



STUDENT HOUSING PROPOSALS

A REPORT FROM THE AD HOC CITIZEN
COMMITTEE ON STUDENT HOUSING



NOVEMBER 8, 2011

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INTRODUCTION

TAHOMA'S CONTINUING ENROLLMENT GROWTH STRAINS FACILITIES

Tahoma School District enrollment has more than doubled in the past 25 years and, despite two construction bond measures in 1988 and 1997, the district remains overcrowded. An additional 1,000 students or more are expected to arrive by 2020. The most recent successful construction bond measure, in 1997, met its projected goal by providing adequate classroom space through 2005.

Facilities built since 1985 with a combination of local bond funding and state construction matching money now represent half or more of the school district's permanent student seats. The 1988 bond paid for construction of Rock Creek and Glacier Park elementary schools, the district's central kitchen and the Central Services Center. The 1997 bond built Tahoma Junior High and paid for a major expansion and modernization of Tahoma High School. It also paid for a complete modernization of Shadow Lake Elementary School and Tahoma Middle School, along with a new gym and two science rooms at Cedar River Middle School.

Despite what was built or improved as a result of those two bond measures, school district facilities cannot keep up with enrollment growth. The district has efficiently used existing spaces, including more than 80 portable classrooms, to house students but its schools are at or near capacity. As two citizen committees have confirmed, it is clear that more permanent classrooms and support facilities are needed.

School	Designed capacity, 100% utilization*	Designed capacity, 85% utilization**	Tahoma max capacity***	2011-12 enrollment
LWES	852	852	1008	956
GPES	708	708	900	843
RCES	708	708	924	918
SLES	504	504	576	538
CRMS	618	525	680	538
TMS	735	629	687	609
TJH	1155	981	1288	1205
THS	1467	1247	1840	1632

**These numbers are based upon 24 students in every K-5 classroom and 29 students in every 6-12 classroom every period of the day in all classrooms.*

***These numbers are based upon 24 students in every K-5 classroom every period of the day. These numbers are based on 29 students in every 6-12 classroom with teachers using their homerooms for planning. This reduces the utilization to 85%; that is the norm for secondary schools.*

****These are the maximum numbers that the district has identified to be placed in a building. They are achieved by placing portables on a campus, converting other spaces for classroom use, assigning a percentage of teachers as "roaming" so that they can use classrooms during another teacher's planning time. All of these measures reflect overcrowding at buildings. This overcrowding causes issues with common spaces, such as hallways, PE spaces, bathrooms and instructional spaces to support the regular education programs.*

Maximum capacity: As the third footnote in the preceding chart illustrates, Tahoma schools are at or beyond their design limits for student enrollment. What that means is over-reliance on portable classrooms, using spaces for classrooms that are not designed for that purpose and placing more stress on "common" spaces, such as hallways, lavatories, lunchrooms, gymnasiums and libraries.

The chart below offers a comparison of average square footage per student in King County school districts. Tahoma ranks last in this comparison:

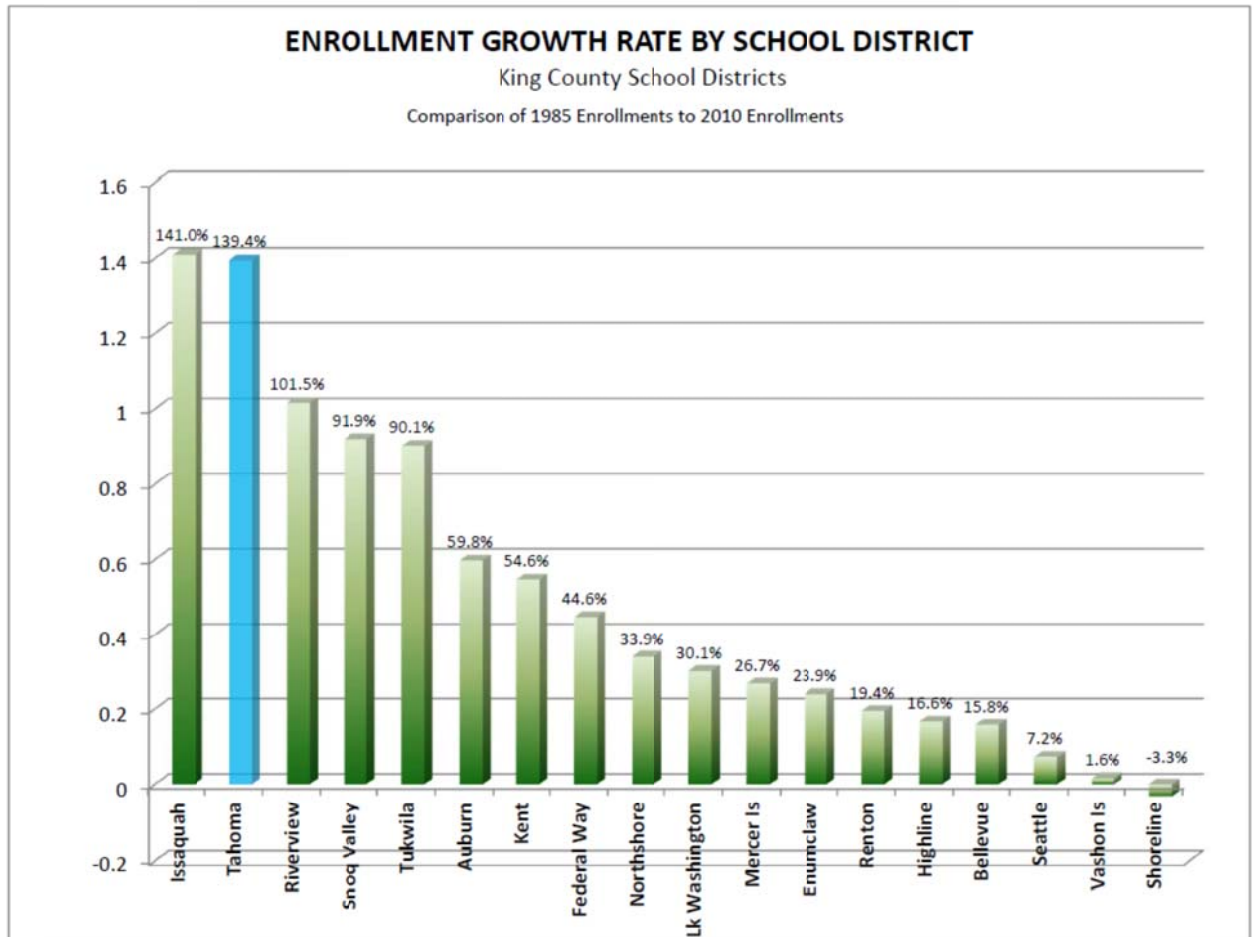
Comparison of King County School Districts

