

School Capacity & Utilization Task Force

Meeting #9

February 8, 2024, 5-7 p.m.

Karshner Center – 309 – 4th St. NW Puyallup, WA 98372

Welcome/Introduction

- Review / Approve Meeting # 8 Minutes

Recap Meeting # 8

Region 1 Prioritization

Topic Item 2:

- What is a Boundary Change?
- S.W.O.T Activity using information shared for Region 1
- Discussion: Conclusions from data and next steps

Closing / Survey Question



Next Meeting

Meeting #10:

February 22, 2024

Kessler Center (next to Costco)

1501 39th Ave SW, Puyallup, WA 98373

5 to 7 PM



FOUNDATIONS
FOR OUR **FUTURE**

School Capacity and Utilization Task Force

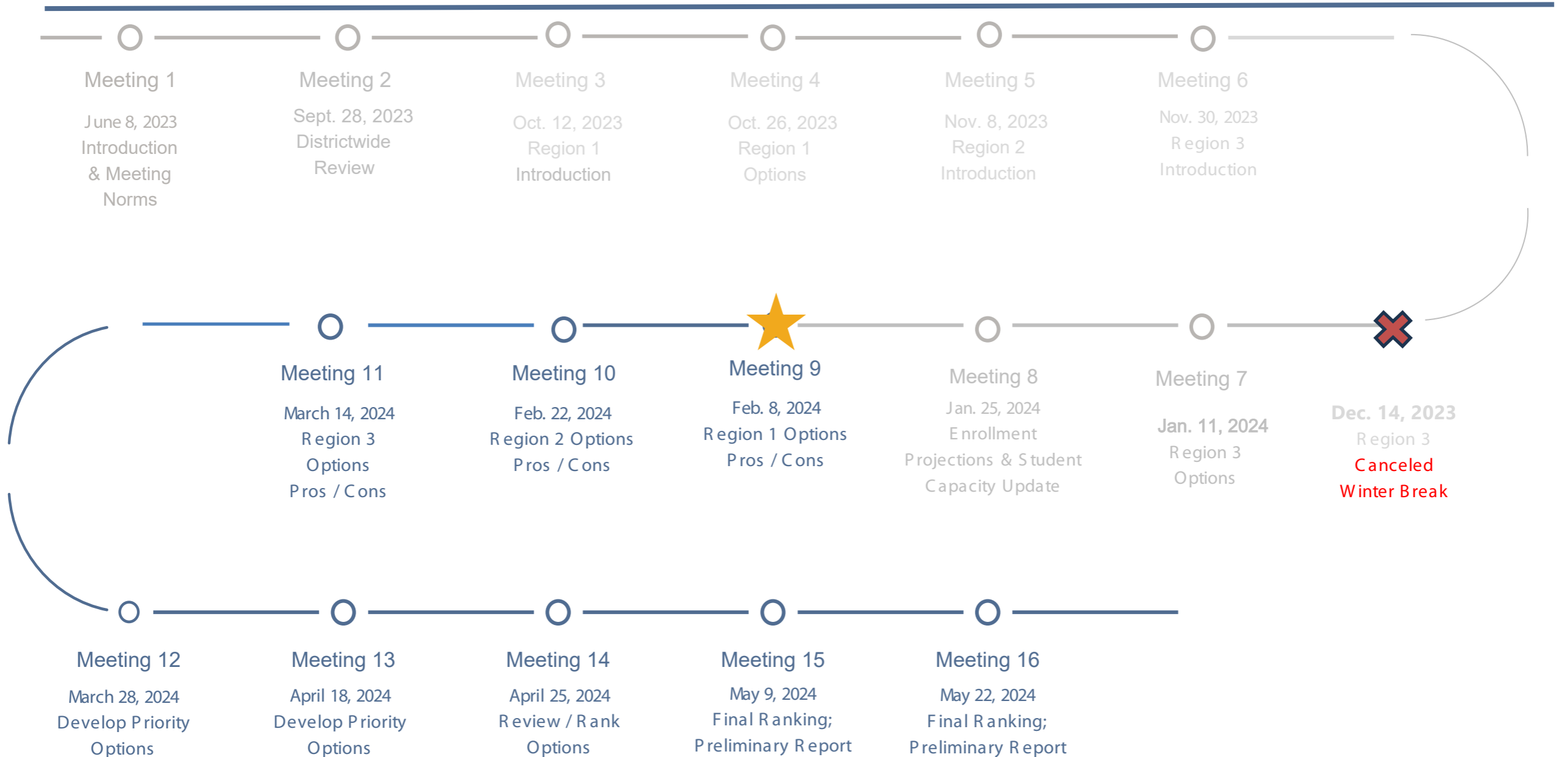
Meeting #9

February 8, 20 24


REVIEW / APPROVE MEETING # 8 MINUTES

- Meeting Minutes are emailed with upcoming meeting agenda
- Minutes are available on the MS TEAMS School Capacity and Utilization Task Force page.

Meeting Roadmap



Meeting Norms




Preserve this as a safe space for open, honest discussion.




Keep an infectious sense of possibility of what we can accomplish

Give grace and space



If you present a problem, then you should also present a solution.



Engage fully with honesty and integrity



Respect the rights, differences, and dignity of others

Come with an open mind.



A photograph of several students sitting at a table, focused on writing or reading documents. The image is dimmed with a blue overlay. The text 'Recap Meeting #8' is centered over the image in white. At the bottom of the image, there are three horizontal bars: a blue one on the left, a dark blue one in the middle, and a yellow one on the right.

Recap Meeting #8

Meeting #8 – Learning Targets

- ✓ Identify variables used for enrollment projection work.
- ✓ Time vs. Accuracy
- ✓ What “lens” are we looking through when developing an enrollment projection for Capital Facilities Planning?
- ✓ Using the updated enrollment information, identify the schools/area that need our focus moving forward.

Survey Recap

1. Is there a topic related to enrollment or demographics you'd like to learn more about?

