

High School Growth Mitigation Planning Committee (HSGMPC)

Wednesday, November 14, 2018

HSGMPC Meeting #3

Everett Public School Community Resource Center

6:00 pm – 8:00 pm

Meeting Minutes

The following list represents the High School Mitigation Planning Committee Members. The committee is comprised of community members, parents, students, and Everett Public School 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 Chiang

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.

<u>Meeting</u>	<u>Date</u>	<u>Location</u>
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 two Community Forums which will be held at all three high schools. Dates are tentatively scheduled as follows:

<u>Meeting</u>	<u>Date</u>	<u>Location</u>
Community Forum	November 27, 2018; 6-7:30pm	Jackson High School Cafeteria
Community Forum	November 28, 2018; 6-7:30pm	Cascade High School Cafeteria
Community Forum	November 29, 2018; 6-7:30pm	Everett High School Cafeteria
Community Forums	Late Jan/ early Feb	TBD dates and locations

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 #3 Agenda

Welcome

Public Feedback Reviewed: Committee Confirmation

Thoughts/Questions from Meeting #2

Superintendent and Cabinet Message: Boundary Change First

Committee Work Session

- *Programs, Schedules and Portables*
- *Assume you just moved 200 to 400 students JHS to CHS and 200-400 students from CHS to EHS...*
- *Are there any complimentary and practical recommendations regarding program, portable and/or schedule changes?*

- *Small Team Breakout Discussions*
- *Summarize Other Information Needed*
- *Small Teams Report Out*

High School Forums:

- *Tuesday, Nov 27, Jackson High School cafeteria, 6-7:30pm*
- *Wednesday, Nov 28, Cascade High School cafeteria, 6-7:30pm*
- *Thursday, Nov 29, Everett High School cafeteria, 6-7:30pm*

Next Meeting: December 12, 2018 –Map Work Session

Homework: Natural and Man-made Barriers

Closing Comments

Welcome

Mr. Dugan welcomed the committee members back for another evening. This is the third meeting in the information gathering phase of the work. The committee is focusing on what information they need to be able to do their work. The map work will begin at the December 12th meeting.

The public information gathering meetings will be held November 27-29 at the times listed in the agenda and at the top of these minutes.

Public Feedback Reviewed: Committee Confirmation

Mr. Dugan asked for confirmation that all members have read all the public comments collected to date. The committee confirmed 100% completion of that activity.

Thoughts/Questions from Meeting #2

Dr. Holzman reviewed the questions and requests for information that were gathered at the last meeting. He directed the committee to the website for detailed answers and to the meeting minutes where a section has been designated for questions.

Dr. Holzman thanked the committee members for their questions and indicated that much of the information is available via web links which have been posted with the corresponding questions.

Gathering some of the information the committee requested is complex, so the EPS Committee Support Team is working to continue providing the information as it is available. An example of this is the age and condition of the buildings at Everett HS. There are 10 buildings total, all of which have varying build and remodel dates. The EPS Committee Support Team will collect the details and share them with the members.

One of the committee members asked for clarity regarding terms used. It was clarified that when moving students from the south to the north is discussed or noted or in minutes, it does not specifically mean that students in the south end and will be moving to the far north. An outcome

could be that some students move from mid-district to the north, and then from the south to mid-district. The recommendations are not yet set, that is for the committee to decide through their work over the next several months. The work of the committee is to reduce enrollment at Jackson High School.

Superintendent and Cabinet Message

Mr. Gunn and Mr. Dugan indicated that there was a Superintendent and Cabinet meeting last week and they reviewed the committee work to date. They had a very clear message for this committee: “Please focus your work on a boundary change solution first.” If there are complimentary schedule or other aids to the work, these will be considered as part of the overall solution, but the committee focus is on boundary adjustments.

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.

Committee Work Session

The committee broke into five smaller work groups to discuss the scenario of a boundary move of 200 to 400 students from JHS to CHS and 200 to 400 students from CHS to EHS. In this scenario, what are the ramifications and are there any complimentary and practical recommendations regarding program, portable and/or schedule changes?

Mr. Dugan reiterated that any boundary change was to take effect in September 2020. We are looking at high school boundaries only, not middle school. Our goal is to get from the overcrowded south to the north where there is capacity, with the lowest impact possible.

Mr. Dugan acknowledged that the committee was beginning to recognize the complexities involved and encouraged listening to alternative perspectives and open communication.

The following is the report out by group as transcribed and supplemented by the notes collected from each table.

Table 1:

This group focused on practical recommendations. To start the discussion, they decided to rule out things that would not work. They concluded that high school cannot start any earlier than it does. As it is, teens are starting earlier than other grade levels and it has been shown that early hours are less effective for teen learning. As a corollary to that, if bussing were involved, that would also mean an earlier start, so that idea was deemed not feasible as well.

