

Building schools with future bonds isn't an immediate solution. What can the district do in the next 3-4 years to alleviate crowding?

Options that could be used include:

- **Add more portables** — each one costs about \$150,000 to buy, set up, make ADA accessible and equip with desks and technology.
- **Change boundaries**
- **Bus students** elsewhere — to magnet programs or to space available. Based upon projections, EHS, for example, will have room for 209 students in 2022. CHS will be over capacity by 170, and JHS will have 645 students over capacity.
- **Double shift**
- **Extend the school year**, or go to year-round school, double shift
- Allow, deny, or encourage **variances**
- **Send students to other school districts** with space
- **Rent space**
- **Change programs** — such as elementary music, art or computer labs on wheels (this is already being done at some schools)



The reality is that some schools are over capacity now; more will be in the future. Such capacity issues will remain for 3-4 years.

A look at two schools today
An elementary and a high school



Woodside Elementary, built in 1981 for 560 students, **now has more than 800 students!**



Jackson High School, built in 1994 for 1,500 students*, **now has more than 2,100 students!**
(*Expanded in 2005 to 1,783 students)

What's next?

Nov. to Dec. District staff will continue to monitor enrollment, review data and tonight's comments to draft proposals

Jan. to March Community meetings and board discussions about proposals

March to May Capital Facilities Advisory Council works with public input to adjust proposals

June Board decision about solutions

Aug. and beyond Some adjustments and solutions to classroom shortage may go into place in fall 2015 and later

The fastest population growth is in the district's central and southern areas. The rate of growth is slower in the north. However, by 2022, there will be a shortage of more than 1,100 seats for students K-12.

By 2022, without other changes, 12 of the district's 17 elementary schools will be over capacity. Elementary students will be attending classes in 50 portables.

By 2022, without other changes, Henry M. Jackson High will have 26 portables; Cascade High will have seven.

Infrastructure matters
Woodside's cafeteria was built in 1981 for fewer students. Today, students eat lunch in six shifts, starting at 10:25 a.m. Because there is not enough space, some students eat lunch on the stage steps.
Woodside now has 10 portable classrooms and one portable bathroom.

Oct. 8, 2014
Study session &
Community Conversation



STUDENT ENROLLMENT GROWTH MANAGEMENT

Searching for solutions

Thank you for coming

The two parts of tonight's meeting

1. **School board study session** — (approximately one hour) Board members review enrollment and enrollment-related information and discuss with each other what they have reviewed.
Public comments are not a part of this portion of the meeting.
2. **Community conversation** — Board members sit at separate tables for one-on-one conversations with community members. Conversations can be on any topic of interest.
Depending upon the number wishing to speak with board members, the time limit for one-on-one conversations may be a maximum of five minutes.

Do you want to visit one-on-one with a board member? If you think you might, please be sure to take a number from the greeter at the front door. Depending upon how many people wish to visit with board members, we will guide you to those tables based upon the number you receive at the door.

If you have questions or suggestions, you can also leave them in writing. Inside this packet is a comment sheet you can leave at the doorway.

How to stay involved in the discussions

Student classroom space is an important discussion that will require time and many perspectives.

The conversations started tonight will continue through next

spring. They will involve the Capital Facilities Advisory Council, more school board discussions and public meetings.

You can stay in touch with the process by

subscribing to the *InTouch* email newsletter. Click on the logo at the bottom of the district website at www.everettsd.org.



School board members

- Pam LeSesne, President
- Carol Andrews, Vice President
- Ted Wenta, Legislative Rep.
- Caroline Mason
- Traci Mitchell



Enrollment projections — how do you come up with these? How do we know the numbers are correct?

The district incorporates data from many sources to calculate future enrollment. This includes data from Office of the Superintendent of Public Instruction (OSPI), past enrollment trends, real estate and construction information from cities and counties and calculations of Dr. Les Kendrick of Educational Data Solutions.

The district monitors and adjusts enrollment numbers at the start of the school year and again in preparation for the next year. Student enrollment fluctuates during the year and from day to day. Projections fluctuate also, based upon changing economic conditions and actual enrollment.

