



Lake Washington
School District

Facility Advisory Committee



Tuesday, August 11, 2026
5:30-7:30

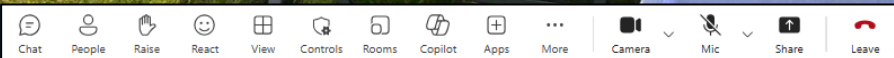
Facilitators

- *Barbara Posthumus*
- *Brian Buck*
- *Toby Brenner*
- *Laura DeGooyer*

Agenda

Focus:

Considerations related to district-owned property and future boundary work



Teams Tips

More

Test your camera, speaker and mic

Mic

Mute yourself when not speaking

Chat

Use Chat to post questions or messages

Raise

Raise Hand to get attention

Camera

Background effects provide privacy

- ***Welcome & Check-In***

- ***Review:***

- ***Draft Recommendations for Purchase, Retention, and Sale of Property***

- ***Feedback:***

- ***Boundary Process – Response to Changing Conditions***

- ***Next Steps***

Check-in: Back to School!

What is (or was) your favorite thing
about back-to-school shopping?
Share your thoughts in the chat!



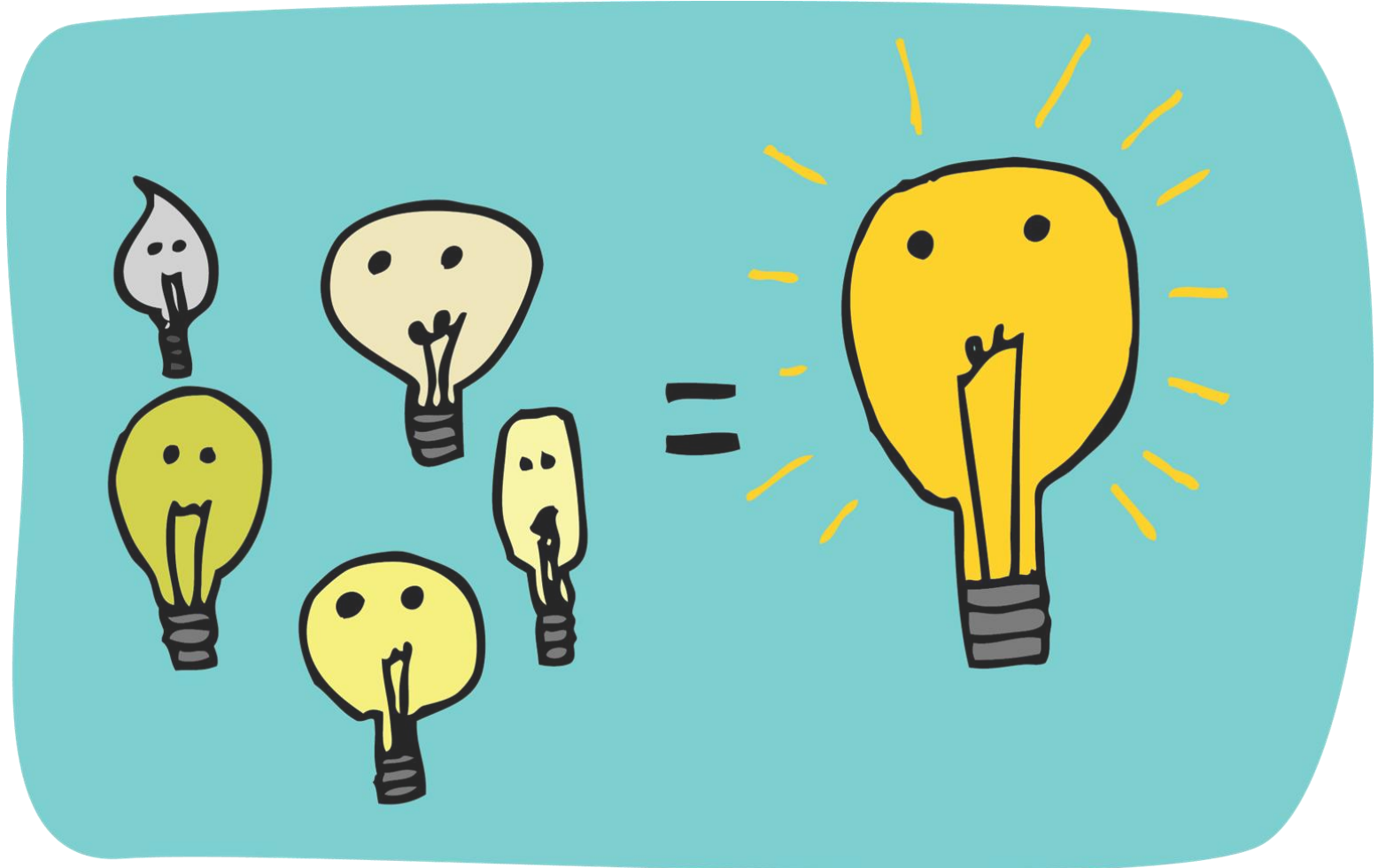
FAC Feedback: *Framework Considerations*

