CHEHALIS SCHOOL DISTRICT

Capital Facilities Master Plan

Fourth Printing

2023

CAPITAL FACILITIES PLAN
Chehalis School District No. 302

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Reviewed at School Board Work Session October 24, 2023

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Executive Summary

The Chehalis School District Capital Facilities Plan serves as a guide used to determine and prioritize long-term needs of the District in the following areas: new construction, remodel or replacement construction, program improvements, life cycle improvements, land disposition, and housing. It is the backbone for strategic capital facilities planning and is intended to help the District maintain the momentum already begun in providing educational classroom and program requirements for Chehalis students and families.

The CSD Capital Facilities Plan has been prepared by district staff as the organization's capital facility planning document. This plan is intended to meet the requirements outlined by the Chehalis School District Board of Directors, Washington State Growth Management Act (GMA), and the Board of County Commissioners of Lewis County.

Chehalis School Board Policy 6900 - Facilities Planning

Per Chehalis School District (CSD) Board Policy 6900 on facilities planning, in order to provide the best possible physical environment for learning and teaching, the district will consider educational philosophy and instructional goals; meet or exceed all health, safety and welfare regulations; seek state and federal moneys to the maximum extent available to supplement its own financial resources; minimize environmental impact, and monitor changing demographics of the Chehalis community.

In order to efficiently manage the district's present and future facilities needs, a facilities master plan will be developed. Such plan will cover a ten-year period, be developed in conjunction with the local comprehensive land-use and other growth management policies, be reviewed periodically and include at least the following:

- A cost analysis of financial ability to implement its facilities program;
- Existing and projected enrollment
- Inventory of district property and facilities
- An analysis of the appropriateness of current facilities to meet needs
- Recommendations as to the sale of district property
- Recommendations as to the acquisition construction or modification of new sites or facilities

This plan will satisfy and fulfill the requirements outlined above as well as those presented in both the Growth Management Act and Lewis County ordinance establishing an impact fee program:

Washington State Growth Management Act (GMA)

The GMA is a series of state statutes, first adopted in 1990, that requires fast-growing cities and counties to develop a comprehensive plan to manage their population growth. Under RCW 36.70A.020, the GMA establishes a series of 13 goals that guide the development of comprehensive planning including a goal to ensure, "public facilities and services necessary to support development shall be adequate to serve the development at the time the development is available for occupancy and use without decreasing current service levels below locally established minimum standards." RCW 36.70A.020(12).

Based on the requirements in RCW 36.70A.040, CSD is required to "fully plan" under the GMA. A comprehensive plan is to be adopted with public participation and includes mandatory elements outlined in RCW 36.70A.070. These elements include the following:

- An inventory of existing capital facilities
- A forecast of future needs
- Proposed locations of new capital facilities
- A six-year plan that will finance such capital facilities
- A requirement to reassess the land use element if funding falls short

Board of County Commissioners of Lewis County

This fourth printing of the CSD Capital Facilities Plan replaces the third printing (2005). Since the time of that printing the Board of County Commissioners of Lewis County has adopted an ordinance which established a new Chapter 18.20 of the County Code imposing an impact fee program for transportation facilities and schools.

Ordinance 1259 was adopted in 2014 and includes a requirement that Chehalis School District develops a Capital Facilities Plan which contains the following elements:

(1) The District's standard of service describing the way in which it determines capacity for its facilities;
(2) The District's capacity over the next six years based upon an inventory of the district's facilities and the district's standard of service;
(3) A forecast of future needs for school facilities based upon the District's enrollment projections;

(4) A six-year financing plan component, updated as necessary to maintain at least a six-year forecast period, for financing needed school facilities within projected funding levels; and

(5) Application of the formula set out in Section 18.20.070[1] based upon information contained in the capital facilities plan. Separate fees shall be calculated for single-family and multifamily dwelling units, based upon the student generation rates determined by the district for each type of dwelling unit.

Readers of this plan will learn that CSD is <u>not</u> currently proposing a facilities program to remodel or rebuild any facilities. Thus, this report will not include a current cost analysis, proposed locations, six-year financing plan, or school impact fee calculation until it deems appropriate to do so.

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[1] **18.20.070 School impact fee component**.
School impact fees shall be calculated using the following formula: SIF = [CS (SF) - (TC) - (SM)] x A - FC.

(1) "SIF" means the school impact fee.

(2) "CS" means the cost of each type of facility improvement listed in the district's capital facilities plan attributable to new growth divided by the cost of the improvement. "Type of facility improvement" means elementary school, middle school and high school.

(3) "SF" means student factor. The student factor is the number of students typically generated from one residential unit for each type of school facility.

(4) "SM" means state match. State match is that amount the district anticipates will be received from the state towards school construction costs. The state match component of the formula is that amount representing the per-student amount of state matching funds. This is calculated for each type of facility as: student factor times Boeckh index (average annual construction cost of a school facility per square foot) times square foot standard per student established by the Office of the Superintendent of Public Instruction (OSPI) times state match percentage (that percentage of the total cost of a school facility funded by state funds). The projected state match for each school district shall be calculated each time the impact fee is revised.

(5) "TC" means tax credit. This is calculated as:

TC =

((1 + i)10 - 1)

x (AAV) x (PTL)

i(1+i)10

"i" is the average annual interest rate as stated in the Bond Buyer 20-Bond General Obligation Bond Index.

"AAV" is the average assessed value for the dwelling unit within the district.

"PTL" is the district's capital property tax levy rate.

The tax credit shall be calculated each time the impact fee is revised.

(6) "FC" means facilities credit. This is the value of any improvement listed in the district's capital facilities plan that is provided by the developer.

(7) "A" means an adjustment for the portion of the anticipated increase in the public share resulting from exempt residential development that is prorated to system improvements. This adjustment for school impacts is determined to be 85 percent.

(8) Once a school district calculates school impact fee pursuant to this formula, the board of county commissioners shall determine the final fee, which shall not be more than the calculated fee, and shall set forth that fee in LCC 18.20.080. The school impact fees shall be updated when the board of commissioners adopts an updated school district capital facilities plan.

