

**Meridian City Council Work Session**

**February 22, 2022.**

A Meeting of the Meridian City Council was called to order at 4:34 p.m., Tuesday, February 22, 2022, by Mayor Robert Simison.

Members Present: Robert Simison, Joe Borton, Treg Bernt, Jessica Perreault, Brad Hoaglun and Liz Strader.

Members Absent: Luke Cavener.

Also present: Chris Johnson, Bill Nary, Joe Dodson, Jeff Brown, Joe Bongiorno and Dean Willis.

**ROLL-CALL ATTENDANCE**

<input checked="" type="checkbox"/> Liz Strader	<input checked="" type="checkbox"/> Joe Borton
<input checked="" type="checkbox"/> Brad Hoaglun	<input checked="" type="checkbox"/> Treg Bernt
<input checked="" type="checkbox"/> Jessica Perreault	<input type="checkbox"/> Luke Cavener
<input checked="" type="checkbox"/> Mayor Robert E. Simison	

Simison: Council, call the meeting to order. For the record it is Tuesday, February 22nd, 2022, 4:34 p.m. We will begin this afternoon's City Council work session with roll call attendance.

**ADOPTION OF AGENDA**

Simison: Next item is adoption of the agenda.

Hoaglun: Mr. Mayor?

Simison: Councilman Hoaglun.

Hoaglun: I move adoption of the agenda as published.

Borton: Second.

Simison: I have a motion and a second for the adoption of the agenda as published. Is there any discussion? If not, all in favor signify by saying aye. Opposed nay? The agenda is adopted.

MOTION CARRIED: FIVE AYES. ONE ABSENT.

**CONSENT AGENDA [Action Item]**

- 1. Approve Minutes of the February 8, 2022 City Council Regular Meeting**

- 2. Quartet Southeast Subdivision No. 1 Sanitary Sewer Easement No. 1**
- 3. Shelburne South No. 1 and No. 2 Sanitary Sewer Easement No. 1**
- 4. Ten Mile Creek Phase 3 Apartments Sanitary Sewer and Water Main Easement No. 1**
- 5. Ten Mile Creek Phase 3 Apartments Sanitary Sewer and Water Main Easement No. 2**
- 6. 355 Ten Mile Stor-it Water Main Easement No. 2**
- 7. The Oaks North No. 9 Sanitary Sewer and Water Main Easement**
- 8. Final Plat for East Ridge No. 3 (FP-2022-0003) by Sophia Durham with Conger Group, Located North of E. Lake Hazel Rd. Between S. Locust Grove Rd. and S. Eagle Rd., on Parcel S1132438570**
- 9. Final Plat for Oakwind Estates No. 1 (FP-2022-0001) by Brandon McDougald with Kimley-Horn, Located at 6180 W. McMillan Rd.**
- 10. Findings of Fact, Conclusions of Law for Meridian U-Haul Moving and Storage (H-2021-0101) by Gurnoor Kaur of Amerco Real Estate Company, Located on Parcel R8257510015 and at 1230 and 1270 E. Overland Rd., Near the Northwest Corner of E. Overland Rd. and S. Locust Grove Rd.**
- 11. Findings of Fact, Conclusions of Law for Rackham East/Eagle View Apartments (H-2021-0075) by Brighton Development, Inc., Located on the south side of I-84, ¼ mile east of S. Eagle Rd.**
- 12. Development Agreement (H-2021-0015 Woodcrest Townhomes) Between the City of Meridian and Don Newell, Landmark Pacific Development, LCC for Property Located at 1789 N. Hickory Way**
- 13. Development Agreement (H-2021-0086 - Apex East Subdivision) Between the City of Meridian and Brighton Development, Inc. for Property Located on the South Side of E. Lake Hazel Rd. Between S. Locust Grove Rd. and S. Eagle Rd.**
- 14. Contract Addendum and Purchase Order #22-0233 to Existing IRU with Syringa Networks for Fire Stations 7 and 8 Fiber for the Not-To-Exceed Amount of \$500,000.00 and Authorize Procurement Manager to Sign Purchase Order #22- 0233**
- 15. Fiscal Year 2022 January Financial Report**

- 16. Resolution No. 22-2314: A Resolution of the Mayor and City Council of the City of Meridian to Amend the Future Land Use Map of the 2019 Comprehensive Plan for 2.10 Acres Known as Woodcrest Townhomes, Generally Located at 1289 N. Hickory Way, in the SE ¼ of Section 5, Township 3 North, Range 1 East, Meridian, Idaho; and Providing an Effective Date**
- 17. Resolution No. 22-2316: A Resolution Adopting New Fees of the Meridian Parks and Recreation Department; Authorizing the Meridian Parks and Recreation Department to Collect Such Fees; and Providing an Effective Date**

Simison: Next is the Consent Agenda.

Hoaglund: Mr. Mayor?

Simison: Councilman Hoaglund.

Hoaglund: I move adoption of the Consent Agenda and for the Mayor to sign and Clerk to attest.

Borton: Second.

Simison: I have a motion and a second to approve the Consent Agenda. Is there any discussion? If not, all in favor signify by saying aye. Opposed nay? The ayes have it and the Consent Agenda is agreed to.

MOTION CARRIED: FIVE AYES. ONE ABSENT.

#### **ITEMS MOVED FROM THE CONSENT AGENDA [Action Item]**

Simison: There were no items removed from the Consent Agenda.

#### **DEPARTMENT / COMMISSION REPORTS [Action Item]**

##### **18. West Ada School District Development Letter Changes**

Simison: So, we will go into Department/Commission Reports Action Item, which is Item 18, which is the West Ada School District Development letter changes. Council, just so I -- I'm going to invite -- is Mr. Hood going to come up first or just -- and go with Miranda. Miranda, if you could come forward. Just want to lay out how we will try to approach this time frame -- is what I would ask is -- we will let the school district go through and give their full presentation. Make notes if you have any questions so we can come back to it so we don't disrupt the chain of thought if we can. Afterwards I will -- we will recognize every -- each Council Member for five minutes for any questions you may have and we will just start with Seat one, two, three, four, five, six -- go down the road. That way

everyone, hopefully, has the same amount of opportunity to ask any questions they have and be mindful to get Dr. Bub off to his next appointment. So, he is here to answer questions that everyone may have during their time period. So, we will try to take that approach. So, Miranda, turn this over to you.

