

## School Capacity & Utilization Task Force

Meeting Minutes #10

February 22, 2024, 5:00-7:00 p.m.

Kessler Center – 1501 39<sup>th</sup> Ave SW, Puyallup 98373

### Members:

**Present:** LaShawnda Baldwin, Cythnia Balzarini, Lauralee Chamberlain, Ed Crow, Brian Devereux, Maria Finley, Brian Fosnick, Jacob Gavre, David Ham, Chris Harris, Debbie Haworth, Nicole Helgeson, Bob Horton, Michele Jangula, Richard Lasso, Laura Marcoe, Brady Martin, Daniel Martinez, Michael McCanna, Rae McNally, Jiquanda Nelson, Julio Alberto-Salas, Shelby Rice, Amy Schweim, Victoria Treffry, Rebecca Williams, Wendy Wright, John Polm, Eduardo Nunez, Jamie Lee, Cecilia Tamayo, David Berg

**Absent:** Sarah Emily Aunspach, Ayden Berg, Greg Farias, Julie Hunter, John Huson, Myra Josey, Karen Mool, Vince Pecchia, Jenna Slott

### Meeting Documents

Feb. 8, Mtg #9 SCUT Meeting Minutes

Feb. 22, Mtg #10 SCUT Agenda

Feb. 22, Mtg #10 SCUT PPT

### Welcome/Introduction

Brian welcomed the task force and reviewed the agenda. The Feb. 8<sup>th</sup> meeting minutes were approved and will be posted on the MS TEAMS School Capacity and Task Force public-facing web page.

### Dual Language Program

Jaime Lee, Exec. Director of Federal Programs & Student Support and Cecilia Tamayo, Asst. Director of Categorical Federal Programs presented the 3 pillars of Dual Language:

- Bilingualism and Biliteracy
- Academic Achievement
- Sociocultural Competence

After years of research by W.P. Thomas and V.P. Collier, Dual Language has been proven to build strong home-school connections while also advancing identity development in children.

Cecilia explained that working with OSPI has been so great and they give such wonderful support, and how teaching Dual Language is different:

- Yealy Stipend
- Monthly Release Days
- Twice the work since they are speaking in two languages while teaching class.
- Immersive Environment
- They appreciate parent and guardian volunteers

With 7 program models they have noticed that the Two-Way Dual Language program is excelling much more than the other programs. So many attributes like the fact students learning a level of another

language, the dedicated and passionate teachers, the diverse cultural experiences in the classrooms, and the varied levels of family engagement opportunities mostly depending on classroom teachers to foster the 3 pillars of DLE.

Jaime explained how the Dual Language program would change by consolidating into one location. There are currently 67 of out 401 students at Karshner who marked Spanish as their home language, 41 of those are in DL. 11 are in Kinder and enrolled in DL. While Dessie Evans has 100 out of 951 students that marked Spanish as their home language, 52 of that 100 are enrolled in DL and 12 are enrolled in Kinder.

Cecilia explained their engagement plan and looked at all possibilities for the future. Some obstacles they are facing:

- Will we have enough space and class size
- What would happen if we did consolidate DL
- Will everyone have access to DL and transportation

A member asked Jaime and Cecilia to keep in mind the families that have multiple children and children with special needs when it comes to deciding to consolidate.

Other comments from the task force:

- Is DL Spanish/English only? Jaime answered Yes, currently the only option they offer.
- Do you speak with other districts to see what works for them? Yes, we are in close communication with multiple districts in our area.
- A high school task force member mentioned that he is a Spanish speaker at home and school, says this program is a great idea and benefits a lot of students and the community.
- Is adding DL to Junior HS and/or HS an option? Which locations? Jaime says that they are looking at available spaces before deciding on location.
- What kind of transportation options are there? There are a few hubs available depending on home locations, some students might be on a bus for longer distances.
- If DL left Dessie, how many students would be able to travel to a magnet school?
- How many students would return to their "home" school?
- Can we see data from Karshner Elementary during the inaugural DL year and how many students traveled to Karshner for the DL Program?

Potential Impacts to Dessie Evans:

Brian shared a map and information with the task force showing the distribution of Dual Language students attending Dessie Evans. 99 of the Dessie Evans DL students reside in the Dessie Evans attendance area, 66 reside within the district but outside the Dessie Evans boundary, and 19 reside outside of the school district boundary. Looking at the attendance matrix, it shows about 122 students transfer into Dessie Evans. While their enrollment numbers are down from last year, Jaime and Cecilia have discussed space could still be a problem for DL long term. Brian shared a Dessie Evans Building Utilization map of programs and their locations within the school.

### Recap Meeting #9 S.W.O.T Activity

Brady reviewed the Meeting #9 Learning Targets and Survey recap. 75% of task force members responded that the S.W.O.T. exercise helped identify an option to move forward and 25% said maybe. The task force gave ideas for how we can investigate deeper for solutions in Region 2, comments were that they needed more time, and maybe separate into multiple groups and allow each group to focus on one school, then have each group present their findings.

After reviewing Edgerton and Glacier View, program management is high on the list for Edgerton and waiver management being high for Glacier View. It was recognized that there was not enough time to incorporate all potential solutions in depth during the last meeting.

### Region 2 Prioritization

Brian shared the four-year capacity and enrollment graphs for the region 2 schools. The graphs show that Rogers HS is the primary concern.

Brian facilitated a S.W.O.T. exercise discussion with the entire group focused on potential solutions for the projected capacity concerns at Rogers HS. Specifically, members were asked to share what positive outcomes, negative outcomes, and positive and negative impacts to students may result for solutions such as waiver management and classroom utilization rate increases. Cynthia wrote notes of the comments during the discussion, which will be summarized and shared in a future meeting.

Questions/Comments:

-Do we have a waiver number for why students are transferring in? Is it for a specific CTE course? Can we break down that number?

Brian concluded the meeting with a thank you to voters for Prop.1 51.29% support of the February 13<sup>th</sup> Capital Levy. Members were asked to complete the exit survey before leaving for the night.

The meeting adjourned at 7:05pm.

### Next Meeting:

Meeting #11

March 14, 2024

Karshner Center – 309 4<sup>th</sup> St NE, Puyallup, WA 98372



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