

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

Wednesday, December 12, 2018

**HSGMPC Meeting #4**

Everett Public School Community Resource Center

6:00 pm – 8:00 pm

**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 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 Forum	February 6, 2019, 6-7:30pm	Gateway Middle School NEW
Community Forum	February 7, 2019, 6-7:30pm	Cascade High School NEW

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 #4 Agenda**

### ***Welcome and Thank You***

- *Welcome tonight*
- *Thank you for your support at the Community Forum #1 Meetings*

### ***Community Forum #1***

- *Any surprises?*
- *Common Themes*
- *Different feedback than received so far?*

### ***Guiding Principles***

- *Revisit and remember*
- *Will need it tonight*

### ***Committee Work***

- *Mapwork night tonight*
- *Remember all feedback received to date*
- *Remember your guiding principles*
- *Refer to and use your data*
- *Begin boundary assessments and moves*
- *Group presentations*
- *Common themes?*

***Next Meeting: January 16, 2019***

### ***Homework***

### ***Closing Comments***

- *Holiday Wish*
- *Map of your own*
- *See you next year*

## **Welcome**

Mr. Dugan welcomed the committee members and thanked them for their continued efforts on the committee. He acknowledged the busy time of year and the commitment it takes to continue participation. The District really appreciates the dedication.

Mr. Dugan also thanked the numerous committee members that attended the Community Forums.

### **Community Forum #1**

Mr. Dugan asked the committee to work with the group at their table and discuss any feedback that was collected at the community forums that felt like reoccurring concerns or that had not previously been brought up in community comments. The table groups conversed for 10 minutes and then reported out.

The comments that committee members heard most often at community forums were as follows:

- Continued feedback about not moving students with special needs
- A lot of discussion about perceived program inequities between the high schools
- Frustration about some boundary maps that had been circulated on social media
- Everyone agrees that traffic is terrible. There were concerns about time on buses, time in traffic, safety
- Concerns were raised about distance relative to socio-economic status, ie: 5 miles on public transportation or walking is different than 5 miles in a car
- At first people were adamant about not moving their children but as the overcrowding and growth data was presented, most recognized the issue and the attitudes became more collaborative
- Some small groups participated in thoughtful brainstorming
- Some anger and angst persist

### **Committee Work Session**

Mr. Dugan introduced the night's work. This evening the committee will begin working on the boundary maps. He encouraged the tables to trust each other, be kind, listen and collaborate. Remember all the information that has been gathered from the public. Remember that this committee represents the entire district. Try to focus on the needs of the many. The work may be frustrating, and the table may get stuck. If this happens, remember the community concerns and refer to the guiding principles. Refer to the data that has been collected.

The maps on the tables show the entire district. There are also packets of reference material which indicate incoming student populations from elementary and middle school (4<sup>th</sup> through 8<sup>th</sup>) students in areas around Jackson HS and Cascade HS. This indicates the potential student populations for 2020 and beyond.

Begin by looking at the map as a whole, then identify areas that might make sense in a re-boundary.

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



Beyond looking at the numbers, this table discussed concerns about the increased length of the bus ride for students as a result of reboundary. They also discussed concerns about keeping students from grade school to middle school together. They want to further study middle school matriculation as it relates to grade school through high school.

[illegible]



Table 2:

This table began their work by discussing their desire to keep elementary school students together and looked at middle school feeds. Their goal is to keep students from elementary schools together through middle and high school.

Their preliminary work examined rerouting Penny Creek ES and Silver Firs ES to Cascade HS. Then rerouting Jefferson ES and neighborhoods west of Beverly to Everett HS.

