



# BOND ADVISORY COMMITTEE

Meeting 4: October 24, 2024






# Agenda

- Welcome Back
  - Meeting Norms, Charter,
  - BAC Meeting Roadmap
  - Parking Lot Reminder
- Meeting 3 Overview
  - Meeting #3 Minutes
  - Committee Exit Survey
  - Question of The Week
- CFAC Project Recommendations
- Region 3 Community
- Proposed Master Plans
  - Spinning, Waller Rd, Mt. View, Walker HS
- Break (5min)
  - Review all three regions cost
  - Table Discussions
- Group Share Out
- Closing




# Meeting Norms



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

Assume Good Intentions.  
Give grace and space



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



Keep an infectious sense of possibility of what we can accomplish



Engage fully with honesty and integrity



Respect the rights, differences, and dignity of others

Come with an open mind.





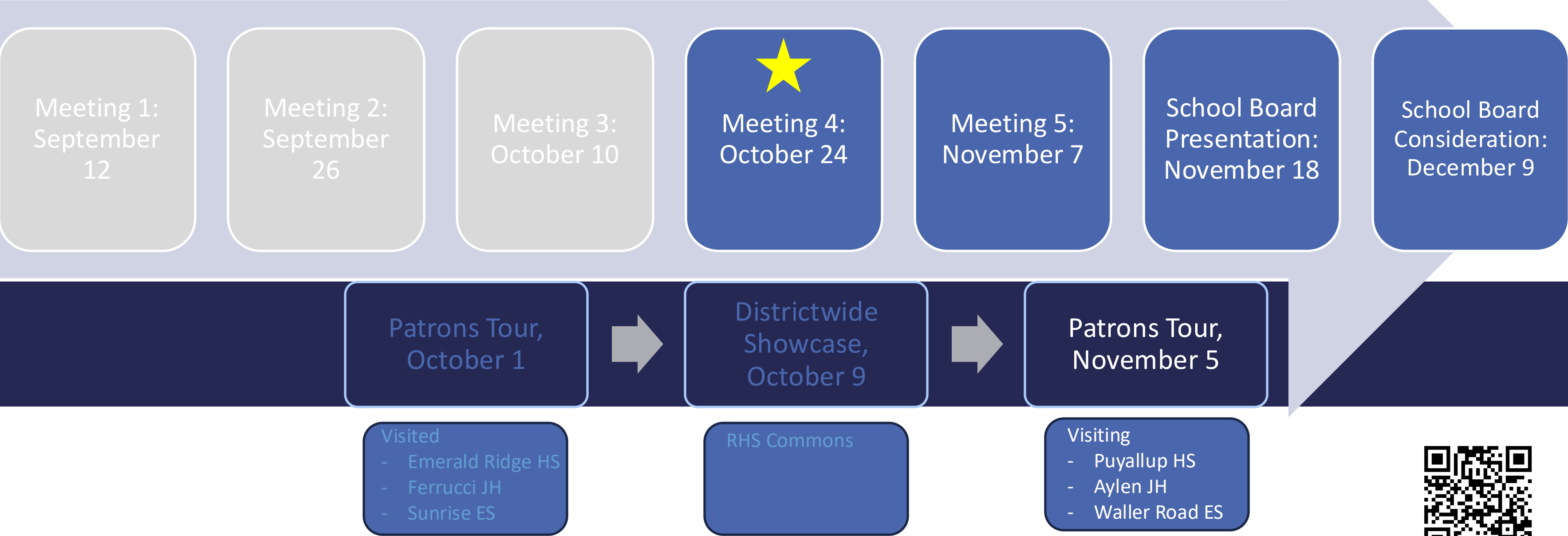


# CHARTER

The Bond Advisory Committee (BAC) is commissioned to submit a recommendation to the superintendent and school board regarding a bond scope and attendant financing plan. This recommendation includes the timing of an election that would preserve the option of running a February 11th, 2025, Bond Issue Election. The committee will submit the final report and recommendation on November 18th, 2024.

This committee may also provide support to the superintendent to present a progress report to the board of directors as desired by the superintendent. The committee may participate in facilitation of public bond planning forums and support the superintendent in a board work session if called upon.

# BAC Meeting Roadmap



[PuyallupSD.org/BAC](https://PuyallupSD.org/BAC)



# You're invited to tour our schools

Join us **Tuesday, November 1** for an insider's look into our schools. Patron Tours also provide a sneak peek inside our central kitchen, EdTec, print shop, and warehouse.



## November 5 (Region 3)

- Puyallup High School
- Aylen Junior High
- Waller Road Elementary

## December 3 (Region 3)

- Rogers High School
- Stahl Junior High
- Carson Elementary

**YOU'RE INVITED TO TOUR OUR SCHOOLS**

Join us for an insider's look into our schools. Patron Tours also provide a sneak peek inside our central kitchen, EdTec, print shop, and warehouse.

**REGISTER FOR AN UPCOMING PATRON TOUR**

<b>OCTOBER 1</b> EMERALD RIDGE FERRUCCI SUNRISE	<b>NOVEMBER 5</b> PUYALLUP HS AYLEN WALLER ROAD	<b>DECEMBER 3</b> ROGERS HS STAHL CARSON
<b>JANUARY 7</b> PUYALLUP HS EDGEMONT NORTHWOOD	<b>FEBRUARY 4</b> EMERALD RIDGE GLACIER VIEW POPE	<b>MARCH 4</b> ROGERS HS BALLOU ZEIGER
<b>APRIL 1</b> WALKER HS KALLES STEWART	<b>MAY 6</b> ROGERS HS STAHL DESSIE EVANS	<b>JUNE 3</b> EMERALD RIDGE FERRUCCI RIDGECREST

**REGISTER ONLINE**  
[puyallupsd.org/patronstours](http://puyallupsd.org/patronstours)

A smaller QR code with the bitly logo in the bottom right corner.

# Have Questions? Scan the QR Code on Your Meeting Norms Card!

Use the QR code on the back of your meeting norms card, found at each table, to submit your questions during the presentation.





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# Recap: Meeting #3

## Bond Overview



# Review & Approve Meeting 3 Minutes

- Meeting Minutes are emailed with upcoming meeting agenda
- Minutes are available on the MS TEAMS page



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# Committee Exit Survey Feedback



# Meeting 3 BAC Feedback

Id	Email	How helpful did you find the prioritization exercise (Critical Need, Need, Postpone) in identifying key projects for the school masterplan?	Do you have any additional feedback or suggestions for improving the tabletop activity or future meetings?
	What is your key takeaway from today's discussion?		
1	anonymous	Somewhat helpful	
2	anonymous	PHS needs a full replacement	
3	anonymous	better flow - thanks.	printouts and more time to review / discuss
4	anonymous	Great conversation	No
5	anonymous	PHS has huge needs, but need to appeal to nostalgia.	
6	anonymous	Need to move to 9-12 model in district Replace PHS	
7	anonymous	The amount of work needed at PHS	Not at this time
8	anonymous	The list of needs is overwhelming and there are so many projects that feel critical.	More time for discussion. I would be happy to do some reading in advance so that more time could be free for discussion. Would also be happy to stay until 8 pm. Not enough time for big decisions.
9	anonymous	How to make this equitable for all 3 regions	I attended PHS from 93-95. During that time the main building was remodeled and we attended “portable city” for one year. I don’t think anyone has negative memories about that experience. Learning continued. We got a nicer building.
10	anonymous	We NEED at least 30 minutes of discussion	Please, more time for the discussion, it was not enough time yet
11	anonymous	Need more information on the downstream impact on junior high and elementary of moving the high schools to 9-12. Also need more information on usage of pool, gym, tennis courts etc. if we are prioritizing replacements.	



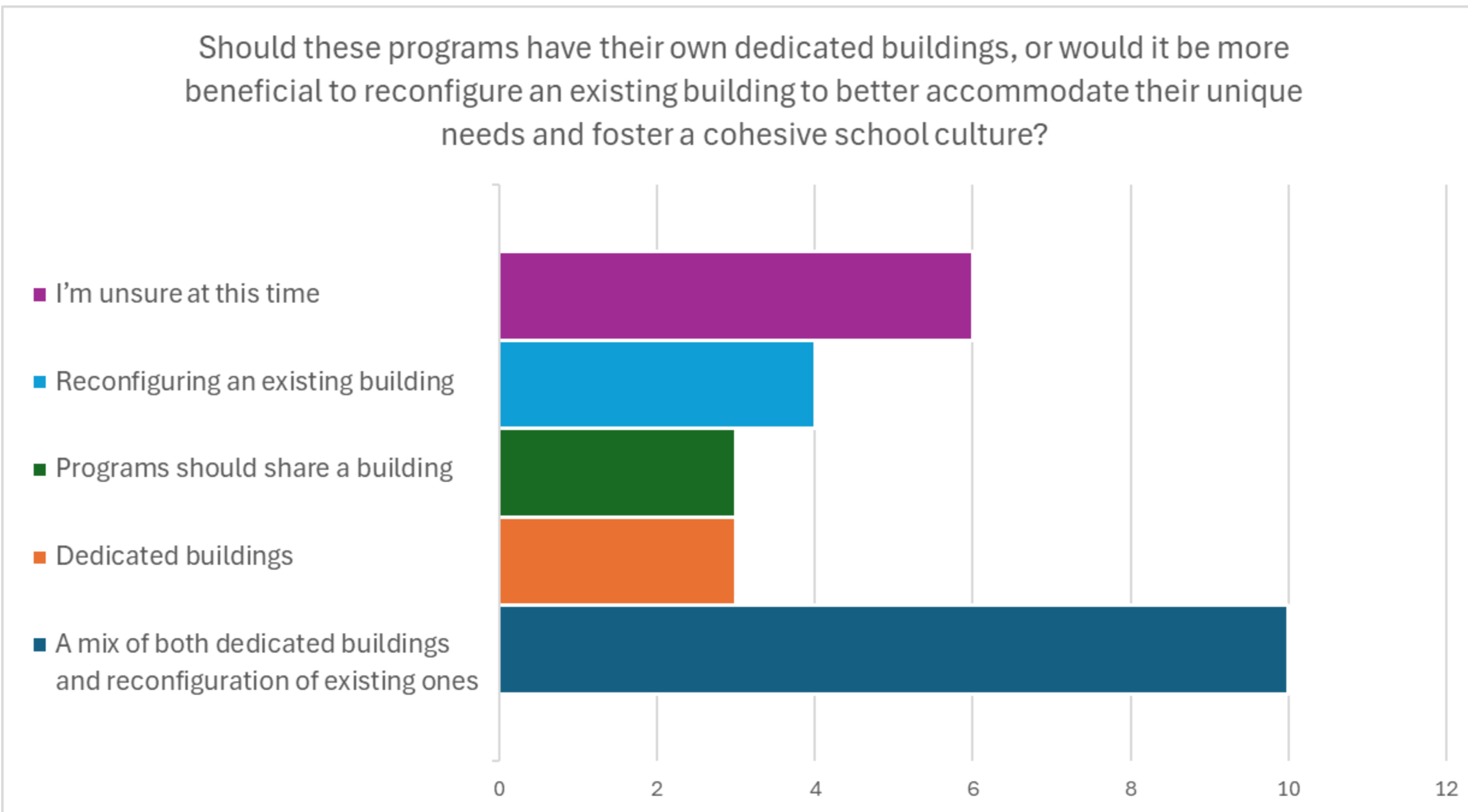
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# Question of the Week: Community Feedback





**What specific building needs are required to effectively support key programs, such as Career and Technical Education, Dual Language, or Preschool?**  
Should these programs have their own dedicated buildings, or would it be more beneficial to reconfigure an existing building to better accommodate their unique needs and foster a cohesive school culture?