Carson: Mr. Mayor and Council Persons, just here to invite Marci, she's the one that's going to be doing the presentation. As the Mayor said, Derek Bub is -- Dr. Bub, he is from the school -- school district superintendent and, then, Jonathan Gillen, the assistant superintendent of operations, is also here.

Gillen: Good afternoon, Mr. Mayor, Members of the Council -- does that sound better? Mr. Mayor, Members of the Council -- perfect. We will pull up the presentation as well? Wonderful. Okay. So, thank you. So, just for the record my name is Jonathan Gillen. I am actually the chief of operations for the school district. So, not the assistant superintendent. But thank you, Miranda, for giving me a promotion. So, Dr. Bub is here with us tonight. He is -- he is going to have to leave in a little bit. So, you might see him step out for a little bit to head to another West Ada engagement, so you will be able to have the opportunity to visit with Marci and I tonight. My plan is to spend just a couple of minutes. I'm going to kind of outline for you what the presentation is going to look like and, then, we are going to let Marci start to dig into data from there. So, just to start, I wanted to give you -- we had a discussion between our two boards back in May and there was a lot of things that we talked about and it's not very often when you give a presentation you have one of these joint meetings and you get to come back and say we have answers to a lot of these things. So, what you are going to see tonight is us start to walk through those data, try to identify some of these questions you had, identify the data points that you talked about and how it is we are working through them. So, what we are going to cover tonight -- there is going to be a lot of discussion. We are going to talk about plans. We are going to talk about residences. We are going to talk about the number of homes. We are going to talk about how we create data. We are going to talk about attendance areas. We are going to walk through all of that. We are going to spend some time talking about projections we have developed. Some of the variables with those projections, specifically when developments are going to come into play, how they are going to build out, what our expectations are for kids. Some of the data that we are using that we are still learning from and so I think that's something you are going to hear a lot. We have built this mass of data. We have great opportunity that now we have started to learn. Now we have new sets of questions and new things that we are going to walk through. We are going to talk a little about how we use this data and for us I want to be -- I guess to share that the district actually uses this data as well. So, this is not just for the development of the letters, we actually use this as part of enrollment management projections for us as we start to look at what our needs are going to be in the future. And, then, there is some other things that we will just briefly touch on. As I said, we are starting to get lots of data, right, and so we have looked at student generation rates and we have started to identify how that works and what that often does when you have data is now we have a new set of questions. We have to start to learn things that we don't actually have data on. So, we are looking into pulling in a contractor to help us do a demographic analysis of our district. Specifically what we are going to try to look at is incorporating not

only development data into this, but birth rate data into this. We are trying to incorporate data of who is moving into our community. What is our mobility rate associated with that? Where are students going to leave? Where are they coming from? You know, if we have a student who leaves. So, starting to capture that data and also starting to capture market share. So, as education becomes a more competitive market what is our market share in the district? Where some of our students who may be, you know, because of COVID changed their thing. So, they decided to be homeschooled. They may be transferred to a charter school. What does that impact have on us as well. I would love to be able to tell you we will have that data tonight. We won't. So, that's part of the demographic study that we are going to be working on and getting data and so you will see that data as we continue to refine the future. What we are not probably going to cover tonight, because, quite honestly, there is not enough time and we are still working on it, is a facility plan. So, what I -- even though you don't see it in the presentation, we are working on it. So, we are going through the process of looking at our sites. We are walking through and identifying what it would look like based on the buildings we are going to put there. What does that do for our ten year plan? How does that impact with enrollment and enrollment projections and so that work has continued to be ongoing. Other things you probably won't hear from us is I would love to be able to tell you I can guarantee you the number of students that are going to come. That would be awesome. I would love to be able to tell you this is exactly what you are going to see and, unfortunately, that's not the case. I talked a little bit about here is data we have and here is generating the new questions. Part of that is really the iterations of the data we are using as we start analyzing it. So, now we have started to pull in all this data and we have started to run projections and now what we are going to start to see as we go into this academic year and the next one, we are going to be able to analyze some of that. How are we doing? How is it trending? What is our expectations for who is moving to this community? Do they all have students? Do they not have students? Are our ideas of a certain grid different than a different grid? And so we will be able to now start analyzing our data. So, we are starting to get in the position of being able to do that and, then, really, what do we talk about with next steps. So, we are continuing to evaluate those. I know on the development letters we have talked about our toolkit and so that will be something we will dig into and so, then, we will start to walk through -- maybe not necessarily when we are going to make all those decisions, but what they look like and how we can work together and partner through that. I wouldn't be in education if I didn't talk about learning outcomes. So, some things we are hoping to get out of our conversation, right, is an understanding and a comfort level for the data that we have. Become aware of some timelines, again, where you are going to see changes in data and new things we are going to do and, then, obviously, identify ways we can work together more. And with that Ms. Horner is going to come up and going to share with you for a little bit. Thank you.

Horner: Good afternoon, Mr. Mayor, Members of the Council. I'm so excited to be here today and have this conversation with you. I have been listening to your conversation and it just -- I'm just really happy to be here and be a part of the conversation. So, we are going to talk -- get started right away, because I know we have got a time crunch and I will try not to talk too fast, because I want to get through all this information, so if I feel -- if you feel like I'm just -- if you can't understand me slow me down and I would be happy