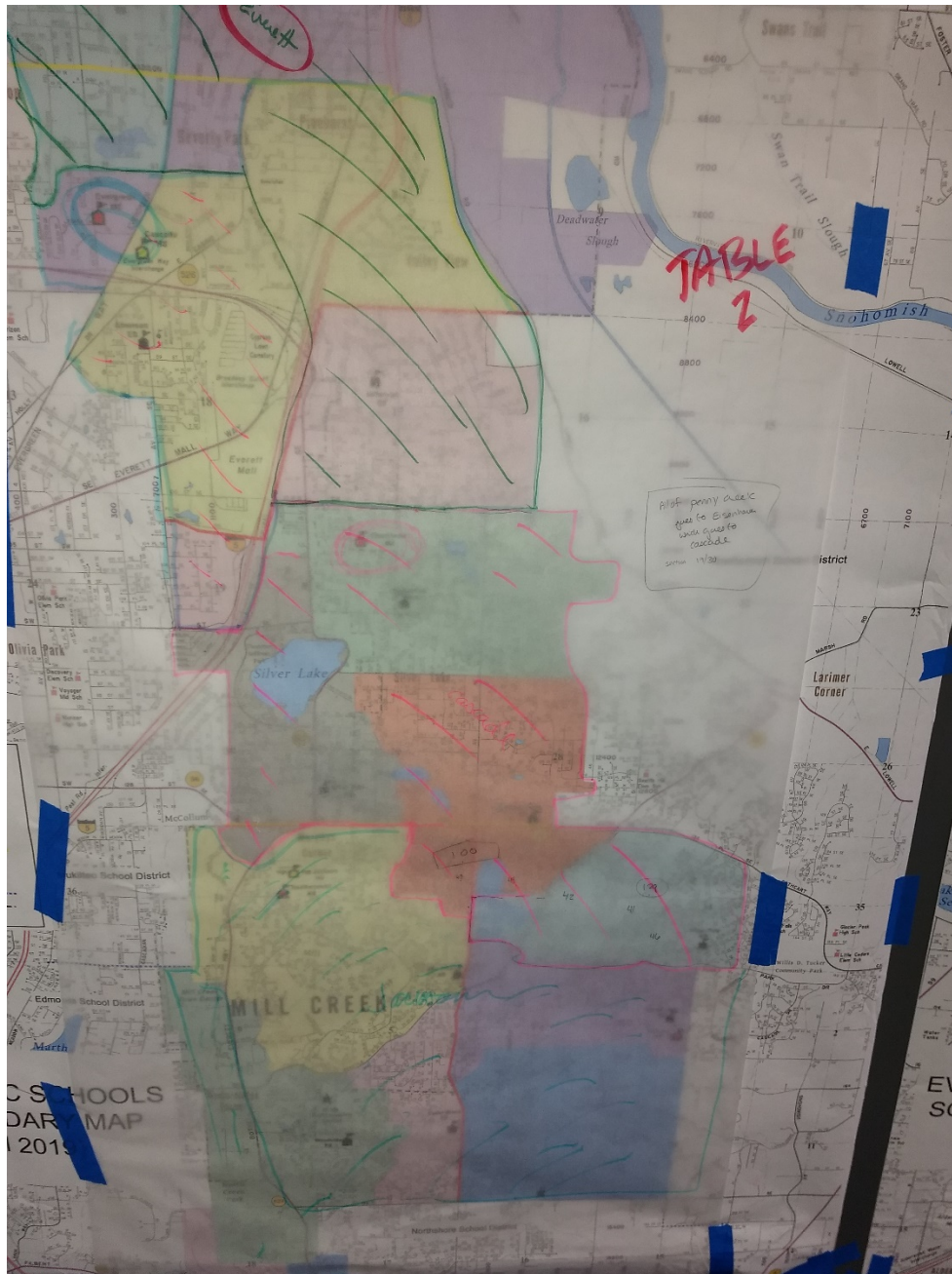


Table 3:

This table discussed at length the desire to keep elementary school groups together. With that as a premise, they worked on having Eisenhower and Evergreen feed to Everett HS. They also discussed the possibility of no boundary move, but to cap the maximum number of students at Jackson HS and that enrollment over that number would automatically have to feed the northern schools. This would change patterns over time versus via a dramatic reboundary.





Table 4:

This group work focused on moving the least number of students possible. They felt that with all the public comments they had received, they felt the majority of people did not want a boundary change and they wanted to seriously look at other options.

If they had to do a boundary move, they would recommend moving Penny Creek ES to Cascade HS. Send the students to different middle schools, and then bring them back together in high school. They studied east of Beverly Blvd as a new boundary for Everett HS.