**27 responses.** Key insights from respondents include:

- ☐ **Dedicated Spaces for Specialized Programs:** There is a strong preference for dedicated facilities for programs like CTE and performing arts to meet their unique needs and enhance student success.
- ☐ **Reconfiguring Existing Buildings:** Many believe that optimizing current structures would be a more cost-effective solution for accommodating specialized programs without the need for new construction.
- ☐ **Hybrid Approach:** Dedicated Buildings and Reconfiguration: A combination of dedicated spaces and reconfigured existing buildings is best suited to serving the diverse needs of various educational programs.

# QUESTION OF THE WEEK



ID	Date	What specific building needs are required to effectively support key programs, such as Career and Technical Education, Dual Language, or Preschool?	Should these programs have their own dedicated buildings, or would it be more beneficial to reconfigure an existing building to better accommodate their unique needs and foster a cohesive school culture?	Submitted By
4732	10/16/2024 13:10	Dedicated schools offer smaller specialty focused schools and school cultures which can build on shared practices.	A mix of both dedicated buildings and reconfiguration of existing ones could provide a balanced approach, depending on the specific needs of each program.	Anonymous User
4746	10/16/2024 17:13	Shop classes. Wood working, metal shop, auto shop	Dedicated buildings would best meet the needs of these programs, allowing them to fully develop specialized resources, staff, and spaces tailored to their students.	Anonymous User
4752	10/16/2024 18:14	Any school that has Best, WRAP, Developmental Kindergarten or support centers should have the teams from those classes look at each school to address all safety matters & building needs. Those that primarily work in a general education setting aren't necessarily going to know or think about what's needed. One of the biggest needs is getting enough staff support within these settings. Hire more Paraeducators! The older schools seem to put the sped programs in the smaller rooms since their class roasters are smaller. They need bigger rooms. Every student has a completely different set of goals, needs, and materials they need access to. Now multiply that by 10-14. Some students need a variety of chairs and those take up space. These programs need access to their own restrooms within their class. We need to uphold the dignity of our students. Having them stand in a hallway waiting to be changed while being soiled is not ok!	Programs should share a building but with designated, tailored spaces that address their unique requirements while fostering collaboration between different programs.	Anonymous User
4755	10/16/2024 19:14	Reconfigure existing buildings to accommodate programs	Reconfiguring an existing building would be more efficient, providing the programs with needed spaces while maximizing the use of current facilities.	Anonymous User
4756	10/16/2024 19:54	Space for students and teachers is an absolute necessity for any program, regardless of CTE, DL, or PreK. However, programs such as QeST, Page, Young Scholars, Highly Capable program should absolutely not be left out in the district's goals and commitment to the community.  There needs to be necessary space and teachers made available at every school for those that require challenge and encouragement.	I'm unsure at this time and would need more information about the specific needs of the programs and potential impacts on existing buildings and students.	Anonymous User
4758	10/16/2024 20:08		Reconfiguring an existing building would be more efficient, providing the programs with needed spaces while maximizing the use of current facilities.	Anonymous User
4761	10/17/2024 7:45	Gateway program needs to go up to the Kessler Center. This was one of the purposes of the Kessler Center. PHS is desperate for space and Gateway still at PHS. Gateway and Advance works so closely together why are they not at the same location! PHS Needs the classroom space. Teachers are sharing spaces.	A mix of both dedicated buildings and reconfiguration of existing ones could provide a balanced approach, depending on the specific needs of each program.	Anonymous User
4763	10/17/2024 14:17		A mix of both dedicated buildings and reconfiguration of existing ones could provide a balanced approach, depending on the specific needs of each program.	Anonymous User
4767	10/17/2024 16:41	Until there are a sufficient amount of bus drivers for transporting all the different programs, housing them in the buildings they are in is best. Transportation needs to be part of the equation and not an afterthought.	I'm unsure at this time and would need more information about the specific needs of the programs and potential impacts on existing buildings and students.	Anonymous User
4769	10/17/2024 16:45	The performing arts spaces must be considered during the bond process. Many spaces are out of date, were not updated during other renovations/remodels, and do not support the growing programs in the district. Due to the overwhelming popularity of elementary band and orchestra, numbers will skyrocket soon, leaving most schools beyond legal capacity. PACs, or Performing Arts Centers, are also in need of remodeling or complete rebuilding (Rogers HS).  These considerations could also lead to a possible development with CTE to add and enhance our arts programs, such as adding spaces for music and audio production, recording, piano and composition labs, and allow Puyallup to become a leader in the arts as well as leading partnerships with CTE.  Please consider reaching out to music and drama teachers for more specific feedback and ideas; they are experts in their field and have a great deal to offer to the bond process.	Dedicated buildings would best meet the needs of these programs, allowing them to fully develop specialized resources, staff, and spaces tailored to their students.	Anonymous User
4771	10/17/2024 17:04		I'm unsure at this time and would need more information about the specific needs of the programs and potential impacts on existing buildings and students.	Anonymous User
4772	10/17/2024 17:04	These programs should be housed in separate buildings throughout the district : CTE at high school needs own building to house multiple rooms such as med careers and science labs, streamline the career paths and add vocational credits for all CTE and language classes. Each should be multi level and add parking garage with levels for high schools too leaving space to add buildings. How about a new high school?  Fix tech capabilities at each school, take computers for kids out of elementary for every intermediate class and hire a tech teacher added as a specialist for each elementary school, then the computer we now have could be used for jh/ he without purchasing new ones every two years. 100 computers per elementary is doable. They don't need to be on screens all day, but high school needs access to computer tech as does junior high. Tech teachers assigned as specialist like PE music and librarians - benefit our district more than class teachers trying to teach computers!	A mix of both dedicated buildings and reconfiguration of existing ones could provide a balanced approach, depending on the specific needs of each program.	Anonymous User



# QUESTION OF THE WEEK



ID	Date	What specific building needs are required to effectively support key programs, such as Career and Technical Education, Dual Language, or Preschool?	Should these programs have their own dedicated buildings, or would it be more beneficial to reconfigure an existing building to better accommodate their unique needs and foster a cohesive school culture?	Submitted By
4773	10/17/2024 17:07	Please meet the needs of the ever growing general student population before addressing specific small groups of students. There are too many general education students crammed into too many classrooms and portables that are not making progress because of their environment.	Reconfiguring an existing building would be more efficient, providing the programs with needed spaces while maximizing the use of current facilities.	Anonymous User
4774	10/17/2024 17:33		I'm unsure at this time and would need more information about the specific needs of the programs and potential impacts on existing buildings and students.	Anonymous User
4776	10/17/2024 18:45	Career and technical education should greatly be expanded and have its own building! This is an amazing program that we need to invest in.	A mix of both dedicated buildings and reconfiguration of existing ones could provide a balanced approach, depending on the specific needs of each program.	Anonymous User
4778	10/17/2024 20:19	I'm only familiar with our preschool programs. I believe that they could use dedicated classrooms, with built in OT and PT spaces and equipment for push in specially designed instruction. Maybe bigger spaces for indoor activities when the weather doesn't permit or attached playgrounds to keep them safer due to lack of playground space.	Programs should share a building but with designated, tailored spaces that address their unique requirements while fostering collaboration between different programs.	Anonymous User
4781	10/18/2024 7:02	These programs and the arts program need a space to be able to teacher with their unique tools and curriculum items. These programs not having a dedicated space is not allowing them to equitably teach the student population they serve.		Anonymous User
4782	10/18/2024 8:31	I'm not in favor of new, separate buildings purely from a safety standpoint. I think the current climate dictates a priority of safety over any other consideration. Building new, separate structures would require facilitating staff and students migrating between buildings during the day, creating more opportunities for a bad actor to enter a secured location.	Reconfiguring an existing building would be more efficient, providing the programs with needed spaces while maximizing the use of current facilities.	Anonymous User
4786	10/18/2024 10:39		Dedicated buildings would best meet the needs of these programs, allowing them to fully develop specialized resources, staff, and spaces tailored to their students.	Anonymous User
4796	10/18/2024 20:05		A mix of both dedicated buildings and reconfiguration of existing ones could provide a balanced approach, depending on the specific needs of each program.	Anonymous User
4799	10/19/2024 7:03	I would like to know what the district's key programs are. The three programs listed have very different needs.	I'm unsure at this time and would need more information about the specific needs of the programs and potential impacts on existing buildings and students.	Anonymous User
4800	10/19/2024 9:33	Keep preschools how they are at several elementary schools. Keep the littlest kids on the bus the shortest amount of time. Preschool students benefit from seeing and learning from the bigger kids. The preschool teachers work well with the gen ed teachers. They also work well with preschool teachers from other departments. PSD sped does a great job. Dual language needs it's own building to build it's own culture. There is a lot of animosity between DL teachers and gen ed teachers. The culture and leadership of the DK program is not good. The General ed teachers feel like things are unfair and sometimes they really are. The whole DL program needs to be re-evaluated with a focus on keeping the good teachers teaching. I do not have enough experience with CTE to fully answer. I think it is nice to have it accessible at the high schools. It is unfortunate that it feels like PHS has more opportunities. I am not sure why PSD does not participate as part of Pierce County Skills Center.	A mix of both dedicated buildings and reconfiguration of existing ones could provide a balanced approach, depending on the specific needs of each program.	Anonymous User
4802	10/20/2024 13:06	As a major supporter of Dual Language much has been discussed to transition into one 'hub" building. I definitely see the perks of it but myself as others are considered about the separation of siblings that are currently enrolled in a school have the younger siblings into a new building and not being together.	A mix of both dedicated buildings and reconfiguration of existing ones could provide a balanced approach, depending on the specific needs of each program.	Anonymous User
4811	10/21/2024 9:35	The ceramics program at PHS is currently on hold due to the closure of the library science building. The ceramics program needs room for wheels, a kiln room, and most of all, running water. We have none of these.	Programs should share a building but with designated, tailored spaces that address their unique requirements while fostering collaboration between different programs.	Anonymous User
4812	10/21/2024 10:11		A mix of both dedicated buildings and reconfiguration of existing ones could provide a balanced approach, depending on the specific needs of each program.	Anonymous User
4815	10/21/2024 10:48		A mix of both dedicated buildings and reconfiguration of existing ones could provide a balanced approach, depending on the specific needs of each program.	Anonymous User
4827	10/22/2024 12:19	Additional dual language access would be wonderful for our students who speak languages other than Spanish. We are enrolling a lot of Ukrainian and Russian speaking students now.	I'm unsure at this time and would need more information about the specific needs of the programs and potential impacts on existing buildings and students.	Anonymous User