1	I have no idea! I've really been enjoying what we've been given so far.
2	No
3	Right now, I think the information shared has been in depth and thorough.
4	No
5	MV impact on enrollment (past couple years, current, trends)
6	BCA scores
7	What would the projected enrollments look like if we were to implement grade restructuring
8	What would the projected enrollments look like if we were to implement grade restructuring

Meeting #9 – Learning Targets

- Understand the boundary change process and timeline.
- Using the Tools provided, complete a S.W.O.T analysis to inform your decision with the understanding of impacts.
- Create a prioritized list of potential recommendations for specific Region 1 schools that will be impacted looking at the 4-year projections.

A photograph of students in a classroom, with a blue overlay and a yellow bar at the bottom. The students are focused on their work, with one student in the foreground writing on a piece of paper. The text is overlaid on the image in white.

What is a Boundary Change?

Who is involved with a Boundary Change?

What is the timing of a Boundary Change?

What is a boundary change?

Inter-district boundary change – a school district boundary modification between two or more school districts.

Intra-district boundary change – a boundary modification between two or more school attendance areas within the same school district.

Who is involved?

Inter-district boundary change – Puget Sound Educational Service District (PSESD) administers boundary changes between districts.

Others involved include:

- School Board
- District Staff
- Petitioner, if filed by citizen petition.

Most recent example: Lipoma Communities boundary adjustment b/w Bethel SD & Puyallup SD (2020).

Who is involved?

Intra-district boundary change – Minor vs. Major

Minor – typically involves one parcel or several parcels in a small geographical area. Proposed change will not have a significant impact on enrollment and are typically supported by resident and district. Minor changes involve:

- School Board
- District Staff
- Resident(s)

Who is involved?