King Co. SD	Student Head Count	total SF	SF/student	
Auburn	14,344	1,695,317	118.19	
Bellevue	18,009	2,910,960	161.64	
Enumclaw	4,472	618,743	138.36	
Federal Way	21,726	2,609,734	120.12	
Highline	18,088	2,850,337	157.58	153.94 w/o Vo Tech
Issaquah	16,881	1,977,255	117.13	
Kent	26,632	3,357,654	126.08	
Lake Wash	24,590	3,593,062	146.12	133.71 w/o Vo Tech
Mercer Island	4,127	716,650	173.65	
Northshore	19,357	2,426,772	125.37	
Renton	14,233	2,545,557	178.85	156.09 w/o Vo Tech
Riverview	3,152	365,081	115.83	
Seattle	46,810	9,260,918	197.84	
Shoreline	8,808	1,541,673	175.03	
Skykomish	49	39,433	804.76	
Snoqualmie Valley	6,019	734,305	122.00	
Tahoma	7,394	716,700	96.93	
Tukwila	2,907	376,060	129.36	
Vashon Island	1,513	264,712	174.96	

Why are Tahoma schools so full?

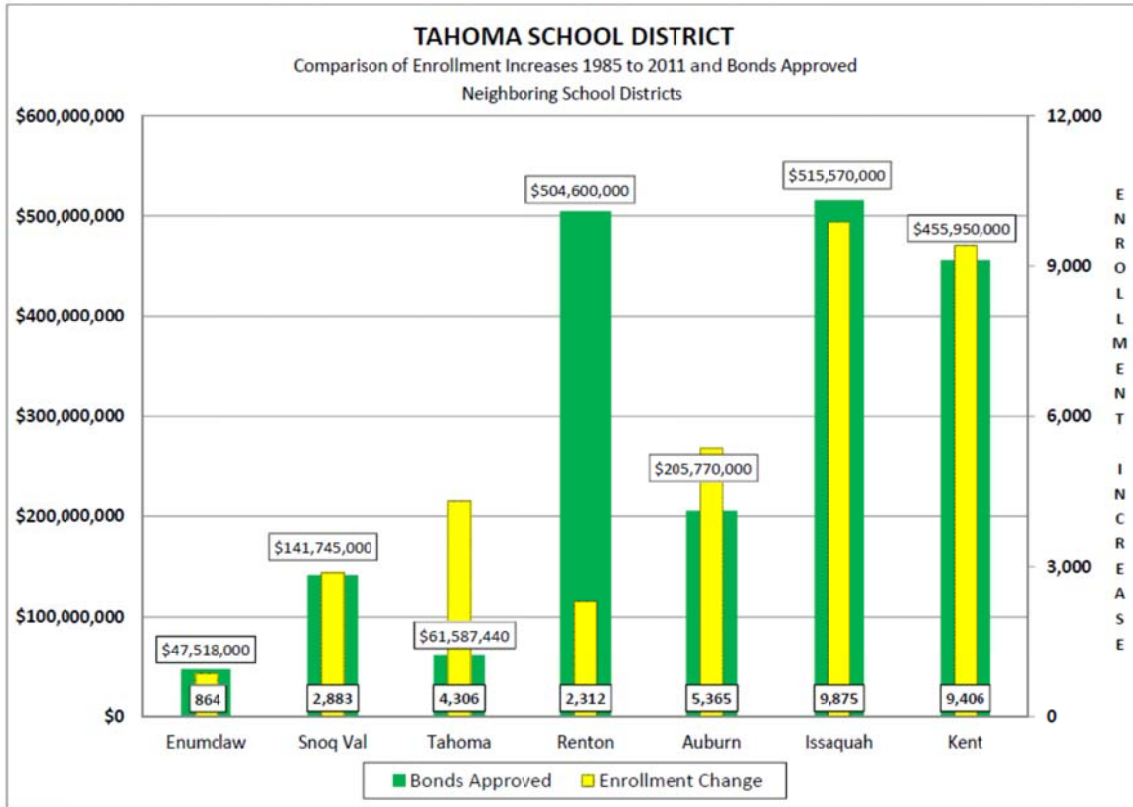
Maple Valley has become a popular community, especially for young families. Affordable housing, attractive neighborhoods, low crime, proximity to recreation and “big city” amenities, and the school district’s growing reputation for excellence are strong incentives to families. A national magazine, Family Circle, selected Maple Valley as one of its 10 best cities or towns for families in 2011.

The graph below indicates enrollment growth by King County school districts since 1985. Only Issaquah grew faster than Tahoma, gaining 141 percent to Tahoma’s 139 percent in those years.



One of the tools used by the school district to accommodate this rate of growth was to house students in portable classrooms until permanent facilities could be built. Yet, even with facilities that were constructed with funds provided by the 1988 and 1997 bond measures, Tahoma still must rely on portables to house about 25 percent of its students. More than half of the portables currently in use are well beyond their designed lifespan and are in poor condition.