What values should the board/district consider when it comes to:

Retaining vacant
property/land

Purchase of
property/land

Sale of
property/land



FAC Feedback

What values should the board/district consider when it comes to:

Retaining vacant property/land

- Opportunity cost of holding onto land? What aren't we able to do by keeping it?
- Is there a cost to holding land? Taxes?
 - No tax, some utilities/surface water, limited maintenance (good neighbors)
- Forward thinking/long term planning, consider future options. Can't always anticipate changing needs, despite best efforts
- Prioritize retaining property within UGB
- Prioritize buildable land over restricted use land
- Land that can be utilized should be prioritized for retention
- Consider commitments made when purchased to maintain community trust
- Determine alternative ways to utilize property, i.e. community use, solar
- Consider leasing unused properties
- Community use – lease for solar
- Public-private partnerships
- Workforce housing?

Purchase of property/land

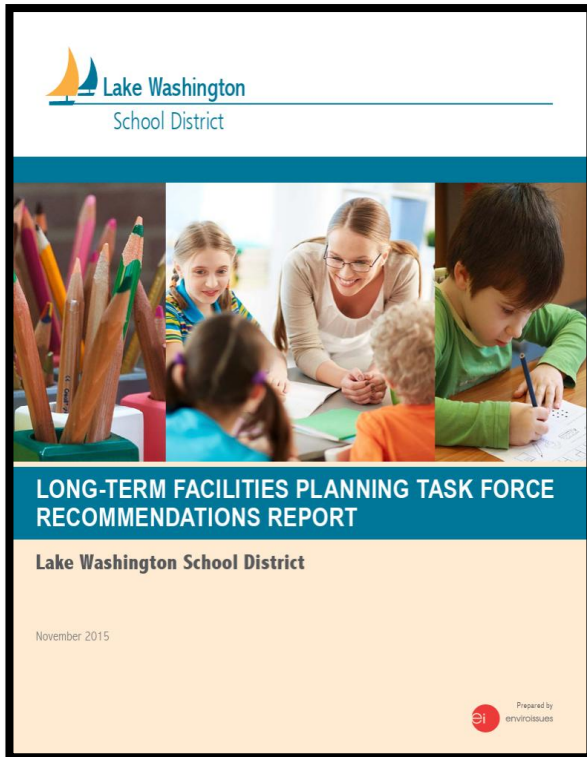
- Why did district purchase land with limited development options?
 - Purchased prior to restrictions
- What else could be done with funds otherwise used for land purchase?
- Look at alternative capital use for funds before purchasing land
- Align purchases with jurisdiction growth plans, can be developed as intended—buildable!
- Forward thinking/long term planning, consider future options.
- Prioritize purchase of any available large buildable space—also consider developed spaces, not just empty lots
- Consider continuous parcel purchase
 - I.e. Kamiakin Ray House
 - Missed opportunities near Lakeview
 - Develop relationships with property owners for long-term opportunities
- Maintain community confidence – share success stories of previous decisions
- Proximity to public transportation and other existing properties
- Consider alternatives to purchase, i.e. Lease

Sale of property/land

- Consider sale to other public agency, public benefit
- Consider sale of property with limited use/low benefit for schools
 - Confirm limitations prior to sale—irreversible decision
- Account for aging of existing facilities, strategic use of assets for cash as needed
- Meaningful stakeholder engagement for periodic pulse, avoid unexpected decisions
- When considering sale, clarify use, impacts, cost/benefit, translate to meaningful projects
- Consider prospective buyer's intended use, what are their values
 - Ex: major polluter vs solar farmer
- Consider current land use, i.e. vacant land vs developed site—how to prioritize?
 - Prioritize viability for beneficial future use
 - Consider value for district vs sale
- Clarify vision, tie sale decisions to long-term vision to ensure continuity