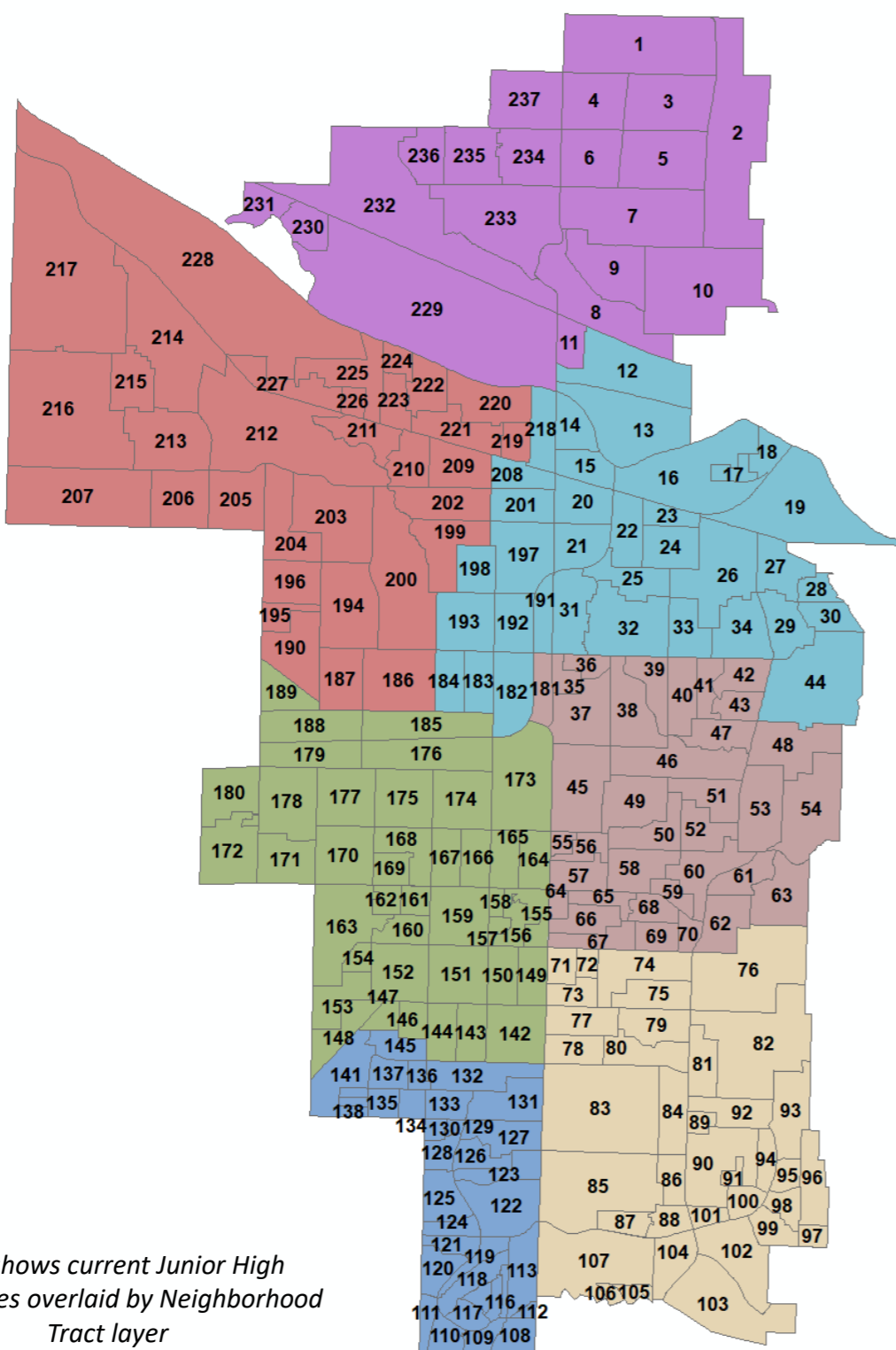
Intra-district boundary change – Minor vs. Major

Major – typically involves more than several parcels and will have a significant impact on enrollment patterns. The school board may commission the use of a Boundary Review Committee to help process and engage the community on proposed plans. [Board Policy 3130](#) provides guidance regarding intra-district boundary changes.

