feel they will need to do their work. The groups discussed for approximately 30 minutes and then each group reported out to the collective.

Those questions and requests for data are all captured in the Questions section of these notes below.

### **Homework**

Mr. Dugan reminded the members that if they have not yet read all the on-line public comments, to please do so before the next meeting. The more we understand the comments and concerns, the better we can answer them. If member's see comments that they know the answers to, let's document the answers so we can share that information with public.

### **Closing Comments**

The question was asked as to why the community outreach meetings are scheduled for the end of the month before the Committee has started their work. Mr. Dugan answered that the purpose was to give everyone, district-wide, an opportunity to be heard and raise concerns as the work is begun.

Mr. Dugan reminded the committee that they represent all our students and all our families. All voices matter. This is a \$400 million-dollar annual budget business with 20,000 students. This is a big body of work. As the committee formulates recommendations, committee members are reminded to remember what the ramifications will be to overall budget and equity in pain. The committee will work to a recommendation that comes back to center and is fair.

Do not be afraid to use non-provincial thinking when formulating solutions. There are no bad ideas and everything merits exploration.

### **HSCMPC #2 Questions**

**Q: How many students does a portable accommodate?**



A: 24 + students. Our class size target for high school general education classrooms is 24 students, and it varies between 10 and 18 for special education and English Language Learner classrooms.

**Q: How many 3-5-year-olds are currently served?**

A: ECEAP serves 320 three and four-year olds.

Garfield – 40 students

Hawthorne – 80 students

Lowell – 80 students

Madison – 40 students

Silver Lake – 80 students

Data on Preschool SpED programs will be provided later.

**Q: What is Sno-Isle specifically?**

A: Sno-Isle a regional skill center where students can attend prep programs and earn a certificate. Programs require different facility than typically offered by HS.

**Q: Sno-Isle Participation Data**

A: 204 students in 16-17 and 169 students in 17-18 participated in 45 classes at Sno-Isle.

**Q: What are the costs and feasibility of 2 story modular schools?**

A: The Everett Public Schools has no experience with 2 story modular schools. Jim Dugan with Parametrix (the committee's facilitator) does have information on this type of construction from other school districts and will be providing this to the committee.

**Q: Do we know what the boundaries would be if we added a new HS?**

A: No, the boundaries for a new high school have not been established. To do this, we would first need to form a new committee to develop a boundary recommendation for board consideration and approval, and the process would include extensive community engagement.

**Q: Do we have data on the academic and cultural differences between the three high schools: AP differences, SAT differences, safety and discipline reports, and perception of kids not being safe?**

A: There is a high school course catalog on the district website that lists all the HS courses and programs and lists the HS that have them. Most courses and programs are currently at all three high school. The catalog is on the district website: Students – Graduation – Quick Links or at this [Link to EPS High School Course Catalog](#)

For the questions related to high school comparisons – perceptions of difference, program differences, etc. – much of this can be found on our various websites. AP reports: <https://www.everettsd.org//site/Default.aspx?PageID=21259>; SAT report: <https://www.everettsd.org//site/Default.aspx?PageID=22277>; College-Career readiness: <https://www.everettsd.org//site/Default.aspx?PageID=17692>.

Additional requested info on safety and discipline reports, and perception of kids not being safe will be available at a later date.

**Q: Is the budget shortfall for the district part of our work?**

A: No, although the fiscal impacts of any boundary, schedule, or program recommendation will have to be carefully considered by the District.

**Q: Can we get information on the feeder patterns for the elementary schools to be aware of groups that have already been impacted once by ES boundary changes? We want to make sure one group, elementary school or neighborhood, is not taking too much of the burden for the shifts?**

A: This information is accessible on the District website using the following links: <https://www.everettsd.org/Page/26821> for a map and [Feeder Schools](#) for a graphic.

**Q: Can we get construction data for future neighborhood growth areas to help pinpoint population growth areas?**

A: Information about housing developments in the District is collected and monitored by District facilities staff. This updated information should be available for the committee for our December meeting.

**Q: Can we get more granular information on enrollment projections? Which grades have the most growth?**

A: The April 10, 2018 enrollment presentation to the board that was shared with the committee, is available using the following link: [Enrollment Presentation](#)

More detailed enrollment information is included in the February 2018 enrollment projection report produced by Les Kendrick, Educational Data Solutions, LLC., which is available using the following link: [Enrollment Projection Report](#)

Please note: this presentation and report are based on the October 1, 2017 enrollment, and new projections based on October 1, 2018 enrollment will be available in the next couple of months.