(9) The school impact fees shall be collected and remitted to the district in accordance with an interlocal agreement that the district shall enter into with the county. [Ord. 1259 §1, 2014]

Capital Facilities Needs Advisory Committee (CFNAC)

The Chehalis School District Operations Department is responsible for building, maintaining, and improving our school properties in a manner that supports academic success, safety and comfort to the users, and community pride in appearance. Often this work requires the support of the Chehalis community through passage of a bond or consideration of a capital projects levy.

The spending of taxpayer dollars is done very publicly, through conservative planning, cautious oversight over time, and at the direction of elected officials--our board members.

Decisions made by the Board of Directors are done publicly at regularly scheduled meetings. The opinions of parents and community members are considered as a routine part of the board meeting agenda. It is the engagement of constituents which make the board meetings meaningful and which inform the directors when making these very important decisions. A Capital Facilities Plan is required (BP 6900) before any action is taken by the board regarding a bond or a capital projects levy.

To ensure the CSD Capital Facilities Master Plan represents the voices of many, a team of parents, community members, and educators was commissioned by Superintendent Dr. Christine Moloney to serve as an advisory to the CSD Board of Directors.

The Capital Facilities Needs Advisory Committee (CFNAC) was formed and charged to thoughtfully craft a list of capital projects prioritized to direct project planning over time. A timeline of the work is as follows:

- July 2021 – Superintendent Dr. Christine Moloney works with Chief Financial Officer Heather C. Pinkerton and Capital Projects Coordinator Ed Rothlin to discuss the scope of the work of the CFNAC and the duration of the committee. The CFNAC will commence in January of 2023 and dissolve in September of 2023. Scope of the CFNAC work:
    - Examine and evaluate capital facility needs within the district
    - Recommend and prioritize projects to the Superintendent and Board of Directors

- August 2021 – Superintendent Dr. Christine Moloney, Chief Financial Officer Heather C. Pinkerton and Capital Projects Coordinator Ed Rothlin met with MSGS Architects to review and ask for a cost to update the pre-bond assessment, cost estimate and recommendations provided in August of 2018 to the district.

- September 2021 – MSGS Architects responded with a proposed cost to conduct a pre-bond study.

- October 2021 – Chehalis Board of Directors held a work study session to be updated on Capital Facility Needs. The Superintendent informed the board of next steps. The board agreed for the Superintendent to move forward.

- December 2021 – Director of Business and Operations Heather C. Pinkerton, Capital Projects Coordinator Ed Rothlin and Superintendent Dr. Christine Moloney met to discuss CFNAC membership and timeline. Reviewed the process and considered the consultation from Piper-Sandler Public Finance Investment Banking and MSGS Architects. Began to prepare a draft charter, along with meeting agendas, dates, and times.

- January 2022 – Due to the negative economic impact of the pandemic on the Lewis County community and the pandemic's heightened impact on district staff work-loads Superintendent Dr. Christine Moloney consulted with the board and recommended that the commissioning of the CFNAC be delayed until the pandemic restrictions had eased and the economy was less uncertain.

- September through October 2022 – Chief Financial Officer Heather C. Pinkerton, Capital Projects Coordinator Ed Rothlin and Superintendent Dr. Christine Moloney met again to discuss CFNAC membership and timeline and to update the draft.

- September 2022 through November 2022 – District staff reviewed board policies pertaining to capital facilities in the 6000 series.

- November 2022 through January 2023 - Updated policies provided to the board for discussion and action at board meetings.

- November 2022 – Chief Financial Officer Heather C. Pinkerton, Capital Projects Coordinator Ed Rothlin and the Superintendent Dr. Christine Moloney meet several times to finalize CFNAC membership and timeline. Review the process and consider the consultation from Piper-Sandler Cos. and MSGS Architects. Along with consultant Dr. Brian Fox and District Office Secretary Tara Phillips, a charter was prepared including meeting agendas, dates.

- January 18, 2023 - CFNAC met together for the first of nine meetings. This meeting included a tour of CSD District Offices. Slides used for the agenda can be found at the district website.[2] Every member of the committee was a Chehalis parent and included:
    - Mike Alexander, Trust Officer, Security State Bank
    - Maria Ayers, Real Estate Associate, United Way of Lewis County Board Member
    - Vicki Daniels, Retired Educator and former CSD Board Member
    - Deirdre Dennis, Chehalis resident
    - Dr. Mark Giffey, Retired Veterinarian, Port of Chehalis Commissioner
    - Alicia Hill, Counselor, Chehalis Middle School
    - Emily Jordan, Educator, W. F. West High School
    - Fred Lofgren, President, T. J. Guyer, Inc.
    - Greg Lund, Real Estate Broker, The Industrial Commission Board Member
    - Gretchen Moore, Contract Administrator, Pacific Mobile Structures, Inc. and United Way of Lewis County Board Member
    - Larry Petersen, Retired Insurance Broker and Current CSD Board Member, The Industrial Commission Board Member
    - Colleen State, Retired Educator and Current CSD Board Member
    - Allen Unzelman, Attorney at Vander Stoep, Remund, Blinks, and Jones and Chehalis Foundation Board Member
    - Steve Ward, Retired Vice President of Finance and Administration, Centralia College

- February 1, 2023 - CFNAC meeting included tours of James Lintott Elementary and Orin Smith Elementary. The agenda slides can be found at the district website.[3]

- February 15, 2023 - CFNAC meeting included a tour of the Southwest Washington Flexible Training Center at Centralia College and the District's VISIONS Program building at Rock Street, Centralia. The agenda slides can be found on the district website.[4]

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2 https://www.canva.com/design/DAFZiilqBBc/_YDo5JD1QZS8YhzfufufKQ/view?utm_content=DAFZiilqBBc&utm_campaign=designshare&utm_medium=link&utm_source=publishshare link

3 https://www.canva.com/design/DAFZRLli7Xo/bxnKx5nSm9ZvID8fZyiEGQ/view?utm_content=DAFZRLli7Xo&utm_campaign=designshare&utm_medium=link&utm_source=publishshare link