2016-20 18 Boundary Review Committee

Parameters & Considerations

Considerations	Source	Meeting(s) discussed
Provide equity districtwide, considering:		
Socioeconomic status	Charter, BP3130	Meetings 1-3
Ethnicity	Charter, BP3130	Meetings 1-3
Balance enrollment considering new and expanded school facilities	Charter	Meetings 1-3
Maximize access to educational programs	Charter	Meetings 1-3
Support efficient and safe transportation plan	Charter, BP3130	Meetings 1-3, 8
Minimizing disruption of students' established learning programs	BP 3130	Meetings 1-3, 5
Maintaining established neighborhood groupings	BP 3130	Meetings 1-4,8
Align feeder school concept as much as possible	BP 3130	Meetings 1-4,8
Parameters	Source	Meeting(s) discussed
Dual Language Program @ Karshner Elementary	ELL presentation	Meeting 7
8 QUEST classrooms in each region beginning 2019		Meeting 7-8, 12
Brouillet, Pope, Woodland, Dessie Evans, Sunrise, Shaw Road, Karshner, Spinning	HighCap presentation	
PAGE at 3 Junior High Schools in 2019		Meeting 7
Kalles, Stahl, & Ferrucci	HighCap presentation	
PAGE offered at 7th & 8th grade only in 2020	HighCap presentation	Meeting 7



*Map shows current Junior High
Boundaries overlaid by Neighborhood
Tract layer*

Neighborhood Tracts:

- 237 unique geographies that divide the 54 square miles of the district
- “Resident” K-12 student population of 50 – 150
- Boundary Planning can be considered the reassignment of tracts.

What is the timeline?

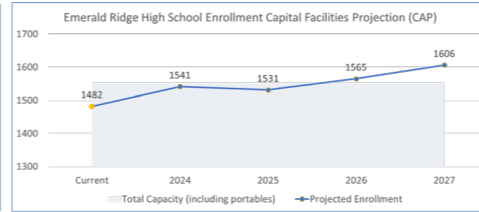
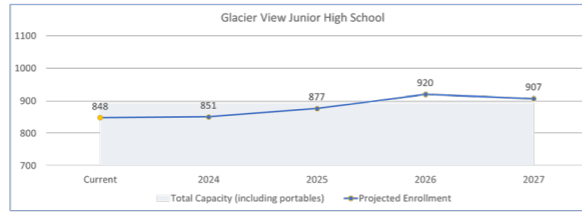
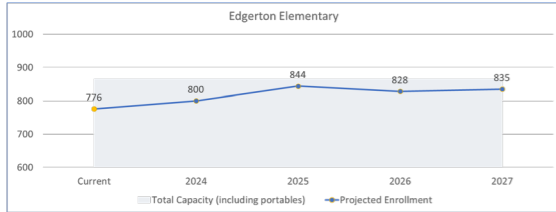
The timeline will vary depending on the type of boundary change proposed. It can take 1-2 months for a minor boundary change vs. 1-2 years potentially for a major boundary change proposal to be adopted.

Particularly for a major boundary change, final plans should be adopted by the school board prior to student registration opens for the following school year.

A photograph of three students sitting at a table, focused on a task. The student in the center is a young woman with dark hair, wearing a dark jacket, looking down at a piece of paper. To her right, another student is also looking down, writing with a pen. To the left, a third student is partially visible, wearing a dark cap. The background is slightly blurred, showing other people in a room. The entire image has a dark blue overlay.

S.W.O.T. Group Exercise

Edgerton ES, Glacier View JH, Emerald Ridge HS



Toolbox

- Program Management (Elementary)
- Building Utilization Rate (>83% Secondary)
- Waiver Management
- Alternative Housing Locations
- Boundary Change

- Grade Reconfiguration
- Add Portables (unfunded)
- Alternative Schedules (Double Shifting)
- Increase Class size (4th-12th Grade)