to -- happy to slow down. So, first of all, how do we analyze? All right. So, we have a large district. How to -- how are we going to analyze the growth and the developments and the student household information with such a large district and we are just going to do it one piece at a time. So, to easily track data we are going to take the district and we are going to divide it into a grid. This is -- this is something that I, quite frankly, can see in my sleep, because everything is wanting to come back to this grid. So, it's going to pretty much be a square mile block. Some cases it's going to follow natural barriers -- or natural boundaries, because that's going to work out a little bit better and what is it that we are tracking? We are going to be tracking the new residential development. So, we are tracking the new residential developments. Student household locations, parcels of land and school attendance areas and I'm going to talk about each one of these areas just a little bit. So, first, the new residential developments. You know the process. So, we are notified of pre-app meetings. We gather information from those pre-app meetings and often attend those pre-app meetings to understand what is coming. Then we receive those transmittals of the applications containing the hearing dates, what -- how many lots are in those pending applications. Then, obviously, it goes to Planning and Zoning, City Council meetings. Those meetings are tracked, so that we know if they are approved, continued, denied and, then, of course, the second transmittal to let us know that those final plats are on schedule and, then, after that we -- I -- so we want to track what is happening with those developments. So, I'm pulling the Ada County Assessor data on parcels to find when those large parcels have now been broken down into small individual lots and that's like the next step in identifying where this development is in the -- in the process. So, here is this grid that we are going to talk about. Jonathan mentioned it. Each development as it comes in at the pre-app level or the transmittal, is drawn on -- in a program called RCIS. It's drawn on a map according to the description. So, the exact parcel is drawn and it's also -- you are going to see different colors. These are the colors representing what stage the -- what stage of the application process this development is in and I'm going to talk about those a little bit individually. So, here is a zoomed in area. So, you can see each of these levels. So, in the pink you can see these pre-app. Now, I'm not using these for tracking numbers. They often don't come to pass. They are just identified knowing that this is an area that is going to be developed, if not now eventually. And, then, as I get those transmittals they are changed to pending status. They are -- you have seen the -- in my transmittal letters when they are approved. These are not counted as approved developments until they have gone to Council and have been approved. We are approximating -- depending on the size of the development and other factors that this is going to be completed in approximately four to seven years. We have talked with your planning staff, other planning staff, talked to some developers. I have not heard any negative feedback about this time frame. We will continue to monitor these to see if this is -- this time frame needs to be adjusted. That's part of our learning process. But for now we are going to take those pending applications and estimate that four to seven year build out. Build out and occupied. And, then, once they are approved you will see these orange that are approved, that's going to be about a three to five year completion. Moving on to final plat in the green and, then, you will see in the -- those developments that are in the blue, those are -- they have now received -- or been given the Ada County Assessor individual parcels for those developments. I call those developed. And those are maybe a one to three year time frame before those are

completed. Okay. Moving on to student household locations. So, we take the student data from our power school system. We geocode them, which means that we are linking those address data to the map. So, each of these red dots represent a student. It looks like they represent a household. Each red -- or the red dot might have multiple red dots on that and we can track that in our system. The parcels of land -- as I have said, we -- I download those directly from the Ada County Assessor map. I do it about quarterly, so I'm getting the most recent data that's possible. This information is valuable. It tells us what kind of residential -- or what kind of lot it is. It could be residential, commercial, farm land. So, it gives us really good valuable data. And, then, of course, each traditional school has an attendance area where the students will likely attend it. They all differ and those attendance areas are approved by our board. Excuse me. And we may change those attendance areas to balance enrollment if necessary. So, that's how the data is collected and I'm going to go through and talk about how the data is organized. So, each of the grid blocks are labeled by a corresponding row and number. Each data set is also organized by this label. The developments, the students, the parcels, subdivisions and even attendance areas are going to lay within and can be identified by their grid label and, then, this data currently is recorded and maintained in spreadsheets. I just realized that is spelled wrong, probably, because I took it out and put it back in. I apologize. We are currently in the process of purchasing a software that is going to allow us to have this data all in one location. So, I'm very excited about that. So, here is an example of a portion of the development spreadsheet. So, you can see here that the developments are all listed. It identifies what block they are in, what -- or what grid that grid area -- the development is in, the number of units, whether it's a multi-family housing, the approving agency, as well as the status that it's in. So, you can see that in one spreadsheet we have got the developments tract and in a corresponding spreadsheet we are going to have those numbers consolidated. So, the -- everything that is in one status, so the -- those that are -- have been approved, the preliminary plats approved, are going to be consolidated, as you can see, from the image on the left to the image on the right and just a reminder, those are all designated in this time frame. So, this will calculate the future single family dwellings in relation to their location on the grid, as well as the multi-family and the multi-family just has an additional row for the conditional use permit approval. This -- another spreadsheet shows the student household information. So, as you can see we take each grid, we count the number of students in that grid and designate it by what grade level they are in right now or what school type they are in. Elementary. Middle school. High school. This is actual data, not estimates like we have used before. In the past we kind of took big -- a big generic number and applied it. This is actual students in actual lots. So, this spreadsheet shows the residential parcels in relation to their location on the grid and this is also done -- or research has been done to -- to identify the multi-family units as well. So, you can see each of these grids -- now, these are identified by the Ada County Assessor as residential lots. Some of them that are in the building process will still be identified as land. So, I'm counting -- when I'm counting for -- to determine what -- how many students we are generating from an area, I'm going to be consistent and stick with the Ada County Assessor with the property type as residential. Each attendance area can also be identified by the group of block -- or by the group of blocks. The data in each block is used to determine an appropriate attendance area for each school and just a note, because we will kind of talk about this later -- that each of

those -- the attendance area doesn't always work out to go to the square mile or the block. So, once in a while the attendance area lines will go through a block. I feel like I'm breezing through this so fast. You are -- you are staying -- okay. Perfect. All right. So, we covered collected. We have covered organized. Now we will get into analyze, because I know this is what you are really here for. Well, you are here because you have to be. This is what I'm really here for. Okay. So, we are going to take each of those four areas that we just talked about and we are going to now talk about calculating our student generation rate and, then, we will go on to projecting future enrollment. So, we have here those -- in each of those grid blocks the number of actual students generated per household. So, these are the number of residential parcels, the number of students, even the number at each level and they are identified per block on the map. As you can see here, the student generation rate is all calculated and it is a wide range depending on where that grid is. Because we are using the Ada County Assessor map we are also able to identify what the taxable value is of the house and this is kind of -- if you remember back when we had that meeting Miranda talked about there are other factors that we can study and learn. We can -- so, this is just one of those. So, that we can identify what number of students we might get at -- at a certain price point. So, there is still more to learn, but this is definitely a start for us. We are also talking the multi-family. So, these are the actual number -- number of multi-family units against the students that live in that. There is still, again, a lot more to learn. Price points. Rental points. But you can also see just in this small area that we have some multi-family student generation rates that are a .08 in some areas and some that are 1.06. So, this is a really -- there is a lot of variables here and we are -- we are still learning and -- but we are able to identify now where our students are coming from for -- in those multi-family housing areas. Okay. So, we can track this by attendance area as well. So, for example, we are going to use the Mary McPherson attendance area. It's the area in red and -- and consists of Blocks 12-C, D, and so on. You can see that attendance area over in the left and the spreadsheet with the residential parcels and the student information over here on the right. So, the average student generation rate in the Mary McPherson attendance area is .49. This is the average of each block that makes up the attendance area and we can even identify what the student generation rate is per elementary, middle, and high school. In the past we just took the generic per -- per student and, then, multiplied that and divided it by the number of grade levels in -- but this is -- we are actually getting -- so that we can identify in this area we might see more high school students. In this area we might see more elementary students. So, we can break it down per school type. All right. Moving on to projecting future enrollment. So, here we have the attendance area. Now it's on the right. With a corresponding single family up on the -- on the left on the top. That's single family. I don't have a label on it. I'm sorry. But below that you can see the multi-family and the -- the -- the yellow box around it you can just see where that's identified in that 13-E grid block we are corresponding -- these are what -- the single family dwelling units that have been -- the preliminary -- preliminary plats have been approved. Seven hundred and seven at the time I did this. Forty have gone on to the final plat approval and in this area no single -- or in this grid there is no multi-family units that are pending or approved. As I said, not all -- it doesn't always work out perfectly and easy with the grids. So, sometimes we have to take out, but just acknowledging that we are taking out some of those developments that are not counted in that attendance area, because we want to get -- get