4 https://www.canva.com/design/DAFZiuHM85Q/Oz_tPl9U2Onkod2XWaGYCA/view?utm_content=DAFZiuHM85Q&utm_campaign=designshare&utm_medium=link&utm_source=publishshare link

- March 1, 2023 - CFNAC meeting included a tour of the Science Technology Engineering and Mathematics (STEM) wing and Career and Technical Education (CTE) classrooms at W. F. West High School. The agenda slides can be found on the district website.[5]

- March 15, 2023 - CFNAC meeting included a tour of the general facility at W. F. West High School. The agenda slides can be found on the district website.[6]

- May 10, 2023 - CFNAC meeting included a tour of Chehalis Middle School. The agenda slides can be found on the district website.[7]

- May 17, 2023 - CFNAC meeting included a tour of the Bus Garage, Turning Point/Lewis County Alternative School, Student Support Building, and Olympic. The agenda slides can be found on the district website.[8]

- May 31, 2023 - CFNAC meeting included a tour of athletic facilities at W. F. West High School, the Maintenance Shop and the Maintenance Office. The agenda slides can be found on the district website.[9]

- June 21, 2023 - CFNAC meeting takes place in the CSD Board Room. The agenda slides can be found on the district website.[10]

- October 18, 2023 - CFNAC meeting to review final updated Capital Facilities Plan and thank committee members for their participation.

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5 https://www.canva.com/design/DAFbzdUeDOk/fmL-CNuk98SkQsYIH4zUFw/view?utm_content=DAFbzdUeDOk&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink

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7 https://www.canva.com/design/DAFhzM-eHf4/89nvHxr2VR-1V5kgXSOhRQ/view?utm_content=DAFhzM-eHf4&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink

8 https://www.canva.com/design/DAFkhGcAhL4/B9qSE4li4GZ757_u4fh6xA/view?utm_content=DAFkhGcAhL4&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink

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10 https://www.canva.com/design/DAFmfyhdSWE/xydmumFbIH12-JZGwv240w/view?utm_content=DAFmfyhdSWE&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink#1

- October 24, 2023 - Chehalis School District Board of Directors Work Session to consider the completed Capital Facilities Plan

- October – November 2023 – Board considers and decides capital facilities action

With a commitment to authentic community engagement, district leadership wanted to invite community members into the decision-making process to strategize, plan, and evaluate solutions to perceived and existing facilities issues. Members of the Capital Facilities Needs Advisory Committee included Chehalis parents and other stakeholders including businesspersons, finance consultants, higher education administrators, realtors, current and former educators, and legal professionals. Each member demonstrates a commitment to the improvement of our community, with pride in what the Chehalis School District has provided in the past, and hope for future students and families.

It was with this in mind that Superintendent Dr. Christine Moloney brought the engagement and survey platform, ThoughtExchange, to Chehalis. This communication tool allows participants to share their thoughts on a topic confidentially, and ensures all voices are heard. Responding to a broad, open-ended question, participants share thoughts and ideas, then read those of other participants. They have the chance to agree or disagree with thoughts shared using a Likert scale in the form of "stars" awarded in response.

Immediately following each facility tour outlined above, and before leaving for the evening, members of the CFNAC participated in a Thought Exchange activity in which ideas were shared in real time using their phones and accessing the digital survey platform. As a result, both qualitative and quantitative data was gathered from each and every committee member in attendance. Participants were asked to provide at least three thoughts about the facility toured, thus providing qualitative data. Using the tool's ranking feature, ideas were evaluated by everyone and a measure of agreement was recorded. In this way, quantitative data was collected.

Results of each Thought Exchange are included throughout this report, especially in the section titled, "Inventory of Existing Facilities." In addition, an exchange was held to evaluate members' thoughts when comparing all facilities toured resulting in a prioritized list of capital projects to be considered.

This data is summarized at the conclusion of the Inventory of Existing Facilities and in full in the appendix.

CSD BOARD POLICY *6900*
MANAGEMENT SUPPORT

Facilities Planning

In order to provide the best possible physical environment for learning and teaching, the following factors will be considered in the planning of district facilities:

A. Facilities will accommodate the educational needs of students and be consistent with the educational philosophy and instructional goals of the district.
B. Facilities will meet or exceed all health, safety and welfare regulations.
C. The district will seek state and federal monies to the maximum extent available to supplement its own financial resources.
D. Undesirable environmental impact shall be minimized, and
E. Changing demographic factors will be monitored.

Facilities Master Plan

In order to efficiently manage the district's present and future facilities needs, a facilities master plan will be developed. Such plan will cover a ten-year period, be developed in conjunction with the local comprehensive land-use plan and other growth management policies, be reviewed periodically and include at least the following:

A. A cost analysis of financial ability of the district to implement its facilities program;
B. Existing and projected enrollment figures, including an analysis of the racial composition of the student population;
C. An inventory of the district's undeveloped property and developed facilities, including an analysis of the number of students in each facility and whether the facility is over or under crowded.
D. An analysis of the appropriateness of the facilities to meet the needs of all students and members of the public, all district services, programs and activities, will be accessible to individuals with disabilities;
E. Recommendations as to the sale or other disposition of district property not needed in the future; and
F. Recommendations as to the acquisition, construction or modification of new sites or facilities and of how such will better meet the needs of students and the educational program.

Enrollment Projections

Enrollment will be projected for a five-year period using methods acceptable to the State Board of Education for determining the district's eligibility for state construction grants. This projection will be reviewed and revised annually and supplemented by an analysis of additional factors that may affect the student population, such as potential zoning and development changes within the district, housing projections, and the development of new businesses and public projects.

Legal Reference: 42 U.S.C. SS 12101 - Americans with Disabilities Act, Adopted: 2/19/91, Revised: 2/5/02, 12/13/22

Inventory of Existing Facilities

James W Lintott Elementary School

In February 2015 voters approved a $36 million bond allowing the Chehalis School District to replace Cascade (built in 1922) and R. E. Bennett (built in 1928) with new construction. The school district asked taxpayers to approve the bond, requiring a three-fifths supermajority, to provide newer, safer, more efficient, modern facilities for elementary-aged children. Passage of the bond measure helped fuel a $63 million construction project.

