

Meridian City Council - West Ada Joint Meeting

April 6, 2022.

A Joint meeting of the Meridian City Council and the West Ada School District was called to order at 6:05 p.m., Wednesday, April 6, 2022, by Mayor Robert Simison.

Members Present: Robert Simison, Joe Borton, Treg Bernt, Jessica Perreault, and Brad Hoaglund.

Members Absent: Luke Cavener and Liz Strader.

ROLL-CALL ATTENDANCE - MERIDIAN CITY COUNCIL

☐ Liz Strader	☒ Joe Borton
☒ Brad Hoaglund	☒ Treg Bernt
☒ Jessica Perreault	☐ Luke Cavener
☒ Mayor Robert E. Simison	

ROLL-CALL ATTENDANCE - WEST ADA SCHOOL DISTRICT BOARD OF TRUSTEES

☒ Lori Frasure	☒ Rene Ozuna
☐ Rusty Coffelts	☒ Angie Redford
☒ Dr. Derek Bub, Superintendent	

Simison: We will go ahead and call this joint meeting to order. For the record it is Wednesday, April 6th at 6:05 p.m. We are going to be operating under two separate formats this evening. One will be a regular City Council meeting, so we will go ahead and take roll call attendance and, then, a non -- a -- I will turn to the chair this evening. It will be a quorum for the West Ada School District, so it will be under a different format, but we will just try to -- if you -- when it's time to ask questions we will figure it out. But for now we will go through me and after that maybe we will be more a little free flowing. But with that I will ask the clerk to call the roll.

ADOPTION OF THE AGENDA

Simison: Next item is adoption of the agenda.

Hoaglund: Mr. Mayor?

Simison: Councilman Hoaglund.

Hoaglund: Mr. Mayor, we have a much shorter agenda tonight than we did last night, which I'm very thankful for, but we have a topic future planning for growth related needs and under that we are going to have a -- a presentation on the West Ada School District facility plan and, then, have a Council-Board discussion following that and, then, adjournment. So, with that, Mr. Mayor, I move adoption of the agenda as presented.

Borton: Second.

Simison: I have a motion and a second to adopt the agenda as presented. Is there any discussion? If not, all in favor signify by saying aye. Opposed nay? The ayes have it and the agenda is adopted.

MOTION CARRIED: FOUR AYES. TWO ABSENT.

Bernt: Mr. Mayor?

Simison: Councilman Bernt.

Bernt: Do you have to take roll call attendance for Ada West School District?

DISCUSSION TOPICS [Action Item]

1. Future Planning for Growth Related Needs

Simison: We do not. So, what -- what I thought we would do before we ask -- get to hear from Marci is if -- if we wouldn't mind just going through and doing some introductions, as not everyone has had an opportunity to spend a few minutes with each member beforehand and maybe just name how long you have been serving and whatever you would like to share about your background professionally, because I think that always provides a little bit of good information from that standpoint. Rene, would you like to start?

Ozuna: Thanks. I'm Rene Ozuna and I have been part of the West Ada School Board for probably five and a half years now. Seen a lot of change in my time. I'm really thankful to be able to serve for our students and our community. I have three boys. They have gone through the West Ada School District. I have one that's still there. Also I have a grandson in West Ada and a granddaughter on the way up. But really thankful to be here. I think our partnership with the city has really improved over time and I'm glad that we continue to be invited. Thank you.

Bernt: Thank you, Mr. Mayor. Really grateful to be here. I -- I echo the same sentiments as -- as Rene. Very grateful to be here. Very grateful for the partnership we have with West Ada. One of our strongest and most important partnerships we have in the valley. So, together we are stronger. There is no doubt about it, so -- my name is Treg Bernt. Councilman. I don't -- you guys don't care, do you?

Simison: Small business owner.

Bernt: Yeah. I mean like there is four people in the audience. So, hopefully, there is a lot more listening. So, thank you.

Redford: Angie Redford. I am brand new to the West Ada School Board. Just three months in. I have been -- thank you. Learning a lot and I'm excited to be here and

collaborate with the City of Meridian. Continue learning and growing in this position and looking forward to contributing and serving the, yeah, constituents of West Ada and Meridian. Thanks.

Borton: Joe Borton. Twelve year council member. Local kid. Attorney here in town. Two kids grew up through the West Ada School District, so -- that's it. Oh. And -- and league champion in curling for 2021-22.

Bernt: That is right.

Bub: All right. My name is Derek Bub. I will just start with a sincere appreciation for the Council and their willingness to work with us, their willingness to -- to listen. There is, obviously, challenges with growth, but I'm going to just tell you that the reason that we are growing is because of this partnership and because we continue to work together and provide a great city, provide great schools, and so I would thank you for that. This is my fifth year in West Ada School District and just finishing it up my -- it feels like my 15th year as superintendent, but my first year as superintendent. So thank you.

Simison: I always like when other people do all the niceties or the hard work in a lot of these things. Joe Borton does a great job of, you know, maybe tackling some difficult subjects and Treg Bernt does a great job of doing the introductions about the partnerships and the relationships and that's what this is really about this -- this evening is building that relationship and partnership and so we are happy to be here. But I have been serving as Mayor now for two years and three months -- four months, depending on what day it is and sign in from that standpoint, but been with the city for going on 16 years in some capacity or another and have enjoyed my working relationship with a wide variety of board members, superintendents, and staff over the years. It has always been a wonderful part of the job.