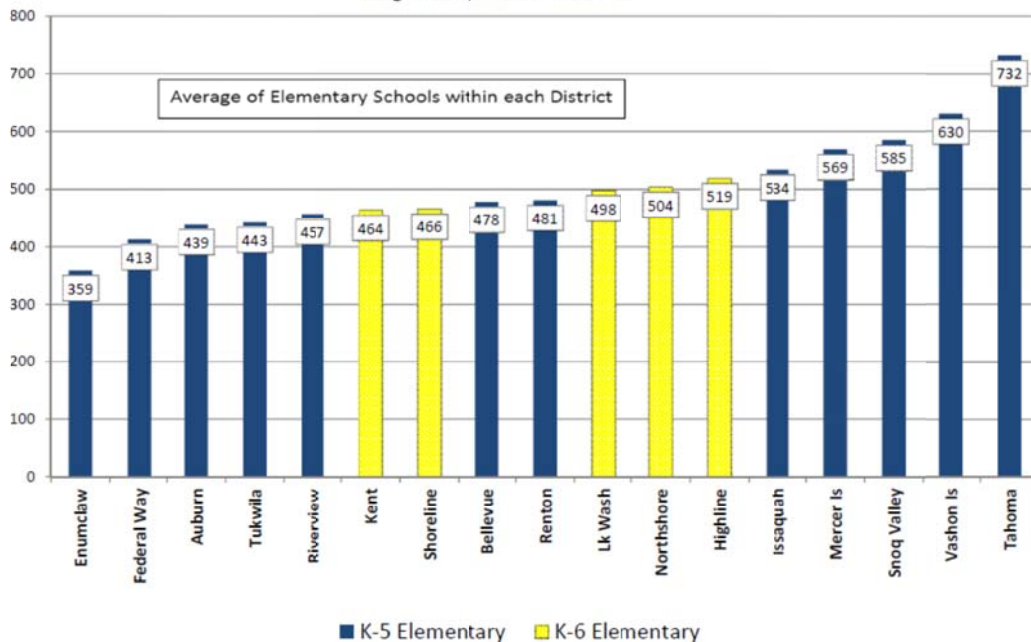
As enrollment went up from 1985-2011, funding for facilities in Tahoma did not rise at the same rate as in surrounding districts. The next chart (page 5) shows nearby districts and compares bond measures passed to enrollment growth. It is clear that Tahoma has had fewer bond dollars available to address rising enrollment than in surrounding districts.

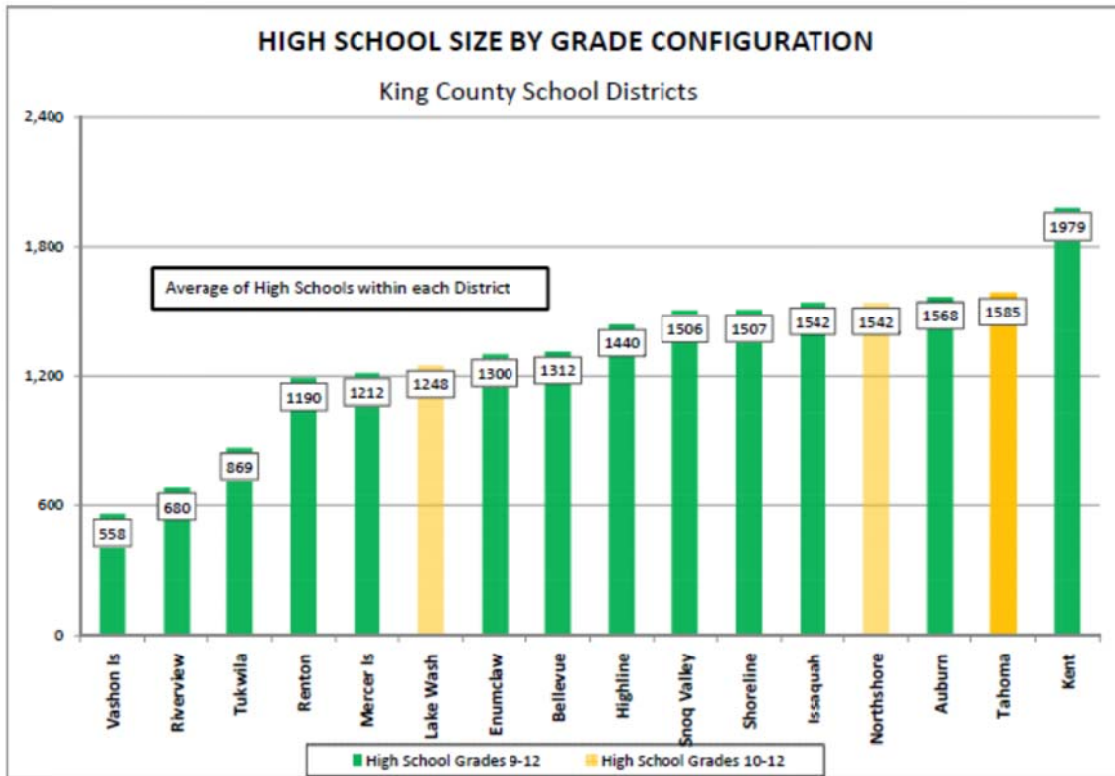
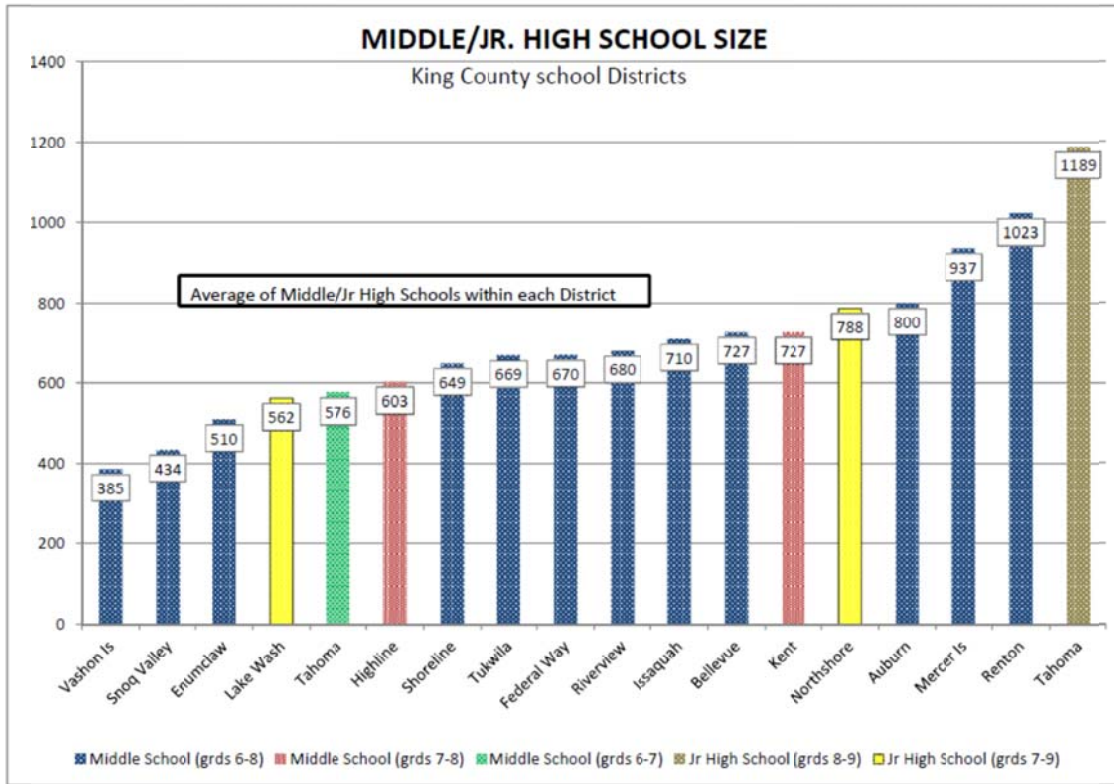


Recognizing that obtaining local bond funding is difficult at best, Tahoma has intentionally built large schools that are designed to be cost effective by reducing administrative and support staff costs. Even by Tahoma standards, the district's schools are very large as a result of enrollment growth. The next three charts show Tahoma with the largest schools at each grade band.