-- have the most accurate information we can for those attendance areas. And as you see here this all corresponds to -- and accumulates to the number of pending preliminary plat, final plat developments. So, then, this is -- this is how I get those numbers in the -- in the trends -- or in the development letters that I send you. How many approved lots for single family, how many approved lots for multi-family. Okay. That's how it's collected, organized, analyzed. Now we are going to talk about just how I'm sharing that information with you and anybody really. Not just you. Okay. So, I'm going to use the Centerville letter as -- as an example. So, I know that there has been questions about, you know, why we have changed the letters and, really, since I took over the letters it's kind of been an ongoing -- how can I get you the best information? As you see there is a lot of information here. It's really hard to cram all this information into a letter and I understand that it often causes more questions. So, when -- when you ask what weight can we put on these -- this -- this information, hopefully -- hopefully this -- this presentation will -- will allow you to answer that for yourselves. So, again, this is -- as stated in the letter, this is based on the current enrollment data specific to the area and I will -- I will give you some examples here. So, in this -- as you see, the 138 school aged children -- and, again, this is saying that this is based on the attendance areas of the school year and I want to just make sure to point that out, because some of these developments might become finalized and the attendance areas might have changed. So, based on the information that we have right now the estimation is this number of school aged children. So, we are going to -- I'm going to take that grid that this -- that this application is in, this 13-I, and I take the number -- you know, literally have my math out when I'm doing this. So, in this area we have 1,526 residential parcels, 974 students. So, our student generation rate in this area is .64 per residential parcel. I think this is really important, because this is -- I'm going to assume that this development, because it's going in this area, we are going to likely generate the same number of students that we are typically getting from the rest of that square block. That's an assumption that we are making. That may or may not come to pass, but that's the assumption that -- that we are going to go on for this analysis. We are going to do the same thing for multi-family. So, in this particular -- this -- this particular application had multi-family in the application there is no multi-family for me to compare this to in Grid I. In fact, there is not much around until you see grid numbers 12-G and 12-H. Both of those have multi-family. So, 12-G has a student generation rate of .2, 12-H has a student generation rate of .82. I personally don't feel comfortable giving either one of those numbers, because they are so different. So, I have an average and taking an average of those two. So, we have the 203 single family units, multiplied by the student generation rate in that area, to come up with 130 from the single family units and, then, taking the 16 multi-family units by the .51, which is the student generation rate for the multi-family they just averaged out at point -- or -- to come up with eight and so that is how I'm getting the 138 students from that development application. The next section of the letter talks specifically about what schools are going to be impacted by this development. The enrollment number is the current enrollment. The capacity is the fixed building capacity. You already know how the numbers from the approved lots per attendance area, as well as the approved multi-family units from the attendance areas and I will talk to you a little bit now about how I come up with those numbers for projected students from approved developments. So, this is an -- is an analysis of what the average student generation rate is for the attendance area for each school, taking into account the

student grade level and the number of approved developments in that attendance area. So, in this development application this development sits in the Hillsdale Elementary attendance area. Going through the exercise I just showed you with the Mary McPherson and Hillsdale, the elementary student student generation rate is .26. That's for just the Hillsdale. The Lake Hazel Middle School attendance area the student generation rate for the -- for that area is -- for middle school students is .11. And Mountain View, the student generation rate for Mountain View for high school students is .16. So, we take those numbers, the approved lots, times a student generation rate. If there is multi-family in the application it's going to be the multi-family student generation rate per that grade level and that's how we come up with these numbers for you. So, in Hillsdale from the developments that have already been approved, not including the development in this application, we are projecting 350 students at the point that they are all completed -- that the development is all completed and occupied and, remember, this is in that range -- that timeline of not next year, but four to seven years. We don't actually know. We are estimating the time that this is going to happen. In addition to this letter -- now, at this meeting we had on March 13th, if you remember there was a question about understanding the actual number; right? And, Councilman Hoaglund, I think you said that you want to understand when there might be a red flag and not just truly understand the -- to truly understand the situation and not just the number and so this is I feel the best way to give you that information. So, this is analyzing the school. Like really analyzing. What does it look like. What is happening in that school. And, then, saying to you based on what is happening at that school when -- and assuming that everything is going to go status quo, same student generation rates, buildings will build out -- or homes will build out the same time frames -- assuming all of those remain the same, then, we are going to -- going to be at a certain level. So, in this particular level we are saying that the elementary schools are projected to be at maximum capacity and the high school is also projected to be at full utilization. Now, what we are not saying here is we can't handle these kids, please, deny this development. This is just an -- an analysis of what is going to be happening at this current time with our current number of -- of schools and our current capacity without making adjustments. But, then, we need to follow that up with what tools do we have, because it would be really great if we could go from where we are to another school. But we -- we can't. We have got to do some things in between there to accommodate the additional students and we can and we are prepared for it. We are -- as you have seen we are watching what's happening and we are preparing and planning ahead. We might not have this -- that information to you, but we are definitely doing it inside the buildings -- inside -- my office. So, we are going to say things like in this -- in this school we might have to -- we might have to at some point do one or more of these. We might have to transport kids. We might have to change an attendance area. We might have to build another school to accommodate. So, these are just options that we may need to implement to meet the needs of the students. And, again, they can be different for other school -- or for each school. Done. Okay. Okay. Hold on. That was -- that was the fastest I have done this presentation. I think I'm ready for your questions.