In addition to the bonds, nearly $27 million of Schools Construction Assistance Program (SCAP) funding, commonly referred to as state match, and a K-3 Class Size state grant of $1.1 million were committed to the building project.

James W. Lintott Elementary School opened its doors to students in preschool through second grade on September 4, 2018. The school was named after Chehalis native James Lintott, who attended Cascade K-3, Olympic 4-8 and graduated from W.F. West High School in 1982. His father, Robert E. Lintott, was a fourth-grade teacher in Chehalis.

Both elementary buildings, Lintott Elementary and Smith Elementary, were designed by McGranahan Architects and built by FORMA Construction based out of Olympia.

Lintott Elementary is recorded with the Office of Superintendent of Public Instruction as building 22287 which is sited on 42.66 acres. Of the 86,298 total square feet, 84,748 are identified as instructional space.

Orin C. Smith Elementary School

Orin C. Smith Elementary School opened its doors to students in grades three through five for a full day of school on April 29, 2019. The school was named after Orin Smith, a W.F. West Class of 1960 graduate. Smith was born in Ryderwood, Washington and moved to Chehalis prior to starting the first grade. His mother, Vernetta Smith, was the superintendent at Green Hill School.

Orin Smith Elementary is recorded with OSPI as building 22288 sited on 20 acres. This is likely considered “half” of the nearly 43 acre campus. It has a gross square footage of 77,696 with 75,729 considered instructional space.

Both elementary buildings, Lintott Elementary and Smith Elementary, share a similar U-shaped floor plan and red schoolhouse look, and both sit on the 43-acre parcel of land along 20th Street donated to the district by the family of Gail and Carolyn Shaw, longtime community benefactors.

Members of the Capital Facilities Needs Advisory Committee toured both Lintott Elementary and Smith Elementary on February 1, 2023.

After a tour of the **two elementary schools**, 26 thoughts were gathered with 377 ratings. The responses indicate that the security system and related training in the schools are well-planned and highly valued by the community. The open-concept design and welcoming atmosphere of the buildings are praised for encouraging learning and supporting students of all abilities. The multi-functional spaces, such as the dining and gym areas, maximize the return on investment and provide a wide range of activities for students. However, concerns are raised about the potential for outgrowing the space and the need for better planning for future growth. Additionally, the importance of storage and adaptability in the learning environment is highlighted. Overall, the schools are seen as a positive investment in the community, fostering a fun and educational environment for both staff and students.

The following themes grew from the ideas and thoughts shared. They are presented in order of highest agreement:

- Welcoming and inviting
- Security
- Future growth
- Return on investment
- Learning spaces
- Parking and pick-up
- Staff and student morale
- Adaptability
- No immediate needs here
- Storage
- Questions and wonderings

Chehalis Middle School

CMS is recorded with OSPI as building 21538 sited on 17 acres. Built in 1988 with 20 classrooms, it provides 70,688 square feet of instructional space in the main building. In addition, there are four double-wide portable classrooms, two of which were added in 2021, and one portable classroom built in 1995.

Ground breaking for Chehalis Middle School took place on September 7, 1987. Construction was originally estimated at $5,747,264 but the total project cost, including the purchase of land, furnishings, and additional costs was $7,268,395.

Members of the Capital Facilities Needs Advisory Committee toured Chehalis Middle School on May 10, 2023.

After a tour of the **middle school**, 91 thoughts were gathered with 736 ratings. The responses indicate concerns about ADA accessibility, overcrowding, inadequate facilities, and security issues in the school building. The gym and music rooms are considered too small, and there is a need for better ventilation, heating, and cooling systems. The building's infrastructure is showing signs of wear, and there are concerns about the safety of students moving outside between portables and the main building. Additionally, there is a need for more parking, improved security measures, and upgraded technology. Despite these issues, respondents commend the kitchen staff for managing a large number of students and acknowledge the care and concern shown by teachers and staff.

The following themes grew from the ideas and thoughts shared. They are presented in order of highest agreement:

- HVAC (Heating, Ventilation, and Air Conditioning)
- Poorly designed
- Safety and Security
- Insufficient Space
- Obsolete
- ADA Compliance
- Parking Lot
- Ideas, Questions, Compliments
- Bats and birds

W. F. West High School

In 1949 W. F. West gave the Chehalis School District the land that is the current site of W. F. West High School. The building that currently houses W. F. West High School was completed in 1951, and was called Chehalis High School at the time of construction. In 1953 the athletic field was officially named the William F. West Athletic Field. In 1954 the music-gymnasium unit was finished. On September 19, 1957 Chehalis High School was officially renamed W. F. West High School.

The school received additional classrooms and a performing arts space in 1964. The library, choral, and classroom spaces were added in 1970. An extensive remodeling and modernization project was completed in 1992.

In 2018, a new Science, Technology, Engineering, and Math (STEM) wing opened, housing six labs including spaces for a cell culture lab and the Scanning Electron Microscope and two new classrooms. Thanks to a $5.5 million grant from the Office of Superintendent of Public Instruction (OSPI) and generosity of local donors, the 16,000 square foot building was designed by W. F. West graduate James Hill of KMB Architects.

The high school campus includes 24 acres and is recorded as site 21539 with the Office of Superintendent of Public Instruction (OSPI). Combined, the campus provides 177,380 square feet. 163,809 square feet are designated for instructional purposes. Buildings recognized by OSPI include:

	Year Built	**Gross Square Feet**	**Notes from OSPI**
Main Building	1950	111,068	
Vocational Education Building (CTE)	1950	31,727	Addition in 1964, and modernized in 1995
Stadium	1980	5,600	Inadequate restroom space and stalls, ADA accessibility limited, and press box inadequate
Multipurpose (gymnasium)	1990	5,060	
Greenhouse	1990	4,216	

Pitching Barn (Batting Cage)	1990	3,625	
STEM wing	2018	16,084	

Members of the Capital Facilities Needs Advisory Committee toured W. F. West High School on three occasions. On March 1, 2023 the STEM wing and CTE classrooms were toured. Later, on March 15, 2023 there was a tour of the general facility at W. F. West High School. Then on May 31, 2023 the committee visited athletic facilities.