ELEMENTARY SCHOOL SIZE

King County School Districts



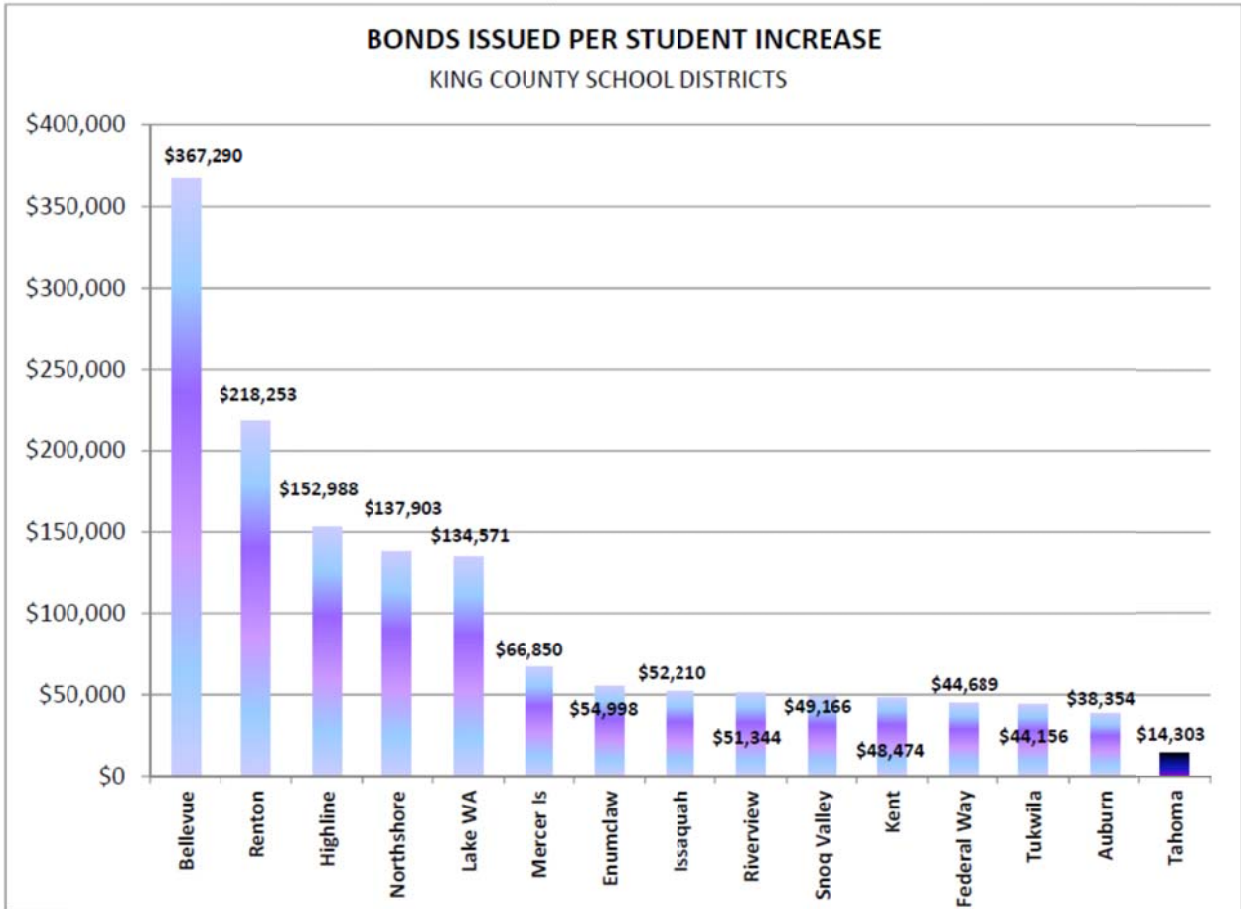


Community rejects bond measure

A committee of parents, community members and school district staff began meeting in January 2008 to examine immediate and long-term school facility needs. That group, called the Tahoma Community Relations Committee, eventually presented recommendations to the school board that led to a bond measure proposal for \$125 million to add classrooms and support spaces at Tahoma High School, Tahoma Junior High and Cedar River Middle School, build a fifth elementary school and make major maintenance repairs and upgrades throughout the district. In addition, it would have added facilities that were omitted from the 1997 bond measure, which was reduced in an effort to win approval of a “bare bones” measure in the wake of a bond measure that was defeated in 1994. The 2011 bond would have built a performance auditorium at Tahoma High School (which has none) and improved athletic fields, which are heavily used and in need of upgrades.

The \$125 million bond measure was placed on the April 26, 2011 election ballot but failed to win the required 60 percent voter approval, garnering 52.58 percent in favor and 47.42 percent against. Tahoma’s bond measure was among 15 that were proposed across the state in 2011. None were approved.

Tahoma voters have rejected the last three construction bond measures proposed by the school district, including measures in 2001 and 2004 that would have added the high school auditorium and improved athletic fields. The following chart illustrates how Tahoma lags behind other King County school districts in capital facilities funding, on a per-student average:



Source: Puget Sound ESD Election Records and OSPI Enrollment data

Citizen committee studies student housing options

Following the bond defeat, a citizen ad hoc committee was convened in June 2011 to examine short- and long-term solutions to rising enrollment. The school district placed announcements in local newspapers, the district Web page and the district Facebook page to find committee volunteers. Twenty people were selected in a random name draw. The committee included people who have children in the school district and two whose children have graduated from the district. The committee set a twice-monthly meeting schedule that aimed to complete its work and make recommendations to the Tahoma School Board in October 2011. District staff members, including school principals and representatives of the Tahoma Education Association and Public School Employees union, also attended meetings to serve as resources to the committee. One committee member encountered scheduling conflicts and resigned, leaving 19 members.