**Q: Can we get more granular middle school feeder info? Which neighborhoods feed to which school?**

A: This information is available on the District' boundary map, accessible with the following link: <https://www.everettsd.org/Page/11554>. It can also be found on the registration page <https://www.everettsd.org/registration> at the Feeder Schools link.

**Q: Are there ways to reduce infrastructure stress (i.e. use of portable/modular restrooms, other modular facilities)?**

A: We currently have 140 portable classrooms and two portable restrooms in use throughout the District. These "temporary" facilities are the most common method of

accommodating enrollment growth until new permanent classroom space can be provided.

**Q: Costs of adding portables? Costs of moving portables? What happens to the portables if we don't need them at a location anymore?**

A: Total project cost to add a portable classroom including purchase, installation, utilities, ramps, stairs, skirting, permits, architect and engineering fees, furniture and equipment, technology, landscaping, paving, and other costs is currently approximately \$230,000, depending on site work and other factors. The total cost to move a portable for use at a different site is currently approximately \$108,000, and a new restroom portable costs approximately \$260,000.

**Q: How does higher enrollment effect sports participation?**

A: The cut sports are more highly effected. Non-cut sports have record high participation.

**Q: Can 9<sup>th</sup> graders choose to go to another school if they provide transportation? Do 9<sup>th</sup> graders know what their options are?**

A: If a student requests to transfer to a different school, the district allows it if there is room at the school.

**Q: Is it fair to say Everett HS is equivalent to the others?**

A: EHS was modernized in 1994, the same year Jackson came online. Wireless and HVAC have been recently upgraded. Modernization dates for all buildings at Everett High School and Cascade and Jackson High Schools will come at future meetings.

**Q: Can we have some clarity about what was in the bonds that failed? What other projects, besides HS, were included? Would it have done better if it were only for the HS?** The bond received 56% (actual 55.44%) approval and needed 60% to pass. Attached are lists of projects included on the 2014 and 2018 bonds that failed. There has been much discussion about the reasons for the results of these elections, and the question of whether they would have done better if they only included a new high school is difficult to answer with certainty. Districts needs are \$750M + for on-going maintenance across the district. This research and info will be part of the work of the Capital Bond Committee.

**Q: What is OSPI?**

A: Office of the Superintendent of Public Instruction– this is a state-wide organization and is located in Olympia

**Q: Does OSPI fund based on projected enrollment?**

A: No, they fund based on October 1<sup>st</sup>, actuals.

**Q: What are boundaries for Sequoia?**

A: Sequoia does not have boundaries, it is open to the entire district. It is an alternative High School.

**Q: What is an Alternative HS?**

A: Students choose to be there because of smaller class sizes, special program needs, etc.

**Q: How many students take advantage of apprenticeship programs?**

A: Fewer than 100 students use these programs.

**Q: How do ½ day students play into enrollment data?**

A: Projections are head count driven using the maximum number of seats school needs at one time.

**Q: Can we look at alternative schedules within the school day?**

A: The Committee is to **recommend revisions to high school enrollment boundaries to reduce enrollment at Jackson HS** (emphasis added); and complementary and practical program changes, portable classrooms, and minor schedule changes.

**Questions that will be answered at a later date due to their complexity.**

**Q: What kind of budget/logistics does it take to voluntarily move 250 students from the south end of the District to the north? What kind of program would incentivize kids to want to go there? Can we add IB programs, magnet programs, create desirable destinations?**

A: It is very difficult to develop specific answers about costs and logistics before having a refined and definitive proposal to evaluate.

**Q. Do we have data on the academic and cultural differences between the three high schools: safety and discipline reports, and perception of kids not being safe?**

A: We are gathering this information from a number of sources.

**Questions for consideration when making actual boundary changes.**

Q: How do we account for students currently in high school when/if we shift them?

Q: Do we have data on travel time on a bus from south to north?

Q: What is considered reasonable time on a bus to commute to school?

**Notes are as transcribed via live attendance at meeting by Nicole Brown, Parametrix, Inc. Please forward any corrections, additions or deletions by 11/14/2018 to [nbrown@parametrix.com](mailto:nbrown@parametrix.com) and [gholzman@everettsd.org](mailto:gholzman@everettsd.org) . If no comments or corrections are received, these will become the official meeting record.**