Simison: Okay. Well, Mr. Clerk, if you would put the timer at five minutes, as I mentioned, we will just start and we will go as fast as we can, starting with Seat No. 1, which happens to be Council Woman Strader for five minutes.

Strader: Perfect. Thank you, Mr. Mayor. Thank you so much for coming, Marci. I really appreciate it. I appreciate the really granular dive into the data. I think that's helpful. I am not concerned about granular data. I would like to just pull back -- I'm really concerned about the whole situation. So, what is your projection for student capacity district wide in the next two to five years?

Horner: Projection for school capacity -- so, the problem with that is we have grow -- we have areas with capacity where there is not growth. So, that -- it's almost like apples and oranges. We can't necessarily count certain capacity.

Strader: Mr. Mayor, if I might --

Simison: You don't have to go through me.

Strader: I'm going to be just butting in, because I have got only five minutes and I'm intending to use all of it. So, I did my own projection model, because of my level of frustration, and I -- mine was very simple. It wasn't individual developments. I simply said if we take the total capacity in the district and I gave you a program capacity discount of 1,200 students, take it or leave it. We are approving 2,500 new housing units per year. I took the number of students graduating each year, subtracted the number of kindergartners coming in, I'm showing with that very back-of-the-envelope stuff that you are thousands of students over capacity. If the whole district is trending growth I'm showing that you are totally out of capacity in two years. So, I guess -- I understand what you are saying, you have exist -- your students coming from existing housing stock, but what I'm really struggling with is to understand what your projections are district wide, because I want to give you guys credit, you are going to redraw boundaries, you are going to put in portables and I would love to know how much those interim measures can handle. But my question to you is -- two questions. What's your projection district wide for your capacity in the near term, the next couple years, and my second question is what is an amount of growth that you cannot handle? What is an amount of new students that causes the quality of education to deteriorate significantly or, working backwards, you know, what -- what is it that you guys can't handle?

Horner: I'm definitely projecting you on -- take it. So, I'm definitely projecting at the -- at the level that makes sense, which -- to me, which is in regions. So, I don't know that I can personally answer your capacity question for district wide, because, again, my analysis is definitely by region and then -- you want to --

Gillen: Mr. Mayor, Members of the Council, so thank you for the question. I'm going to try to come up with -- I can tell you -- let's talk about where we are at right now. So, currently our district is sitting around 39,200 students we will say, give or take, you know, and at that height before COVID impacted us we were staying roughly at 40,398. So, we did have a reduction; right? Which I think has allowed us some time and flexibility to be able to manage the growth and so, then, what we will continue to do -- I think to answer your question of where are we going to be at, how can we handle two and five years from now as part of the data that we are working on right now, part of that facility plan is running

those projections -- is looking at where we see the impact of that growth and what our response will be to that, which may include any one of the items in our toolkit or it may be a discussion that we have with the board as well about the potential of bonding. So, again, just kind of helping to manage that growth. As far as a number when we say where is the number where we start to say that's too much. Really that starts to get very granular again back at the building level. What are the things that we can do in a building to be able to adjust our capacity? And so I would love to be able to say, oh, here is the number where it stops; right? And --

Strader: Mr. Mayor. Sorry. And I hate to cut you off, but I have got less than one minute left, so I'm just going to dig in a little more. My feedback that -- that is not an answer that I love. I hope you guys work on that. You need to have a district wide capacity projection. I don't see how you could, you know, operate your business without having that macro level view. I think COVID did buy you a lot of time. What do you specifically need from us? If you are analyzing your growth school by school and -- and it will be helpful to get a time frame for your projections for the schools. So, if it's we expect X number of kids in the next two to four years and X number of capacity, we -- I think we need that time frame. Do you expect us to manage our growth in response to school capacity at that level?

Gillen: Mr. Mayor --

Simison: Go ahead and answer.

Gillen: -- and Members of the Council, I think what I would ask is that we continue to share information and partner together. I don't think it's necessarily the expectation as the school district that we would talk to you and necessarily show you how to approve developments. I think we are going to continue to do this sharing and this data and we are going to be able to share information and be able to tell you about what are our projections and where we anticipate growth being.

Simison: Councilman Borton.

Strader: Thank you, Mr. Mayor.

Borton: Mr. Mayor, I have only got one question. If we are doing this five minute thing I would -- can I give three minutes --

Simison: We will come back. I want to get through everyone so they get an opportunity. So, take your time however much you want. We will move on, then, we will go back, give other people more time.

Borton: Okay. This question might be for Dr. Bub -- oh, he is leaving. This -- it's just one question. It's more of the policy. Less granular. So, we solicit input from community stakeholders to help us decide if a new development should or should not be annexed into Meridian. We compile all of that data. West Ada, obviously, provides such a letter as one of our community partners. So, how do you want us to use your letter and the

data in it to assist us in deciding whether or not a new annexation should be approved?

Bub: Mr. Mayor, Council, here is the intent of that letter -- to let you know what the ramifications of impact to schools are and kind of what our direction would be. I would say each of those pieces buys us let's say about a year. If we had to put -- if we had to adjust boundaries and one of the -- one of the questions regarding what is our district capacity. There is areas in our district that we could adjust that and we could -- we could put kids in. That becomes -- obviously, that's a transportation piece and so there -- there is a lot that goes into that, so -- so, what I would ask you guys to do is look at it and just have an understanding of if we are going to go down this road it may mean boundary adjustments. It may mean we have to go for a bond and -- and if we can go arm in arm -- and that's what I love about this partnership is that we can go arm in arm in that when you say, yes, we -- we approve that, we understand that we are going to have to build a school out there, let's go arm in arm towards that bond or whatever it might be at some point.

Borton: There is -- there is some feel that it's -- we are the tail wagging the dog in raising the alarm of school capacity and so that question also was trying to help us guide us in using what's in any such letter -- is there anything that would be within it that would make -- would be a communication from the district to us that there is some alarm. Said another way, is it -- is it fair to say the contents of the letter and the numbers in it are wholly irrelevant to our determination of whether an application should be annexed, because it doesn't provide any benchmark that past this point we recommend you deny it there is -- there is such an alarm. Is it fair to say that the numbers shouldn't sway us one way or another?

Bub: I think it's fair to say -- Mr. Mayor, Council, I think it's fair to say that if we got to a point where we didn't feel like we are going to be able to hold kids in our schools, there would be a lot of conversations ahead of that.