The process: The committee met for the first time on June 15 and received background information about the district's enrollment status, projected increases and when individual schools would reach their enrollment capacity. The committee also received a review of the unsuccessful bond measure. At its next meeting, June 29, the committee heard a report from Tahoma Junior High Principal Rob Morrow, who presented research he has conducted on year-round multi-track scheduling and double-shift scheduling, which could be put into place to accommodate growing enrollment without adding classrooms. The committee then spent time discussing reasons why they think the bond measure did not succeed.

Beginning with the July 6 meeting, the committee began working on short-term student housing solutions. The committee was told it had wide latitude in looking at potential solutions. The focus is on finding solutions to school overcrowding that can be put in place soon and do not rely on bond funding. Discussion of long-term solutions by the committee would occur at subsequent meetings.

Short-term ideas

Over the course of the next five meetings, the committee put forth numerous ideas to deal with short-term student housing (the committee also spent time on long-term solutions during those meetings). Though it was aware of the year-round multi-track and double-shift scheduling models, the committee did not discuss them until looking at other ideas and proposals. Among the short-term solutions discussed by the committee were:

- using computer labs and music rooms as general education classrooms;
- eliminate all-day kindergarten (which would allow two classes to use a room each day for half-day kindergarten);
- using the Central Services Center as a kindergarten center or to house classes in the Board Room and Teaching and Learning Library;
- leasing space in commercial buildings or churches for classes; leasing unused classrooms in the Kent School District;
- shifting some of the junior high students back into middle schools, where more space is available if middle schools change their class schedules to a six-period day instead of the current team model;
- encourage more use of online learning;

- use gymnasiums as regular classrooms and waive PE classes;
- encourage early graduation and more use of Running Start (college) classes at local community colleges.

Though some of the ideas were not realistic, due to cost, availability or practicality, all that were given consideration by the committee are listed here. Among those that do not appear to be practical are: converting Central Services for classrooms use; leasing commercial property; leasing classrooms from Kent School District; increased use of online learning, early graduation or Running Start. The committee did not prioritize or recommend a specific option. However, the committee’s consensus is that year-round multi-track and double-shifting are its least favored choices. The following recommendations are made without a review of program changes or impacts:

Recommendation One

- Create additional capacity (141 to new total of 3,601) at elementary schools by converting computer labs and music rooms to home rooms and eliminating all day kindergarten. (Red color indicates impact of change, keeping enrollment below max; yellow is beyond maximum enrollment)

K-5	3385	3427	3437	3549	3599	3644	3695	3761	3883
6-7	1238	1237	1256	1225	1233	1313	1337	1381	1423
8-9	1222	1271	1318	1330	1362	1328	1337	1436	1487
10-12	1789	1750	1745	1739	1790	1838	1883	1864	1947
TOTAL	7634	7685	7755	7842	7984	8123	8251	8442	8741

Recommendation Two

- Use Central Service Center for classrooms and house the district functions in rental spaces in the community.

Staff comment: The cost of rental space in the community is currently about \$23 per square foot, plus remodeling costs. Renting additional space would be paid for out of the general fund. The estimated cost to convert Central Services to classrooms is about \$4 million.

Recommendation Three

- Identify a program offering that keeps 120 junior high students at one or both middle schools. This pushes the need for space at the junior high forward without creating significant capacity issues at the middle schools in the short term.

Staff comment: This would require a model change to a six-period day with traveling teachers. It doesn’t solve crowding at the elementary and high school level. It absorbs enrollment increases only until the 2014 school year. (Red color indicates years when enrollment is below max; blue is when a schedule change must happen at middle school; yellow is beyond maximum enrollment.

K-5	3385	3427	3437	3549	3599	3644	3695	3761	3883
6-7	1238	1237	1256	1225	1233	1313	1337	1381	1423
8-9	1222	1271	1318	1330	1362	1328	1337	1436	1487
10-12	1789	1750	1745	1739	1790	1838	1883	1864	1947
TOTAL	7634	7685	7755	7842	7984	8123	8251	8442	8741

Recommendation Four

- Move 120 students from the junior high to Central Services Center.

Staff comment: Inadequate space at CSC to house students; lost class time transporting students; scheduling complications for student that could affect elective choices.

Recommendation Five

- Move 30-95 from the junior high to the high school. Chart below is based on moving 95. (Red indicates years when recommendation would keep enrollment below max; blue is when high school programs would change; yellow is beyond enrollment max.)

K-5	3385	3427	3437	3549	3599	3644	3695	3761	3883
6-7	1238	1237	1256	1225	1233	1313	1337	1381	1423
8-9	1222	1271	1318	1330	1362	1328	1337	1436	1487
10-12	1789	1750	1745	1739	1790	1838	1883	1864	1947
TOTAL	7634	7685	7755	7842	7984	8123	8251	8442	8741

Recommendation Six

- Create high school space by encouraging early graduation, online learning, and enrollment in Running Start.

Staff comment: The recommendation has the potential to free additional seats, but it does not provide assurance that projections can be met from year-to-year.

Recommendation Seven

- Use Russell Ridge Center portables to house junior high students.

Staff comment: This could effectively end the Russell Ridge program by having to move classes to evenings. Facilities are limited and might not be adequate for junior high programs.

Recommendation Eight

- Implement a year-round, multi-track model in the year that enrollment exceeds to established building capacity. (Red is when new models would go into effect).

K-5	3385	3427	3437	3549	3599	3644	3695	3761	3883
6-7	1238	1237	1256	1225	1233	1313	1337	1381	1423
8-9	1222	1271	1318	1330	1362	1328	1337	1436	1487
10-12	1789	1750	1745	1739	1790	1838	1883	1864	1947
TOTAL	7634	7685	7755	7842	7984	8123	8251	8442	8741

Proposed long-term solutions

This was the direction that many committee members were eager to pursue right from the start. Discussion about long-term solutions to overcrowding produced many ideas, ranging from re-run the April 2011 bond measure as presented to moving grade levels among schools and establishing a second high school. Each of the long-term solutions would require bond and/or capital project levy funding to accomplish, except for implementation of year-round multi-track and double-shifting. The committee received research assistance from DLR Group architects, the firm that worked with the school district to design the April 2011 bond measure. DLR Group answered questions from the committee about construction costs and the feasibility of proposals that came from committee members.