After a tour of the **STEM wing and CTE classrooms**, 54 thoughts were gathered, with 479 ratings. The responses indicate that the STEM facility is highly regarded for its modern, efficient, and well-equipped learning environment, which offers top-notch technology and a sense of pride for students. However, the CTE building faces numerous challenges, including safety and security concerns, outdated equipment, inadequate space, and poor ventilation. Respondents suggest that the CTE facility requires significant upgrades and renovations to provide a more conducive learning environment, comparable to the STEM wing. Both programs are valued for their hands-on learning experiences, but the disparity in facilities highlights the need for improvements in the CTE building.

The following themes grew from the ideas and thoughts shared. They are presented in order of highest agreement:

- Health and Safety in CTE classrooms
- STEM wing promotes learning and success
- CTE facilities limit student success
- Equity concern between programs
- CTE and STEM both prepare students for careers
- Finish what was begun in the STEM wing

After a tour of the **general facility at W. F. West High School**, 41 thoughts were gathered, with 353 ratings. The responses indicate that the building is practical, accessible, and adaptable, but requires upgrades in various areas. Key concerns include inadequate storage, fair wheelchair accessibility, security issues due to multiple exterior doors, and water leaks. The air handling system, heating, and ventilation need improvement, as well as the gym and bathroom facilities. The music program and classrooms could benefit from modernization, and there is a desire for more uniformity in room experiences. Some respondents also mentioned concerns about rates and the impact of the building's layout on student choices.

The following themes grew from the ideas and thoughts shared. They are presented in order of highest agreement.:

- Heating and ventilation
- Security and Safety
- Practical, thoughtfully designed, well-maintained
- Accessibility
- Water and lead issues
- Many classes offered
- Pests
- Specific concerns - (building seems full, banners in gym are crowded, some areas need to be more "state of the art" - especially with many community events hosted, campus seems spread out, gym and bathrooms need updating.)
- Storage
- Equity questions
- Questions and wonderings - (music areas need improvement, does lack of window reduce class enrollment?, if lockers were gone, would there be more space for student art?)

After a tour of the **athletic facilities at W. F. West High School** (along with maintenance facilities), 52 thoughts were gathered, with 478 ratings. The responses indicate that the high school campus utilizes space efficiently, but improvements can be made to enhance mobility and use. The athletic facilities are adequate but require updates, such as resurfacing the football and baseball fields and addressing the aging football stadium. There is a need for better restroom and concession stand facilities, as well as storage and maintenance improvements. Safety concerns were raised regarding the stadium press box (crow's nest), and there is a desire for more outdoor facilities to support various sports and activities.

The following themes grew from the ideas and thoughts shared. They are presented in order of highest agreement:

- Stadium
- Restrooms
- Storage
- Pride
- Turf
- Maintenance
- Other - (one comment about improving flow, one recommending a complete study of outdoor spaces, and one asking for discussion about soccer)

District Offices

The District Offices are assumed to have been built in 1964 with the high school addition which took place the same year. Square footage recorded with the Office of Superintendent of Public Instruction is 4,232. In addition, an accounting building, built in 1930 is recorded at 936 square feet. Not recorded, but also on campus is another building of similar size and vintage which houses three administrator offices. Two small garages provide storage. The CSD Board Room portable was built in 2000 and provided 784 square feet.

Members of the Capital Facilities Needs Advisory Committee toured the District Office on January 18, 2023.

After a tour of the **District Office**, 31 thoughts were gathered, with 357 ratings. The responses indicate that the District Office facilities are outdated, inefficient, and not fully supportive of students, teachers, and staff. Key concerns include limited accessibility for individuals with mobility limitations, inadequate storage and security for documents, poor lighting, and a lack of private spaces and conference rooms. Additionally, the facilities are not ADA compliant, and the office spaces are too small and separated, hindering collaboration among staff. Upgrading the facilities could improve the support structure, processes, and procedures, ultimately benefiting the teaching and learning functions and making teachers and staff more productive and effective. It was proposed by some committee members that the District Offices be moved to the Olympic Elementary building.

The following themes grew from the ideas and thoughts shared. They are presented in order of highest agreement:

- Health and Safety
- Inefficient
- Public Relations
- Confidentiality
- Inadequate
- Encouragement
- Storage

Olympic

The main building at Olympic was built in 1959 with 19 classrooms providing 53,446 square feet of instructional space. It is currently used for instrumental music instruction, professional development

and training, the district's Technology Department, Food Services Office, and the Cornerstone Program, which provides support for Chehalis parents and families. The 58,786 square foot facility is sited on 13 acres and includes a playground and playfield. The building has not been used for full-time instruction of Chehalis students since the construction of new elementary schools in 2018.

Student Support

Recorded with OSPI as building 22139, the Student Support building sits on .20 acres and provides 6,146 square feet for offices and one small classroom used for training. It is located at 1025 SW Salsbury Ave, across from Olympic.

Turning Point / Lewis County Alternative School

Recorded with OSPI as "Student Support," with the identification number 60556, it is noted that this building is located "just outside entry to Green Hill correctional facility" and is a "joint facility with Centralia School District. The facility provides 5,250 square feet for the Chehalis School District's program called Turning Points. Students in grade 11 or more are provided with an alternative learning environment which recognizes that not all students may thrive in a traditional school setting. A portable built in 2000 and providing 896 square feet is also recorded at OSPI for this site.

Bus Garage

Recorded as building 60558 and built in 1960, the Transportation Center provides 14,448 square feet of space for use as a bus garage. The facility is used cooperatively by drivers for both the Centralia School District and the Chehalis School District.

Members of the Capital Facilities Needs Advisory Committee toured the Bus Garage, Student Support building, and Turning Point Program on May 17, 2023.