Hoaglun: I'm Brad Hoaglun. I currently serve as Council President and I -- I'm in two years into this term, after a break of -- what was it, eight years. I was appointed in '08, won in '09 and served four years and, then, had changed employment and took a break from Council work, because it didn't have the flexibility in the jobs. I'm -- I'm a graduate of Meridian High School and quite the iteration of -- of schools at the time of -- there is -- there is constant change, even back then and back in -- when the dinosaurs roamed the earth, you know, it was going to Meridian elementary and, then, you go off to middle school when Lowell Scott was brand new and we were out there and -- out in the country fields and Norm's Bar was across Eagle Road and they were very concerned about us being corrupted by that and -- and, then, coming to the 9th grade where Cole Valley is was 9th grade option only for I think about three years. So, got to take advantage of that. Meridian Middle School was our high school for our sophomore year and I don't think any part of that building, except for the sophomore hall we called it, still exists. Everything else is either burned down or been remodeled, so -- and, then, of course, Meridian High School and -- and to see the changes that -- that occurred and, of course, my kids spent four years back in Washington DC, came back and my kids started -- or elementary school in -- in West Ada and -- and now I have got twin granddaughters, first graders at Willow

Creek. So, now it's the third generation, if you will, in West Ada and I want to say it's -- it's a good education and -- and that's -- I know you are all committed to that and I appreciate that very much, because the -- the education, the skills that we need this day it -- it has changed immensely and to keep up with that and to hire good people to -- to make sure we have got our young people educated to -- to think and to learn is -- is an awesome responsibility and I have to say I'm -- I'm proud that both of my kids, a son and daughter, are -- are both teachers now. So, it's something that -- and my father was a teacher. My mom was an administrative assistant in West Ada, as well as other -- other places -- what we called Meridian School District back then, because Star and Eagle and everybody, that was so tiny, you know, it didn't matter. We were the big dogs. But I -- I just appreciate -- as I talked to some of you about -- this is a partnership. You know, we have different roles and responsibilities, but the fact that there is overlap in -- in -- in some of the areas that impact each other and we want to have this relationship that we can talk to each other, work through things and -- and help each other out, because this is our community, our residence, it's people that we -- we want to see grow and thrive in their lives and especially our young people. So, it's a big responsibility and the more we can work together and -- and do that well, everyone's better off for it. So, thank you for -- for being here and -- and beginning that journey.

Perreault: Good evening. My name is Jessica Perreault. This is my -- going into my third year on Council and I had the privilege of serving three years on the Planning and Zoning Commission before that. I am an associate real estate broker. Have owned my real estate business for about 12 years and seen our market go through incredible change in that time, up and down. Hopefully not down again anytime soon. But intimately aware of the -- the growth that we have mentioned and I just want to say welcome to the new trustees. You all are heroes in my mind and exceptionally brave and during the pandemic when people would ask what it meant to be a public servant, I would say, well, the real heroes are the school board members. I feel like that we got it a little easier in some ways, but, yes, very happy to be here this evening to learn from you all and to work together to help figure out what direction that we will be able to go to serve our young people in our community. So, thank you very much for coming and joining us.

Frasure: All right. I am Lori Frasure. I have been on the board for about three months and getting to serve as vice-chair right now and tonight our chair Rusty Coffelts is with his new granddaughter in California with his family, which we congratulate him. He said he might try and listen a little bit tonight. So, hello, Rusty. Really excited to be here and grateful, like everybody said, for the opportunity to work together and just can't thank you enough for -- for taking the time and reaching out and -- and really spending I think the -- I know the collaborative effort that this can really bring and -- and to show the community how interested we are in working together to be successful and make sure that the number one thing happens, which is our kids, get put first and we put them in the best possible situation education wise. I am a wife and a mother to two wonderful kids. I have a daughter in college and a son that's a sophomore in high school right now at Owyhee and he also said he would watch. So, hello, Tyler. Anyway. So, thank you very much.

Simison: Well, thank you. Luckily we didn't say our hometown, because I think that we -- we could have had a -- a Pocatello reunion here between the Council and West Ada, but we will bypass that. So, thank you, everyone, for indulging that and, hopefully, we learned a little bit about those that you will be serving with in various capacities and having conversations. And, obviously, growth has been the conversation. It's been on several newspaper articles, has been the focus of several of our conversations here at the city, as well as at the district and -- and now we are going to hear from Marci and Jonathan to get an update on the future planning for growth related needs, which is an overview of the proposed West Ada facility plan.

Gillen: Thank you, Mr. Mayor, Members of the Council, Board Trustees, Dr. Bub. That's a mouthful. So, we are not going to -- we are going to do that once and, then, we are just going to start moving. Okay. So, I just wanted to begin by saying good evening and thank you for the opportunity to come and share with you tonight. I wanted to take a few minutes and kind of outline what it is we are going to see, what it is we are going to cover this evening. If you remember the last time we came we talked a lot about the data we were tracking, how we were gathering that data, and what we were going to be looking to use it for. So, now we are looking at step two. What you are going to see tonight is you are going to see us dig a little deeper into the data. We are going to talk a little bit about how we use that data for planning and what it looks like. Full transparency. This is -- we are really excited, this is the first time we have been able to unveil this data with our board and with you as the City Council, so we are excited to be able to share some of these things. So, just know there is other work we are going to continue to do as a board and as a district to continue to work. There will be follow-up work sessions as we continue to outline a lot of this data and as we continue to look at the impact. So, you are going to see a lot tonight. You are going to see some information that walks through school sites. You are going to see some information that talks about dollar amounts for us to build. You are going to see some information that's all projections. Again, all information that we are going to both take and share with you tonight and, then, work with our board in the future and with our stakeholders to continue to plan for the district in the future. So, the agenda tonight -- we are going to spend some time going through our facility analysis. You are going to see a regional and school level analysis. We are going to talk about some projected needs. A little bit about school site planning. You are going to get to see some pictures of what it may look like on a site the district owns if we were to put a school there. You are going to see kind of what a tentative timeline may look like and, then, it wouldn't be a presentation, at least that I put together or had any part in, without some version of financial information at the end. And so with that Marci is going to come up and share with our planning.