The committee was divided into sub-groups to work on long-range ideas, which fell into these categories:

- Resubmit the April 2011 bond measure;
- take a new approach;
- design multiple elections to obtain necessary funding;
- scale-back the April 2011 bond measure and resubmit;
- revise the bond, using three possible scenarios to attempt solving the overcrowding problem at less expense to taxpayers.

In addition to assistance from DLR Group, the committee also received updated information about enrollment projections from demographers Keith Bigelow and John Fotheringham, who contract with the school district to provide annual enrollment projections and related demographic information.

Attached is the committee's work to date on long-range solutions, broken out according to each sub-group's proposal:

Resubmit the April 2011 bond measure

Proposed solutions:

1. Re-run the April 2011 bond measure. If the bond passes, problem solved.
2. If the bond does not pass, go to year-round multi-track, double-shifting.

This provides a capacity solution for the next five years. Program is sustained for the most part, though schedules for teachers and families are not. We utilize our current space without having to build. Families will be able to stay at their schools; no summer slide.

The other options are still expensive and do not address the current housing needs of our students. This option takes us into the future, past peak enrollment, and allows us to use new figures from increased business and home sales to possibly run levies instead of bonds.

Estimated cost: \$125 million for the bond; unknown what costs will be to operate year-round and double-shift but there will be additional costs.

How does this recommendation have a better chance of success than the April 2011 bond measure? If the bond does not pass, the people will know the option. Data points – the square footage per student in comparison to other districts; dollars spent by taxpayers on the square footage. We are not likely to lose staff members if the year-round double shift lasts only a year or two.

New approach

Proposed solutions: Create five K-5 schools (LW, RC, SL, GP and TMS); two grade 6-8 schools (CRMS, TJH); one 9-12 high school (THS).

Two-thirds of voters aren't connected to schools. Reducing bond amount is a way to reach voters who are not connected to schools. Have to demonstrate to them that a new proposal would cost significantly less and that there will be consequences to all property owners if capacity is not added. Could be accomplished by timing new bond to kick in when old bonds pay off.

Estimated cost: \$98 million. (This is for construction only, not design and warm-safe-dry projects).

How does this recommendation have a better chance of success than the April 2011 bond measure? Mental model of reduction of cost to bond and yet we are creating a fifth elementary (in Hobart) without building a new school. More bang for your buck. We are more aligned with other schools in the area. Disperse the elementary students in Hobart as well as all over district. Keep year-round multi-track and double-shifting as the options available if a bond doesn't pass. Voters need to know this is a consequence unless bond passes. This should not be done in a threatening way; it is the result of not passing a bond to create more classrooms. Be clear that year-round multi-track and double-shifting would go into effect as needed.

Multiple elections

Proposed solutions: Get the same result as the April 2011 bond by running multiple bonds and levies.

- Spring 2012: \$12 million levy for warm, safe and dry. Add 3 classrooms at TJH. If it fails, re-run in November.
- Spring 2013: \$90 million bond, all high priority projects.
- Spring 2014: Technology and Operations replacement levies.
- Spring 2016: \$23 million 6-year levy for low and medium priorities (arts and athletes).

The 2012 levy will increase capacity at TJH, the first problem area. The 2013 bond will add more space for the elementary and THS before we hit capacity there.

How does this recommendation have a better chance of success than the April 2011 bond measure? It doesn't have the 3-digit (\$125 million) bond price. Levies need fewer votes to pass; commercial tax base will have grown. Continued marketing will bring in the vote.

Scaled-back bond

Proposed solutions: Reduce elements of the April 2011 bond measure. Retain the same warm-safe-dry elements as April bond. Increase classroom space as proposed in April bond measure. Rebuild LWES, build new 5th elementary school.

Cost: Reduce bond amount by about \$15 million through cutting sustainability measures (based on their return on investment), maintenance (based on need), reducing costs for elementary school construction remodeling.

Reducing bond costs

	Per Bond w/o soft costs	Per Group w/o soft costs	Difference
THS**	17,606,000.00	12,548,000.00	5,058,000.00
TJH**	6,607,900.00	6,111,400.00	496,500.00
TMS**	2,233,000.00	1,028,500.00	1,204,500.00
CRMS	6,856,000.00	5,632,000.00	1,224,000.00
GPES	1,232,000.00	1,137,500.00	94,500.00
RCES	1,875,000.00	1,095,500.00	779,500.00
SLES	291,000.00	92,500.00	198,500.00
LWES****	23,350,800.00	23,350,800.00	0.00
NEW Elementary****	24,265,800.00	24,265,800.00	0.00
Fields HS*	2,727,900.00	0.00	2,727,900.00
New Transitions***	2,049,000.00	0.00	2,049,000.00
Russel Ridge***	775,000.00	0.00	775,000.00
Data Ctr/Central Svcs	1,193,000.00	1,193,000.00	0.00
	91,062,400.00	76,455,000.00	14,607,400.00

*Run separate sports/fields levy by themselves or with auditorium if want larger one.

**Did not get thru a complete analysis of these schools.

***Keep new transitions & russel ridge at current location/in used portables until later

****Didn't get to look thru these but agree that LWES should be a new school not fixed and based on projections need another school(might be able to be pushed off a little now?)

Bond revisions

Proposed solutions:

Option 1 – New Big Elementary, K-6 in Elementary, Middle School 7 & 8 utilizing CR & Tahoma, high school 9-12 with TJH second high school. Cost: \$74 million.

There were several pros to this listed below but there were also concerns about losing the advance programming at the high school that is available in larger schools. There were also **big concerns** about re-configuring grade levels is a second variable that would create more risk of a bond or levy passing as those who might agree to spend the \$, may disagree with the changes in school/grade assignments.

- The logistics of 9th graders not being at the high school makes it very difficult with sports.
- They are seeing a lot of kids dropping out of sports or who don't have the opportunity to play because the pool of kids is so great that if you don't specialize in a sport (e.g. play year round) or aren't a superstar, you don't have much opportunity to play/participate. By having two schools, this doubles the number of kids that have the opportunity to play in sports. If the kids aren't in sports, what are they going to do with their time?

