

Elementary Boundary Committee

Wednesday, December 6, 2017

EBC Meeting #2

Gateway Middle School

5:30pm – 7:30pm

Meeting Minutes

The following list represents all of the Boundary Committee Members. The list is comprised of parents, community members, Everett Public Schools Administrators, Snohomish County support and Everett Public Schools Support. The highlighted names represent those members that attended the December 6, 2017 Elementary Boundary Committee Meeting (EBCM).

Boundary Committee Facilitator

Jim Dugan (253.278.8105)

Email Address

jdugan@parametrix.com

Boundary Committee Members

Parents & Community Members

Sheena Bailey (SF)

Christa Bicket (MO)

Alisha Crawley-Davis (FV)

Karl Garreis (SL)

Alla Glotov (SL)

Jen Hirmen (CW)

Fatima Lopez (WO)

Adam McKnight (MC)

Jennifer Neeleman (PC)

Jacob Sand (SL)

Kristin Dickert

Sarah Smoldon

Eric Solis (CW)

Courtney Thomas (JE)

Alice Beal

Justin Tidwell (MC)

Susan Warner (WO)

Geoff Weatherbie (FV)

Brooke Yule

Everett Public Schools Administrators

Katie Stone

David Jones

Larry Fleckenstein

Betty Cobbs

Darren Larama

Kristin Dickert

Maggie Heater

Kim Brenner

Mica Harasek

Elizabeth Nunes

Snohomish County Support

Steve Toy

Ikuno Masterson

Everett Public Schools Support

Mike Gunn

Darcy Walker

Chuck Booth

Gerard Holzman

John Pike

Nancy Brown

Pete Dronzek

Senja Yakovleff

Overview

The Boundary Committee is comprised of members from each of the nine south end elementary schools. With the addition of Elementary School #18, located on 180th Street SE and scheduled to open in the fall of 2019, boundaries need to be understood, analyzed and adjusted to accommodate the new elementary school as well as balance student populations in all other nine south end elementary schools.

The Boundary Committee was established to work monthly over the next six to seven months, culminating in May 2018 with boundary revision recommendations for consideration by the Superintendent. The Boundary Committee meetings are held monthly on Wednesday evenings between 5:30 PM and 7:30 PM. Boundary Committee Meetings that are complete are noted in yellow below. Future Boundary Committee Meetings (BCM) are noted in green below.

<u>Meeting</u>	<u>Date</u>	<u>Location</u>
BCM #1	November 8, 2017	Gateway Middle School
BCM #2	December 6, 2017	Gateway Middle School
BCM #3	January 10, 2018	Everett Public Schools Community Resource Center
BCM #4	February 21, 2018	Everett Public Schools Community Resource Center
BCM #5	March 7, 2018	Everett Public Schools Community Resource Center
BCM #6	April 11, 2018	Everett Public Schools Community Resource Center
BCM #7	May 9, 2018	Everett Public Schools Community Resource Center

In addition to the monthly Boundary Committee meetings described above, Everett Public Schools is planning two to three Community Forums, dates and times to be determined in January. The first Community Forum will share the Boundary 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 Boundary Committee.

The committees work is only to recommend. The Superintendent followed by the Board of Directors will make all final decisions regarding boundary adjustments to accommodate Elementary School #18.

Boundary Revision Process – Guiding Principles

Mr. Dugan asked the committee if there were any follow-on/additional clarifications or questions regarding the work done in BCM #1 to develop the Boundary Revision Process Guiding Principles.

No comments or requested clarifications, corrections or additions were received. The Boundary Revision Process Guiding Principles were therefore adopted for the purposes of the Elementary Boundary Committee process and are posted below for ease of reference:

Boundary Revision Process Guiding Principles Everett Public Schools Elementary School #18

On Wednesday, October 18, 2017, the Everett Public Schools Capital Facilities Advisory Committee developed and ranked the following Boundary Revision Process Guiding Principles. The guiding principles come from the Everett School District 2016-2021 Capital Facilities Plan.

The first section summarizes “Required” principles – no exceptions taken. The second section summarizes “Additional” principles – listed in no particular order but representative of additional values and principles to be considered when considering changes to the current school boundaries.

The Boundary Revision Committee selection process is in progress now. Committee members will be selected by the end of October. The first Boundary Committee meeting is scheduled for November 8, 2017. One of the first actions for the Committee will be to review and revise and prioritize this document as needed.