Long-Term Facilities Planning Task Force: 2015 Summary of Recommendations

LTFTF Recommendations Report 2015



SUMMARY OF RECOMMENDATIONS

Overall Approach: Build New Schools

WHEN WE PLAN

The Task Force examined ways to project enrollment and capacity and plan school facilities effectively. The recommendations build off of existing practices with suggestions for refinements. The recommendations also focus on strategies to reduce the need to build new schools and opportunities for additional funding to reduce the burden on district communities.

- Accurately Assess Enrollment and Capacity
 - Refine current methods to improve projections
 - Develop new processes to ensure effective use of space
 - Remove computer labs from capacity calculations
 - Don't rely on portables as a long-range strategy
- Continue Building Assessment Programs
 - Continue to use existing building condition assessment and methodology
 - Share the assessment results with the community and staff
- Reduce Some of the Need for New Schools
 - Add classrooms to existing schools where possible
 - Move preschools out of elementary schools
 - Double-shift at choice middle and high schools
- Increase Funding Options Long-Term
 - Pursue an increase in school impact fees
 - Seek updates to state's outdated construction funding
 - Urge removal of sales tax from school construction
 - Seek private funding, including donations/naming rights
 - Sell undevelopable and/or excess parcels

WHEN WE BUILD

The Task Force recommends the district prioritize additional classroom capacity over addressing aging facilities (with some caveats). It recommends the district consider potential ways to reduce the cost of new buildings through design – without sacrificing cost/quality tradeoffs or reducing square footage per student – and school site prioritization. The Task Force recommends specific project options to meet 2021-22 and 2029-30 capacity needs, along with other potential programs and projects that could be evaluated and considered over the 15-year planning period.

- Select Projects that Increase Capacity
 - Build to meet capacity needs and educational goals
 - Prioritize aging schools that add capacity
- Create Quality Design that Reduces Costs and Improves the Educational Experience
 - Use design pre-work to improve design concepts and lower cost
 - Explore best practices in school design and lean building principles
 - Use cost-effective design principles without impacting quality
 - Evaluate the design of choice school facilities
 - Explore the viability and efficacy of refurbishing versus rebuilding on a school-by-school basis
 - Continue to evaluate strategies for long-term improvement of the educational experience
- Build In Best Locations
 - Continue existing methodology for school siting
 - Consider demographics, growth and density for siting
 - Prioritize sites with greatest development potential
 - Consider local traffic patterns, zoning and transportation when planning new school sites

- Select from Recommended Projects
 - Select from the table of capital project options to address lack of classroom capacity and aging facilities by 2029-30, keeping in mind several planning assumptions
 - Consider exploring potentially innovative projects, programs and practices

IF WE CAN'T BUILD QUITE ENOUGH OR FAST ENOUGH

The Task Force recognizes that capital funding may not be available to implement all of their recommendations in the timeframe needed to meet forecasted growth. To plan for this case, the Task Force identified strategies that could help to bridge the gap.

- Use Temporary Strategies
 - Move district-wide programs around
 - Add teacher planning rooms
 - Increase portable classrooms
 - Change school attendance boundaries
 - Limit/eliminate all-day kindergarten (if allowed under state guidelines)
 - Reduce number of specialized spaces
 - Increase class size

IF WE CAN'T BUILD AT ALL

The Task Force recognizes the capacity needs must still be met even if no capital funding is available and the predicted growth occurs. While not generally desired by the Task Force or the community, after a careful examination of alternatives, the Task Force determined that year-round multi-track school was the only viable solution to meet the capacity needs in the case of no capital funding.

- Capacity Must Still Be Met
 - District-wide year-round multi-track

ONGOING COORDINATION AND ENGAGEMENT

The Task Force learned a great deal throughout their deliberations about planning for long-term facility challenges and the complexity of planning and managing a capital program. They strongly believe the broader community should be kept informed and consulted as the district continues to make difficult choices about facility needs.

