Proposal for Developing a High School Growth Mitigation Plan
Including Resolution 1185, Formation, Members, Instructions, and Guiding Principles for a High School Growth Mitigation Planning Committee
Board of Directors Meeting, August 28, 2018
High School Growth Mitigation Planning

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.”
Strategic links
• 4.1.a - Long-term planning in finances, staffing, technology, and facilities are intentionally and systematically driven by student enrollment, learning measures and strategic priorities.

Objectives
• Review key themes from community comments on the July 3 board approved motion.
• Approve superintendent’s proposal for developing a high school growth mitigation plan prepared in compliance with the July 3 board approved motion.
• Approve Resolution 1185 regarding the formation, membership, instructions, and guiding principles for a high school growth mitigation planning committee.
Key themes from recent community comments

1. **Boundary changes raise concerns** - about safety of young drivers; time (rather than distance) students will be on buses; interference with sports and extracurricular activities; moving far south end of district to Cascade HS. Keep communities together, and allow walking students to stay.

2. **Maintain current boundaries for current students** - eliminate current variances at Jackson HS and Cascade HS; start any boundary move with incoming freshman; keep siblings together; add needed portables; keep families that live inside Mill Creek city boundaries at Jackson HS, or at the least do not move any juniors or seniors away from Jackson HS.

3. **Rerun the bond for a new high school only** soon - use media to communicate overcrowding; use grants and crowd funding to assist; improve marketing of needs to community; find out why more than 40% voted no.
Key themes from recent community comments

4. (64) Use alternate schedules with late/staggered starts - use structures that will make schools feel smaller such as small schools within schools; reconfigure school grade levels to K-6, 7-9, 10-12; less support for double shift alternatives.

5. (56) Create magnet programs that will attract students (math/science emphasis) and make efficient use of Running Start, online classes, and technology - include technical skill programs like EvCC and Sno-Isle; utilize all existing high school seats at all times before adding more portable classrooms.

6. (45) Select a committee that is representative of the community’s different perspectives - include north/central/south families; working and stay at home parents; diverse socioeconomic backgrounds; high school students; members from areas impacted. Communicate why boundary/program/schedule decisions were made or not made.
Key themes from recent community comments

7. (40) **Advocate for infrastructure changes** – address impact fee program with developers and county; physically redesign current school buildings; use funds and resources wisely.

8. (31) **Boundary changes** are the quickest way to fix the problem.

9. (30) The district’s three high schools are not perceived as being equal in educational programs, school culture, or school ratings.

10. (22) **Move certain groups** – move renters not home owners; move new developments (post 2013) out of Jackson HS; consider moving families that would eventually move to new high school.

11. (15) Divide district into two districts – north and south. **Share students with Northshore and Snohomish High Schools.**

Notes: - (X) indicates the number of times each theme was raised in 471 online community comments received since July 3, 2018
- Some community comments addressed more than one theme.
High School Growth Mitigation Planning

Boundary changes to be implemented in fall 2020

Committee members selected
Committee meets to develop recommendation
Board reviews superintendent’s recommendation
Board approves mitigation plan

Community forums and on-line comments on committee work in progress

Committee recommendation
On-line community comments

New boundaries are implemented


Indicates the current date

Board primary election
Board general election
Facilitator
- Jim Dugan with Parametrix

Committee members
- Committee of 30 members
- Community members representing the district’s three comprehensive high schools and five middle schools
  - Three each from Jackson, Cascade and Everett high schools
  - Two each from all five middle schools
  - One student from each comprehensive high school
- Principals or assistant principals representing the district’s three comprehensive high schools and five middle schools
Committee member selection process

1. Community informed about committee charge and opportunity to volunteer
2. Interested applicants submit applications with information about their background and interest in representing the community, and commit to attending at least 75 percent of the scheduled meetings and being an active and committed member of the committee.
3. Selections focused on providing balanced perspectives - include north/central/south families, working and stay at home parents, community members with diverse socioeconomic backgrounds, etc.
4. Applications reviewed and selections made by selection committee appointed by the superintendent
5. Committee appointed by superintendent
Selection committee
1. Jim Dugan, Parametrix
2. Mike Gunn, Executive Director, Facilities & Operations
3. Larry Fleckenstein, Assistant Superintendent
4. Sally Lancaster, Assistant Superintendent
5. Debbie Kovacs, Assistant Superintendent
6. Janice Greene, Snohomish County NAACP
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Staff support

• 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 Information Technology Services - Pete Dronzek, Senja Yakovleff, LauriBeth Hull
• Communications – Kathy Reeves, Diane Bradford, Linda Carbajal
Committee instructions

• The committee is 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.
Guiding principles for boundary changes

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.
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Guiding principles for boundary changes

5. **Neighborhoods**: Students should be able to attend schools located in 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.
Guiding principles for boundary changes

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.
<table>
<thead>
<tr>
<th>Date Range</th>
<th>Action Description</th>
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<tbody>
<tr>
<td>Aug 30 – Sep 14</td>
<td>Committee formed</td>
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<tr>
<td>Sep 24 – Mar 8</td>
<td>Committee work</td>
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<tr>
<td>Mar 8</td>
<td>Committee recommendation to superintendent</td>
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<tr>
<td>May 7</td>
<td>Board reviews superintendent’s recommendation</td>
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<tr>
<td>June 4</td>
<td>Board approves mitigation plan</td>
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<tr>
<td>Fall 2020</td>
<td>Implement high school boundary revisions</td>
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Necessary board action

• Approve Resolution 1185, regarding the formation, membership, instructions, and guiding principles for a high school growth mitigation planning committee.