Featured Programs

- Edgerton - SPED Preschool(2), WRAP(2), Kindergarten Academy (KA)
- Hunt - Support Center(2), Developmental Kindergarten, KA
- Pope - SPED Preschool, Support Center(2), Dev. Kindergarten, QUEST(4), KA
- Ridgecrest - Support Center(2), Dev. Kindergarten
- Sunrise - SPED Preschool(2), KITE(2), QUEST (3)
- Wildwood - SPED Preschool(2), Dev. Kindergarten(2), KA
- Ferrucci JH - WRAP(2), Support Center, PAGE
- Glacier View JH- Support Center(2), KITE
- Emerald Ridge HS - EXCEL(3), KITE

Considerations

- Funding Impacts**
- Staffing
 - Transportation
 - Food & Nutrition

- Student & Community Impacts**
- Equity and Access
 - Available Transportation
 - Available Services at the School
 - Burden to Family

- Configuration of Available Space**
- Size of space
 - Toilet, sink, washer, dryer
 - Accessibility (ADA)
 - Technology
 - Furniture

- District Strategic Goals**
- Academic Achievement
 - Family and Community Engagement
 - Social-Emotional Supports
 - Staff Development, Culture, and Satisfaction
 - Facilities, Safety, and Security

Edgerton Elementary

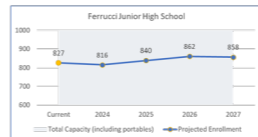
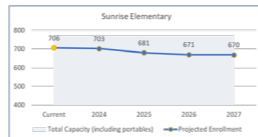
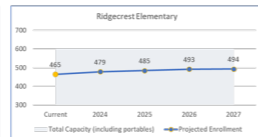
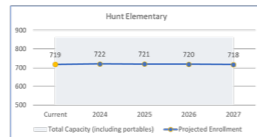
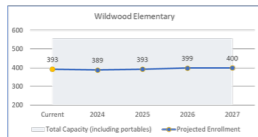
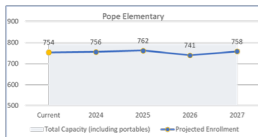
- Ranked Solution 1
- Ranked Solution 2
- Ranked Solution 3