- Provide transparency and opportunities for additional feedback from the community on the two long-term facility challenges
- Consider establishing a small expert advisory group to review design and construction of funded projects
- Consider developing an ongoing means to continue to engage the community in long-term facilities planning issues
- Use multiple tools, online, print and in-person, to provide opportunities for ongoing engagement about facility challenges, including both at the school level and in venues that reach the broader community
- Continue to demonstrate transparency in the capital planning process

Draft Property Recommendations

Overall Approach

- The Facilities Advisory Committee (FAC) recommends that the district retains and acquires property to preserve future opportunities for students, maintain flexibility to meet changing community needs, responsibly steward public resources, and ensure that future generations have the land and facilities necessary to support educational success.
- Conditions may evolve over time, and the FAC has provided recommendations for determining when to retain or sell district-owned properties and when to purchase new properties.

When We Retain Property

Land is a finite resource which may be impossible or prohibitively expensive to replace. Retaining or acquiring property preserves options for future generations of students.

Retention of district-owned property should be considered through the following strategies:

- Evaluate future need and strategic value
 - Reserve property for future school, program, athletic, or support service needs
 - Prioritize sites in areas expected to experience future growth
 - Retain sites that would be difficult to replace or reacquire in the future
 - Consider location within the Urban Growth Boundary or other strategically important areas
 - Preserve sites with development potential that may become valuable later
- Assess financial considerations
 - Confirm maintenance costs remain reasonable relative to future value
 - Retain property when future potential outweighs current capital value
- Consider community and alternative uses
 - Honor community commitments associated with property acquisition
 - Explore interim uses that benefit students or the community

When We Purchase New Property

As described above, ownership of undeveloped land provides both practical and strategic benefits for the school district. The FAC recommends that decisions to purchase additional properties should support those core values while also providing additional benefits.

Purchasing new property should be considered through the following strategies:

- Acquire property that positions the district to meet future growth and service demands
 - Secure strategic sites before they become unavailable
 - Prioritize parcel size and location, e.g. contiguous to other properties, proximity to public transportation
 - Ensure future decision-makers have the resources needed to address changing district conditions
- Align purchases with jurisdictional growth plans to ensure long-term development options
- Support implementation of long-range facility and educational plans
- Preserve community confidence through transparency and communication
- Consider alternative use of capital funds to support district needs in lieu of new property purchase

When We Sell Property

The FAC recommends that the decision to sell property should be considered when district priorities, including preservation of future opportunities, supporting students, and stewarding public assets, can no longer be achieved through continued ownership.

Selling district-owned property should be considered through the following strategies :

- Confirm educational and student value no longer supports retention
- Determine whether the property no longer provides strategic flexibility, alternative useability, or long-term viability
- Evaluate whether public resources can be better utilized elsewhere
- Consider intended post-sale use and community impacts before sale
- Review high-value or above-market purchase offers when available
- Confirm the sale supports the district's long-term vision
- Consider sale of unused sites, which are not currently planned for new school construction, to fund school construction projects (*from LTFTF 2015*)
- Preserve community trust, transparency, and stakeholder voice through meaningful engagement processes

Draft Recommendations: ***Retaining*** Vacant or Undeveloped Properties

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How does this capture your interests?

Draft Recommendations: **Purchasing Vacant or Undeveloped Properties**

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Draft Recommendations:

Selling Vacant or Undeveloped Properties

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Approach for Vacant or Undeveloped Properties

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How does this capture your interests?

Boundary Process: Response to Changing Conditions



Projected Enrollment
Decline



Balance enrollment/
permanent capacity
across the district



Evaluation of portable
placement



Program Placement



Operational
efficiencies

Boundary Criteria

From 2022 boundary process

Community Engagement - survey

Boundary Criteria survey Results

Q1. Please rank the criteria in order of importance, with rank 1 being the most important.							
Answer	Rank 1	Rank 2	Rank 3	Rank 4	Rank 5	Rank 6	Weighted Rank (Score)
Maintain neighborhoods	205	189	120	79	74	36	1 (3076)
Minimize the number of students and families affected	239	155	106	88	63	52	2 (3075)
Redistribute enrollment to match school capacity and accommodate growth	116	89	107	134	132	125	3 (2360)
Minimize transportation impacts	67	114	140	133	147	102	4 (2327)
Use natural boundaries to the extent possible	37	99	141	137	129	160	5 (2110)
Provide proximity of special programs to the extent possible	39	57	89	132	158	228	6 (1815)
Did Not Answer							0
Total Responses							703