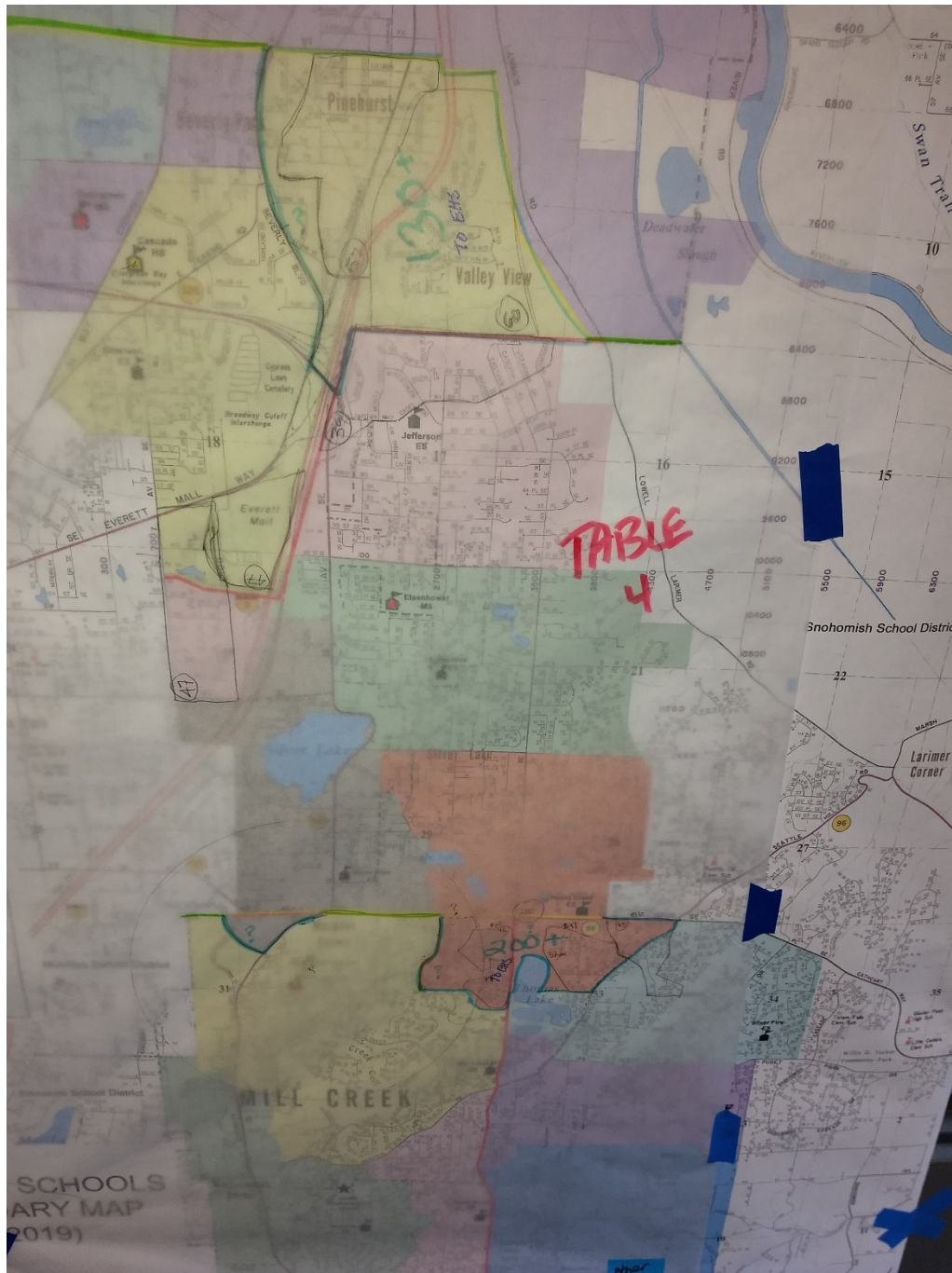
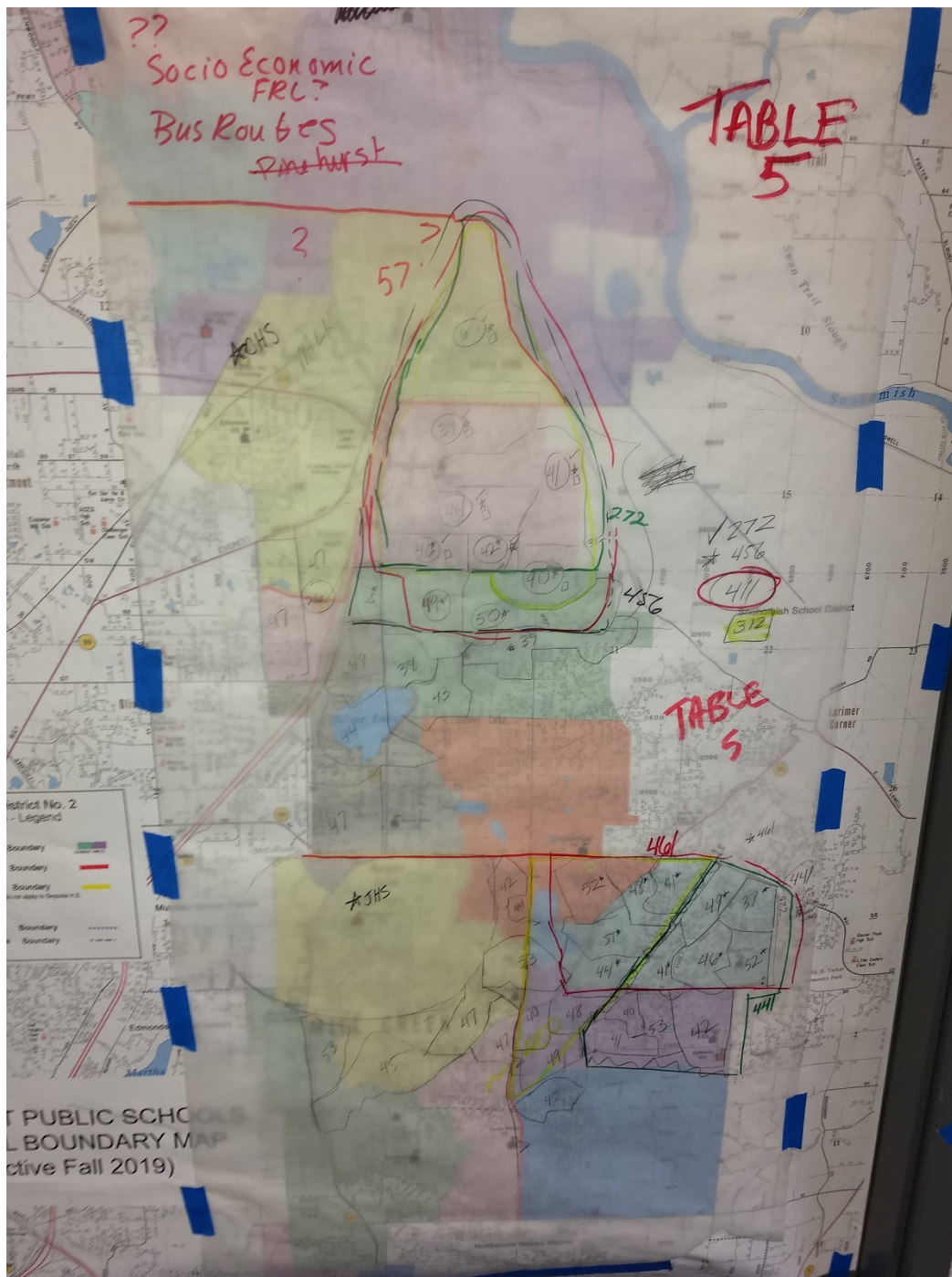