Glacier View Junior High

- Ranked Solution 1
- Ranked Solution 2
- Ranked Solution 3

Emerald Ridge High School

- Ranked Solution 1
- Ranked Solution 2
- Ranked Solution 3



School

Tool

Positives

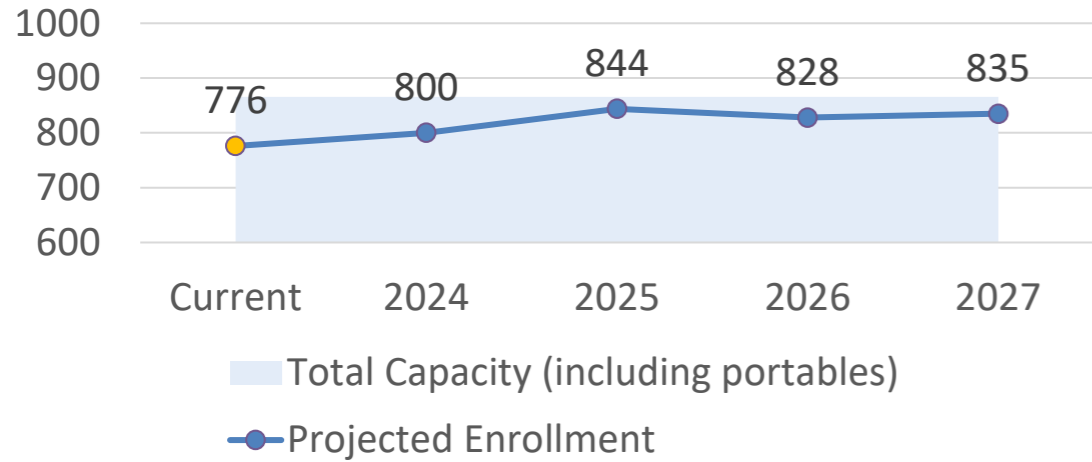
Opportunities for Students

Challenges

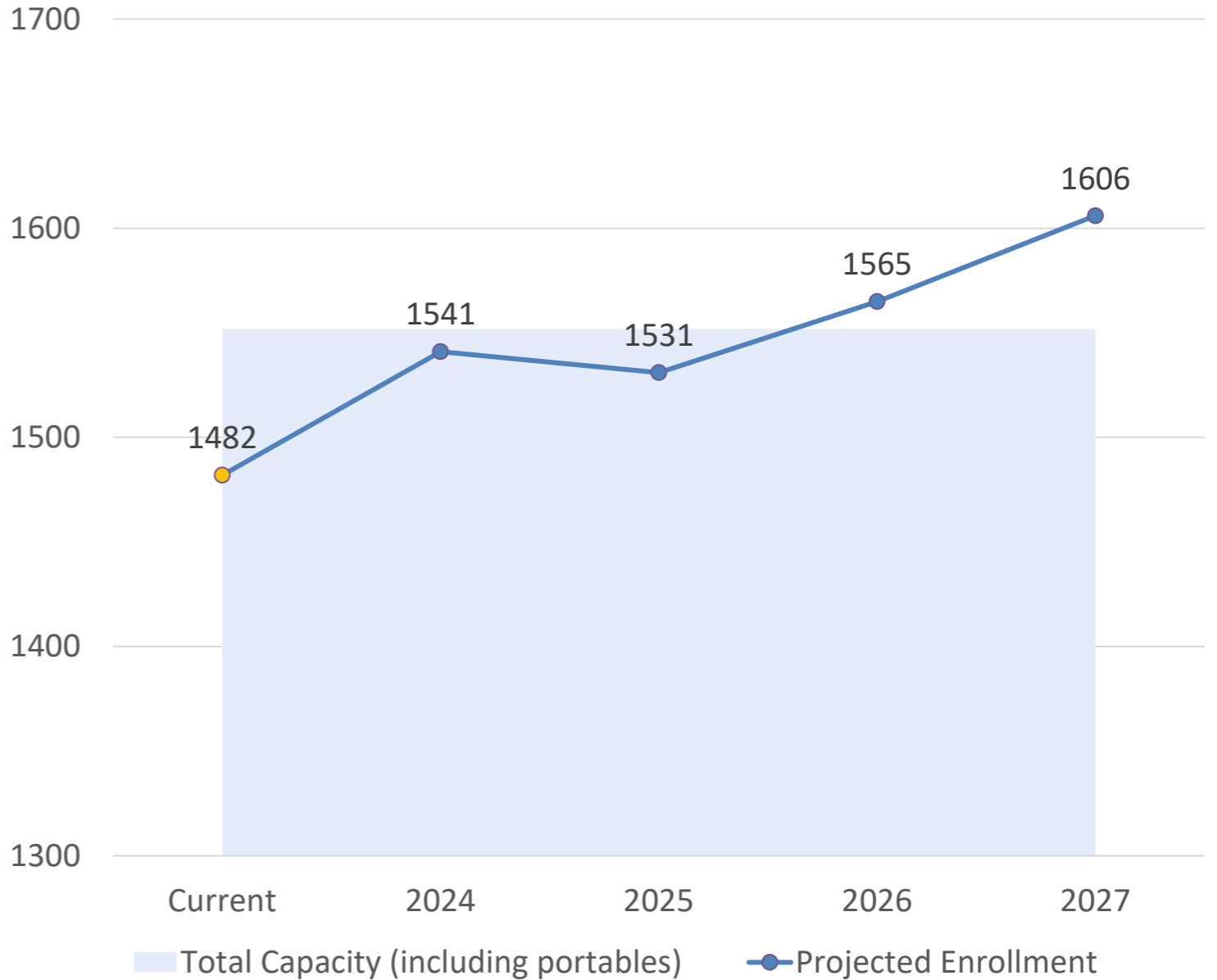
Impacts to Students

Notes

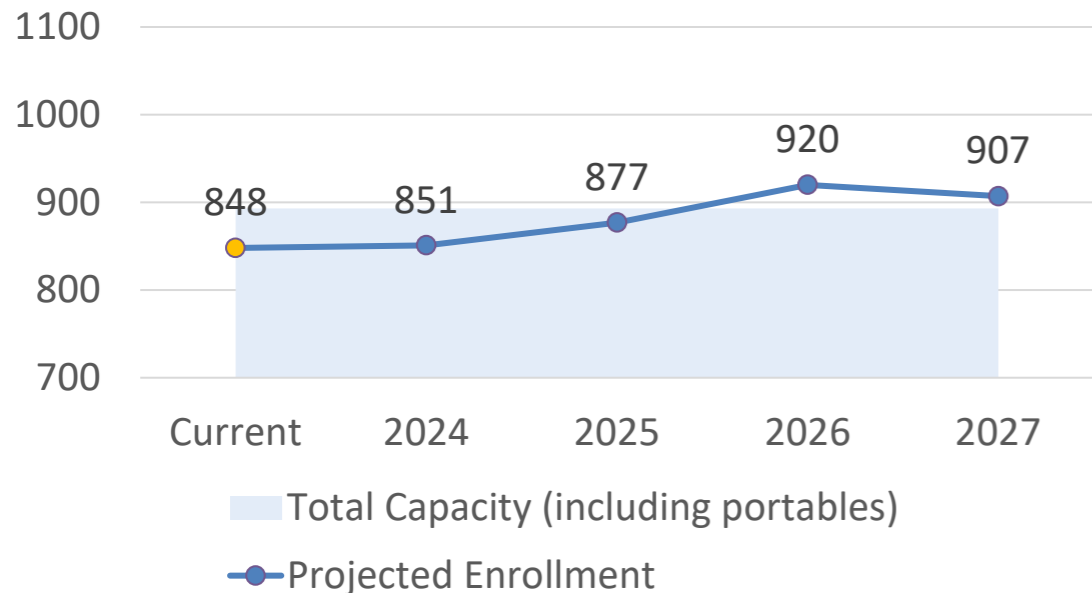
Edgerton Elementary



Emerald Ridge High School



Glacier View Junior High School



Toolbox

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- Boundary Change

- Grade Reconfiguration
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- Alternative Schedules (Double Shifting)