Horner: Get situated here. Good evening. Thank you for having us and having me back. All right. So, we are going to first talk about what are the anticipated needs of the district. Okay. The regional analysis. I'm going to read this. You can follow along, but this is I think important. So, the following analysis is presented by regions identified by school attendance areas. The maps and charts you will see show the subject areas or regions with calculations of the number of students and estimates of the number of schools that might need to be built over the next ten years as the approved housing projects are

completed. The tables that follow will show the number of dwelling units and projected students in regional attendance areas broken down by expected year of completion. This data alerts the district to the impact of the growth in the area and reinforces the need for new facilities after mitigating measures have been utilized. So, you are going to see -- again you are going to see different regions and first I want to explain a little bit about what you are -- you are going to see on the following slides. So, you can see that the colors are going to represent attendance areas. So, in this you can see the attendance areas. We are talking about Star, Eagle Hills, Seven Oaks, and Eagle. You can also see the school sites, where the schools are located within that attendance area. Those blue polygons are the future developments and you will also see future school sites that the district has. So, that is going to be the pattern that we see in each of those regions. Okay. We are going to start off with elementary schools and we will start off with the north region and that's really just because I think from the top down, so we will start off from the -- the north region. Okay. In the north region we are looking at Star, Eagle, Eagle Hills and Seven Oaks elementary schools. Our elementary student generation rate in this region is .14 for the single family and .07 for multi-family. The table at the bottom shows the development status as we talked about that last time. The projected timeline of those statuses, the number of single family and multi-family lots in each of those statuses. I don't even know if statuses is a word. Probably going to be corrected later. The total number of students projected from those developments and in these elementary slides the total -- the tables will show the number of elementary students projected in the region. Then as you can see we forecast those projected elementary students in the year we are estimating the homes to be completed and occupied. In the north region you can see that there are over 10,000 single family lots in process projected to bring in 68 students by next year, 160 in two years, another 350 in the third year and so on as you can see on that table. So, as we move on to the next slide note that the projected number of elementary students circled here is 1,493. The next slide is going to show you in which attendance area these students live. This table shows the number of approved and pending single family and multi-family lots or units in each respective attendance area. The actual elementary student generation rate for each attendance area and the projected future number of elementary students for that attendance area. Here you can see that total number of projected students that matches the previous slide. Remember these students are expected over the space of ten years as the developments are completed. Star Elementary you can see is projecting 540 additional students. Eagle Elementary is projecting 313 and so on. Totaling that 1,493 future elementary students in this region. Based on the current capacity of these schools, as well as any available capacity at Galileo, because it's in that region as well, we have room for approximately 648 of these future students. To accommodate all the future elementary students in this area we will need to build 1.21 schools. This is based on the assumption that the school we build will have the capacity of 750. We currently own two sites in Star. However, one of those locations will not be able to accommodate a school of that size, so we will really be rounding that number up to -- to two schools needed. Okay. This is a fast growing region in our district, primarily in Star and West Eagle as you can see on the map. A new elementary school needs to be the highest priority in this region. The information to the right of your screen is color coded and corresponds to the same colored attendance area. The building capacity number is calculated to be a functional capacity for the design of

the school, which takes into consideration school programs, fluctuations in student enrollment and changes in class sizes. As a rule the functional design capacity is considered to be 90 percent utilization of the school for elementary schools. Considering this, Star Elementary could see signs of overcrowding during the 2022-23 school year. Eagle and Seven Oaks Elementary are estimated to reach capacity in three years and Eagle Hills in six years. This is if we don't build any schools. You might look at Eagle Hills Elementary and ask why are you estimating Eagle Hills reaching capacity in six years and Eagle Elementary in three years when there is much less available capacity at Eagle Hills than there is at Eagle? This estimate is based on the timeline of the building development. So, for example, in Eagle Hills Elementary attendance area there are currently 159 single family homes that have reached that status of developed. That's the -- that means that they have their parcels assigned. They are ready to build or if they haven't already broken ground they are ready to do so. By contrast, Eagle Elementary has 559 single family homes and 220 multi-family units in that same status. Essentially, the homes in Eagle Elementary attendance area are going to be completed before the homes in the Eagle Hills Elementary attendance area. Moving on to the west region. In what I'm calling the west region for the purposes of this presentation we are looking at Pleasant View, Ponderosa and Chaparral elementary schools. Our elementary student generation rate in this region is .18 for single family and .1 for multi-family, which is a little bit higher than the north region. There are 5,000 single family lots -- single family homes in process projected to bring in 1,219 elementary students. We project our enrollment in this region will increase by 97 students next year, 171 in two years, another 257 in three years and so on. The student generation rate in this area will also likely increase over the years as it becomes more and more populated. There is still considerable amount of room in this area to build on. The growth from the Pleasant View Elementary attendance area will just keep continuing to increase as more of those developments are completed. Pleasant View Elementary is projecting 978 additional students from the current housing developments in process. Based on the current capacity of these schools, as well as any available capacity at Barbara Morgan and Chief Joseph Elementary schools, we have room for approximately 495 of these future students. It might be considered possible to manage the enrollment by adjusting attendance areas, but this would be a temporary fix for this area and it would cause children to be shuffled multiple times within their elementary years, which we don't like to do. Fortunately, the district owns two school sites in the Pleasant View Elementary attendance area, one north of Owyhee High School and another north of Ustick and west of Black Cat, which you can see on this slide circled. Pleasant View Elementary is expected to reach capacity in two years. Adding an elementary site -- an elementary school on at least one of our school sites will be necessary as the population in this area of the district continues to grow. All right. Moving on to the south region. Specifically the south Meridian region. We will talk about some eastern region in a minute. In the south region we are looking at Mary McPherson, Pepperidge, Sienna, Hillsdale and the southern portions of Chaparral and Peregrine that are south of the freeway. Our elementary student generation rate in this region is .21 for single family and .09 for multi-family. So, the single family homes generate 50 percent more elementary students in this region than in the north region. There are over 5,000 single family and over 1,000 multi-family homes in process projected to bring 78 students the first year, 173 in two years and another 326 in three years and so on. This area, like