Table 5:

This group approached the challenge by starting in the north end and tried to fill Everett HS first and work south. This would involve Jefferson going to Everett HS. They acknowledged difficulties with commuting north from the Cascade HS area. They are examining moving from the I-5 corridor or from Silver Firs ES. They are looking for more information on time spent on buses with these proposed moves. They ruled out splitting Heatherwood MS. They want to keep groups of students together if possible.



Summary:

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

- Continuity is important.
- We want to move as few students as possible
- Do not want to create commuting hardships
- Do not want to create inequities

### **Homework & Closing Comments**

Mr. Dugan thanked all the committee members for their hard work. He wished everyone a wonderful holiday and offered smaller versions of the work maps if the committee members wanted to look at it over the break. Dr. Holzman also discussed the posting of the minutes after approved by the committee and the inclusion of the group maps from each team as part of the minutes. An opportunity for individual community response will be included on the committee website in early January similar to the method used this summer and during the elementary boundary process.

### **HSCMPC #4 Questions for future response**

Q: Is it possible to get socio-economic data on the student populations and neighborhoods to make sure we are not creating additional hardships for our families?

Q: Is it possible that our work is not a boundary change at all - that we could come up with a solution that solves the problem in an alternate manner?

**Notes are as transcribed via live attendance at meeting by Nicole Brown, Parametrix, Inc. Please forward any corrections, additions or deletions by 1/11/2019 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.**