Borton: Sure.

Bub: We are always going to be able to educate the kids that are in our community, we are going to provide seats for those kids and we are going to provide them great educational experiences. When we say capacity we are not saying, hey, we are going to put kids on floors and that -- that makes us at capacity. What we are saying is we may have to adjust boundaries. That's never a popular decision. Last thing I want to do is move kids from -- you know, I grew up going to Peregrine Elementary and, then, also now, oh, congratulations, you are moving. So, it's really just -- what I would take the letter as is really informational to say, okay, these are the ramifications of impact to schools and, really, that's what I would look at.

Borton: Okay. And the last is just a comment and it's not a question, but I make the tail wagging the dog comment just because we are all partners in this process, right, and we want our city to grow well and have our new residents in an annexation be successful. So, we raised the alarm just in hopes that we are here to help and if there is anything that

-- that West Ada would ask of the city to assist it in delivering education as you describe, that you would ask. So, we -- you know, we get concerned about capacity under the assumption that -- that we -- we just want to help and be available, utilize your data to help us make the best decision and be receptive to any direction and advice that you provide and if you have got mechanisms to serve all the new students, that's fantastic, but I think that's the genesis of this whole conversation is we just want to make sure we can help assist West Ada in any way possible, so the kids, existing and new, you know, they don't suffer. We are all on the same page there. So, I really appreciate spending the time.

Bub: Mayor and Council -- and I would just say this to everybody, because I am going to depart here. We value that relationship and it's -- it is that relationship that makes this city amazing. Being able to have these conversations and really work through some of these things -- and sometimes they are difficult questions and sometimes they are -- you know, what should we do and I will just tell you the job that Marci does and that Miranda does to try to develop this crystal ball and predict what -- what kids are going to show up is miraculous and we really appreciate that. We appreciate knowing that -- that we are all going to work together on this and, hopefully, every single time we meet -- I know that when we met last time I had the privilege of -- of being part of that meeting. I think that we are getting better with our data and I think that every time we meet we will be able to have a better picture of where we are going. Thank you.

Simison: Thank you, Dr. Bub, for being here. Councilman Hoaglund.

Hoaglund: Thank you, Mr. Mayor. Marci, I wanted to make sure I understand the -- I appreciate you putting this data together and the process and it's a way to look at it. I just want to make sure I understand something I'm just a little hazy on and we show the projections and the timeline for developments -- depends on where they are in the process and there is a longer timeline if they are farther out. But at the same time you got kids that are moving through the -- through the school system. Is there any calculation -- or it might not change since you guys have been working with this -- the timeline since you have kids -- don't call aging out -- graduating and, then, you have other kids moving through, is that going to change calculations? I mean we hear about lower birth rates and all these different things and that's hard to factor in, but do you see at -- that the calculations are going to be -- remain fairly stable, even though kids are moving through the system and you have these different dates of, well, that's going to be done in three years, that's seven years out, that's just -- there is a lot of moving parts to that. I guess I'm asking a confidence question. Are you pretty confident in those -- those numbers for what you think it's going to be?

Horner: I'm confident in the data for sure. Projections are an interesting thing, because there is going to be a lot of variables happening -- like you said, some moving parts. So, I think as we continue to track in this way we are going to be able to continue to become better at those projections and so we are just going to keep learning more. I think that you are -- you are -- I understand what -- what you are saying with the -- with areas that age out. Those happen over a longer period of time and we can look at things like grade

levels and -- and, you know, what grade levels we have now versus what we had, you know -- or -- or what's coming down the pike. But, yes, I'm confident in the data. I -- and I understand there is more and this is not a -- this for sure is -- not a -- here is what we have and we are going to drop it in your lap and we are walking away. This is a learning process and from -- you know, this isn't -- this is maybe a year's worth now of learning. But we have a lot -- a lot more to learn, so -- and we are willing to, because we are -- like Jonathan said, we are using this for our benefit as well. So, we want to -- we want to get the data as good as we can. Is it perfect right now? It's -- it's better than it was a year ago.

Hoaglund: And to follow up -- and I don't know if it's for you or a question for Jonathan, but I -- I got to get closer to the mic so folks online can hear. I'm going back to the olden days, back to the '80s, and we had a new high school, late '70s Meridian High School, and -- and the '80s were an interesting time. Like now there was a recession early on and, then, we had growth and things changed. So, I called up a retired assistant superintendent for the time Meridian School District, West Ada, and so what did you guys do? What -- how did you handle that growth, because it -- it became quite intense for -- at the high school level. He says, well, that was a time we moved the sixth graders to the junior high, middle school, because they weren't at grade school at the time. He says boundary adjustments are always an option. He says moving those boundaries -- he says they are not popular with parents, we all know, some things don't change. They did the mid high. I participated in that for three years. We had a ninth grade only -- where Cole Valley is just ninth grade only because of capacity, moving kids to junior high, taking ninth grade out, they weren't going to high school yet, so that was another thing and, then, as '80s went on and we only had the one high school, they went to double shifting and, then, he talked about transportation issues and different things and, then, Centennial High School came on board. He said so it really is a matter of just utilizing the tools that you can find and have. Are you confident that you have tools available now to handle the growth that we are experiencing and looks like we will continue to experience for the time being?

Gillen: Mr. Mayor, Members of the Council, yes. So, I think what you are going to hear -- what you have heard about from West Ada previously, right, is that we get creative and so we find a way to be able to maximize what it is we can do and so I think you are going to see that same spirit in how we are going to continue to do things. I may not have an answer of whether, you know, we are going to switch to ninth grade and whether we are going to move the students around, but as we start to identify needs we will try to evaluate what our options are on the table, which is part of the reason why you are even seeing the toolkit, it's just for us to kind of start sharing -- we are thinking about these things. We are looking for options, good answers.

Hoaglund: Last question then. So, do you need the City Council to take action right now in slowing growth down?

Gillen: I don't believe -- Mr. Mayor and Members of the Council, I don't believe that that's what the district is going to ask you to do. So, I think we are going to continue to work on

that partnership and we are going to continue to keep you informed as we continue to have this data grow and as we continue to evaluate and, then, as Dr. Bub said, this for us is not an end, it's just continuing the partnership.

Hoaglund: Okay. Thank you.

Simison: Councilman Bernt.