I said, is just mainly focusing on the Meridian growth, but there is also housing developments annexed into -- into Kuna in this southwest corner of the region. Here you can see that we are projecting 658 future elementary students in the Mary McPherson Elementary attendance area and 418 in the Hillsdale Elementary attendance area. As we look closer at the housing developments we see that the houses in the Hillsdale Elementary attendance area are closer to being completed than the houses in the Mary McPherson Elementary attendance area. Again, adjusting these attendance areas would also be very challenging. Considering the available capacity, the district will need another school in this area to accommodate the future elementary students. Because Hillsdale is quickly reaching capacity and has more developments being completed, the school is expected to reach capacity in one to two years. Mary McPherson Elementary will also see their enrollment increase as the developments in that attendance area are completed and without another school in south Meridian they are also estimated to reach capacity in three years. We do own two elementary sites in this region of growth. When we build a new school in the south I believe it will need to be strategically located, so the attendance areas of both Mary McPherson and Hillsdale Elementary can be reduced. Whether that's on one of our existing sites, such as Blue Valley, or a different location has not been determined yet. The southeast region I didn't want to lump these in with the south Meridian. This is just, obviously, a little bit to the east of that region. These elementary schools -- these elementary schools are able to accommodate the growth that we are going to be seeing in this area and the east region for this presentation is just the rest of the schools. The multi-family student generation rate in this area is much higher than the rest of the district at 2.21. Schools in the east such as McMillan, Frontier, and Joplin, they have excess capacity with little to no growth and Prospect, Discovery, River Valley, Paramount, Meridian, they are not experiencing high -- high growth right now. This table shows not only the future elementary students in each of these attendance areas, but also the available seats in each of the schools. Just showing that each of the schools have the capacity to accommodate the projected future growth in their areas. That's a lot. Let's go on to middle schools. All right. Not as many regions. So, this table here on this slide is just representing the entire district and the timeline for future middle school student projections. The map shows the middle school attendance areas, as well as the location of the future developments and in relation to those attendance areas. We are projecting 2,702 future middle school students from the residential growth. And next we will take a look at those students by attendance area. So, once again, this table shows by attendance area the developments, both single and multi-family. The area of specific student generation and the projected number of future middle school students according to that student generation rate. Again I want to point out that the future middle school students are projected over a span of ten years. Not surprisingly, the largest number of future middle school students will come from what is currently zoned as the Star Middle School attendance area. Within that area there are two areas that are experiencing high growth, Star and north Meridian, which you will be able to see more clearly on the next slide. The district currently owns two sites designated as middle school sites, one in north Meridian and one in south Meridian. Here is a good visual representation showing the residential growth in the Star Middle School attendance area. Again, over the span of ten years. Much of the middle school enrollment projection in the north half of the district will depend on the progress of the developments and future developments and the rate of

continued growth specifically in Star. Both Star and Eagle Middle School are currently below capacity, but you see in the Star attendance area there are 1,228 future middle school students projected. To manage student enrollment the district must look ahead to the time a new middle school will be needed. The forecast shows the need for a new middle school in this region is four to six years. You can see the middle school site that we have -- that we own circled on the map, which is near all of that northwest -- north -- yeah -- northwest Meridian growth. In the south half of the district, both Victory Middle and Lake Hazel Middle are close to their capacity numbers and we have spoken about capacity before and will likely speak about capacity again. Regarding these two schools Lake Hazel Middle School utilizes every classroom, including eight portables. None of their teachers share a classroom during their prep periods. Victory Middle School also utilizes every classroom. They have no portable classrooms and none of their teachers share a classroom during teacher prep periods. As a rule at the middle school level the school is operating at 85 percent utilization when that capacity number is reached. Please look at the projected students for each of these attendance areas. Lake Hazel has 153 and Victory Middle has 550. While another school in this region will be necessary, the timeline for adding a middle school in this region is going to depend on the rate of growth in this area. Can Lake Hazel Middle School accommodate another 153 students? Yes. What other growth will be happening in the southeast region and what will that timing be? We will see. The next slide is going to show you the projected rate of growth, but it's going to focus on Lake Hazel Middle School, Victory Middle School and comparing that with Star Middle School, because those are the schools that are forecasting significant growth beyond their capacity. Here is that comparison meant to show you the rates of growth we are forecasting for the next ten years. This is an important -- important factor in planning for the next middle school. You can see the single family lots that are in each of these regions. Star Middle School over 12,000. Victory Middle School over 4,000. Lake Hazel Middle School at 1,350. Total middle school students respectively, again, Star Middle School, 12 -- over 1,200. Victory Middle School 550. And, as I said, Lake Hazel Middle School at 153 and that -- those differences by year. Ninety-eight in Star, 38 in Victory Middle School attendance area, 15 in Lake Hazel Middle School attendance area. I think it's also important to note the -- the enrollment change that's happened just in this current year. You can see that Victory has kind of held steady. Star has a net -- these are net changes -- has a net gain of 23 students and Lake Hazel Middle has a net decrease of 16 students and these are also important when we -- important factors when we consider the timeline for the next middle school. Okay. High school. Here we go. Are you okay? You need to stretch your eyeballs? Okay. Here we go. Okay. This table is -- also represents the entire district and the timeline for future high school student projections. Similarly the map shows the high school attendance area, as well as the locations of the future developments in relation to those attendance areas. As with the middle school table, this high school table shows by attendance area the developments, both single and multi-family. The area specific student generation rate and the projected number of future high school students according to that area's student generation rate, the future high school students again over a ten year time -- time span. Assuming the student generation rates remain the same, the number of high school students projected to increase from growth in just Owyhee High School attendance area is 1,414. Eagle High School is projected to grow by 1,052 students. Mountain View is projected to

