

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

Wednesday, February 27, 2019

HSGMPC Meeting #6

Everett Public School Community Resource Center

Port Gardner Room A

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	CANCELLED DUE TO WEATHER
HSGMCM #6	February 27, 2019	Everett Public Schools Community Resource Center
HSGMCM #7	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
Community Forum	February 7, 2019, 6-7:30pm	Cascade High School

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 #6 Agenda

Welcome and Thank You

- *Review recent community forums*
- *Impressions from those that attended forums*
- *Community conversations versus committee conversations*

What Did You Hear? (online and forum comments)

- *Small group processing of comments to arrive at key themes*
- *Report outs*

Practical and complementary program, schedule and portable changes

- *Portables (5-minute presentation, 10-minute Q&A)
Review capacity, portables, enrollment projections
17 portables currently at JHS (400 students)
10 more needed by 2023 without any other change (250 students)*
- *Program options (15 min presentation, 15 min Q&A)
Start with: core value-equity of programs across the district (KPO 1.2.a)
What exists: Equity of programs – a look at the 2019-20 course catalog & AP Capstone diploma*
- *Schedule changes (10 min presentation, 20 min Q & A)
Are there any schedule options that are practical and complementary?
Feasibility, costs, critical size, lunch schedules, EEA buy-in, likely timeline*

Revisit Themes

Next Meetings:

- ***HSGMPC Meeting #7
Wednesday March 6, 2019; 6:00-8:00PM, Community Resource Ctr-Port Garner A***

Homework

Closing Comments

Welcome

Mr. Jim Dugan welcomed the committee members back and thanked them for their continuing commitment to the process. He reviewed the agenda for the evening.

He informed the committee that tonight was not a map work night. This evening would be spent discussing feedback from the online and public forums, as well as giving the committee information on program, schedule and portable changes to help them answer frequently asked questions.

What did you hear? (Online and forum comments)

Mr. Dugan asked for a show of hands from committee members that had attended at least one of the public forums, over half the committee raised their hands. He asked how many members went to both meetings and nearly 1/3 of the committee went to both. 500 online comments were received; we are getting active feedback about this issue.

Mr. Dugan acknowledged that the Gateway meeting started off rather contentiously. The theme from the attending public was “we would take just about any solution except a boundary change”.

One of the committee members asked, “Does the feedback we have received change what the Board asked us to do? Why did the Board put us in this position to enact an unpopular change?” Mr. Dugan stated that it is not unusual for a Board to ask a committee to do this type of work. And, Mr. Dugan confirmed that the feedback received does not change the charter assigned to the committee.

Another committee member commented, “We need to not forget that there are probably people that support this overcrowding solution. We need to keep in mind that many will benefit.”

Another committee member commented, “As a parent at Cascade, it was very difficult and hurtful to hear the JHS parents making disparaging comments about our school.” Mr. Dugan reiterated that people do not show up to public forums if they feel you are doing what is best for them, they show up when they are upset. It is a thankless job to work on a committee with a contentious charge.

Another committee member commented, “I don’t have the feeling that there is much support for a boundary change.” Mr. Dugan responded that this is a very emotional issue and people are passionate about being heard.

Another committee member commented, “We have to do something, let’s see if we can minimize disruption.”

Another committee member commented, “The tone at Cascade was ‘I love my school, what can we do to help? We understand.’ Very different from the tone at JHS.”

Another committee member commented “I’ve been reading the online comments and people are taking it very personally. I haven’t seen any comments where people said they are in the zone that’s moving and I’m happy about it.”

Another committee member asked “How do we do a better job of communicating what we have considered as a committee? We are hearing a lot of questions which are the same as the questions we’ve already brought up as a committee?” Mr. Dugan said that much of the information the committee will receive tonight is in response to reoccurring questions by committee and public alike.

Mr. Dugan thanked everyone for sharing and said the next step was to break into small groups and work to identify the central themes from the public forum and online comments. Then each table reported out.

Table 1:

- Section 2 on the JHS map seems to be a big source of contention
- Northpointe is a good divide
- If students start at a school, they should end there
- Keep middle schools together to high school

Table 2:

- Section 2 on the JHS map is very vocal
- “My child walks, why are you moving me?”
- Keep kids where they start
- Start the transition as freshmen
- Lots of anger

Table 3:

- Orange section 2 does not want to move
- Lots of misinformation being disseminated, e.g.: no AP classes offered etc.
- Lots of anger and divisiveness
- Drive came up a lot

Table 4:

- Section 2 has been brought up a lot
- Commute times are being brought up a lot
- Keep Juniors/Seniors where they start
- Keep middle schools together

Table 5:

- Lots of repeat comments
- Why can’t we redraw district boundaries?

- Very emotional responses: “When does this happen?”, “Can it just be freshmen?”
- People do not understand the difference between variances and address fraud. How often is fraud happening and how do we stop it?
- Keep kids together for all 12 grades

Mr. Dugan acknowledged that this work is very difficult and that many of the comments have been hard for the committee members to hear. He stated that the response has been normal based on his experience with the same issue in other districts.

One committee member commented that the committee needs to remember to be empathetic because these parents are being advocates for their children, and even though they are doing it in an angry manner, they are doing their job as parents.

Portables Presentation

Mr. Mike Gunn reminded the committee that the role of staff in committee work was to provide requested information by taking a large body of knowledge collected by the district and synthesize it in a way that highlights salient issues and facts to help the committee with their work.