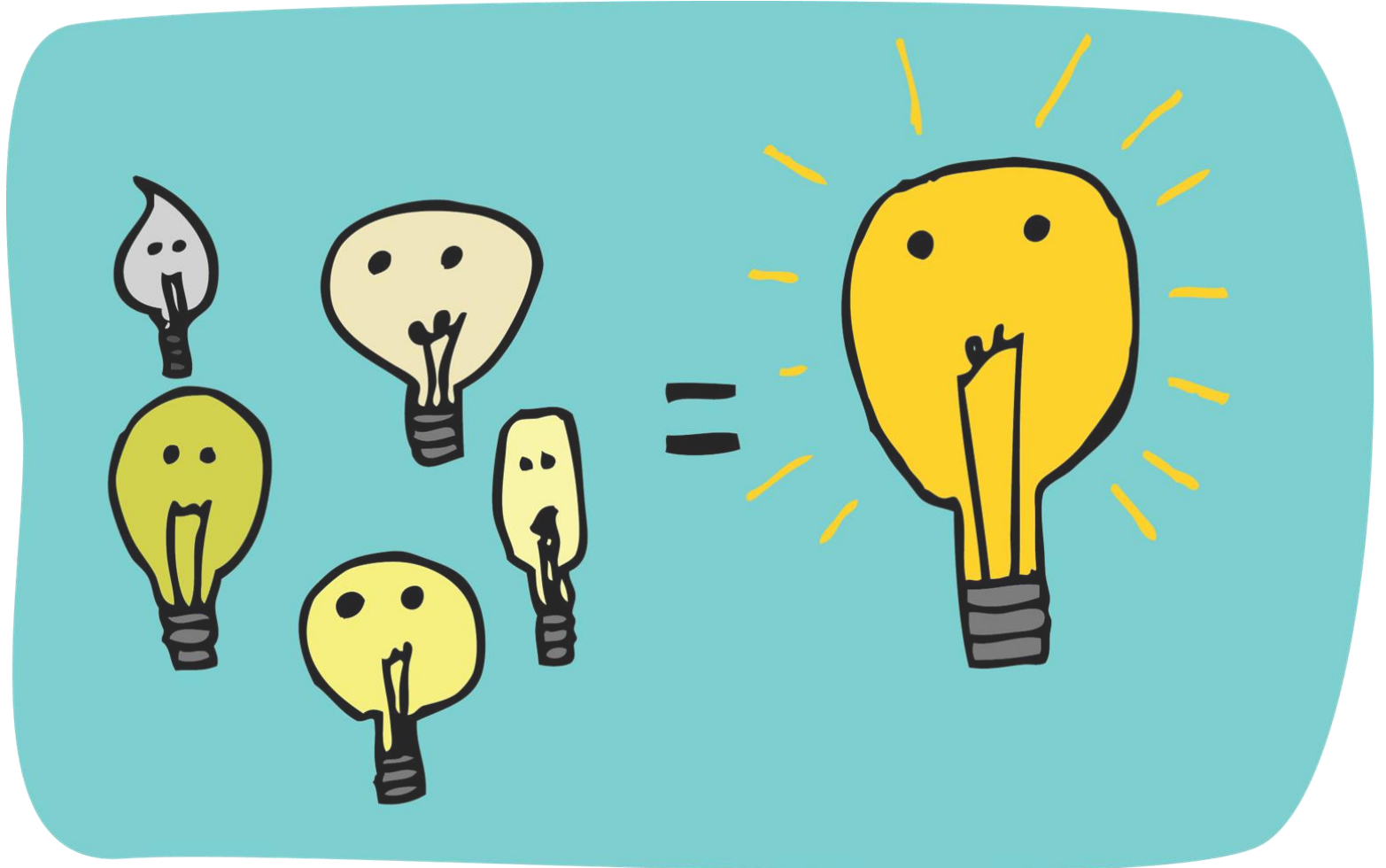
FAC Feedback: *Framework Considerations*

Review Draft
Boundary Process Guidance
Document

What Resonates?

What's Missing?

Other Input?