increase by 538 students. We have already talked about the immense growth in this north half of the district. Owyhee High School is projecting to start the 22-23 school year at just over 1,800 students. The targeted utilization at the high school level represents scheduled use of core subject classrooms for three periods out of a four period day or 75 percent of the time available for use. The remaining 25 percent of the time being used for teacher prep, tutoring, et cetera. In other words, when enrollment at a high -- a high school reaches its capacity -- building capacity number it's functioning at approximately 75 percent utilization. So, while these three schools are likely going to start next year at capacity, there is still that 25 percent that is not being utilized. Taking that into consideration, as well as the timeline for the developments, the need for a new high school in this area is forecasted for 2027. In this slide I'm just wanting to focus on Centennial and Meridian High School. When can you consider that 75 percent utilization rule for capacity both have space to accommodate the future growth in their attendance areas and the school site that we own for high school in this region is circled below. This slide is just dedicated to the Mountain View High School attendance area. The projected high school students from future developments already in process in this region, as I said, is 538. For this map I have included in pink some future developments that are in that -- those pre-planning stages that will add significantly to residences in this area, but the completion of these homes won't -- they won't be within our ten year time period. So, we are monitoring this area very closely and should that enrollment growth grow faster than anticipated, the district may look at boundary adjustments or the addition of portables to mitigate overcrowding until there are enough high school students to open another high school here. So, we have gone through the analysis and now I will just summarize the -- the need that's been identified. We have identified the need in our planning for four additional elementary schools, two in the north, specifically in or near Star, one in the west, specifically within our existing attendance area for Pleasant View Elementary and where we own two school sites and one in south Meridian. We have identified the need for two middle schools, one in the north, one in the south. We have identified the need for one high school in the north and another eventual high school in the south. I believe -- turn the time over to Jonathan to talk about school site plans.

Gillen: Thank you again. So, I just wanted to take a minute. I -- I feel like a -- sharing a picture of what it looks like to, then, take our land -- take the sites we have and put the building on it. What does it kind of look like? Just giving you an opportunity -- I don't know about you, I'm pretty visual. When I see a plot of land I don't necessarily know what that means. What's it going to look like? How will the school fit? So, we asked our architects to do -- just help us out. Take a look, take a look at the sites we have, where could we set a building down, what would the setup look like. So, I'm -- we are not going to spend a whole lot of time walking through this, other than just kind of give you a glimpse of what it may look like if we chose to build on these. Specifically what was referenced, the site we have in Star -- it's a little smaller than we would normally build upon. So, it's roughly sitting at seven acres. Usually we shoot for around ten acres for an elementary school site. So, you are going to see a facility that's a little smaller capacity. But, again, just kind of giving you a picture of what a 350 student school might look like if we were to put it on that site. This is another elementary school in north Meridian. This will be near the Owyhee area. This one you will have to use a little bit of your imagination. We had

to -- to pop it on the site based on the picture. So, obviously, we will continue to do some -- some work with that, but that would give you an opportunity to kind of see how the layout and development may look. And, then, again here -- here is the site we specifically have associated in Star with the ability to put an elementary school. In south Meridian this is a site we have developed and already have done some prep work on. Many of you may have heard of Blue Valley Elementary School that's been referenced previously. So, this is just a picture of how it would look on that site. Specifically projected capacity for a school of that size is around 750. Our middle school site in north Meridian. Again just giving you a little picture of how that may look on the district in the land that we have that is available. Typical enrollment capacity for that is shooting around 1,000. And, then, again, on the middle school site in south Meridian as well. And, then, we have a little color coded picture of how Star may look out on the site there. So, you can kind of get a picture of what the -- the potential next high school may look like. I just wanted to share a little bit more about a couple other things the district has the potential of looking into as we continue to expand programs. I'm always excited to talk about CTE. So, we just shared that, you know, the potential in the future is for us to look at a CTE center as well. These are some pictures actually of ones different than on our district. These are across the state. Kind of gives you a little glimpse what a CTE center may look like outside of the city of -- of Meridian and the West Ada School District and, then, just for your benefit a little bit of what are the CTE programs that you may see in a building and -- and what we would like to continue to grow with our CTE programs. Then the tentative timeline. This will align with those potentially identified needs that we had throughout. It kind of gives you a picture of what the ten years, again, may look like for the district. Again, there is still lots of work that we will be doing to identify that need and -- and assess our stakeholders and continue to evaluate needs. We will continue -- and just as so you kind of know what next steps are for data with us, really, projections continue all year, but they will start really continuing to work as we look at kindergarten registration right now. Then we will look at summer enrollment fairs that we will continue to do and, then, we will start to roll into fall registration and that will give us some ways to start to align our projections with what we are actually seeing from student enrollment that happens next year. And, like I said, it would not be a presentation without some version of finance and dollar bills. I feel like that's the accountant in me. I just need to do that. So, you have an opportunity to see -- I tried my best to look at what projected costs are now and what it may cost to build a school. I know you are starting to see some numbers there. What it costs to build a high school potentially ten years from now and so what I tried to capture was my best estimates and what we have heard from the stakeholders and what we have heard from people of costing of, hey, what is it costing today and what do we think it's going to cost as much as ten years from now? So, if you knew the answer to that ten years from now I would love it. You and I should be working together on more than just dollar amounts in school facility planning. But, again, hopefully, it kind of just gives you a little context and picture for what it costs to build a school at the size that we currently do and what our potential projections of what that may look like as we look out even as far as 2034. So, next steps. There are -- this is usually specific to the bond, but if the district decided to go out and do a bond there is a whole bond committee process that we walk through as part of the district and so that will happen after board discussions. There is opportunities for stakeholders to get involved in that. We will continue to look at enrollment projections,

just like we always do, but it will start rolling that data in from fall and starting to pull that data in and start to evaluate where our projections and where we are aligning, where we have continued questions and, then, as always we will, from the finance side, continue the cost refinement and projections as we look at facility needs. And with that we can stand for questions. Thank you.

Simison: Thank you, Jonathan and Marci, very much for that insightful -- we will get through this current moment in time, because that's all this is. It doesn't take into account what happens tomorrow when someone walks through any city's door. We know that. So, Council, trustees, questions?

Hoaglund: Mr. Mayor?

Simison: Councilman Hoaglund.

Hoaglund: Real quick question, Jonathan, just to give us context. What was the cost for Owyhee High School? Final construction cost?

Gillen: Mr. Mayor, Members of the committee, will just do that. That sounds good. It was hovering right around 70 million. We still have some final cost we are working through. And, then, of course, there is always -- site development costs will really throw that number off, you know, from the facility side as well.

Perreault: Mr. Mayor?