- The high school is already overcrowded. As we continue to grow, keeping one high school will only make this problem worse. We will have to have a second high school someday. Many districts have multiple high schools.
- Adding a second high school enables the opportunity to eliminate some aging portables at THS. (cost saving as reduces need for replacement units because some could be eliminated & improves the quality of school due to less crowding)
- Moving the 9th graders in gives them access to advanced programming on site (advance math, etc.)
- Feedback from 9th grader kids they know is they don't like being away from the high school. Also, their experience is that it is hard for the 9th graders to do the true college prep because they aren't at the high school.
- Loss of AAAA is minor and well worth it if it allows double the # of kids to participate in sports
- High schools would be geographically split – huge cut down in drive times. Kids closer to schools.
- Three school system means less change for kids.
- 6th grade a good fit to stay in elementary (based on child maturity/physical/emotional)

Option 2 - New Big Elementary, K-6 in Elementary, Middle School 7, 8 & 9 utilizing TJH along with existing CR & Tahoma. High school Status Quo. Cost: \$94 million.

- Same concerns as #1 with reconfiguring grade levels creating “no” votes in a bond or levy.
- Pretty good model but there were concerns over TJH being the “superior” middle school (unfair to kids that go to CR or Tahoma). Also, created too much capacity at the middle school level since TJH is so big.
- Problem is it requires investments at THS (aging portables, HS goes over capacity in status quo) and doesn't address general site crowding.
- Three school system means less change for kids.
- 6th grade a good fit to stay in elementary (based on child maturity/physical/emotional)
- Allows high school to remain AAAA

Option 3 - Shift Elementary to K-4 (no new elementary), Middle School 6, 7 & 8 with new or expanded TJH “ Super JR High”, High school status quo. Cost: \$87 million.

- Same concerns as #1 with reconfiguring grade levels creating “no” votes in a bond or levy.
- Sounded good in discussion but my model shows the capacity this configuration would need results in basically a second middle school next door to TJH; concerned over logistics of 100% kids going to the same location. Also break out of K-4 & 5 & 6 seems unnatural.
- Problem is it requires investments at THS (aging portables, HS goes over capacity in status quo) and doesn't address general site crowding.
- Allows high school to remain AAAA

Long-term solutions summary: The committee examined the issues from multiple angles, as the recommendations illustrate. In the end, a bond measure or measures and perhaps a capital levy are essential to each of the proposed solutions.

New information: Enrollment changing

The committee based its work on enrollment projections that were made in October 2010, which indicated that Tahoma Junior High would achieve its maximum enrollment in 2014, with other schools reaching their enrollment limit in succeeding years. The most recent enrollment projection was presented to the committee at its final meeting on Oct. 26. The new forecast indicates enrollment will grow at a slower rate; the junior high now is expected to reach its maximum enrollment in 2019; elementary school enrollment is expected to reach its maximum in 2017. It should be kept in mind that Tahoma schools are already crowded beyond their design capacity and “maximum enrollment” is the absolute limit for a school.

Prepared:
22-Oct-11

TAHOMA SCHOOL DISTRICT

FORECAST OF ENROLLMENT WITH THE INCLUSION OF SUMMIT PIT DEVELOPMENT

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
K	502	516	504	508	515	526	543	558	571	581
1	539	547	562	548	558	570	588	604	616	627
2	561	549	557	572	563	578	597	613	625	636
3	540	578	565	574	594	590	612	629	642	652
4	591	543	581	568	582	608	611	630	644	655
5	568	602	553	592	584	603	637	637	654	665
Subtl	3,301	3,334	3,321	3,362	3,396	3,474	3,589	3,671	3,752	3,817
6	590	573	608	558	602	599	626	658	654	669
7	611	596	578	614	569	619	624	648	676	671
Subtl	1,201	1,169	1,186	1,172	1,171	1,218	1,250	1,306	1,331	1,340
8	587	625	610	592	634	592	652	653	675	701
9	589	597	635	620	607	655	621	678	676	695
Subtl	1,177	1,222	1,245	1,211	1,240	1,247	1,273	1,332	1,351	1,397
10	622	568	575	612	603	595	650	615	668	664
11	553	593	542	548	589	585	586	636	600	649
12	528	519	556	508	519	562	566	565	610	575
Subtl	1,703	1,680	1,673	1,669	1,711	1,743	1,802	1,816	1,878	1,887
Totals	7,382	7,405	7,425	7,414	7,519	7,682	7,913	8,124	8,312	8,440
Change	53	23	20	-12	105	163	232	210	188	128
% Change	0.72%	0.31%	0.28%	-0.15%	1.42%	2.16%	3.02%	2.66%	2.32%	1.54%

The adjusted enrollment projections are based on a five-year delay in development of the Summit Pit property as well as economic factors, including the prolonged recession, that are contributing to reduced growth. The demographers discovered that Maple Valley has one of the highest home foreclosure rates in King County, which indicates that enrollment is being affected as families are forced to leave the community.

The chart below uses the latest demographic information, including the five-year development delay at Summit Pit, to estimate enrollment and project when Tahoma schools will reach maximum capacity (indicated in green) as identified on page 2. The second chart uses 2010 data and was the information available to the ad hoc committee during its work. The yellow bands indicate when maximum enrollment is reached and surpassed.

ENROLLMENT PROJECTIONS : October 2011

(Anticipated Delay of Minimum Five Years For Start of Summit Pit Construction and Uncertain Balance of Commerical & Residential)

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
K-5	3301	3334	3321	3362	3396	3474	3589	3671	3752	3817
6th-7th	1201	1169	1186	1172	1171	1218	1250	1306	1331	1340
8th-9th	1177	1222	1245	1211	1240	1247	1273	1332	1351	1397
10th-12th	1703	1680	1673	1669	1711	1743	1802	1816	1878	1887
K-12th	7382	7405	7425	7414	7518	7682	7914	8125	8312	8441

31 23 20 -12 105 163 232 210 188 128

BUILDING CAPACITIES: (Includes Russell Ridge Center)

Elementary	3460
Middle School	1391
Junior High	1310
High School	1854

ENROLLMENT PROJECTION WITH THREE YEAR DELAY

Without Summit Pit Enrollment Projections

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
K-5	3304	3348	3385	3427	3437	3549	3599	3644	3678	3700	3735
6th-7th	1134	1189	1238	1237	1256	1225	1233	1313	1331	1359	1369
8th-9th	1248	1266	1222	1271	1318	1330	1362	1328	1331	1414	1431
10th-12th	1708	1700	1789	1750	1745	1739	1790	1838	1874	1832	1868
K-12th	7394	7503	7634	7685	7755	7842	7984	8123	8213	8305	8404