REQUIRED GUIDING PRINCIPLES

1. **CARE:** *The potential impacts, both positive and negative, of any proposed boundary change shall be carefully evaluated.*
2. **INCLUSION:** *Boundary changes should only be implemented after appropriate input and discussions with affected parties and careful consideration of alternative solutions.*
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:** Conclude the Boundary Revision Process with enough lead time to allow families and the school system to plan and prepare for the implementation of the proposed changes.

ADDITIONAL GUIDING PRINCIPLES

5. **NEIGHBORHOODS:** It is important, especially at the elementary school level, to ensure students are 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 routes should be taken into consideration. This applies to pedestrian walkways as well as vehicular transportation. Safe walking routes for all schools. Goal – whenever possible, those that walk to school now should be able to walk to school with the proposed boundary changes
7. **INEQUITY:** Boundary changes should be made only after studying where inequities might lie in current boundaries and potential boundary changes. Changes that create new or perpetuate existing inequities within the district should be avoided.
8. **FLEXIBILITY:** When considering boundary changes, extended day care facilities used by our families must be a consideration of the boundary decision process.
9. **CONTINUITY:** Feeder school continuity is an important consideration. When developing boundary revision options, consideration must be given to the importance of student continuity from elementary school to middle school to high school – where this is possible.
10. **EFFICIENCY:** Transportation efficiency and effectiveness should be maintained to ensure that a student's time on a bus or in a car is limited – and time at home and at school is maximized.
11. **VALUES:** School boundaries should encourage, and not detract from, our community values, including, but not limited to, small class sizes and access to neighborhood schools for our children with special needs wherever possible – thus targeting equitable opportunities and high quality levels of service.
12. **OPPORTUNITY:** School boundaries should provide every student with access to a rigorous comprehensive curriculum that is rich and diverse – equitable distribution of opportunity.

Boundary Committee Meeting #2 Agenda

Welcome

Boundary Committee #1 (EBCM #1)

- BCM #1 Homework
- BCM #1 Parking Lot

2018 ESD Capital Bond

- February 2018
- \$330 million
- New High School + 36 Classrooms

Boundary Committee #2 (EBCM #2)

- *Overview*
- *Deliverable*
- *Teams*
- *Map Training*

Boundary Work Session

Group Discussion - *Work Session Feedback*

Next Meeting

Homework

Closing Comments *Larry Fleckenstein*

- *K-3 Class Size Reduction*

Welcome

Assistant Superintendent Larry Fleckenstein gave a brief opening statement thanking the committee members for their time and effort. Mr. Fleckenstein commented on the excellent turn out and participation and reminded the committee of the importance of a large integrated team representing the District for the work that lies ahead.

Knowing that tonight's Boundary Committee meeting was designed to be the first "working session" regarding finding changed boundary solutions to allow the addition of Elementary School #18 and achieve the goals of the Guiding Principles, Mr. Fleckenstein asked the committee to, "Use your best intentions to come up with the best solutions."

Mr. Fleckenstein closed with comments regarding the significant importance of this work and the District's appreciation for the committee's commitment to do so.

Boundary Committee #1

EBCM #1 Homework

Boundary Committee Facilitator Jim Dugan reminded the committee members to turn in their homework from EBCM #1. Mr. Dugan advised that any format of submittal is acceptable, handwritten, digital, email or other.

The homework given to the committee during EBCM #1 was for information to assist the EBC facilitator Mr. Dugan to better understanding of the overall District, the unique and special neighborhoods and communities within the District, and, the special programs that exist in each of the potentially affected school communities in the south end of the District.

Boundary Committee #1 Parking Lot

Multiple questions were asked during the closing Q & A portion of EBCM #1. Some of those questions were answered at that time. Questions not answered at that time were placed on the "Parking Lot" so that they may be answered at EBCM #2.

The following Parking lot questions (Q) /comments (C) not answered at EBCM #1 are answered below:

1. ***Q: How will the recent State of Washington decisions regarding lowering class sizes impact the school boundary revision process?***

A: The K-3 class size reduction requirement needs to be considered within the work of the committee and as such, will affect the work of the committee. District administration will bring

the data needed by the committee to EBCM #4 (February). The committee will be ready to incorporate these requirements at that time.

2. C: *It does not appear as though the actual ethnic diversity mix of the District is correctly reflected by the selected Boundary Committee members.*

A: The Boundary Committee members were selected by each of the potentially affected elementary schools in the south end of the District to ensure that the EBC was diverse in that it represented all schools. Geographic diversity, all schools represented, was the goal. Ethnicity was not a filter in the selection of the committee.