Simison: Council Woman Perreault.

Perreault: Fellow Council Members know I will come with a lot of questions. Two specifically. First, I wanted to possibly go back to that slide that showed the timeline. Marci had mentioned that there would need to be, for example, a new high school in north Meridian in 2027 based on current enrollment and numbers and projections, but it -- if I understand this timeline correctly, that's -- 2027 is when the district would begin to -- to start working on bonding and discussions. So, is -- is this the -- obviously, what's estimated for 2024 would have to be in play now to be completed by 2024. So, I'm curious how the timeline that's on here -- is that completion of a school or is that when the process -- when the district would start considering the beginning of the process? Because from the time you start to bond to the time of construction completion you are probably three to four years?

Gillen: Council Member, thank you. So, some of this is built -- when you look at building a school in 2024, there are -- if we look to identify -- if -- if it's determined that the need exists there are some things the district can do to plan in advance to shorten that timeline. So, we may be able to look at a -- at an expeditious timeline that would perhaps maybe take 15 to 16 months if we are ready to bid and so those will be part of the things that we will continue to evaluate when we look at enrollment as whether we need to do some pre-

planning in advance of that to be prepared should the bond pass to be able to move and start moving ground.

Perreault: Another question, Mr. Mayor?

Simison: It's your -- keep going.

Perreault: Oh. Thank you. Okay. Okay. So, I -- it feels a little like -- and I'm -- I'm ignorant of what has transpired in the district until now. So, it feels a little bit like this is all a brand new thing that's being looked at and considered. Was -- was there none of this planning done by prior administrators or -- did -- did what they leave -- I know there is a lot of -- a lot of new folks involved from trustees to -- to leadership. Did they -- did the prior leadership just not leave anything to work with? I guess I'm -- I'm trying to get a feeling for what past planning has been done and how that's different from the current planning. And -- and, then, I have one more question about -- about the sizes of this -- of the -- the geography, the sizes of the schools themselves -- the school sites themselves.

Gillen: Thank you. I will try to discuss the first question first. So, the -- the district did finish their last set of bond projects. I -- I think what you are seeing is -- and I hope you saw that even in the last presentation that we gave is -- is we are just continuing to find -- refine the way in which we plan and so we are continuing to get better at gathering data. So, I would never want to convey that there was necessarily a gap in planning. We -- we did finish the first set of bond projects and, then, I think associated with even the COVID impact we saw a reduction in enrollment and so that kind of allows you time to be able to -- to manage enrollment and look at what your next set of expectations are and so I think that maybe delayed some processes a little bit. But while at the same time I think what you are seeing is us gathering more data and really taking a -- I mean just even the development of Marci's position is, essentially, the focus the district is taking on our development and planning.

Perreault: Okay. Thank you. So, it's my understanding that the school sites -- elementary you said was approximately ten acres. I think middle is somewhere around 35, 40 acres? Thirty?

Gillen: Thirty.

Perreault: Thirty? Okay. And high school is 50, 60?

Gillen: Uh-huh.

Perreault: There is many -- especially metro areas in our country where you have a high school on ten acres or 15 acres. Help us understand why you couldn't take an existing site that's, you know, 60 acres, sell 30 of it, develop it, have those funds come in as income to the district and use 30 acres to build a high school? I -- I guess I just -- I -- and this is, again, my ignorance. This is not a criticism or a -- a judgment on the district. I don't understand the need for every high school to have its own athletic facilities. It's own

football field. I mean there is lots of areas of our country where those are shared and perhaps it's because the -- the actual schools are closer to one another geographically and it makes it easier for students to go back and forth or what -- what am I kind of missing? Because, you know, the -- the sticker shock of Owyhee High School we have heard a lot of talk about that and when that came before us I was a Planning and Zoning Commissioner and I asked the -- there was some interesting things I think that went on in general with the planning on that, but -- which predated a good majority of people in this room. But I asked about why are we not building this to 2,500 students, because that's where Meridian is going to be built to at some point -- or at that time that was the conversation and that -- that Rocky would potentially be expanded or Mountain View would be expanded or -- 2,200 to 2,500 and I was told that 1,800 students would get us at least five years and it's gotten us way less than that. So, I just didn't understand the thinking from the outset on why Owyhee was built so small and should we take 1,800 -- so, we take 70 million dollars and divide 1,800 into it and figure out what our per student cost is to build? Is that the -- the metric that was used on these estimates here that you brought with you?

Gillen: Council Members, so -- so, I can tell you -- that's a lot of questions, so I will start to work backwards and I will try to catch them all and, then, you can tell me if I missed any. So, the metric was really just taking a look at current costs of what it cost to build our most recent school and, then, visiting with architects about what they are just seeing as cost planning in the marketplace right now and, then, trying to look at, okay, what does that look like two and four and six and eight and ten years out? So, it didn't necessarily go at a -- per a student level, it went more of this is what we know what it costs for us to build an elementary school at that level. Now, what do I think my best guess is of what it's going to be six or eight years from now and, again, you know, based on the current inflationary market I -- I tried to make an estimate. We will use -- we will use that term. It might not have been that scientific, actually, you know, try to come up with the numbers. As far as whether we would change the design and the look of our schools obvious -- and change the amount of acreage that -- I think there is a lot of folks that would go into that conversation. What does that look like from an athletic perspective? What does that look like from an academic perspective? Could we do that? I think those are all questions that we will continue to look at; right? And so I -- I think as far as the district -- when they look at bond planning I think we will be able to evaluate that. We will also be able to look at our peers and see what they have done across the state to -- to build schools and say what works and what didn't. That will be part of the process that I'm sure we will go through and so I think we will be able to take the best things of those to be able to make an informed decision of whether we perhaps change the way we build; right? And so I think all of that will play into all of this larger conversation of what it looks like for facility planning for the district moving forward.

Perreault: Thank you.

Simison: Anybody else have any questions?

Hoaglund: Mr. Mayor?

Simison: Councilman Hoaglund.