Bernt: Thank you, Mr. Mayor. And, you know, I want to say thank you to Marci and Miranda that, honestly, I have -- since I have been on Council I can't think of a time that we have -- we have had such good data and such information in front of us. It's been just a remarkable change within the past year has been -- it's been awesome and that's just a true testament, my opinion, of, you know, your willingness to listen and your willingness to collaborate and to the best of your ability tried to solve a problem that's not even really yours to solve, in my opinion. And that -- and that brings me to my next issue. I don't -- I guess I don't have any questions, but I do have some more comments and, you know, the state legislature -- before I go there, as I -- as I talk to people -- as I talk to people their number one concern -- or their number 1-B concern is education and how we fund schools and their property taxes and how much that goes to, you know, West Ada -- you know that comes to -- goes to West Ada and -- and -- and depends on I guess the property, but it can get up towards 30 percent. It's huge. That's -- it's a big number and -- and -- and, honestly, in my opinion, the state legislature needs to have a seat at this table. They can't continue to not do anything and putting school districts in a position where they just have to figure it out or put band-aids on things or put the burden on how much this costs on taxpayers. If we want true tax relief, the best way to do it is to start funding schools properly. That's -- that's -- that's my opinion and there is just a lot of different ways we can talk about that. But most importantly I think anyone would agree with this, that the state legislature needs to start reinvesting in schools and they need to start reinvesting in kiddos and they need to start reinvesting in educators, because if they don't it's just going to get worse and it's going to get worse and it's going to get worse and as I talked to folks from Meridian, this is their concern and I see inaction and it's a problem. You know, we need -- most importantly we need funding mechanisms that -- that communities and districts can rely on, because it's the inconsistency of -- I mean there is just so much you can do. You can have all the best data in front of you and we can crunch until the cows come home, all right, but the -- it's moving, it's super granular and we will never have an exact path to where we want to go. We have to somewhat guess and -- and, again, I think that this is -- this can be resolved and so -- but I just want -- this is me pontificating, but I just want you guys to know that you guys are doing the best job that you can and, honestly, that's what we expect and thank you for that. One minute and 52 seconds. I think it boils down to -- as well as just a policy issue, really, and maybe that's -- because you are going to get us the data. We are going to get to the final number and we are going to have to make a decision and that's when decisions are needed -- need to get made and the decision that needs to get made is do we -- do we fix the problem? Do we fix the problem with the schools in a preparatory way, knowing that the growth is coming and the lots are there and the development is -- you know, it -- you know, the homes are going vertical. All right. So, do we take care -- do we ask for money now and prepare



ourselves for what is going to come or do we wait until there is an issue and, then, we ask people, you know, the citizens for -- to have them pay for a bond and -- and it's a policy discussion. I don't expect you guys to answer that question, but it's a discussion I think that we, as a Council, are going to have to -- it's going to help out, I guess, with our decision, because I know there is some that, you know, have questions about, hey, what does this look like now and how can we approve these new developments when we don't -- when -- when -- when we know that there is going to be an issue, you know, three to five years down the line. So, maybe a policy discussion is in -- is in place and what that looks like and how we approach growth and bonds and new schools in that regard. Sixteen seconds. No questions.

Simison: No questions. No response needed. But, thank you, Councilman Bernt. Council Woman Perreault.

Perreault: Thank you very much. Thank you for going through how these -- the information is generated. That's super helpful. My assumption is that this will, then, be used to put together a plan for how you are going to plan for growth in the district and how you are going to utilize the multiple options that you -- that you have mentioned. I still see this huge chasm between having the information and when the information is going to be utilized to make decisions. So, is -- is the staff planning on recommending to the school board a series of policies on when certain options are triggered? For example, you know, what sets the benchmark for when you decide to move a boundary? What -- what is -- you know, is it based on a certain student generation rate in a certain geographic area? Is it based on a school being over capacity for a certain number of years? Mountain View is already over capacity, so we see that as like an emergent situation when we get letters that say there is 2,300 students and there is 2,175 capacity, we are assuming you are already over capacity. So, what I really want to know is what -- what's going to be the triggers for each of these options that you are sharing with us and how are we going to know when those things are triggered such that there is going to be an improvement to the program or building capacities? So, is there going to be a set of standards that are created by the district that says when this happens this is what will go into play, we will go before the board and we will make decisions financially or we will make decisions for boundary adjustments or we will make decisions for portables -- what's that going to look like? Because until that happens I don't have any sense of -- it doesn't relieve my concern about the growth district wide and in -- and in very specific areas of our city where we are seeing capacity concerns. So, you -- we have residents coming to us at every meeting saying the district is saying that there is space, but our students are saying there is not space. Our children are saying there is not space. And -- and it seems like that there isn't -- that -- I'm not figuring out how to reconcile those two things for myself, so what -- what are the benchmarks going to be created? How are they going to be looked at? And -- and, you know, what are they going to be -- are they going to be put in place by the board. I just -- I don't -- it's beyond me that you have a district the size -- much much larger than many of the cities in the state of Idaho that does not have a plan that is based on some sense of -- of solid actions. So, I realize that the district can't -- cannot help some of the funding mechanisms -- mechanisms that they have options for us, as Councilman Bernt recommended. There was a lot of things that the district cannot

guarantee -- they can't guarantee the passage of bonds, they can't guarantee, you know, that -- that build out is going to be faster or slower. There is a lot of variables. But there are some things you can do by saying when we get to this point in a particular geographic area, particular school, particular grid, particular facility, this is the action we are going to take. I don't understand a holistic process to be able to say when we get to this point this is the action we are going to take. Is that something the district is going to work on and how long is it going to take to implement?

Gillen: Mr. Mayor, Members of the Council, that was a lot of questions, so I will try to answer them as best as I can. So, what I am going to tell you is that part of our process with the facility plan is going to look at that. So, what we are going to be doing is evaluating our enrollment projections and, then, we are going to be looking at our response to that, which may occur bonding, if we will include identification of -- if we need to put a portable based on what year two or year three is going to look like, specifically for what we anticipate student enrollment, so I think you are going to see -- start to see that the plan right now we are putting that together and, then, it will go to our board first and so my hope and expectation is that -- and by the March 14th board meeting is that we will be able to start having some of that conversation. Right now we have some plant sites and what those things look like. So, I think that we will give you some tangible ability to be able to see, okay, here is when we see a projection, here is where the district is going to try to come up with a response, some of which we control, some of which we can't; right? We can try to build a plan of what we are going to ask -- our taxpayers for. We can start saying this is what a bond would look like and we can walk through those steps. As far as the -- I don't want to cut -- as far as policy decisions, I think that will be a discussion that we will have to have at the board level, that we can, then, also start -- I think a lot of this data that we are gathering and the things we are doing is getting us to the point to where we can start having a lot of those conversations. So, I think you will see this conversation continue, along with the policy -- along with just the facility plan.