This group would like to focus future work on development of magnet schools where each high school has a technical specialty that would draw students voluntarily to the location.

Are online offerings possible?

Table 1 recommended that whatever the conclusions of the committee, a significant public outreach campaign should be used to highlight the benefits of each school and what it offers to students.

Table 2:

There are career pathway programs at each high school that are not well advertised or well known. EHS: Medical, CHS: Manufacturing, JHS: Auto. These programs need more money and more visibility. Also, what are other special programs that are offered within each school. Can we capitalize on that to help draw students?

We need to do a better job of marketing each school's merits. Can we get some research on the downfalls of magnet schools?

How are we going to account for the emotional needs of students that must go to a different high school?

We need to address this boundary change as either long-term or short-term. If we are going to change it again, it may keep students from engaging and settling in.

Table 3:

Only one middle school is currently divided between high schools. Does it make sense to redirect an entire middle school, or to make more divisions at the middle school level?

This group also referenced the possible benefits of using programs to draw students to different schools so fewer boundary moves are necessary. What are the pathways to getting these programs in place?

Is there enrollment information for participation in specialty programs?

Is there funding for more magnet programs and how long does it take to ramp up and develop a program?

Is there any data to support that if we build it, they will come?

Table 4:

This group concluded that no one size solution is going to solve this problem. Is there demand for an IB school? Do we know how many students want to use it?

Another idea to offer an evening shift. Students who do not do sports or after school activities might volunteer for it, so they could have a smaller school experience.

Is it possible to offer a 3-year high school diploma? Maybe with summer school?

Can students travel between 2 high schools to take advantage of programs offered?

Can we solve this by reducing the number 9th graders entering JHS?

Table 5:

Make sure the committee considers the socio-emotional support for the students. Make sure there is a strong support staff that moves with the students. Take staff that are important to the students.

Are the programs educationally consistent between all three high schools?

Is there more or less opportunity to participate in sports at one school versus another?

Is EHS ready for more students? Do we need more/better classrooms, additional infrastructure, repairs, etc.?

Are there enough science classrooms at CHS and EHS?

Summary:

Mr. Dugan thanked all the groups for their work. He identified some common themes that he heard:

- Each school has something to celebrate,
- There is a need for more effective communication around the advantages of each high school,
- Let's be flexible with access to programs in other places,
- Use programs to help draw students,
- Use existing assets to augment our programs,
- Communicate effectively any changes,
- Provide support systems for students that are impacted.

High School Forums

Mr. Dugan shared with the committee what to expect at the upcoming public forums. This will be an opportunity to introduce that there is a committee in progress, to describe the work, identify our deliverable, confirm the mission, and describe the process.

The process will begin with a short presentation. The committee has recommended that the presentation include some information about common misconceptions already captured, and that recommendation will be implemented.

There will be multiple ways for people to share information with the committee. There will be flip charts at the corners of the room, feedback forms, and staff and committee members available for discussion. The committee will incorporate all feedback and comments into their work.

This is an opportunity for people to speak out, a way to share ideas and passions. It is a time for committee to listen and capture that information for the work. It is the job of the committee to process that feedback through the filter of what is best for Everett Public Schools. This is an

extremely personal subject for people and the committee will be listening to people who are scared and worried.

Embrace it, hear it, and capture it.

Committee members who would like to participate are encouraged to confirm with Dr. Holzman via email.

Homework

Committee members are from across Everett Public Schools. Please gather information based on your daily experiences about traffic patterns, natural or man-made barriers, what it takes to get from one place to another, so we can identify those and take them into consideration.

HSCMPC #3 Questions

As with previous meetings, there were many questions brought up during discussion. These are captured here to help with ease of reference.

Q: (Added to Meeting 2 Minutes) Please clarify what “move students northward” means to prevent panic or misconceptions.

A: 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...” 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.

Q: (Added to Meeting 2 Minutes) Please clarify that the time frame for this change is fall 2020.

A: 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...” It is clear from the board’s instructions that the Committee’s boundary recommendation will be implemented beginning fall 2020, and not earlier.

Q: (From HSCMPC #2 Questions) How many teachers at Jackson are floating/traveling teachers?

A: A better way to ask this question would be, “How many classrooms have open periods during the school day at JHS?” The answer is that 61 of the 101 classroom spaces have a period “open” during the day, typically as a teacher’s planning period space. If JHS were to fill each of those 61 periods, it would be the equivalent to 10 portables. However, that would certainly come at a morale cost as JHS has very limited auxiliary planning spaces for staff.

Q: How are we going to account for the emotional needs of students that must go to a different high school?