Hoaglund: And it's -- it's always hard to -- to figure something that you don't control, so I'm just trying to find out how do you estimate or try to determine impact of -- of our charter schools and private schools that -- that go in? I mean they do have an impact, but I know that's -- that's a hard -- hard to figure, but do you try to gauge some of that in your calculations or not?

Horner: Council Member Hoaglund, that's a -- that's a great question. There are reporting for charter schools, so we can -- we can get some enrollment numbers from charter schools. But that's one of the challenges really that we are looking at our next step. What do we really want to learn next and one of that is -- we want to identify what that capture rate is, what the students that we -- that are coming to West Ada and what -- what's the number of students that are not coming to West Ada, what's the impact of those -- of those students. So, I think that's a great question, one that we are continuing to learn about and we will gather the data from where we can get it and, then, we will continue to learn and -- and -- and be able to capture that data from more places.

Gillen: And if -- I guess just as additional follow up, there are some things we currently do. I would love to be able to tell you it's very scientific. It really isn't. I know folks at the charter commission and I know a lot of charter schools and so -- because that's where I -- my past background. So, I just make phone calls. I visit around with the charter schools. I talk with the directors. I say tell me about how your enrollment is looking. Where you looking to -- to play schools, just to try to see if we can -- it's not very coordinated; right? It's more of just me sitting down and saying today as I do enrollment planning and as we look at the budget I try to say what are the impact of the charter schools in the area and how do I think really around this time of year it's going to affect our budget and what we anticipate enrollment to be.

Hoaglund: Yeah. Certainly, Mr. Mayor and Jonathan, Marci, it's -- you don't control it and it's just so hard. But it does have an impact, so it's always tough trying to gauge those types of things when -- when you don't control that process or the numbers gathering, so good luck on that.

Simison: Well, but -- and that was kind of where my question was going to go a little bit. You know, Mary McPherson their enrollment area, obviously, is big because of the Brighton development, but they are also bringing a charter school online, so that's really the -- one of the questions I had was did your numbers factor in any of that into that or is that just separate and, yes, it will have -- we know all have an impact, but we just don't know when and so what impact, because you can't guarantee it's going to be -- we can think it's going to be built and staffed and operational in three years, but --

Horner: Mr. Mayor, thanks for the question. We -- we keep our eye on it. We know it's coming, but we are not putting all of our stock in it until we see it. We just can't. We need to make sure that we -- that we go forward with -- sorry about that. So, yeah, so -- so, we

are aware of it. We are watching it, but the calculations are not current until the student -- until we start seeing changes in our enrollment using those projections.

Simison: Okay. Any additional questions?

Perreault: Mr. Mayor?

Simison: Council Woman Perreault.

Perreault: I have a question about property taxes and bonds. Marci's face. So, we are, obviously, having a lot of conversations about property taxes and -- and the burden that our community is feeling and -- and -- and, you know, if bonds are added there is -- there is an additional element of cost and I feel like that -- that it's -- it's difficult for the district -- my understanding is, you know, they are -- they are not permitted necessarily to advocate for the bonds themselves, they rely on members of the community to do that and to disseminate information that's accurate about the cost of paying back the bonds in relationship to the cost of taxes and whatnot and so the legislature has really been, you know, working to try to decrease some of the property tax costs to the public by limiting city budgets and a variety of things that they have been trying to do. Do you anticipate you are going to run into challenges getting bonds passed because there is already such a focus on reducing property taxes and even though it's not a tax, it is -- it is paid in addition to those taxes and collected by the assessor and whatnot.

Gillen: Members of the Council, that's another great question. Oh, man, I wish I would be able to answer that one. I can tell you that part of what we can do as a -- as a district is educate. Right? And so we do share the impact of the -- the property taxes on our taxpayers. We do that annually as part of the L-2 certification process, probably very similar to what all of you do, and so we try to -- to share information on the impact and, obviously, part of the planning that we do in the -- in the -- in the future bond planning we do is trying to do our best to share what the impact would be of additional debt. I think you have seen some changes at the legislative level. It's usually around ballot language for us, specifically adding additional disclosures trying to do the best to convey to taxpayers what the impact is and so I -- I think you will start -- I guess we will -- we will see what -- what that does associated with bond planning in the future. Some bonds passed in the past, so, you know, over March they seem to do fairly well, but I think it's just something that we always gauge and continue to manage as we just continue to educate voters, so that they can make informed decisions.

Simison: Any additional questions? All right. Well, thank you very much. Council, trustees, the -- the last thing we had was just any comments or questions that -- any of this information that you may want to discuss with each other? I know it's a little awkward as we are not around a round table that makes it easier to sometimes talk back and forth or inquire with anything, but, you know, that -- if you -- if you have any questions or comments we will open up for that.

Hoaglund: Mr. Mayor?

Simison: Councilman Hoaglund.

Hoaglund: We will start with the money one. The impact fees -- you know, Meridian -- we are able to collect the impact fees for police, fire, parks, which is very beneficial, because we want new growth to pay for the -- the new parks and the new services that we need to provide. You don't have that ability as of yet. Is that something you are looking at trying to accomplish and, if so, how can we help you do that?

Bub: Yeah. Council, I would -- I would say this. I am an advocate for growth paying for growth and I think we need to look really hard at what that looks like as we move forward. I -- I don't think that growth is going to be able to pay -- replace a bond. I think it can greatly lower a bond and I think it's something that we need to work with our legislators and our policymakers to -- to -- to take a strong -- strong look at and -- and, you know, it -- it impacts -- impact fees impact West Ada probably differently than other areas, but it's something that we need to look at in -- in our next legislative session. Definitely.

Borton: Mr. Mayor?

Simison: Councilman Borton.

Borton: To dovetail on that, I think this data that you presented is so fantastic and rich in detail, that I think it allows you to model impact fee scenarios, which we might not have been able to do before. But one of the greatest tools you might be able to develop is to illustrate the impact of your ten year capital improvement plan, these projected costs and create some scenarios of what impact fees, how they would mitigate these expenses and what the bond ask would be without them, how they would be reduced if they were in place, you know, next year and how that might impact the 2028 bond and the property tax savings to all residents. I think you could model a great story that shows how empowering impact fees for schools creates the property tax relief that everyone's talking about. I don't think we could do it accurately without the great data that you have developed, so now might be the time -- and if there is anything the city can do to help that process to create those tools to help tell the story, tell the property tax relief story. So, we are there. So, that would be great to see.