- Increase Class size (4th-12th Grade)

Considerations

Funding Impacts
<ul style="list-style-type: none"> • Staffing • Transportation • Food & Nutrition

Student & Community Impacts
<ul style="list-style-type: none"> • Equity and Access • Available Transportation • Available Services at the School • Burden to Family

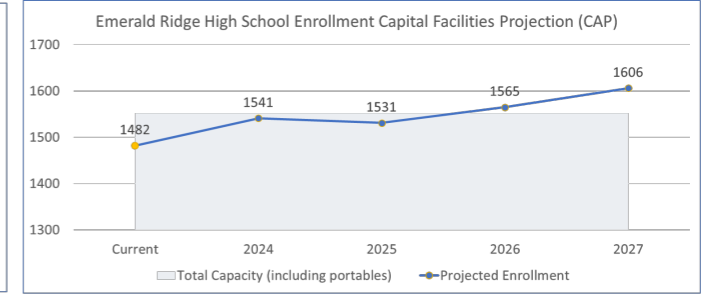
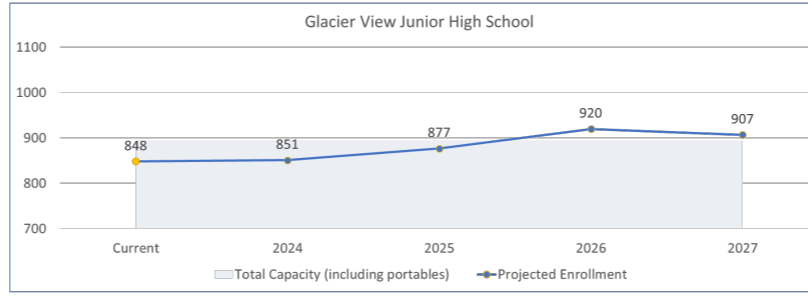
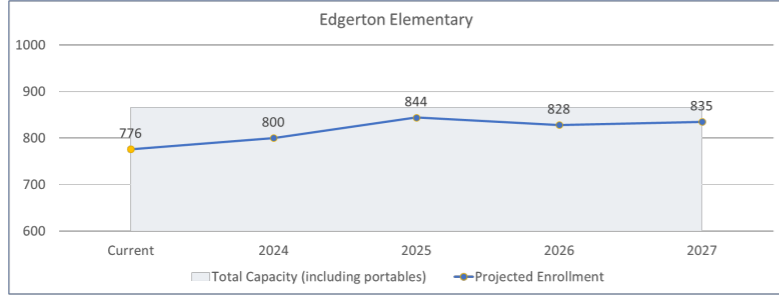
Configuration of Available Space
<ul style="list-style-type: none"> • Size of space • Toilet, sink, washer, dryer • Accessibility (ADA) • Technology • Furniture