Simison: Okay. Thank you. So, I think we have a few more minutes -- you guys have time for a few more, if we have any one-off conversation -- one-off more questions from Council Members. I think we can go for about another nine minutes, if that works, so we can take a break from that standpoint. So, with that, Council Woman Perreault, I know you are going to have more. Why don't you -- if you have got one more and, then, we will see if there is any other Council Members that want to do a follow-up question, but --

Perreault: Yes, Mr. Mayor. I just have one more question. Regarding boundary adjustments, there has been a lot of attempts at doing that, both district wide in individual schools in the last ten years or so, many of you have been unsuccessful, because of the parent lead boundary committees. I'm curious if you can comment on whether the district is willing to consider adjusting how they go through that process, so that there is some -- so the boundaries can get adjusted in a timely way and, unfortunately, I -- I agree, it's hard when you have students, but don't want to move, but, for example, Rocky Mountain is a 600 over capacity, but Meridian is 400 undercover capacity, why is it that way when you make some boundary adjustment and now all of a sudden your schools are more evened out? It's a -- it's a political thing, to be honest, and I don't think it's benefiting our

district.

Horner: I don't know if I can really answer your question a hundred percent, just it's a -- it's the -- the board -- the board created this attendance area policy and that's like -- I understand what you are saying, because -- I ditto, because I did this last attendance area and I was thinking -- I think I could just whip this up real quick, but -- but the policy states -- so, I can't speak towards -- I can't speak to the board, because they just created and voted on this policy. That would just be -- that would be a board decision. Sorry.

Simison: Council Woman Strader.

Strader: Thank you, Mr. Mayor. First I just want to say thank you. I know I'm kind of harsh sometimes, but it's because I care. The biggest thing I am taking away from this that I'm worried about is a timing mismatch. So, we have 13,000 approved housing units coming in Meridian alone. Star has got their stuff going on and got one that's like 1,500 units and, you know, Dr. Bub was great about saying, hey, we will throw up the red flag when kids are sitting on the floor and we can't physically serve them. But the problem is when we turn the spigot off here, all those 13,000 housing units are still going to deliver to you and so my question is is there a way to improve either when you throw up the flag and tell us there is a problem or a way to get ahead of it and -- tell me the way we can be proactive together to get ahead of it, because I'm very concerned that at the time a crisis will happen that no changes can really simply be made at that time.

Gillen: Mr. Mayor, Members of the Council, I think -- yes, I think the way to really look at that is as we have been sharing and we have shared with you lots of data and the projections we are running, we are going to need a little bit of time to analyze where we think that is and how it is we are doing and I know time is not always a luxury that we have, but part of our ability to be able to raise that red flag and give you data is for us to also be able to analyze how are we feeling with our projections. Is the community coming in at the same way? Do we have expectations of this is what we anticipate a student generation rate is going to be. How is it actually panning out. And so I think the way we get through that process as we continue to analyze the data, as we continue to partner and communicate together; right? And so that I know -- it doesn't just answer every question and give a -- a point in time, but it does allow us to continue to share that information for us to identify those things for you and so we are going to be able to do our best to share that data with you at the same time. Then we are going to also be doing our analysis to be able to see is there changes in mobility, so to answer that question that I think was asked about a student ages out; right? That's some data analysis we are also going to be doing. So, just other ways that we are -- we are at this point now where we have all of this data and so now we are able to use it, but we are also going to be able to take some time to analyze and ensure that everything we are matching is lining up.

Strader: Mr. Mayor, can I have one more?

Simison: Council Woman Strader.

Strader: I think part of what I'm struggling with is -- you are giving us information about approving it to help us -- as one of many factors about whether we should approve a development and I'm having a really hard time with making decisions on that basis, because I know you have all the tools in your toolkit and I just -- I already assumed away that you will use all the tools. But I guess what I'm worried about is more -- when we have -- if we have a district wide capacity issue where those tools -- what is the limit of those tools is kind of what I'm trying to understand and I guess I would just highly encourage you, if possible, to aggregate your data and try to look at it and maybe -- I mean maybe we are missing something -- you know, for example, if you feel that you are losing share to education alternatives and that's one of the things that's driving this why the projections are incorrect, I would love you to tell me the reasons I'm wrong; right? But for now for me just some feedback. Just seeing, okay, here is how many you have approved that's going to be overcapacity. That in isolation to me is not a good driver of a decision of whether or not to approve a development. I just -- for me personally feel like we need to pull up a lot faster from that. But do you think if you could -- there is one piece of feedback for the letter specifically where you describe the amount of kids that are going to come in, I would highly encourage you to put the time frame of when you feel that they are coming, so we can understand that. Just having a number in isolation -- like, oh, there is a thousand kids coming in this one school when fully built out, that doesn't tell me a whole lot about when we might -- if I thought, well, we are good to be for sure 200 students over capacity in the next two years, that would put a different urgency level behind that, if that makes sense. Thanks.

Simison: Council, any other questions or comments? Then with that I will say thank you, Jonathan, Marci, appreciate your time and interest. I don't think it will be the last conversation we have on this topic, but it's a good starting point and perhaps there will be an update by the time we get to the joint meeting, so -- with -- with the board, the next step conversations. Okay. Thank you. Council, do I have a motion?

Hoaglun: Mr. Mayor?

Simison: Councilman Hoaglun.

Hoaglun: I move we adjourn the work session.

Simison: Have a motion to adjourn. All in favor signify by saying aye. Opposed nay? The ayes have it. We are adjourned.

MOTION CARRIED: FIVE AYES. ONE ABSENT.

MEETING ADJOURNED AT 5:42 P.M.

(AUDIO RECORDING ON FILE OF THESE PROCEEDINGS)

\_\_\_\_\_  
MAYOR ROBERT SIMISON

ATTEST:

\_\_\_\_\_  
DATE APPROVED

\_\_\_\_\_  
CHRIS JOHNSON - CITY CLERK