Mr. Gunn’s entire presentation is available on the committee website at the following link:

[February 27, 2019 committee meeting – Portables information meeting presentation](#)

The key takeaways from Mr. Gunn’s presentation are as follows:

- High school enrollment will exceed district-wide permanent capacity by 2022
- Approximately 26 portables will be needed at Jackson HS (17 existing) and 5 at Cascade HS (1 existing) by 2023
- Locating 9 new portables at Jackson HS will be difficult
- After 2023, no additional portables are projected to be needed at high schools for enrollment growth until about 2028.

These takeaways assume no changes to boundaries, schedules or programs.

Committee members had the following questions:

Q: Do we get complaints about portables being a substandard learning environment?

A: As a district, we do an excellent job on portables, in our older schools they may be better than classrooms within the larger building. The problem is that the central core services of the school becomes stressed accommodating additional students, in corridors, cafeterias, support area, etc.

Q: How many students per classroom are used in your calculations?

A: 24 students per classroom

Q: What about moving our elementary schools to six grades? Can that help?

A: Elementary schools are over capacity right now too. The district is over capacity by about 1700 elementary students district wide. If you relieve pressure at the high school level, you put more pressure on the middle school and elementary school level.

Q: What is the big picture here? Our work feels like it is only a bandage and not addressing the real problem. How will this ultimately be fixed? Will we get more schools?

A: Everett Public Schools has never been able to obtain voter support for funding to build schools before there was a demonstrated need. In conjunction with this boundary process, there is a capital bond committee that is working on a recommendation for the next bond issue.

Programs Presentation

Dr. Peter Scott and Dr. Dana Riley Black presented information on educational programs across the district. Their presentation was in response to voiced concerns about equity between schools. The core question guiding the discussion was: “To what extent can educational programs serve as an effective ‘means’ to the ultimate ‘end’ of mitigating growth at JHS.”

Dr. Scott presented Strategic Goal 1.2

Each student has equitable access to rigorous content with common learning outcomes and assessments.

He stated that one of the District’s core values is Equity. While the number of courses offered is not equal from high school to high school due to differences in enrollment, programs are equitably offered district wide. The District has made large recent investments in program to ensure new standards and consistency across the system.

Dr. Riley Black reviewed the opportunities at each high school for AP, AP Capstone, and Career Pathways. The district has made a clear investment in AP participation in the last five years and there is large participation district wide. The AP Capstone diploma, open to students at each comprehensive high school, was discussed as similar to other districts investing in an International Baccalaureate program.

The District is committed to preparing students for careers available in our area including:

- Aerospace & Advanced Manufacturing
- Energy & Sustainability
- Medical & Health Careers
- Information & Communication Technology
- Education Careers
- Business & Professional Services

For the full presentation on program equity and career pathways, please use the link below:

[February 27, 2019 committee meeting – Program review meeting presentation](#)

At the end of the presentation, Dr. Scott directed the committee members to work with their table and spend ten minutes reviewing the High School Course Catalog 2019/2020. Use the catalog to look up some of the questions that have been raised by the community about equity and see if there is misunderstanding about offerings or just a lack of knowledge of the offerings. The table report outs follow:

Table 1:

- Is it possible to put together a chart to show the programs side by side?

Table 2:

- We looked at AP classes offered side by side and saw that everything offered at JHS was also offered at CHS and EHS.
- There is not much difference from school to school.

Table 3:

- As a parent looking at courses, maybe Sequoia and SnoIsle could be highlighted more.
- If people knew more about the offerings they might serve as an alternative to JHS.

Table 4:

- It seems unrealistic that we can move 400 students via a program magnet draw.
- Magnet programs are not going to move students quickly enough.
- It does seem clear that EPS has made a significant investment and effort into offering equity of courses across all schools.

Table 5:

- We talked about the emphasis on AP and whether these new programs can offer a different path for students.
- We should market the boundary change directly to the students and find out what their concerns are. Inform them, engage them, listen to them. Kids will convince their parents.

Schedule Presentation

In response to a committee request, Mr. Fleckenstein began by sharing student transfer data. For example, there are currently 43 approved in district transfers attending Jackson HS, and 22 approved non-resident transfers attending Jackson HS. The non-residents are students who started the year at JHS and moved mid-year. It is district policy to allow those students to complete the year. Mr. Fleckenstein provided the committee a summary data sheet showing the breakdown at each high school. The summary shows approved transfers and confirmed releases by high school.

Mr. Larry Fleckenstein presented information on alternative schedule options. Many public comments have asked whether the district has considered year-round school, staggered shift or double shifting.

Mr. Fleckenstein reviewed the Minimum Basic Education Compliance (MBEC) hours for each student as required by RCW 28A.150.220. The challenge with alternative schedules is to meet compliance with MBEC.

Additionally, the earlier question of equity is challenged if only one school is participating in year-round or double shifting. Mr. Fleckenstein's entire presentation is available at the following link:

[February 27, 2019 committee meeting – Alternative schedules meeting presentation](#)

Homework

Please read all the online comments that have been collected. Think carefully about what you heard tonight about portables and whether any of these program or schedule changes are practical and complementary in helping to relieve the enrollment at JHS.

Dr. Holzman noted that the online comments closed and that tonight's PowerPoint presentations and the 500 community comments received would be posted to the website next week.

Next Meeting: Wednesday, March 6, 2019, 6:00-8:00PM, CRC-Port Gardner A

Closing Comments

Mr. Dugan thanked the committee for all their time and energy. He asked them to think about what the committee can do in the time frame they have been given, things both practical and complimentary. Next Wednesday will be a large group, consensus building session. The committee will start forming their recommendations. The meeting may run long or an additional meeting will need to be scheduled.

Notes are as transcribed via live attendance at meeting by Nicole Brown, Paramatrix, Inc. Please forward any corrections, additions or deletions by 3/6/19 to gholzman@everettsd.org . If no comments or corrections are received, these will become the official meeting record.