## BOND ADVISORY COMMITTEE

# QUESTION OF THE WEEK



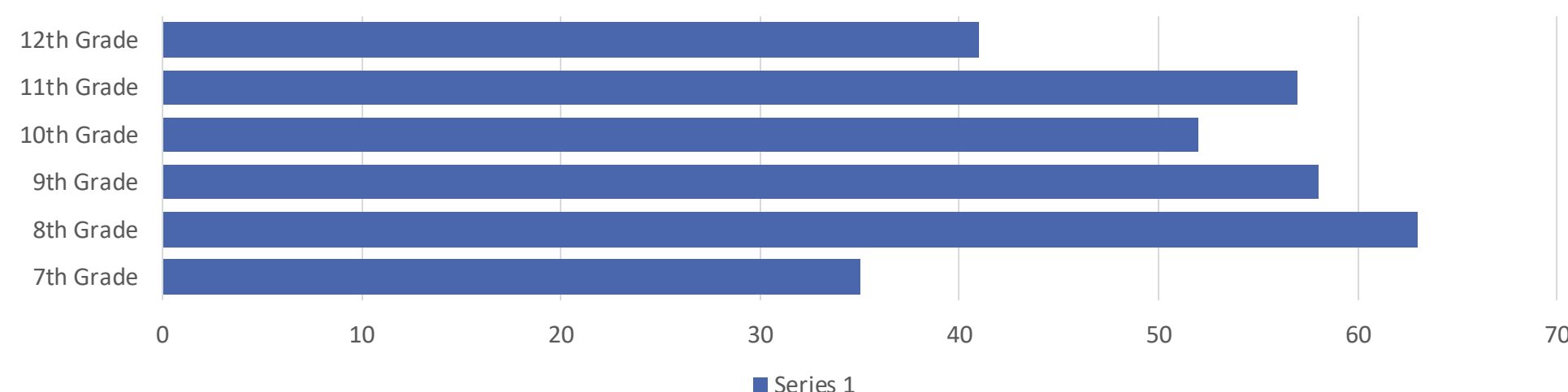
The Bond Advisory Committee is discussing the viability of a middle school model. Transitioning to a more traditional 6-8 Middle School and 9-12 High School model could impact academic pathways, student experiences, and facility use. This shift could enhance academic pathways by offering expanded class options and support services, enriching student experiences through increased high school sports access, and optimizing our facility use.

•What are your thoughts on this possible change?

•Would you be supportive of a phased regional transition from the current 10-12 high school model to a 9-12 model, starting with one high school catchment area?

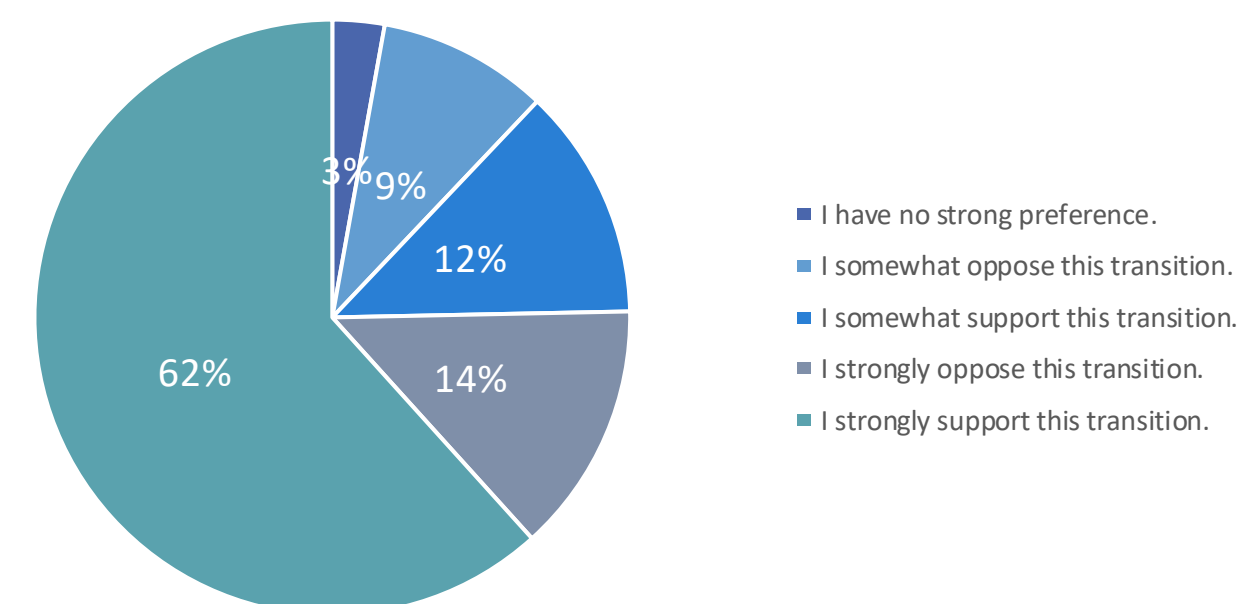
### Students

What grade are you currently in?

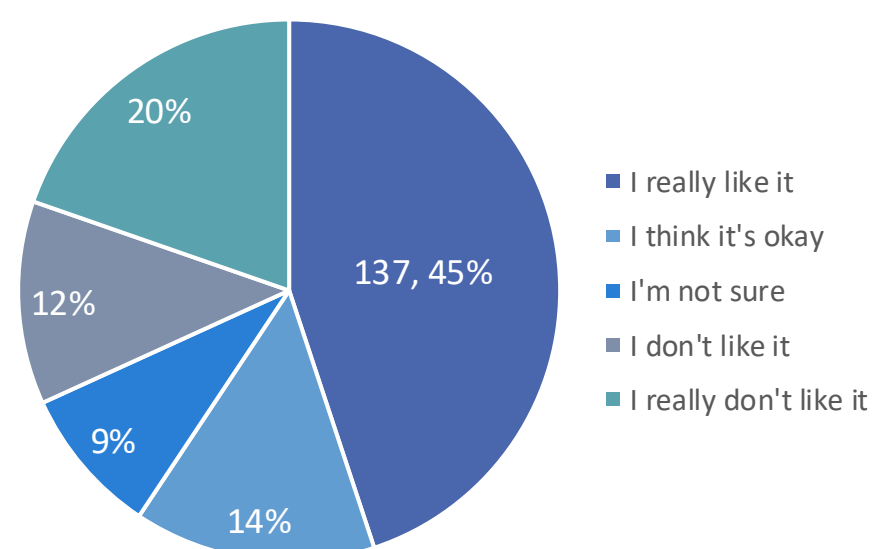


### Parents and Community

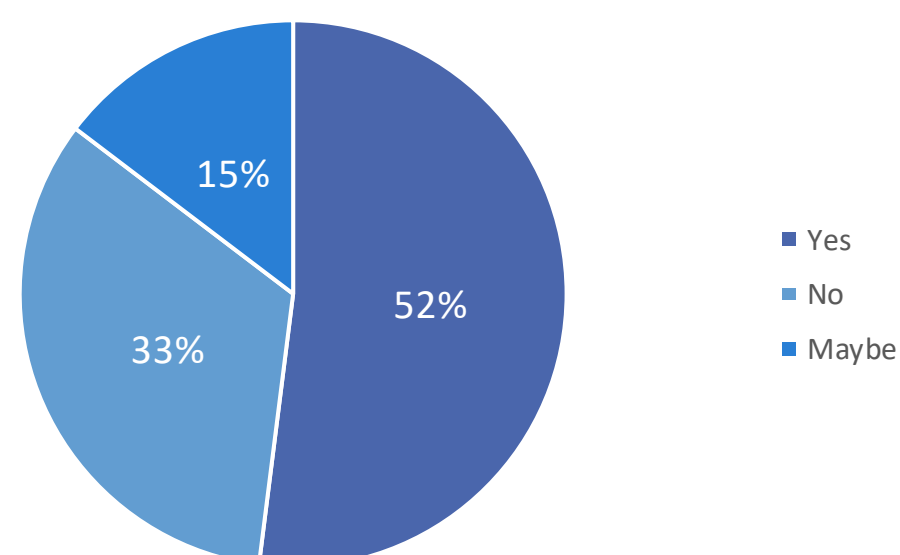
What are your thoughts on this possible change?