After a tour of these buildings, 53 thoughts were gathered, with 461 ratings. The responses indicate that Turning Point (TP) could benefit from updates and improvements, such as showers, laundry services, and better security, but it is well-located for the students it serves. Olympic (Oly) has untapped potential and could be a valuable district resource if updated and utilized more efficiently. The Student Support (SS) building is generally adequate and well-maintained, but parking is an issue. The Bus Garage (BG) is functional but has concerns regarding heating, cooling, and safety. Overall, there is a need for updates and better utilization of space across the facilities. It was proposed that Transportation be moved to the Olympic Elementary building.

Maintenance Shop and Maintenance Office

The Maintenance Shops are recorded with OSPI as building 60555 and were constructed in 1960 to provide 2,910 square feet of space.

Members of the Capital Facilities Needs Advisory Committee toured the district's athletic facilities and maintenance shop and office on May 31, 2023.

After a tour of these facilities, 52 thoughts were gathered, with 478 ratings. Regarding the Maintenance Shop and Office, the responses indicate that the maintenance shop is well-located but could benefit from modernization and expansion.

Thus concludes the inventory of existing facilities and property. There is no recommendation for the sale of any district facilities or property.

Final Recommendations from CFNAC

Members of the Capital Facilities Needs Advisory Committee met for a culminating meeting on June 21, 2023. After a tour of the district's many facilities, in a final meeting of the CFNAC discussion was facilitated informally, then using ThoughtExchange a final exchange was conducted. 36 thoughts were gathered with 373 ratings. After completing their facility tours and participating in lengthy discussion, the committee recommends the following:

Narrative from ThoughtExchange Results (Qualitative Data)

Committee members perceive **Chehalis Middle School** as needing the most attention, with safety, overcrowding being the main issues. They also mentioned the need for better ventilation, heating and cooling, and parking, as well as major remodel or new facility to improve the learning environment.

Also of great concern is the **Career and Technical Education** facilities. The responses discussed various aspects of the CTE building, such as safety, ventilation, space, and health. Participants expressed a need for improved facilities, such as more space and updated infrastructure. They also highlighted the importance of investing in safety and security, as well as HVAC updates, to enhance the learning environment and modernize facilities to current standards.

The responses discussed various aspects of the **District Office**, including the need to move the district office to Olympic for space, efficiency, health and safety, and storage; and the need for better space for administrative leadership. The participants generally had a negative perception of the current state of the District Office, noting that the existing facilities are inefficient, outdated, unhealthy, and inadequate.

The following prioritized list grew from the ideas and thoughts shared. They are presented in order of highest agreement and include rank data:

1. **Chehalis Middle School** (11 total thoughts shared with a star score of 4.8)
2. **Career and Technical Education** (7 total thoughts shared with a star score of 4.2)
3. **District Offices** (7 total thoughts shared with a star score of 4)
4. **W. F. West High School** (3 total thoughts shared with a star score of 3.6)
5. **Olympic** (2 total thoughts shared with a star score of 3.5)
6. **W. F. West Athletics** (4 total thoughts shared with a star score of 3.3)
7. **Maintenance Shop** (1 thought shared with a star score of 3)
8. **Bus Garage** (1 thought shared with a star score of 2.7)

All thoughts gathered at each of the CFNAC meetings are presented in full in the Appendix.

Priority from Ranking Exercise (Quantitative Data)

In addition to the ThoughtExchange, CFNAC members were provided a list of all facilities toured and asked to prioritize the list with '1" as the most important site needing attention and "13" being the least in need of attention. Results are presented in Table B. Of note is the alignment with data gathered in the ThoughtExchange for the top three facilities of concern:

1. **Chehalis Middle School** (Rank Average = 1.47)
2. **Career and Technical Education** (Rank Average = 2.73)
3. **District Offices** (Rank Average 4.33)

School Facilities and Organization

INFORMATION AND CONDITION OF SCHOOLS

Inventory of Sites and Buildings

CHEHALIS

TABLE A (3 pages)

INVENTORY OF SITES AND BUILDINGS

** Cascade and Bennett are no longer part of the CSD inventory - included for reference

SITE	BUILDING	YEAR BUILT	DIRECT INSTRUCTIONAL SPACES	GROSS SQ FT	GROSS INSTRUCTIONAL SQ FT	SCAP RECOGNIZED SQ FT	BCA SCORE
Cascade Elementary School	Bennett/Cascade Covered play	1978	0	4,800	4,800	2,400	88.88%
	Main Building	1922	23	50,896	50,896	50,896	44.11%
	Sub-Total		23	55,696	55,696	53,296	
Chehalis Middle School	Main Building	1988	24	70,688	70,688	70,688	76.37%
	Portable 307	1995	1	840	840	0	Not Required
	Portable 309	2000	1	840	840	0	Not Required
	Portable 308	2000	1	840	840	0	Not Required
	Sub-Total		27	73,208	73,208	70,688	
James W. Lintott Elementary School	Main Building	2018	58	83,198	83,198	0	90.01%
	Covered Play	2018	0	3,100	1,550	1,550	90.00%
	Sub-Total		58	86,298	84,748	1,550	
Maintenance Shops	maintenace Shops	1960	0	2,910	0	0	Not Required
	Sub-Total		0	2,910	0	0	
Office Building	Food Service/Technology	1930	0	900	0	0	Not Required
	District Offices	1964	0	4,232	0	0	Not Required
	Accounting	1930	0	936	0	0	Not Required

School Facilities and Organization
INFORMATION AND CONDITION OF SCHOOLS
Inventory of Sites and Buildings

CHEHALIS

SITE	BUILDING	YEAR BUILT	DIRECT INSTRUCTIONAL SPACES	GROSS SQ FT	GROSS INSTRUCTIONAL SQ FT	SCAP RECOGNIZED SQ FT	BCA SCORE
Office Building	Board Room Portable	2000	0	784	0	0	Not Required
	Sub-Total		0	6,852	0	0	
Olympic Elementary School	Olympic - Main	1959	21	53,446	53,446	53,446	64.01%
	Annex Building	1969	2	4,500	4,500	4,500	61.00%
	Olympic Portable	1980	0	840	840	0	Not Required
	Sub-Total		23	58,786	58,786	57,946	
Orin C. Smith Elementary School	Orin C. Smith	2019	0	73,762	73,762	0	90.00%
	Covered Play	2019	1	3,934	1,967	0	90.00%
	Sub-Total		1	77,696	75,729	0	
R.E. Bennett Elementary School	Bennett Gym	1935	1	15,527	15,527	15,527	53.06%
	Main Building	1927	21	47,190	47,190	47,190	45.84%
	Portable 1	1990	1	13,160	13,160	0	Not Required
	Portable 3	1990	1	0	0	0	Not Required
	Portable 2	1990	1	0	0	0	Not Required
	Sub-Total		25	75,877	75,877	62,717	