3. Q: *Why is Elementary School #18 planned to be built off of 180th St. SE?*

A: Population projections within the overall District have clearly indicated the need for additional schools in the south end. Knowing this and some years ago, the District purchased land along 180th that could accommodate a future elementary school (ES #18), and, a future high school. Elementary School #18 is now in design and is the reason for the boundary review process. The new high School is on the February 2018 Capital Bond.

4. C: *The committee needs to be sensitive to the affected school communities' resistance to invasive changes in boundary revisions.*

A: The comment was duly acknowledged and noted at the start and end of EBCM #2.

2018 ESD Capital Bond

Mr. Walker described the 2018 ESD Capital Bond as:

- Going to the voters on February 13, 2018
- \$330 million in total
- Inclusive of a new comprehensive high school, and
- 36 classroom additions to multiple elementary schools, and
- A wide variety of other small capital improvements District wide

The new comprehensive high school listed above is the new high school planned to be built adjacent to the new elementary school #18 along 180th.

Both Mr. Walker and Mr. Dugan advised the committee if the voters approve the upcoming capital bond, then boundary adjustments will also be needed for the addition of the new high school but will not change the work of the committee now in adjusting elementary school boundaries for the inclusion of ES #18.

Mr. Gunn commented that the 36 classroom additions to EPS elementary schools, while planned for specific schools within the District based on our best forecast for future growth and enrollment, may in fact occur in other schools in the District based on actual growth and enrollment data known at that time.

Boundary Committee Meeting #2

Overview

Mr. Dugan advised that tonight the committee was going to “go to work” and begin working with large scale maps and data and current boundaries to work thru the nine schools represented to find new

boundary solutions to accommodate ES #18 and reduce/balance the enrollment at the remainder of the south and central elementary schools.

Deliverable

Mr. Dugan advised that the deliverable tonight would be possible solutions marked on tracing paper overlaid upon the large scale current boundary maps. Mr. Dugan requested that the deliverable be noted and marked upon with comments and questions and additional data needed exactly as these comments and needs were noted and determined.

Teams

Mr. Dugan requested that the committee break into groups of 3 to 5 members per group and preferably, to be comprised of people that do now know each other at all or very well. Five tables were identified inclusive of the maps and note pads and markers and tracing paper. The committee then broke into teams of 3 to 5. Mr. Dugan requested that each team write their names and their team # on their work, and, in subsequent EBC meetings, remain on the team they are on tonight. The teams were numbered #1 thru #5

Map Training

Using a large scale map on the wall in the front of the classroom, Mr. Dugan advised the committee:

- The red boundaries on the map represent the current elementary schools and their respective catchment areas.
- The numbered black areas on the map within each of the red boundary elementary school catchment areas, are sub-areas that result from natural barriers, primary roads and highways, streams, etc.
- The data summaries on the sides of the large scale map for each elementary school include all of the enrollment data needed by overall elementary school red boundary area as well as the black numbered sub-areas within the red boundary. Knowing the student # within each sub-area allows the teams to move boundaries and understand the overall effect on the total enrollment in each new catchment area.
- Mr. Dugan advised as a result of the work the committee was about to begin, there will be multiple “other” areas that need further student # information breakdowns in order to continue the work of the committee. Mr. Dugan asked the committee to note the additional information needs accordingly and that data would be made available at the next EBC meeting.
- Mr. Dugan commented that he spent a day with this data and these maps working to determine if enough data was available to the committee to do the requested work. Mr. Dugan confirmed enough data was available, however, he advised the committee to begin with decreasing the student enrollment load at Woodside ES first, populate ES #18

next, then continue to work counter clockwise. Starting everywhere else, ends in a need to start over.

The EBCM #2 work session agenda at the top of each large scale District map was as follows:

1. Break into teams
2. Understand the map
3. Identify:
 - a. Natural barriers
 - b. Traffic barriers
 - c. Wetland/marsh areas
 - d. Current construction areas
4. Boundary working session
5. Teams present findings
6. Group discussion
 - a. Challenges
 - b. Learning

Prior to the start of the EBCM #2 work session, the following three questions were asked and answered:

1. Q: *Do we need to take 250 students out of Woodside and put 250 kids into #18?*

A: We need to pull 250 from Woodside. It is up to the Boundary Committee to determine where best to re-assign these 250 students.