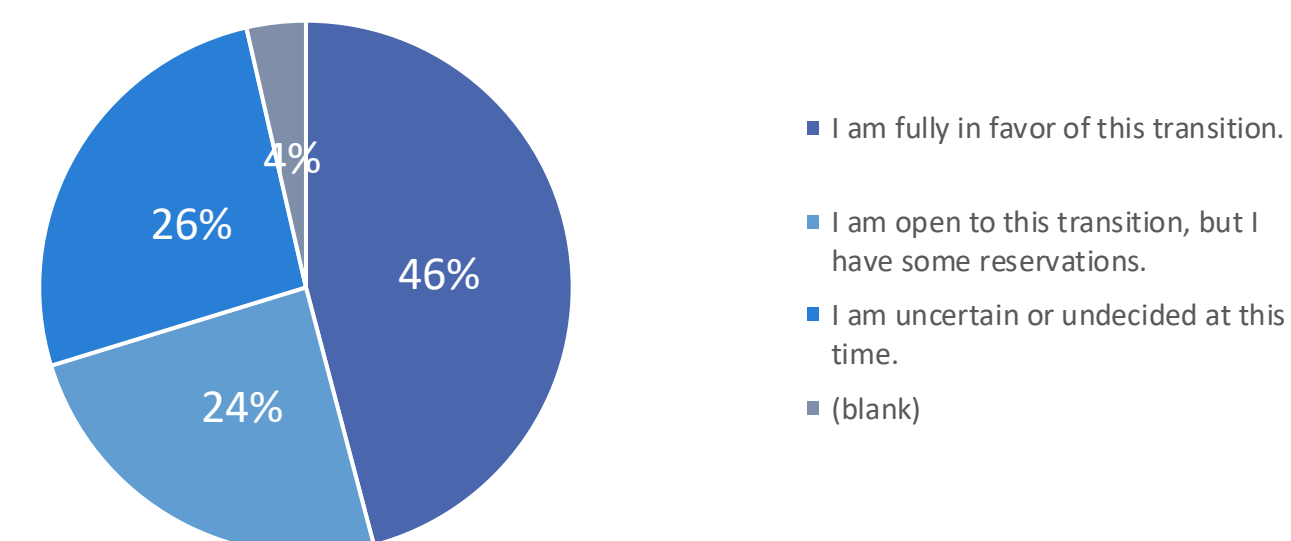
What are your thoughts on this possible change?



Would you be supportive of a phased regional transition starting with one high school catchment area?



Would you be supportive of a phased regional transition starting with one high school catchment area?

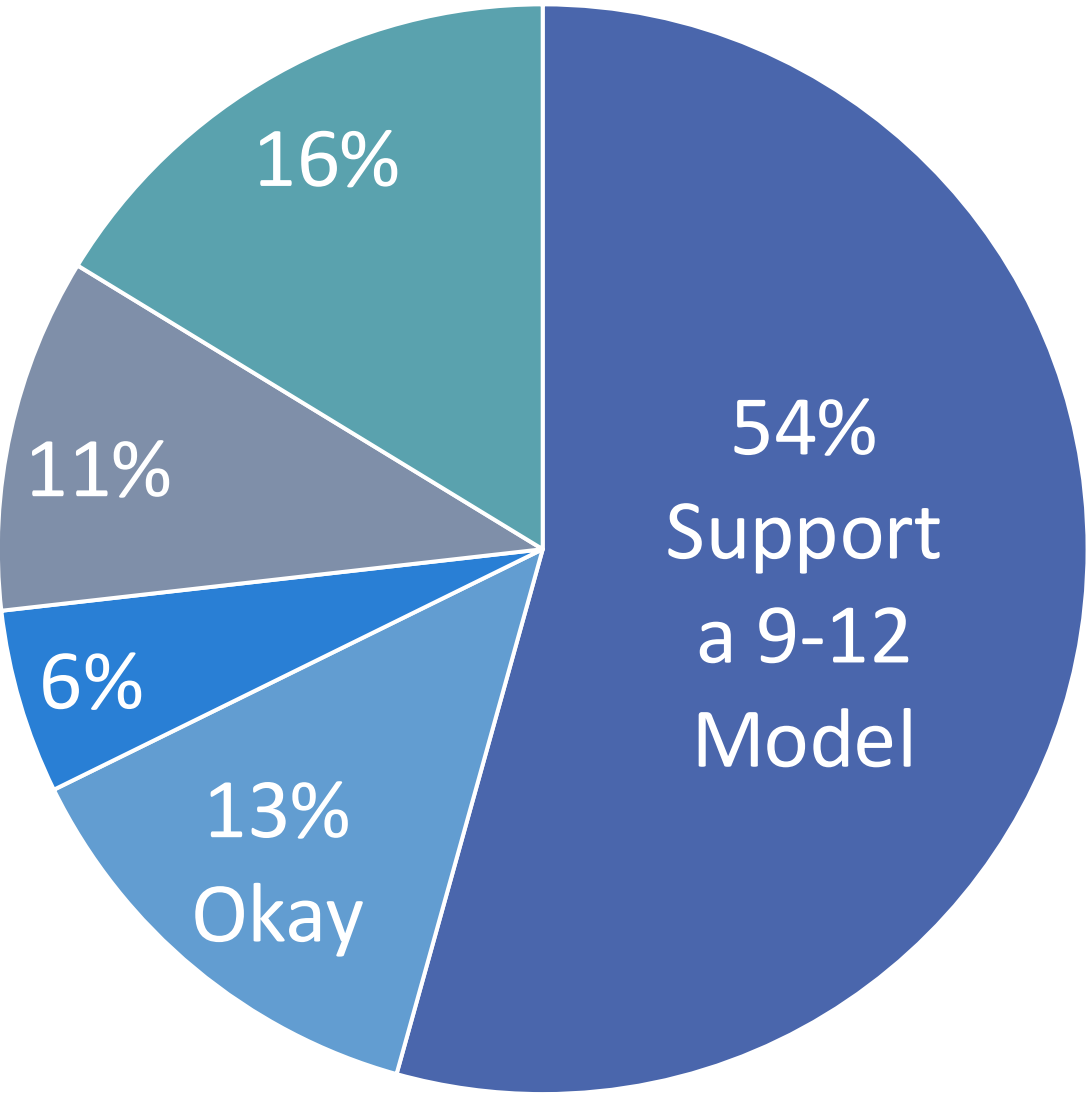






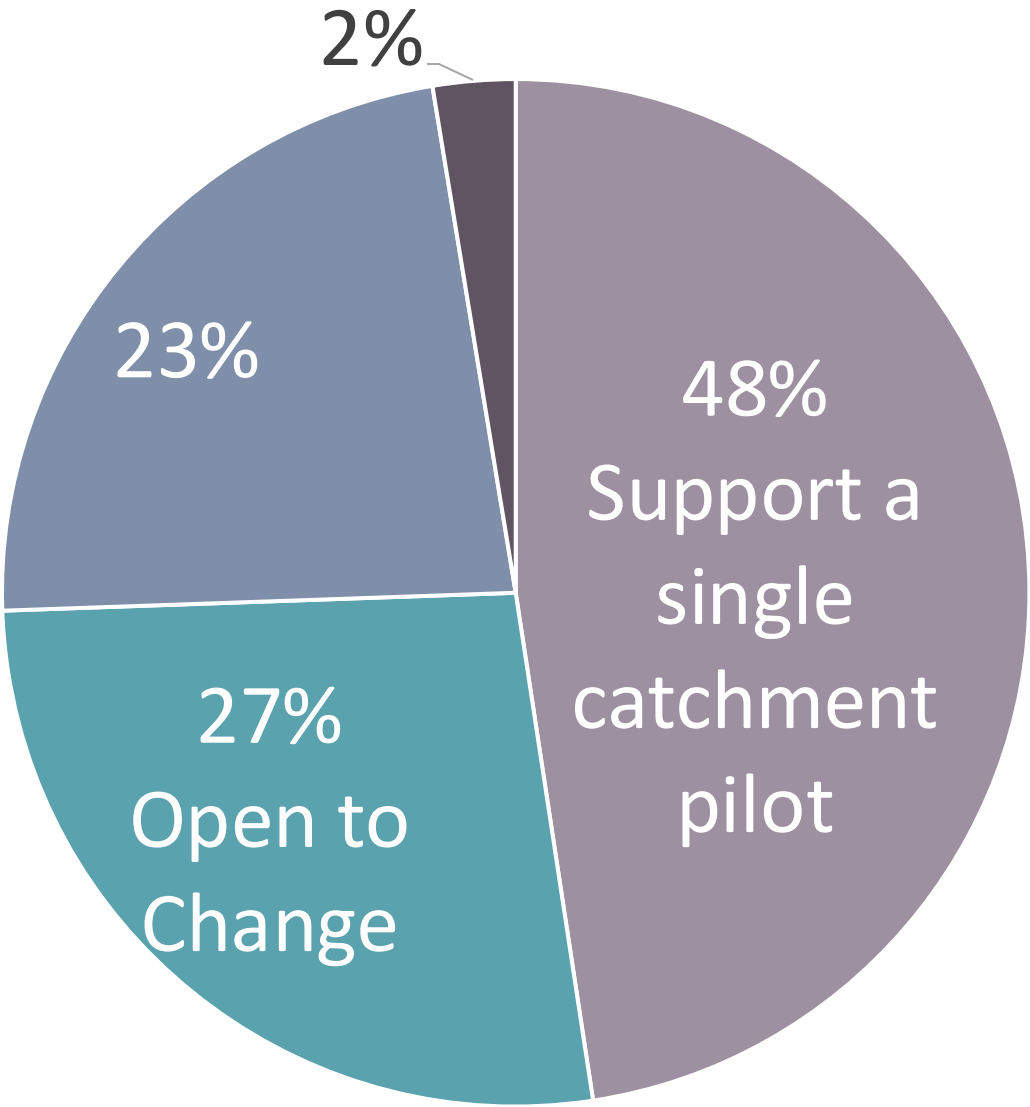
Students, Parents, and Community Responses – 1 Day Results / 6 Days Remaining

What are your thoughts on this possible change?



■ I really like it ■ I think it's okay ■ I'm not sure ■ I don't like it ■ I really don't like it

Would you be supportive of a phased regional transition starting with one high school catchment area?