School Facilities and Organization
INFORMATION AND CONDITION OF SCHOOLS
Inventory of Sites and Buildings

CHEHALIS

SITE	BUILDING	YEAR BUILT	DIRECT INSTRUCTIONAL SPACES	GROSS SQ FT	GROSS INSTRUCTIONAL SQ FT	SCAP RECOGNIZED SQ FT	BCA SCORE
Student Support	Office Building	2000	0	5,250	0	0	Not Required
	Student Support Portable	2000	0	896	0	0	Not Required
	Sub-Total		0	6,146	0	0	
Transportation	Transportation Building	1960	0	14,448	0	0	Not Required
	Sub-Total		0	14,448	0	0	
W. F. West High School	Vocational Education Building	1950	6	31,727	31,727	31,727	67.31%
	Main Building	1950	29	111,068	111,068	111,068	63.46%
	Pitching Barn	1990	0	3,625	0	0	Not Required
	Greenhouse	1990	1	4,216	4,216	4,216	56.62%
	Multipurpose Building	1990	0	5,060	5,060	5,060	83.86%
	Stadium	1980	0	5,600	0	0	Not Required
	STEM Addition	2018	0	16,084	11,738	0	90.02%
	Sub-Total		36	177,380	163,809	152,071	
	GRAND TOTAL		193	635,297	587,853	398,268	

TABLE B

CFNAC PRIORITIZED ORDER OF FACILITY NEEDS

WITH RANK AVERAGES

Facility	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5	Participant 6	Participant 7	Participant 8	Participant 9	Participant 10	Participant 11	Participant 12	Participant 13	Participant 14	Participant 15	Rank Average
District Office	3	3	7	7	4	5	4	7	2	5	5	3	4	5	1	**4.33**
Lintott Elementary	11	10	13	13	8	11	12	12	11	11	11	11	12	12	10	**10.60**
Smith Elementary	12	11	12	12	9	12	13	13	12	12	12	12	13	13	11	**11.93**
WFW STEM wing	13	8	10	8	10	13	11	6	13	13	13	5	11	11	12	**10.47**
WFW CTE classrooms	2	7	5	9	1	2	1	1	3	2	1	2	1	2	2	**2.73**
WFW building	5	9	2	5	11	3	5	5	9	4	3	5	3	3	6	**5.20**
Chehalis Middle School	1	1	1	1	2	1	2	2	1	1	2	1	2	1	3	**1.47**
Bus Garage	8	4	4	6	5	8	7	9	5	8	6	6	5	8	4	**6.20**
Turning Point	9	12	6	11	6	9	9	10	7	10	8	7	6	4	13	**8.47**
Student Support Building	10	13	11	4	7	10	10	11	10	9	10	13	7	6	9	**9.33**
Olympic	4	6	8	10	3	4	3	4	6	6	7	8	9	7	7	**6.13**
Athletic Facilities at WFW	6	2	3	3	5	6	6	3	8	3	4	4	8	9	5	**5.00**
Maintenance Shop and Office	7	5	9	2	13	7	8	8	4	7	9	6	10	10	8	**7.53**
Tours attended (of 8 held)	7	5	8	7	7	7	7	6	7	6	8	7				

TABLE C
LOCATION OF EXISTING INSTRUCTIONAL FACILITIES
CHEHALIS SCHOOL DISTRICT NO. 302

Facility	Location	OSPI Building Number
James W. Lintott Elementary	1220 Bishop Rd, Chehalis, WA 98532	5509
Orin C. Smith Elementary	1240 Bishop Rd, Chehalis, WA 98532	5510
Chehalis Middle	1060 SW 20th Street Chehalis, WA 98532	4311
W. F. West High	342 SW 16th Street Chehalis, WA 98532	2799
Visions Program	415 S. Rock Street Centralia, WA 98531	
Turning Point/Lewis County Alternative	1265 SW Pacific Ave, Chehalis, WA 98532	5369