A: High schools welcome new students every year. High school principals and counselors will go to the students’ current schools (sending schools) and hold parent-student information meetings. They will also host orientation meetings for parents and students the spring prior to

the student's transfer to the new school. HS Transition conferences will be held for all 8th grade students with the high school principals, teachers, and counselors where the student will attend the following year. The high schools will also host back-to school events to welcome the new students.

Q: How many students are in sports or have after school jobs?

A: See attached pdf report for 2017-2018 for sport participation. We do not have information on after school jobs.



2017-2018 Title IX
Determination of Effect

Tryout numbers	Cascade			Everett			Jackson		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
Baseball	51	49	TBD	34	34	TBD	59	59	TBD
Basketball, B	62	75	78	42	48	50	74	77	90
Basketball, G	53	45	38	33	34	42	38	45	50
Soccer, B	78	80	TBD	46	44	TBD	75	82	TBD
Soccer, G	58	64	58	30	45	38	73	63	70
Softball	39	35	TBD	29	31	TBD	40	30	TBD
Volleyball	58	47	57	50	47	51	53	53	58

Q: Provide any information regarding the draw/popularity of STEM programs.

A: The STEM specialty program themes, also known as high school career pathways were developed by reviewing economic forecast data, as well as planning with regional industry leaders. Each of these represent regional high demand career sectors / opportunities. During the lead up to the last bond, there was a STEM specialty program identified for each of the high schools. These programs were well received during community presentations.

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

A: Reasonable is a matter of opinion. Each bus is currently programmed to service 3 different schools. Bell schedules are 30 minutes apart so that is current guideline. If routes get longer, the buses would not be able to service as many schools. Bus transportation costs may increase. Each additional bus would cost between \$60,000 and 76,000 per year depending on the size of the bus and the number of hours.

Q: Can programs be developed so that each high school has a technical specialty?

A: Yes. We currently are working to launch a medical and health careers pathway program at EHS (initial launch scheduled for fall 2019). We have launched the initial manufacturing pathway program course (1-credit) at CHS, with plans to expand to a 3-credit program (expansion scheduled for fall 2019). When space becomes available at JHS, we hope to launch an information and communication technology pathway program. Please note that while we believe we can achieve funding for the programmatic aspects of these programs (by way of CTE/Skill Center resources), and we have identified space for initial launch of the pathway programs, our limiting factor for significant program growth is the facilities at each school.

Q: What are the downfalls of magnet schools?

A: To explore this question would be to explore a variety of research on magnet programs, and likely finding mixed reviews overall. Locally, we can look to Marysville Pilchuck High School, who recently abandoned their academy model. The Edmonds School District also abandoned the Gates Foundation-funded small-schools initiative where selected “houses” allowed students to learn in smaller social and academic circles with academically-themed course designs.

Q: How can we publicize the programs that are unique/special about each school?

A: We would likely do this on the district website through STEM-CTE webpages.

Q: Do we have projections for participation in magnet schools?

A: No, we do not.

Q: Can we consider split schedules between two schools? Can students travel between two high schools to take advantage of programs offered?

A: Yes, some students currently do that for special programs (i.e. NJROTC at EHS). One would have to consider the practicality of doing that with a large number of students to reduce Jackson’s enrollment.

Q: Is EHS ready for more students? Do we need infrastructure or classroom upgrades?

A: Yes, today we believe EHS can accommodate over 500 additional students. By 2023, at the peak of enrollment, this number would probably be closer to 350 students. Some buildings would require upgrades; some furniture and equipment may need to be purchased.

Q: Can you provide the number of historical and projected variances for all three HS by year and by school.

A: Variances are considered as transfers. We would only be able to provide the current number of transfers (grades 9-12) by HS to predict roll-up transfers for next year. Historical data will not be useful, as numbers change year to year due to roll-ups and which schools we close. We cannot accurately “project” transfers, as we have not decided which schools will be closed for next year. HS approved resident and non-resident transfers for this year are below.

Current Non-Resident Transfers	Count of transfers
Cascade High School	45
Edmonds School District	1
Lk Stevens School	2
Marysville Schl District	4
Mukilteo Schl District	30
Snohomish Schl District	8
Everett High School	66
Lakewood Schl District	4
Lk Stevens School	7
Marysville Schl District	30
Mukilteo Schl District	18
Other Schools	3

Snohomish Schl District	4
HM Jackson High School	10
Arlington School District	1
Lk Stevens School	1
Mukilteo Schl District	3
Other Schools	2
Out Of Area School	1
Snohomish School District	2
Current Resident Transfers	Count of transfers
Cascade High School	47
Everett High School	45
HM Jackson High School	1
North Middle School	1
Everett High School	20
Cascade High School	20
HM Jackson High School	18
Cascade High School	14
Everett High School	4

Information requested by Table Groups at Meeting 3:

Q: One group would like to focus future work on development of magnet schools where each high school has a technical specialty that would draw students voluntarily to the location. Are online offerings possible?