■ Fully in Favor ■ Open to this Transition ■ Undecided ■ (Blank)



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# Learning Targets

1. R
2. Understand Anticipated Community Growth
3. Understand CFAC Identified Projects & Costs





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# CFAC Proposed Projects:

# Estimated Bond Project Costs

BOND PROJECT	ESTIMATED PROJECT COST
Puyallup High School – 304,759 Square Feet New	\$470,800,000 * <i>Master Plan Build Out</i>
Rogers High School – 96,380 Square Feet New	\$125,265,000
Emerald Ridge High School – 85,700 Square Feet New	\$109,900,000
Glacier View Junior High Addition – 23,000 Square Feet New	\$23,380,000
Walker High School Addition – 18,700 Square Feet New	\$26,880,000
New Elementary 24 – 103,250 Square Feet New	\$122,350,000
Replace Mt. View Elementary School – 74,500 Square Feet New	\$99,410,000 * <i>Not included in 2021 CFAC</i>
Replace Spinning Elementary – 61,350 Square Feet New	\$84,050,000
Replace Waller Road Elementary – 61,350 Square Feet New	\$84,050,000
+ 10% Bond Contingency	\$114,610,000
<b>BOND FUNDING NEEDED</b>	<b>\$1,260,693,500</b>

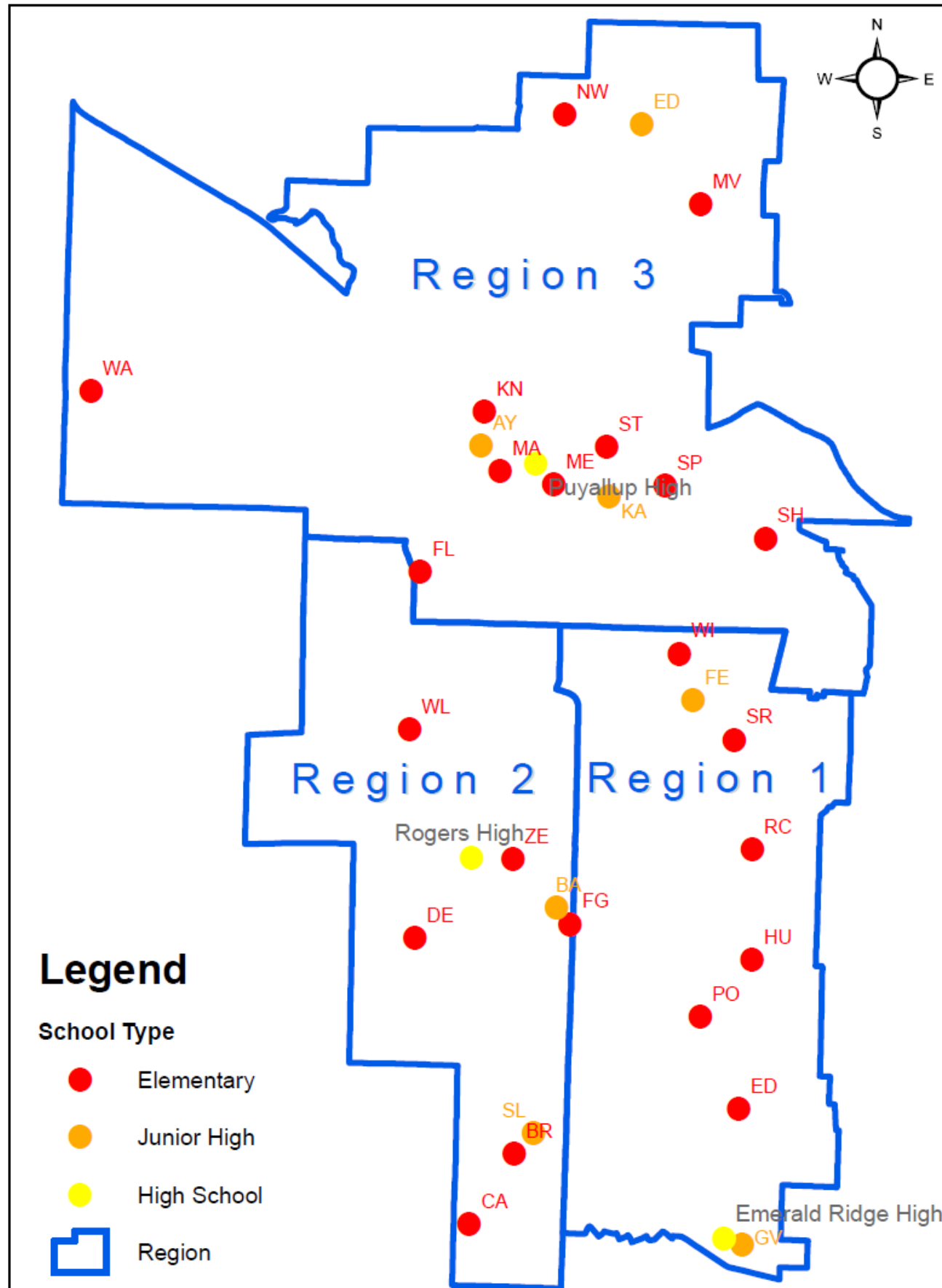


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# Region 3 Community

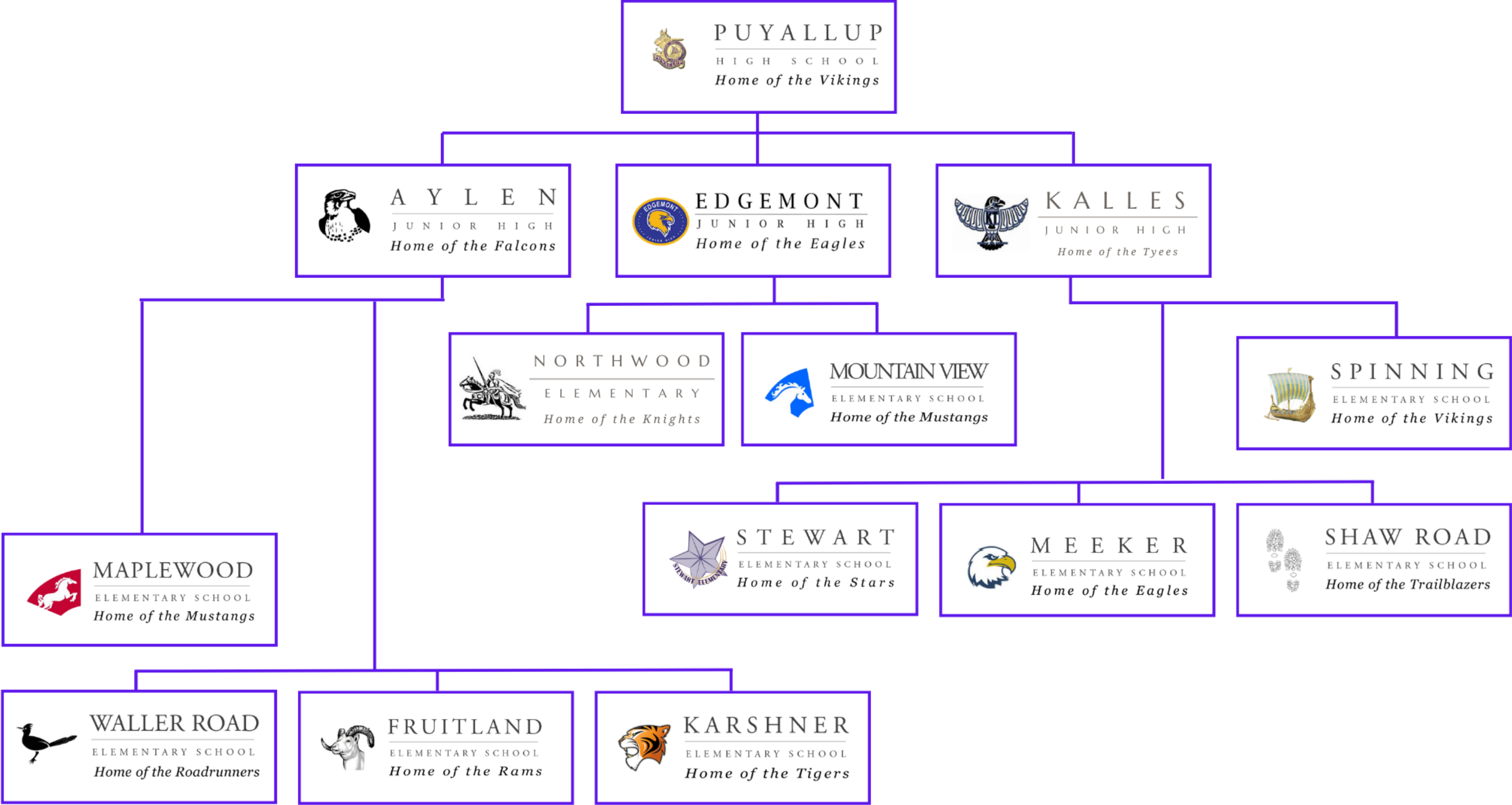


## PSD Region Map



# School Regions

# Region 3 Schools



# Puyallup HS Capacity Forecast through 2031-32

Current	Puyallup HS
Student Capacity (excluding portables)	1,262
9/24/2024 Enrollment*	1,720
Capacity +/-	(458)

Forecast	Puyallup HS
Student Capacity (excluding portables)	1,262
Projected Enrollment Apex	1,973
Capacity +/-	(711)

*\*Enrollment from Facilities Extract Cognos report pulled 9/24/2024. Does not include PDL or Full-time Running Start students.*





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# Region 3: Spinning Elementary

# Spinning Elementary School

## Needs Statement

Spinning Elementary School serves grades K-6 in the valley east area of the District. The existing school does not have an adequate library, cafeteria or gym and does not meet other District standards (special ed, offices, project spaces, ...). The location of the main office for supervision purposes is poor. The school has 4 portables. The existing building, due to its age, has systems that are reaching or beyond the end of their useful life. Spinning has the lowest BCA score of any school in the District. The existing building is eligible for State match modernization funding.

## Facts:

### Program/Educational Specification Improvements

Classroom spaces for up to 500 Students	Improve traffic circulation and parking.
Meet all district standards for instructional and support spaces.	