Who is Les Kendrick, and why do you use his company? Dr. Kendrick is a statistician who helps Pierce, King and Snohomish county school districts project enrollment. He factors in regional and local birth rates, economic factors, construction trends and historical data about student enrollment. He makes high, medium and low enrollment projections for us. We use the medium calculations to calculate future classroom needs.

Why doesn't the district just use OSPI data? OSPI data does not factor local information into its calculation. For example, OSPI does not look at local birth rates, population changes, economics or development trends. OSPI data is not broken down by school and grade level. To pinpoint enrollment in regions and grade levels, we must have more details and information tied to our local situations, including school by school projections.

Did you plan for enrollment growth?

Calculating enrollment into the future is a routine procedure and part of the district's long-range planning process. More than five years ago, the district bought land on 180th for future schools as part of our planning. A new elementary was part of the 2014 bond proposals— both of which included a new elementary and other school expansions. Voters gave more than 58% approval to the bonds. Construction bonds require 60% approval, so these did not pass.



The district seeks voter approval for construction bond issues as part of its long-range planning for schools. The last bond was approved in 2006 and helped build Forest View Elementary. Voters also approved bonds in 1996 and 2002.

How do you decide about changing boundaries? When would that happen? Who would decide?

In 2006 and 2007, the district changed elementary and middle school boundaries – and did so with the help of a parent, staff and community committee.

Previous boundary decisions carefully considered the negative and positive impacts of any changes, who would be affected, the best long-term solutions, alternatives to boundary changes and as much as possible, keeping students in their neighborhood schools — especially elementary students.

The timing for any possible future boundary changes depends upon solutions decided upon during this student enrollment growth management process. Some smaller-area changes might be possible for 2015 or later. If school construction is approved by voters in the future, and if that construction includes new schools, boundary changes would be needed to open the new schools. Boundary decisions are made as far in advance as possible, so families have time to prepare.

What's the difference between Head Count (HC) and Full Time Equivalent (FTE)?

Head Count is used to calculate school space needs. The state uses Full Time Equivalent to calculate school funding. A student who is in a public school for a full day is one FTE. If the student attends part of a day, the student is a partial FTE. Each student is an HC who requires space, books, teachers and educational programs.

A student who takes some high school classes at a community college (as part of the Running Start program) and some classes at a district high school is a part-time student. If two such students each attend the high school half of a day, the two students count as one FTE, but as two HC. A half-day kindergarten student is a .5 FTE and one HC.

Head Count is a larger number than FTE count because HC acknowledges that even part-time students require space, books, teachers and educational programs for their part-time attendance.

Do you limit the number of students who can transfer in?

Yes. Each year the district limits new out-of-district student variances to our schools that are too full to accept out-of-district students. In some cases, variances for out-of-district students are granted because those students began at that school at a young age and want to continue until finished with that school. Variances within the district (when district students request to attend another district school), are also granted on a space- and program-available basis. In many cases, for the sake of continuity, students who variance in at an early grade level are allowed to continue at that school until they exit.

Henry M. Jackson High School was built for how many students?

1,500. The school was expanded in 2005 for 1,783 students. Today there are more than 2,100 students attending. Eleven portable classrooms are on site. If no more additional high school space or other enrollment solutions are found, JHS will need 28 portable classrooms by 2022 to handle the 2,383 students projected to be attending there in 2022.

In 1993, the *Seattle Times* wrote about JHS and Gateway Middle School. The 21-year-old article has been circulated, misinterpreted and used to falsely claim that JHS was originally built for more than 1,500 students.

Thank you, **Nothing Bundt Cakes in Mill Creek** for tonight's tasty treats.

How does this year's enrollment compare to last year?

Today, the district has more than 400 students over the number enrolled at this time in 2013.

Most of those 400+ students are elementary school students.

Elementary schools are usually built for approximately 560 students.

Today's enrollment of more students this year — and the majority of them being at elementary school — is consistent with the district's prior planning and projections about the need for an elementary school in the southern portion of the district.

The 2014 bond proposal also included funding for additional classroom space for high school students and expansions and improvements of elementary schools across the district, including North Middle School in the northern portion of the district.