

SHORELINE SCHOOL DISTRICT

School Capacity Review and Closure Consideration Task Force

April 18, 2024



Welcome!

1. Please sign in at the front table and pick up the handouts.
2. We'll start in a few minutes.

Land Acknowledgement

The Shoreline School District acknowledges the Coast Salish peoples of this land, the land which touches the shared waters of all tribes and bands within the Duwamish, Puyallup, Suquamish, Tulalip, Snoqualmie and Muckleshoot nations.

Land Acknowledgement Resources: <https://usdac.us/nativeland> <https://native-land.ca/>



[Understanding Coast Salish Design](#)

School Capacity and Closure Consideration

Outcome for this evening: To review the latest demographic and transportation information.

Agenda:

1. Review Task Force Purpose and Process
2. Demographer Report
3. Transportation Updates
4. Finalize Evaluation Criteria
5. Draft Potential Survey Prompts (if time permits)
6. Wrap-Up and Next Steps

Task Force Purpose

To make a recommendation to our Board and superintendent about the most viable elementary school for potential closure.

- *The task force will bring the recommendation in the fall of 2024*
- *Implications and factors related to a closure will be shared with the recommendation*
- ***The Task Force will not recommend whether or not to close a school.***
- *Any closure, if implemented, would not take place until the 25-26 school year*

Demographer Report

Evaluation Criteria

Evaluation Criteria

Criteria	Criteria Descriptions	Data Needed <i>(checked box indicates data is available and ready)</i>
District Capacity	Closure of the school is not likely to result in a lack of classroom space for students in the district within the next 5 years (based on medium growth projections).	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Enrollment (current and projected) <input checked="" type="checkbox"/> Vacant empty classrooms by school; which schools have room for new housing <input checked="" type="checkbox"/> Projected vs actual enrollment declines; past projections and actual outcomes <input checked="" type="checkbox"/> Housing growth; light rail impact; new legislation
Facilities Costs	School has relatively high maintenance and operations costs and is relatively more challenging to maintain.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Building score <input checked="" type="checkbox"/> List of projects associated with building <input checked="" type="checkbox"/> Annual utility costs by school <input checked="" type="checkbox"/> Annual staffing costs by school <input type="checkbox"/> Annual cost of maintenance per square foot by building <input checked="" type="checkbox"/> Whether building can be used for other purposes <input checked="" type="checkbox"/> Projected investments needed (e.g. roof) costs of each building
Impact on Populations of Students and Families	Closure of the school does not have a disproportionate and negative impact on a historically marginalized group/ community of students and families.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Free and Reduced; Race, MLL, SPED, Preschool, Title; HiCap, Self-Contained, MV, by building <input type="checkbox"/> Title School program impact <input type="checkbox"/> Plans for subsidized housing <input checked="" type="checkbox"/> Free and reduced price lunch income <input checked="" type="checkbox"/> Projected developments (city-Shoreline, LFP); <input type="checkbox"/> Analysis of how closure would affect at-risk communities <input type="checkbox"/> Interactive mapping tool (e.g. ESRI) that allows manipulation of boundaries to identify impact of a school closure on other schools

Evaluation Criteria

<p>Impact on Programs</p>	<p>Closure of the school does not result in significant, negative impact on one or more district programs (SPED, Title, MLL, Dual Language, Highly Capable)</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Special programs by school <input type="checkbox"/> Transportation costs associated with moving a program <input type="checkbox"/> Special program population by home school <input type="checkbox"/> Projected impacts/implications of a program move <input type="checkbox"/> Physical/facility demands of programs
<p>State and Federal Funding Distribution</p>	<p>Closure of the school does not have a significant, negative impact on students and families served by state and federal programs</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Title budget and analysis of budget to determine if school closure would reduce allocation <input type="checkbox"/> Current schools receiving free lunches for all and analysis of impact of closure on qualification for program
<p>Middle School Enrollment</p>	<p>Closure of the school and related boundary adjustments do not significantly change middle school enrollment patterns.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Identification of number of students who would go to a different middle school with a school closure <input type="checkbox"/> East-West boundary map <input type="checkbox"/> Capacity of middle schools and number of empty classrooms
<p>Transportation</p>	<p>Closure of the school and related boundary adjustments do not significantly increase travel times for students, and transportation changes do not disproportionately impact historically marginalized families.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Walking vs bus vs drive percentages per school, including programs <ul style="list-style-type: none"> <input type="checkbox"/> Which communities are impacted <input type="checkbox"/> Transportation costs (per mile/per student?) <input type="checkbox"/> Projected length of longest route if school closed <input type="checkbox"/> Map of current families <input type="checkbox"/> Will transportation be harder if some schools closed

Evaluation Criteria

Take a few minutes to review the draft criteria with your table group.

- *Would you be able to use the criteria to identify potential schools for closure consideration by our Board?*
- *Are there any final adjustments we need to make before using the criteria?*

Select one person from your group to share your table's discussion.

Next Steps

May 16

- Categorical Programs report
- Begin using criteria to narrow list of schools for closure consideration

May 30

- Continue to use criteria to draft initial recommendation for 2-3 viable tools

June 18

- Provide update to School Board



Thank you!