Bernt: Mr. Mayor?

Simison: Councilman Bernt.

Bernt: I -- I know there is probably folks who are expecting me to get on my soapbox to -- you know, start talking about it. I won't do that. But I will say this. I don't -- I don't think this is the appropriate time for me to go there, but I -- I will say that I could not agree more with Dr. Bub and with Councilman Borton and others with regard to -- with impact fees. It's incredibly important as we go forward that new growth pays for growth and that the school district gets impact fees, just like the city does, just like ACHD does and if you were to take a poll right now, all right? If you were to go out on the street, we are all bias in this room, so we don't count. All right? But if we were to go outside and say would you

approve or would you support an impact fee that would pay for new schools or at least subsidize new schools that would -- that would reduce your property taxes, ten out of ten property taxpayers would agree, without a shadow of a doubt. So, I'm truly grateful that we have the partnership at the city with -- with the West Ada and I -- I cannot wait for these discussions in the future, because this is what the citizens of Meridian -- and I would even encompass other municipalities in the Treasure Valley are waiting for.

Simison: Any additional comments, discussion, dialogue, motions?

Borton: Mr. Mayor?

Simison: Councilman Borton.

Borton: How does that happen? If -- if we were to want to develop that model and tell that story of -- of what impact fee scenarios could show in anticipation of the next session, is that -- who leads that? Is that -- my -- my guess is West Ada leads it and we support any way possible. I understand how cities would facilitate the collection of the impact fee on behalf of a school district through building permits, it's done in different -- different environments. So, that mechanism isn't of concern, it's more the -- the storytelling of the math. So, who leads it? How and when?

Simison: To be honest, I -- my guess is we have more experience with impact fees. We have a regular impact fee committee. We have a process. We have consultants that we could be able to provide that assistance to the district to help, assuming that their statutes were modeled in the same fashion after our statutes to help tell a similar story from that standpoint. So, I -- I know that we are in the process of updating our own impact fee and we could talk to the CFO and see if that's something that -- because we -- we -- we rely upon outside expertise as well in this process. Whether it's with our process now or it's connecting with that group to help make that conversation, but we -- that's how we could move that forward. Well, with that, unless there is another topic -- and I don't want to keep people from their evening duties. When we are ready to be done we will need a motion to -- to adjourn our meeting, but --

Borton: Mr. Mayor?

Simison: Councilman Borton.

Borton: I don't know if it's a future agenda topic, but it is nice -- and it might become a standing agenda item to have -- maybe it's the monthly West Ada state champion proclamation that we will just have it every time the championships roll in. It's kind of nice. Fun having the kids here to celebrate. So, it seems like it's becoming more frequent.

Simison: Yeah. I was -- I had kind of wanted to look at some of these school sites and make sure we keep them a little lower, so the Meridian ones have a little higher attendance, just to keep those proclamations coming here. Star has the potential to have their own three layers and -- but, anyways, we will -- we will bring that up next time there

is a bond or a boundary adjustment conversation from that standpoint. And I did want to say -- I have -- you know, I have had the pleasure of -- of working with the Trustee Ozuna back from when we were on a boundary adjustment committee together. That's how we first met and I don't know if that's how you first got involved, but it probably was a precursor to where you are today and there is a lot of difficult decisions that occur at all levels within our organizations, whether it's about development, whether it's about decisions impacting families and where people will be -- identify to where they should go to school from that standpoint and growth is impacting all of that and I know that we all care about that and we try to be mindful of that, but we see what's ahead of us and, you know, we will see how the September enrollment comes around and where our community is and what they think is important and how they value their education, you know, post COVID, but there is many more conversations -- and I know that -- it's our intention to keep hearing from at least Marci on a regular basis. Hopefully, twice a year, so we get these -- this information so Council can apply it to what they are making decisions on. Because as we said, this is a point in time today. We have -- you know, Council made some decisions last night on three different applications, all of some significant size that could have impacted any of these numbers in a much quicker fashion than what your projections are moving forward. So, we need to continue to have that engagement and dialogue on a regular basis to see the impacts.

Bub: Looking forward to it.

Hoaglund: Mr. Mayor?

Simison: Trustee.

Frasure: No. I just wanted to say thank you again for the opportunity to be here and definitely thank Jonathan and Marci for your work. That was very helpful. We look forward to going back and -- and working with you at West Ada and -- and kind of refining that. So, thank you very much. And thank you for your questions tonight. I think they will be helpful as we go back and evaluate some things as well. So, we just appreciate your time.

Hoaglund: Mr. Mayor, before I make a --

Simison: Councilman Hoaglund.

Hoaglund: -- make the motion to adjourn, I -- I know Councilman Borton in his usual humility, you know, not -- forgot to mention that he's a multi-sport champion and we are -- not only ice curling, but fantasy football, so I just wanted to point that out, because of that -- you know, that -- it is quite an accomplishment and --

Simison: Didn't even mention his Senior Games Championship.

Hoaglund: Senior Games. Oh. Pickleball. Senior Games.

Simison: Turkey -- was it Turkey Bowl -- Turkey Bowl Championship?

Hoaglund: So, with that, Mr. Mayor, I move that we adjourn.

Borton: Second.

Simison: I have a motion and a second adjourn the meeting. All in favor signify by saying aye. Opposed nay? The ayes have it and we are adjourned.

MOTION CARRIED: FOUR AYES. TWO ABSENT.

MEETING ADJOURNED AT 7:11 P.M.

(AUDIO RECORDING ON FILE OF THESE PROCEEDINGS)

MAYOR ROBERT SIMISON

DATE APPROVED

ATTEST:

CHRIS JOHNSON - CITY CLERK