With Three Year Delay in Summit Pit

K-5									17	61	148
6th-7th									6	22	54
8th-9th									6	22	56
10th-12th									9	32	79
K-12th									38	137	337

K-5	3304	3348	3385	3427	3437	3549	3599	3644	3695	3761	3883
6th-7th	1134	1189	1238	1237	1256	1225	1233	1313	1337	1381	1423
8th-9th	1248	1266	1222	1271	1318	1330	1362	1328	1337	1436	1487
10th-12th	1708	1700	1789	1750	1745	1739	1790	1838	1883	1864	1947
K-12th	7394	7503	7634	7685	7755	7842	7984	8123	8251	8442	8741

Enrollment Growth From Current

K-5	44	81	123	133	245	295	340	391	457	579
6th-7th	55	104	103	122	91	99	179	203	247	289
8th-9th	18	-26	23	70	82	114	80	89	188	239
10th-12th	-8	81	42	37	31	82	130	175	156	239
K-12th	109	240	291	361	448	590	729	857	1048	1347

Warm, safe and dry

Embedded in the 2011 bond measure were projects to ensure the safety and comfort of students and staff. These items are often referred to as “warm, safe and dry.” They include major maintenance items as well as infrastructure improvements. The ad hoc committee discussed these items and there was consideration given to address warm, safe and dry projects as soon as possible, perhaps even separately from adding classroom and support spaces. What follows is a list of warm, safe and dry items as identified by DLR Group architects and the Tahoma maintenance supervisor. The committee did not recommend specific projects but they did give consideration to using a capital projects levy to provide warm, safe and dry items:

Tahoma School District Warm, Safe, Dry Repairs

<u>Glacier Park Elem</u>	
cooling tower piping	included
replace exterior siding	\$1,321,000
upgrade HVAC controls	\$149,000
replace gym floor	\$158,000
<u>Lake Wildemess Elem</u>	
replace boiler	\$412,000
site paving improvements	\$10,000
restroom ADA compliance	\$10,000
restroom repairs and upgrades	\$50,000
<u>Rock Creek Elem</u>	
cooling tower piping	included
fire alarm control panel	included
replace roofing & ext. siding	\$1,244,000
upgrade HVAC controls	\$148,000
replace gym floor	\$158,000
<u>Shadow Lake Elem</u>	
replace gym floor	\$92,000
repair thermal bypass	\$17,000
<u>Cedar River Middle</u>	
replace roofing & ext. siding	\$2,300,000
replace carpet & repair gym floor	\$636,000
site paving improvements	included
<u>Tahoma Middle</u>	
restroom ADA compliance	\$10,000
<u>Tahoma Junior High</u>	
fixtures and occupancy sensors	\$22,000
add 1 portable	\$225,000
<u>Tahoma High</u>	
replace 3 portables	\$675,000
boiler upgrade	\$60,000
irrigation systems	included
<u>Historic Maple Valley School</u>	
replace roof & seismically brace	\$103,000
<u>Central Services Center</u>	
replace roofing & ext. siding	\$616,000
upgrade HVAC controls	\$140,000
<u>District-wide security improvements</u>	
water conserving fixtures	\$24,000
drinking water dispensers	\$24,000
backflows	\$20,000
playground ADA access	\$24,000
cooling to district server rooms	included
locks & cameras	\$1,089,000
ramp systems for portables	\$280,000
parking lots	\$10,000
repairs to some portables	\$140,000
roof repairs to some portables	included
total	\$10,167,000

Dates for consideration

Here are some key dates to consider in planning for enrollment and facilities needs:

- 2012 election dates: Feb. 14 (Dec. 30, 2011 filing deadline); April 17 (March 2 filing date); Aug. 7 Primary (May 11 filing deadline) Nov. 6 General (Aug. 7 filing deadline).
- 2014 is when current Operations and Technology levies are submitted to voters for renewal.
- 2016 is when bonds are retired from the 1997 bond measure. Current bond rate is \$1.34 per \$1,000 of assessed value (the April bond was estimated at \$1.41 per \$1,000).
- 2017 is when elementary enrollment is projected to exceed maximum capacity.
- 2019 is when Tahoma Junior High reaches maximum enrollment.
- 2020 is when Tahoma High School reaches maximum enrollment.

Acknowledgements

On behalf of the Tahoma School Board and Superintendent Mike Maryanski, we wish to thank the 19 volunteers who spent five months as members of the ad hoc student housing committee. Each committee volunteer brought valuable ideas and asked thoughtful questions. The committee members gave their precious time in an earnest effort to ensure that the students of the Tahoma School District continue to receive a rich education that will prepare them for success beyond high school.

Committee members: Jett Thompson, Marcy Rice, Kaethe Long, Craig Mahoney, Chad Wall, Michael Crowe, Megan Sheridan, Sean Cassidy, Christina Delia, Kartha Heinz, Kari LaBree, Kevin Kalberg, Jill Saldivar, Joy Stramer, Kari Thomas, Catie Larsen, Tanya Donohue, Jim Flynn, and Dick Peacock.

School board representatives: Tami Henkel, Didem Pierson.

Staff: Mike Maryanski, Rob Morrow, Bruce Zahradnik, Kevin Patterson, Lea DelPilar.

Bargaining unit representatives: John Schuster, Barbara Roessler.

Closing thoughts

The ad hoc committee on student housing met twice a month for five months to study options and make recommendations regarding how students can best be housed during the next decade. The committee explored many potential options, which now are available to the Tahoma School Board as it begins its review and moves forward with the decision-making process.

The committee had access to a considerable amount of data as it did its work. This report is intended to serve as a resource to the school board. The committee's conversations touched on dozens of potential solutions, which were narrowed to the information presented in this report. Committee members were given the freedom to consider any and all ideas to meet the needs of Tahoma School District students during the next decade.

The April 2011 bond measure failure remains fresh in the minds of committee members, Tahoma staff and the school board. There have been numerous comments made by people on the committee and in the community as to why the bond did not pass. Of all the theories and opinions expressed, the common thread is that the poor economy and the sluggish recovery from the Great Recession are mostly to blame for the bond measure's defeat. Still, the problem of housing students in schools that are at or near their enrollment capacity remains, regardless of what is happening with the economy, and solutions must be found.

The piece that is missing is to accurately assess voter sentiment for options that the committee is presenting and, ultimately, that the school board will assess, refine and adopt. The VOTE Committee could play a role in providing this information to the board.

Respectfully submitted by Kevin Patterson, PIO