FAC Feedback

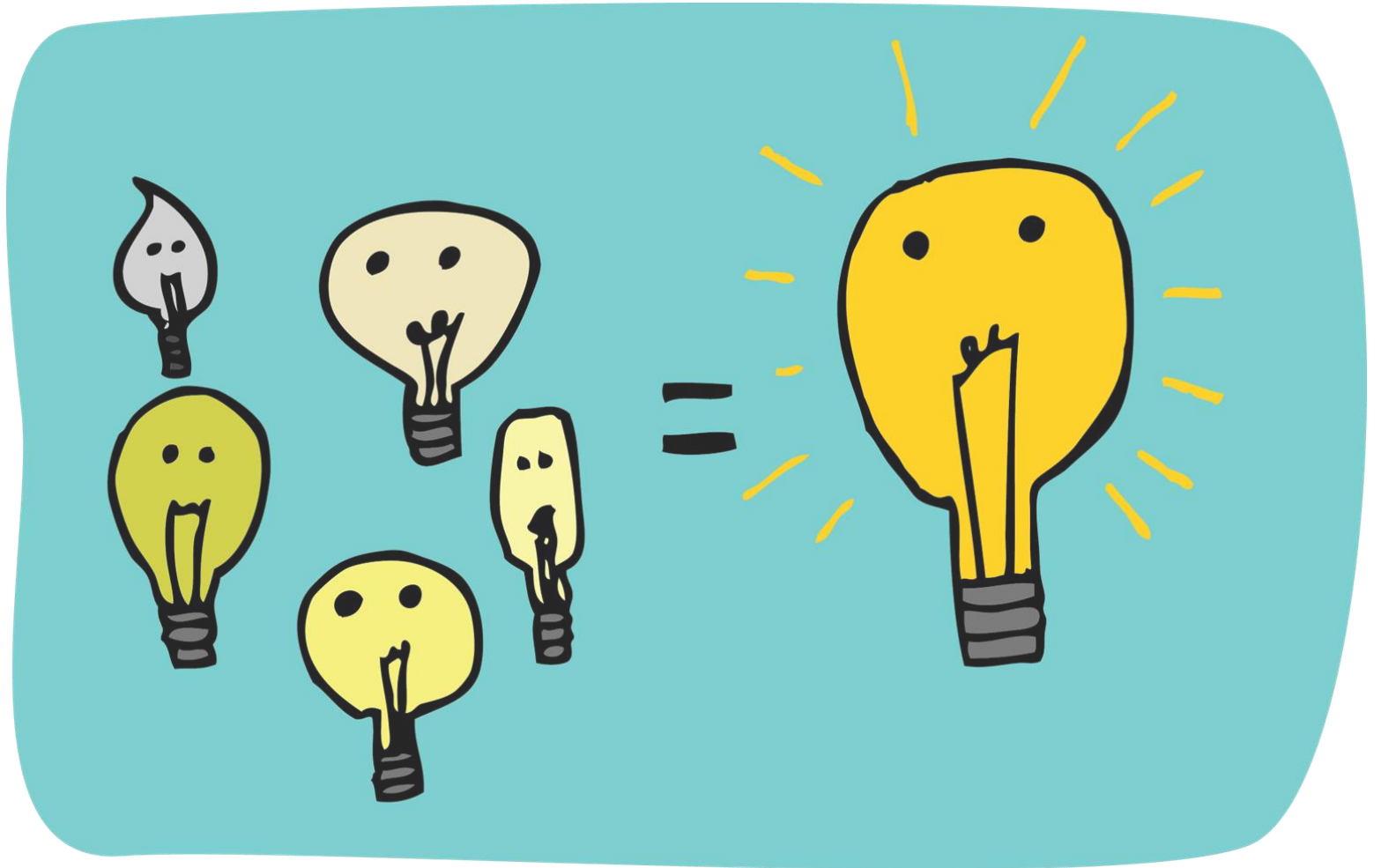
Boundary Process Guidance Document

What Resonates?

What's Missing?

Other Input?

FAC Feedback:
Additional Questions, Comments, Ideas?



(If needed) *Facilities Advisory Meeting:*
Wednesday , August 12, 2026 5:30-7:30 p.m.
Focus: Boundary Input Review

- + •
- Upcoming: Board Study Session
August 17, 2026
Boundary Process