BCA Score	100 Scale	WAC	Description
Main Building	40.50	3.38	Poor
# Portables	4		

## Proposed Scope of Work

The plan proposes to replace the school increasing the capacity to a maximum of 500 students and providing significant site upgrades. Increasing the capacity allows overcrowding at neighboring schools to be reduced. The existing building is eligible for State match replacement funding.

# Elementary Capacity Forecast through 2031-32

Elementary 2024-25 (Current)	Spinning	Meeker	Stewart	Shaw Road
Student Capacity (excluding portables)	304	328	344	686
10/23/2024 Enrollment*	316	371	349	642
Capacity +/-	(12)	(43)	(5)	44

Elementary Forecast	Spinning	Meeker	Stewart	Shaw Road
Student Capacity (excluding portables)	304	328	344	686
Projected Enrollment Apex	356	377	353	655
Capacity +/-	(52)	(49)	(9)	31

- Staff recommendation for New Elementary Student Capacity of **500** students based on:
- **79**-Student Projected Capacity Deficit by 2031-32.
  - Recommended **50**-student capacity buffer to be split between the four schools (list based on anticipated school boundary change impacts) for future growth past 2031-32 and for cohort variables.
  - Addition of Transition to Kindergarten (TK) classroom needed at Stewart and Meeker = two classrooms or approx. **36** students should be added.
  - New schools are an enrollment magnet. Dessie Evans Elementary being a recent example. **30**-student buffer given for this phenomenon.

*\*Enrollment from PSD Insights pulled 10/23/2024*



# Spinning Elementary

## EXISTING

Student Capacity	304 Students
Building Area	43,254GSF
Portables	4

## NEW BUILDING

Student Capacity	500 Students
Building Area	65,000 GSF
Portables	0

## CONSTRUCTION COSTS

**REPLACEMENT COST**                      \$    84,050,000



SPINNING ELEMENTARY MASTERPLAN

studio MENG STRAZZARA



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# Region 3: Waller Road Elementary



# Waller Road Elementary School

<b><u>Needs Statement</u></b>			
Waller Road Elementary School serves grades PK-6 in the valley west area of the District. The existing school does not have an adequate library, cafeteria or gym and does not meet other District standards (special ed, offices, project spaces, ...). The location of the main office for supervision purposes is poor. Parking and traffic circulation need improvement. The school has 8 portables. The existing building, due to its age, has systems that are reaching or beyond the end of their useful life. The existing building is eligible for State match modernization funding.			
<b><u>Facts:</u></b>			
<b>Program/Educational Specification Improvements</b>			
Classroom spaces for up to 500 Students (TBD)		Improve traffic circulation and parking.	
Meet all district standards for instructional and support spaces.			
<b>BCA Score</b>	<b>100 Scale</b>	<b>WAC</b>	<b>Description</b>
Main Building	40.50	3.38	Poor
<b># Portables</b>	4		
<b><u>Proposed Scope of Work</u></b>			
The plan proposes to replace the school increasing the capacity to 400 students and providing significant site upgrades. The existing building is eligible for State match replacement funding.			



# Elementary Capacity Forecast through 2031-32

Elementary 2024-25 (Current)	Waller Road			
Student Capacity (excluding portables)	238			
10/23/2024 Enrollment*	323			
Capacity +/-	(85)			

Elementary Forecast	Waller Road			
Student Capacity (excluding portables)	238			
Projected Enrollment Apex	328			
Capacity +/-	(90)			

- Staff recommendation for New Elementary Student Capacity of 400 students based on:
- 90-student Projected Capacity Deficit by 2031-32.
  - New schools are an enrollment magnet. Dessie Evans Elementary being a recent example. 70-student buffer given for this phenomenon and the recapture of a large number of wavier students residing in the Waller Road attending other PSD Elementary schools.

\*Enrollment from PSD Insights pulled 10/23/2024



# Waller Road Elementary

## EXISTING

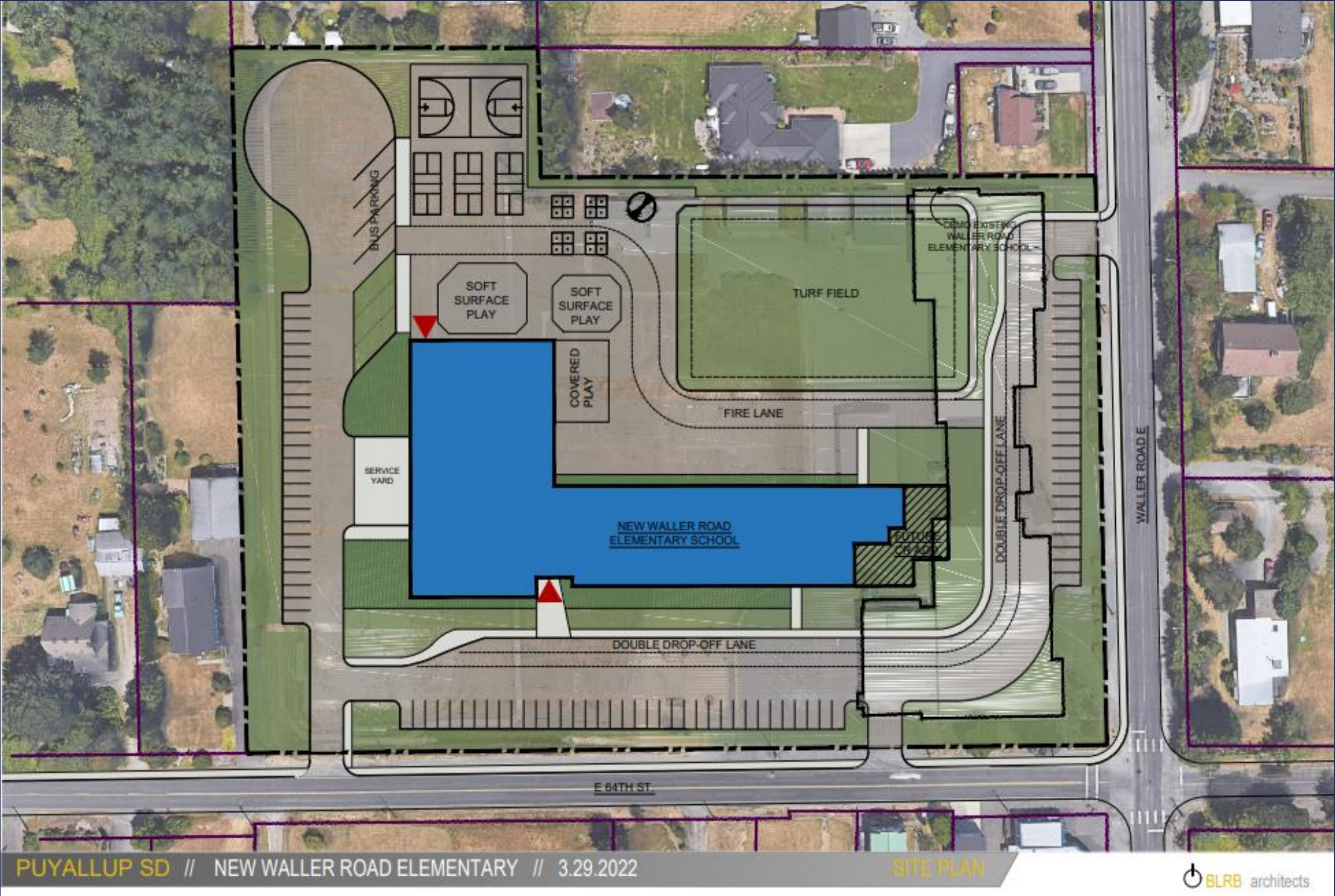
Student Capacity	238 Students
Building Area	41,845 GSF
Portables	8

## NEW BUILDING

Student Capacity	400 Students
Building Area	59,500 GSF
Portables	0

## CONSTRUCTION COSTS

**REPLACEMENT**                      \$ 84,050,000







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# Region 3: Mt. View Elementary



# Mt. View Elementary School

<b><u>Needs Statement</u></b>			
Mt View Elementary School serves grades Pk-5 in the North Hill area of the District. The existing school does not have a cafeteria and does not meet other District standards (gym, special ed, offices, project spaces, ...). The school has 6 portables. The existing buildings, due to their age, have systems that are reaching the end of their useful life. The existing buildings are eligible for State match funding.			
<b><u>Facts:</u></b>			
<b>Program/Educational Specification Improvements</b>			
Classroom spaces for up to 500 Students (TBD)		Improve traffic circulation and parking.	
Meet all district standards for instructional and support spaces.			
<b>BCA Score</b>	<b>100 Scale</b>	<b>WAC</b>	<b>Description</b>
Main Building	40.50	3.38	Poor
<b># Portables</b>	4		
<b><u>Proposed Scope of Work</u></b>			
The plan proposes to replace the school increasing the total capacity to 500 students and make traffic and parking improvements. The existing buildings are eligible for State match replacement funding.			

# Elementary Capacity Forecast through 2031-32

Elementary 2024-25 (Current)	Mt View	Northwood
Student Capacity (excluding portables)	248	671
10/23/2024 Enrollment*	300	727
Capacity +/-	(52)	(56)

Elementary Forecast	Mt View	Northwood
Student Capacity (excluding portables)	248	671
Projected Enrollment Apex	300	836
Capacity +/-	(52)	(165)

- Staff recommendation for New Elementary Student Capacity of **550** students based on:
- **217**-Student Projected Capacity Deficit by 2031-32.
  - Recommended 25-student (**50**-total) capacity buffer at each existing school (list based on anticipated school boundary change impacts) for future growth past 2031-32 and for cohort variables.
  - Addition of Transition to Kindergarten (TK) classroom needed at Northwood = two classrooms or approx. **18** students should be added.
  - New schools are an enrollment magnet. Dessie Evans Elementary being a recent example. **20**-student buffer given for this phenomenon.