A: The Everett Public School's OnlineHS is one of the oldest and most successful virtual learning programs in Washington State. The program started in 2001 in an effort to provide increased options and opportunities to the district's students. More information can be found at: <http://onlinehs.net/about-onlinehs/>

Q: There are career pathway programs at each high school that are not well advertised or well known. EHS: Medical, CHS: Manufacturing, JHS: Auto. What are other special programs that are offered within each school? Can we capitalize on that to help draw students? Another group also referenced the possible benefits of using programs to draw students to different schools so fewer boundary moves are necessary. What are the pathways to getting these programs in place? Is there funding for more magnet programs and how long does it take to ramp up and develop a program? Is there any data to support that if we build it, they will come?

A: Auto has existed at CHS (not JHS) for many years (the school has a designated auto shop). Utilizing the CorePlus curriculum, last year (2017-18) we launched a one-credit manufacturing course at CHS in the auto shop. With modest advertising this course filled with CHS students. At the end of the school year the Boeing Company requested that all seniors in the course be interviewed; these seniors all were offered a job at the Boeing Company. Next year (2019-20) we would like to expand the manufacturing program to be a 3-credit program. Program-wise, we believe it can be supported through our CTE apportionment as well as skill center funding (by way of our partnership with WANIC Skill Center). Facility-wise, we believe we can launch the 3-credit program in the auto-shop, however program growth will require our accessing capital funds to establish a dedicated facility. This year (2018-19) we launched a "careers in education"

course at CHS. This course articulates directly to Everett Community College and University of Washington Bothell as the first course in their respective education programs. It is quite possible to extend the offering of the education career pathway course to each of our high schools. We currently are in the planning stages for the initial launch (fall 2019) of the medical and health careers pathway program in the vocational building of EHS. Facility-wise we are making progress in acquiring the capital necessary to modernize the vocational building towards supporting the pathway. We estimate full modernization of the building to cost \$12M. Last legislative session we received \$2M of capital funds to begin the process, and we just learned that we will be awarded an additional \$1.9M by way of a state K-12 STEM classroom and lab grant. With these funds we are working with Dykeman Architects to design two medical simulation lab rooms as well as classroom and science lab space. Representative Sells has offered to shepherd a second legislative capital request for the upcoming session. Program-wise we are working with WANIC Skill Center to determine the appropriate program for our initial launch in the fall of 2019.

Q: Is there demand for an IB school? Do we know how many students want to use it?

A: We don't know the demand for an IB school at this time. To our knowledge, the question has not been asked publicly.

Q: Is there more or less opportunity to participate in sports at one school versus another?

A: Each school offers the same number of sports and same number of teams per sport.

Q: Are there enough science classrooms at CHS and EHS?

A: Another way to look at this question is, "*How many non-science classrooms are being used to deliver science instruction?*" There are three non-science classrooms at JHS and one at EHS being used to deliver science instruction. There are no non-science classrooms that are being used currently to deliver science instruction at CHS.

Q: Is it possible to offer a 3-year high school diploma? Maybe with summer school?

A: Yes, it would be technically possible if students take summer school multiple summers and assuming the courses they need to graduate are available over the summer (or offered in another form/modality like OnlineHS).

Q: Are the programs educationally consistent between all three high schools?

A: If this question is about "specialty programs" we could speak to the high school pathway programs that exist at all three schools (or can easily be expanded to all three high schools), and then the programs that are unique to a high school because of facility needs. Academic programs and course offerings are equitably distributed across all three comprehensive high schools. That is, courses that lead to students being able to satisfy their graduation requirements exist at all high schools. Advanced Placement and other special programs are also equitably distributed, though new courses typically are "birthed" in one school and expand to others as student demand is addressed and requisite staffing is dedicated. New career pathway programs are equitably distributed but have different themes. College in the High School programs are most often initiated by a teacher who meets the higher education institution's qualifications and enters into an agreement with the higher education institution as adjunct faculty. That, and course demand, are the primary reasons for variability of College in the High School course offerings across the

comprehensive high schools. Here again is a link to the current catalog describing courses and programs at each high school: [EPS High School Course Catalog 2018-2019](#).

Q: Is there enrollment information for participation in specialty programs?
Data is being gathered.

Answers to questions in the HSCMPC #3 Questions section above were gathered from district support staff and other available resources following the meeting and are provided here to support the committee work at their next meeting. Other notes are as transcribed via live attendance at meeting by Nicole Brown, Parametrix, Inc. Please forward any corrections, additions or deletions by 12/12/2018 to nbrown@parametrix.com and gholzman@everettsd.org. If no comments or corrections are received, these will become the official meeting record.