District Strategic Goals
<ul style="list-style-type: none"> • Academic Achievement • Family and Community Engagement • Social-Emotional Supports • Staff Development, Culture, and Satisfaction • Facilities, Safety, and Security

Featured Programs

- **Edgerton** – SPED Preschool(2), WRAP(2), Kindergarten Academy (KA)
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- **Pope** – SPED Preschool, Support Center(2), Dev. Kindergarten, QUEST(4), KA
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- **Sunrise** – SPED Preschool(2), KITE(2), QUEST (3)
- **Wildwood** – SPED Preschool(2), Dev. Kindergarten(2), KA
- **Ferrucci JH** – WRAP(2), Support Center, PAGE
- **Glacier View JH**– Support Center(2), KITE
- **Emerald Ridge HS** – EXCEL(3), Support Center(2)

(All schools have at least one classroom for the Resource Program)



Toolbox

Program Management (Elementary)

Building Utilization Rate (>83% Secondary)

Waiver Management

Alternative Housing Locations

Boundary Change

Grade Reconfiguration

Add Portables (unfunded)

Alternative Schedules (Double Shifting)

Increase Class size (4th-12th Grade)

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Edgerton Elementary

Ranked Solution 1

Ranked Solution 2

Ranked Solution 3

Glacier View Junior High

Ranked Solution 1

Ranked Solution 2

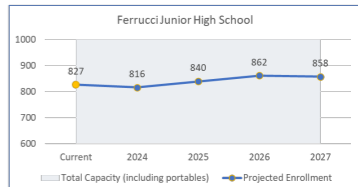
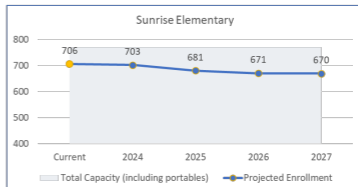
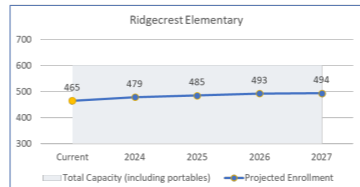
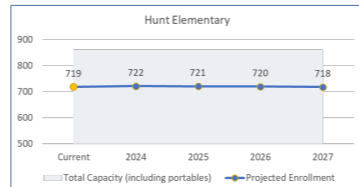
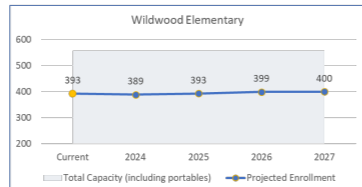
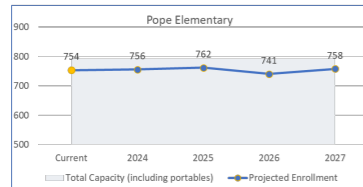
Ranked Solution 3

Emerald Ridge High School

Ranked Solution 1

Ranked Solution 2

Ranked Solution 3





**Ballots are
due next
Tuesday,
February 13!**

Questions?

Brian Devereux

Facilities Planning Director

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Brady Martin

Director of Capital Projects

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[Http://www.puyallupsd.org/scut](http://www.puyallupsd.org/scut)

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