\*Enrollment from PSD Insights pulled 10/23/2024



# Mt. View Elementary

## EXISTING

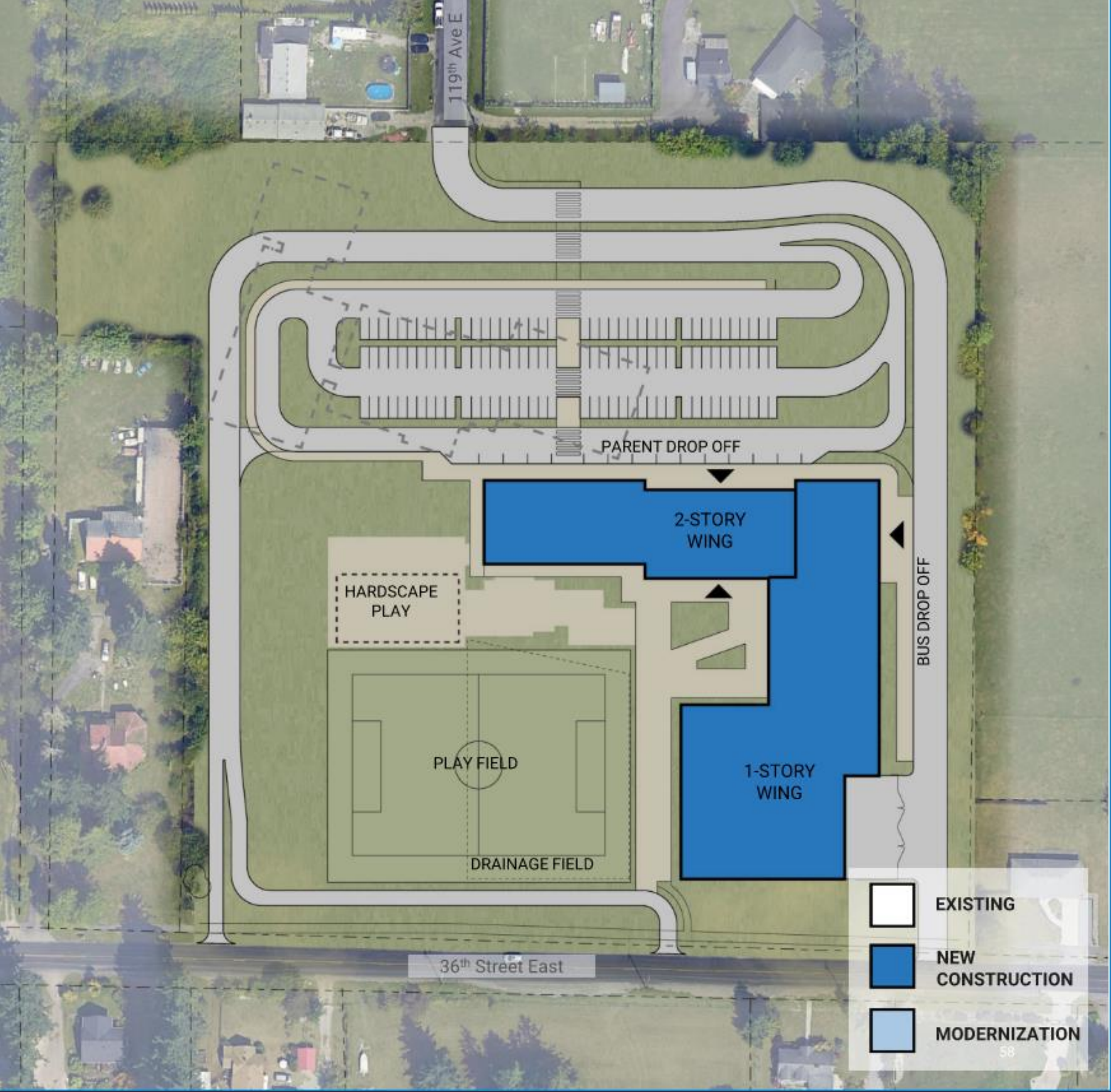
Student Capacity	248 Students
Building Area	36,754 GSF
Portables	6

## NEW BUILDING

Student Capacity	550 Students
Building Area	74,500 GSF
Portables	0

## CONSTRUCTION COSTS

REPLACEMENT	\$ 99,410,000
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**FOUNDATIONS**  
FOR OUR **FUTURE**

# Region 3: Walker High School



# Walker High School

<b><u>Needs Statement</u></b>			
Walker High School provides alternative education for the District. The current building and site improvements do not meet the program needs for classroom space, athletics, or core facilities (commons/library ...). Some building systems are at or near the end of their useful life. The building is eligible for State match modernization funding.			
<b><u>Facts:</u></b>			
<b>Program/Educational Specification Improvements</b>			
New science lab, library space, art room remodel		CTE spaces, photo lab, espresso student store	
Addition includes commons/cafeteria		Health fitness covered structure	
New entrance vestibule, video buzz-in system		Parking Improvements	
<b>BCA Score</b>	<b>100 Scale</b>	<b>WAC</b>	<b>Description</b>
Main Building	54.50	2.82	Poor
<b># Portables</b>	13	<i>* 4 –Doubles &amp; 5 Single Portables</i>	
<b><u>Proposed Scope of Work</u></b>			
The plan proposes to build a classroom addition on the west side of the parking lot. The proposed work will include construction of a single-story building of approximately 14,500 square feet. The work will include new science, CTE, general ed, personal training space, a sport court and commons space. Major modernization of the existing building is proposed for planning period 3.			

# Walker High School

## EXISTING

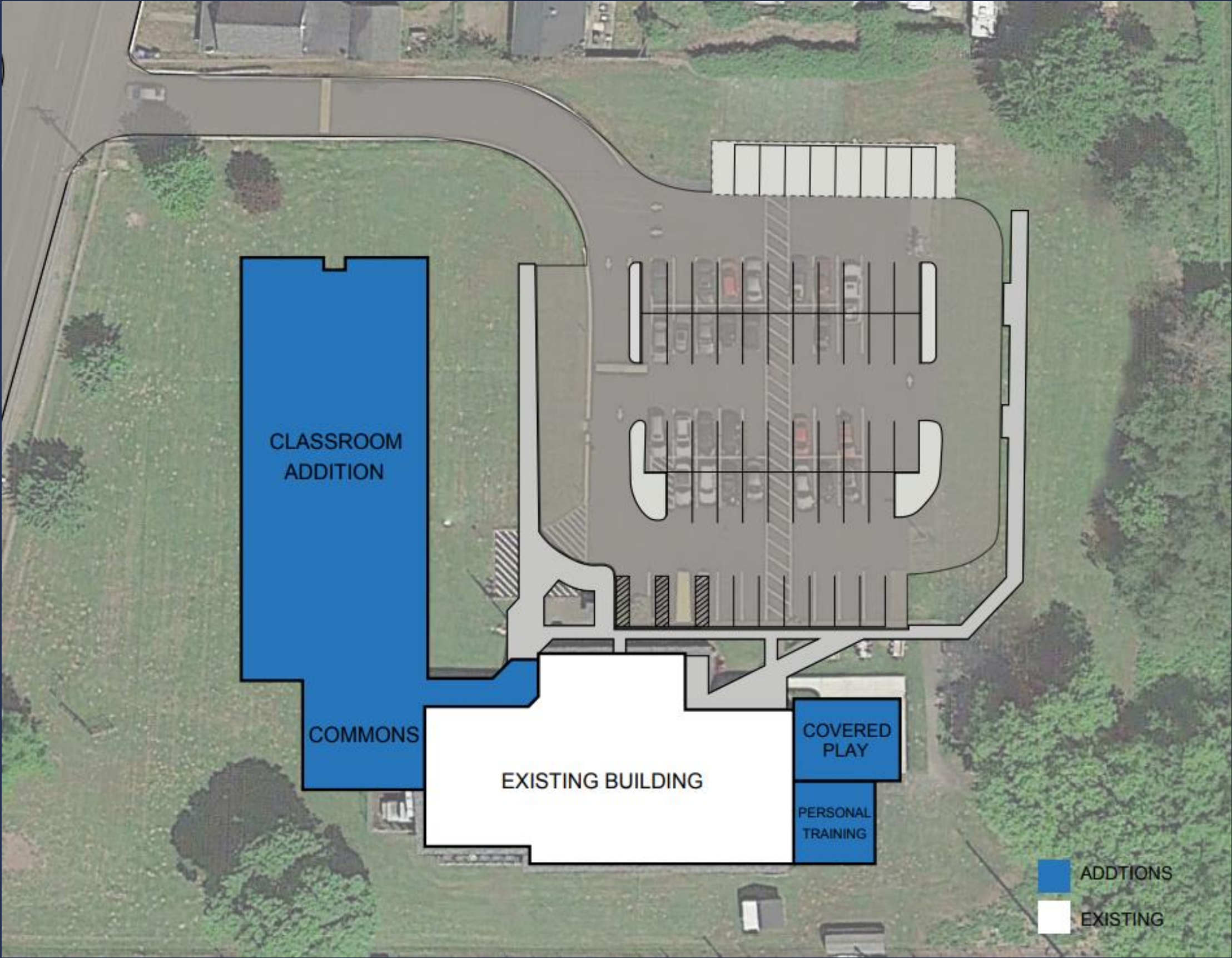
Student Capacity	Students
Building Area	20,862 GSF
Portables	10

## NEW BUILDING ADDITION

Student Capacity	Students
Building Area “Addition”	18,700 GSF
Portables	0

## CONSTRUCTION COSTS

**REPLACEMENT COST**      \$ 26,800,000







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# Region 1:

New Comprehensive High School "Tacoma Water Property"