2. Q: *Are there any other elementary schools where we need to decrease population?*

A: We are 400 over our district capacity. Use the capacity data charts for each of the elementary schools to inform your decisions and final recommendations.

3. Q: *We are not looking at anything North of Jefferson correct?*

A: That is correct.

Boundary Work Session

The five committee member teams began working. Each team worked for more than an hour to better understand the student location and current school boundary challenges and begin working on possible solutions to achieve the goals of the committee. EBCM #2 work session is the first work session for the committee and as such, begins the multiple committee meetings comprised of similar work.

Note: Mr. Dugan commented to District Administration that the strength of a committee doing boundary revision work is in its integrated, collaborative and participative technical and personal and community diversity. Each of the five teams quickly found challenges and in some cases obstacles while moving boundaries in one or more of these categories. Mr. Dugan was pleased to see each of the teams work and approach the boundary challenges in slightly different ways and for slightly different reasons – all using the Guiding Principles as the roadmap for their work.

Each of the five teams spent the better part of the hour simply working on how to pull 250 students out of Woodside and how best to populated ES #18. For purposes of EBCM #2 meeting minutes, the

minutes will only be able to reflect the start of this work. Further developed solutions by each team will be described in EBC #3 minutes.

Group Discussion

In a group discussion format, Mr. Dugan asked each team to share an overview of their work with the committee:

- How far did you get?
- What did you learn?
- What did you find to be difficult?
- What did you find to be impossible?
- What additional information do you need to continue your work?

Each group reported to the committee as requested. As noted above, the committee's work in this regard just got started and needs additional information and time to be further developed. The further developed ideas of each team will be provided in the minutes of the EBC #3 meeting. Important to note however, is that each of the teams had general consensus on how best to move boundaries to lower the capacity at Woodside by 250, and, how best to recommend filling ES #18.

Next Meeting

The next Boundary Committee Meeting (BCM #3) will be held on Wednesday, January 10, 2018 at the Everett Public Schools Community Resource Center.

Homework

Mr. Dugan advised that smaller scale maps were available at the back of the room and asked that the committee members each take one with them as they leave so that they may continue their development of determining possible boundary changes.

Closing Comments

Mr. Dugan embraced the room with kindness and empathy as he reminded the committee members of the difficulty of this work and to be patient and kind with themselves and their teammates as they work towards revised boundary solutions.

Mr. Dugan noted to the committee that one team was a more process skilled team and as such had difficulty with the volume of unknowns that resulted from every decision, while a different team was a more linear thinking team which moved quickly thru fact-based common sense unemotional decisions. Flanking that was a team that was more emotional and as such each idea and possible decision was personal and they found themselves not knowing what to do or where to go next – in that all decisions had a consequence.

Mr. Dugan confirmed for the committee that all of these findings and feelings and results are normal expected, and that, this is the very reason for a highly integrated community committee – using the best from each of them to better the whole and from that final determine the best boundary revision recommendations for the Superintendent and Everett Public Schools.

Adjournment

Boundary Committee Meeting #2 adjourned at approximately 7:30 PM.

Note: If the content of this summary is incorrect or if there is any information shared but not incorporated, please contact me by email and advise accordingly. I will incorporate the requested changes in the minutes of the next regularly scheduled planning team meeting.

Parking Lot Comments

Boundary Committee member questions and/or comments received before or after the meeting were captured on a flip chart. The flip chart is referred to as the "Parking Lot".

Parking Lot questions/comments received during BCM #2 are summarized below in the order received:

1. Add the one (1) mile radius circle for the walking zones to each of the elementary schools.
2. Schedule an EBCM #2 debrief with the Everett Project Support Staff.
3. Where is the planned location for elementary school #19?
4. Acquire information from the City of Everett regarding planned housing development and zoning.
5. Determine the Everett Public School accuracy for enrollment projections:
 - Over last year
 - % accuracy regarding the data and projections
 - Make enrollment projection reports available to the boundary committee
6. Are the elementary schools up north at capacity?
7. Where are the planned apartment complexes planned to grow and develop?
8. Are there special programs at each of the southern elementary schools and if so, what are they?
9. Please provide colored Sharpie pens for boundary committee map work sessions.
10. Please provide information regarding travel patterns in addition to special programs and F&RL.
11. Do boundary adjustments happen very often? Will people be upset if we re-boundary again in 5 years? Can we get the last few maps for comparison?

12. Please provide the additional student enrollment map sections as requested by each of the five teams.