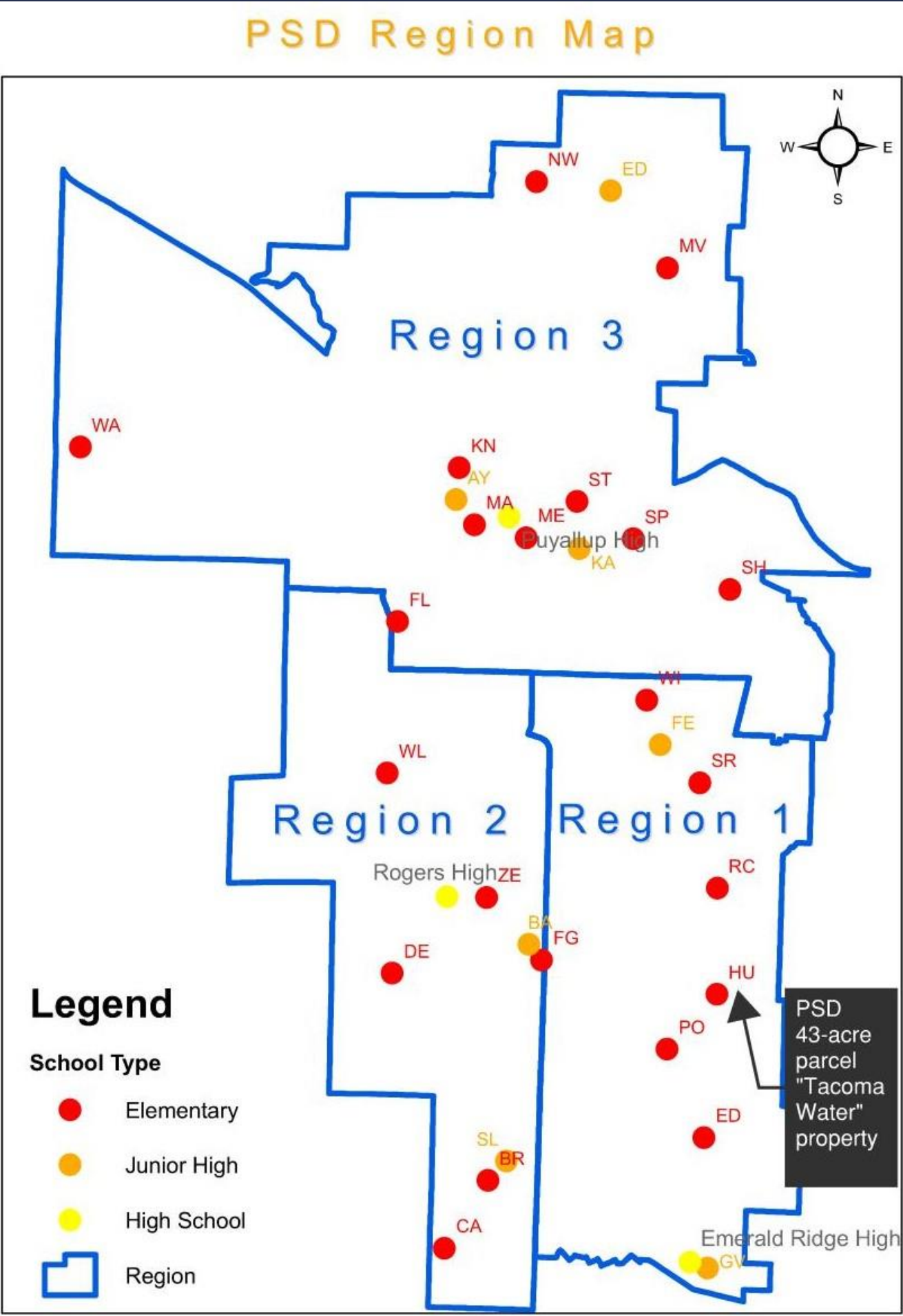
# New High School



Student Capacity	1 800 Students
Acres	40
Building Area	325,000 GSF
Portables	0

## CONSTRUCTION COSTS

PROJECT ESTIMATED COST                      \$        366,300,000







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FOR OUR **FUTURE**

**Break**



**FOUNDATIONS**  
FOR OUR **FUTURE**

# Table Discussions

Project Costing Exercise

(First and Last Name)  
October 24, 2024

In this activity, you'll be given a list of potential projects and their associated costs. You will explore four different scenarios, each containing a combination of projects that work together to address key priorities. Your task is to prioritize which scenario you believe is the best fit for the district's needs and, from there, work backward to ensure the total cost stays within a \$600 million budget.

This exercise is designed to help us better understand your preferences and the trade-offs required when making critical decisions about the future of our schools. Your input will be vital as we shape the final recommendations. Let's get started!

			Grade Reconfiguration Scenarios								
	SQFT	Mid-Point Construction 2029	Scenario 1 Three Comp. HS 1800 Student	Scenario 2 Three Comp. HS 2400 Student	Scenario 3 Region 1 ERHS 2400 Student (9-12)	Scenario 4 Four Comp. HS 1800 Student	Other	State Match Potential			
REGION 1											
ERHS											
1800 Student CR Addition Two Story\Aux Gym\Commons Addition\2 Tennis Courts	54,000	\$81M	X	\$81M	X	\$81M	X	\$81M		\$15M	
2400 Student 9-12 Addition <i>*Requires 1800 Student Option be added</i>	107,000	\$125M			X	\$125M	X	\$125M		\$30M	
GVJH											
200 Student CR Addition\SPED\Commons Addition\Site Access Improvements	21,650	\$30M	X	\$30M	X	\$30M	X	\$30M		\$6M	
ELEMENTARY 24											
550 Student	75,000	\$89M			X	\$89M	X	\$89M		\$20M	
750 Student	100,000	\$124M	X	\$124M						\$24M	
REGION 2											
RHS											
1800 Student CR Addition Two Story & Auxiliary Gym\Weight Room & Music\Choir & Commons Addition & Sience Wing Renovation and Parking Lot Improvement, 2 Tennis Courts	96,600	\$154M	X	\$154M	X	\$154M	X	\$154M		\$25M	
2400 Student 9-12 Model <i>*Requires 1800 Student Model to be added</i>	107,000	\$134M			X	\$134M				\$30M	
REGION 3											
PHS											
1800 Student CTE 2nd & 3rd Floor Addition & New 3 Story Classroom Building, 2 Tennis Courts\ Site Improvements and Parking.	92,029	\$129M	X	\$129M	X	\$129M	X	\$129M		\$32M	
Replace Gym Keep Aquatics <i>*Select only one</i>	56,913	\$80M	X	\$80M	X	\$80M	X	\$80M		\$29M	
Replace Gym , remove Aquatics <i>*If selected add Regional Aquatic Center</i>	56,913	\$87M								\$33M	
Replace Gym & Aquatics <i>*Select only one</i>	82,625	\$138M								\$40M	
Main Building Modernization & Addition <i>*Select only one</i>	45,366	\$215M			X	\$215M				\$36M	
Performing Arts Modernization & Addition <i>*Select only one</i>	105,437	\$218M								\$36M	
Main Building Full Replacement	130,105	\$2267M								\$69M	
2400 Student 9-12 Addition	58,610	\$74M			X	\$74M				\$16M	
SPINNING											
500 Student Replacement School	65,000	\$88M	X	\$88M	X	\$88M	X	\$88M		\$26M	
WALLER ROAD											
400 Student Replacement School	59,500	\$81M	X	\$81M	X	\$81M	X	\$81M		\$26M	
MT. VIEW ELEMENTARY SCHOOL											
550 Student Replacement School	74,500	\$100M	X	\$100M	X	\$100M	X	\$100M		\$28M	
DISTRICT WIDE											
WALKER HIGH SCHOOL											
Classroom Addition\Modernization	18,700	\$27M	X	\$27M	X	\$27M	X	\$27M		\$6M	
FOURTH COMPREHENSIVE HIGH SCHOOL											
Fourth High School 1800 Student * PSD 9-12 model district wide	325,000	\$366M					X	\$366M		\$89M	
REGIONAL AQUATIC CENTER											
Region Aquatic Center Expansion ( RHS Campus ) <i>*Choose If PHS Pool is Removed</i>	11,900	\$29M								\$9M	
State Match Potential											\$218M
SCENARIO PACKAGE TOTAL			\$	\$894M	\$	\$1,407B	\$	\$984M	\$	\$1,145B	\$
ESTIMATED PACKAGE TOTAL			\$		\$		\$		\$		
Estimated State Match Potential			\$		\$		\$		\$		

Tax Rate Scenerios				
	1	2	3	4
Bond	\$600M	\$650M	\$700M	\$800M
Levy Roll Back	(\$82M)	(\$87M)	(\$93M)	(\$130M)
Bond Balance	\$466M	\$506M	\$542M	\$602M
Levy Carry Forward	\$93M	\$88M	\$78M	\$44M
Tax Rate	\$4.14	\$4.14	\$4.14	\$4.14



Project Costing Exercise

DISTRICT WIDE															
WALKER HIGH SCHOOL															
Classroom Addtion\Modernization	18,700	\$27M	X	\$27M	X	\$27M	X	\$27M	X	\$27M					\$6M
FOURTH COMPREHENSIVE HIGH SCHOOL															
Fourth High School 1800 Student * PSD 9-12 model district wide	325,000	\$366M									X	\$366M			\$89M
REGIONAL AQUATIC CENTER															
Region Aquatic Center Expansion ( RHS Campus ) <i>*Choose if PHS Pool is Removed</i>	11,900	\$29M													\$9M
State Match Potential															\$218M
SCENARIO PACKAGE TOTAL			\$	\$894M	\$	\$1,407B	\$	\$984M	\$	\$1,145B	\$				
ESTIMATED PACKAGE TOTAL			\$		\$		\$		\$		\$				
Estimated State Match Potential			\$		\$		\$		\$		\$		\$		

Tax Rate Scenerios				
	1	2	3	4
Bond	\$600M	\$650M	\$700M	\$800M
Levy Roll Back	(\$82M)	(\$87M)	(\$93M)	(\$130M)
Bond Balance	\$466M	\$506M	\$542M	\$602M
Levy Carry Forward	\$93M	\$88M	\$78M	\$44M
Tax Rate	\$4.14	\$4.14	\$4.14	\$4.14





# Let's Review Your Questions

Thank you for submitting your questions! Let's take a moment to review and address them.



# Closing Survey & Homework

Bond Advisory Committee  
Meeting Feedback Survey,  
Meeting 4, October 24



- Help us educate our community about Capital Projects and the work you're doing.
- **Follow and share: PSD Foundations for Our Future** on Facebook, Instagram, Twitter, and LinkedIn.

Next Meeting:

**Thursday, Nov. 7**

**4:30 –7:30 p.m.**

Karshner Center, 309 4<sup>th</sup> Street NE



# OUR TEAM



Dr. Vincent  
Pecchia

Asst. Supt  
Operations and  
School Support



Brady  
Martin

Director of  
Capital Projects



Brian  
Devereux

Director of  
Facilities  
Planning



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FOR OUR FUTURE

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