Figure 1 - Chehalis School District Boundaries

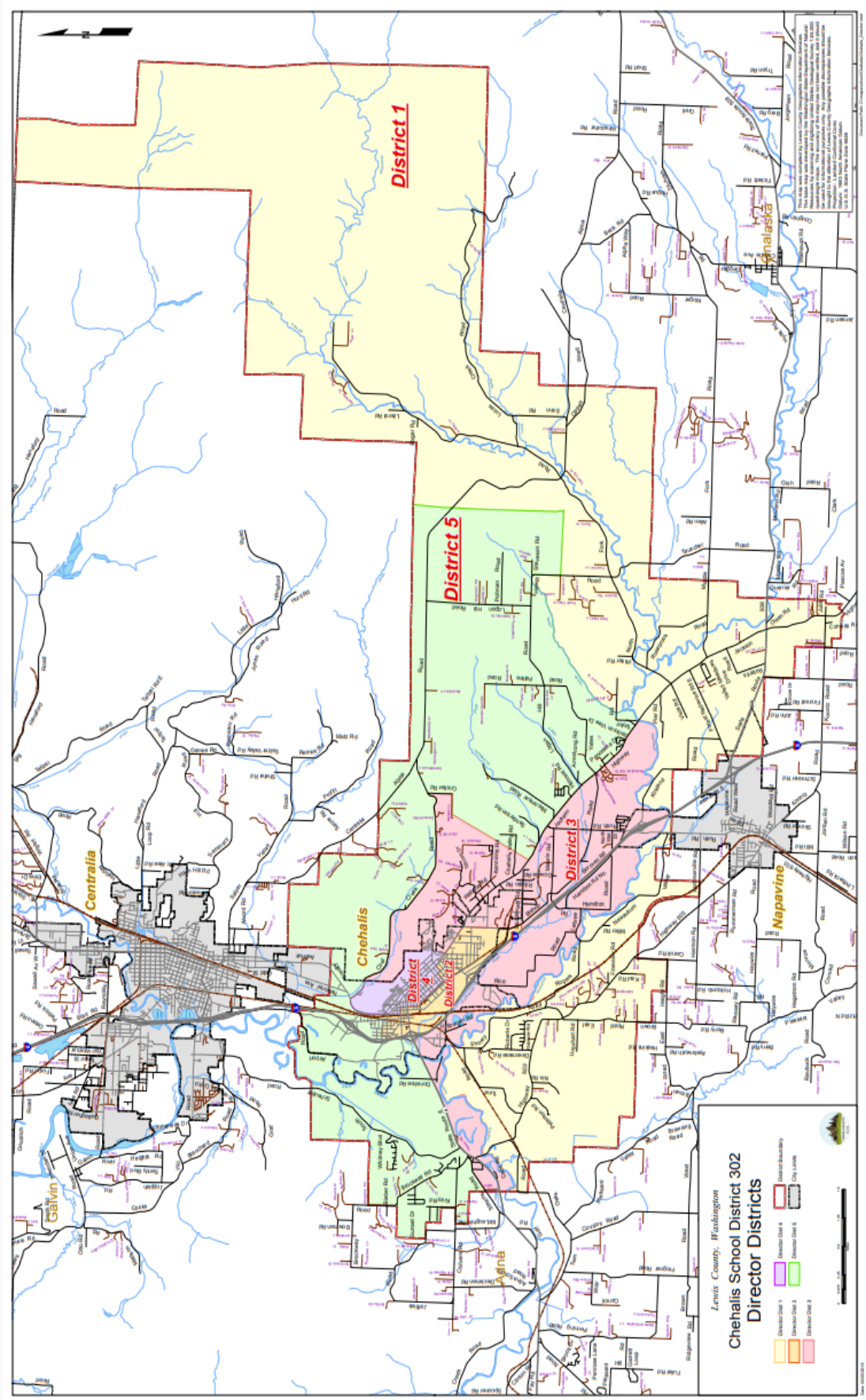


Figure 1 (previous page) **Chehalis School District Boundaries**

Beginning at the SW corner of Section 26, TWP 14N R3W, and running north ½ mile, east 1 mile, north 1 mile, and east approximately ¾ mile to the main channel of the Chehalis River; thence in a northeasterly direction along said river to a point in Section 19, TWP 14N R2W, which is ½ mile east of the west line of said Section 19; thence east ¼ mile, south approximately ¼ mile, and east ¼ mile to the mid-point of the east line of the aforesaid Section 19; thence east ¼ mile, south ¼ mile, east ¾ mile, north ¾ mile, and east 1 mile to the NE corner of Section 21, TWP 14N R2W; thence south ½ mile, east ½ mile, south 1 mile, east 1 ½ miles, south ½ mile, east 5 miles, and north 2 miles to the NW corner of Section 23, TWP 14N R1W; thence east 1 mile, north 1 mile, east 3 miles, and north 4 miles to the Lews-Thurston County line at the NW corner of Section 28, TWP 15N R1E; thence east 1 mile along said county boundary line, south 2 miles, east 1 mile, south 6 miles, west 4 ½ miles, south 1 mile, and west ½ mile to the SE corner of Section 2, TWP 13N R1W; thence south 2 miles, west 3 miles: thence south 1 ½ miles; thence west ¼ mile; thence south 1 ½ miles, west ¼ mile, south ¼ mile; thence north 53 degrees, 30' west 112.5 feet; thence south 36 degrees, 30' west 640 feet; thence north 53 degrees, 30' west 420 feet; thence west 1765.3 feet, north 810.2 feet, west 810 feet to west section line, Section 5, TWP 12N R1W; thence north ¾ miles: thence west ½ miles to center of Section 31, TWP 13N R1W; thence north ½ mile, west 1 ¼ miles, north ¾ mile, west ¼ mile, and north ¾ mile to the mid-point of the west line of Section 24, TWP 13N R2W; thence west 1 ¼ miles, north ¼ mile, west ½ mile, south /4 mile, and west ¼ mile to the SW corner of Section 22, TWP 13N R2W; thence north to the point of intersection with the eastern boundary of the right-of-way of the Northern Pacific, Great Northern, and Union Pactific railroads; thence north and northwesterly along said right-of-way to the point of intersection with the north line of Section 21, TWP 13N R2W; thence west ½ mile, more or less, to the SW corner of Section `16, TWOP 13N R2W; thence west ½ mile, more or less, to the SW corner of Section 16 TWP 13N R2W; thence south ½ miles, west ½ mile, north ¼ mile, west ½ mile, north ¼ mile to the SW corner of Section 17, TWP 13N R2W; thence west 1 ½ miles, north ¼ mile, west ½ mile, and north ¾ mile to the SW corner of Cesion 12 TWP 13N R2W; thence west ¼ mile4, north ¾ mile, west ½ mile, north 1 mile, west ½ mile, north ¼ mile, and east ¼ mile to the SW corner of Section 35, TWP 14N R2W; thence north ¼ mile, we ¼ mile, north ¼ mile, west ¼ mile, north ½ mile and east ½ mile to the point of beginning.

This map can also be found digitally on the district website at
https://chehalisschools.org/wp-content/uploads/2020/05/Chehalis-Board-Member-Districts.pdf

Forecast of Future Needs

In this section, the plan will examine (a) the District's student enrollment history over the past five years, (b) the District's 2022-23 enrollment figures by grade, (c) enrollment projections through the 2027-28 school year, and (d) comparisons of CHOICE students in and out of district.

Enrollment Projections

This plan utilizes enrollment projections developed using past and present enrollment information. The P223 Enrollment Data for Basic Enrollment report is required by OSPI and is a summary of all K-12 students enrolled on the first school day of each school month (or the fourth school day of September).

This plan uses October P223 headcount enrollment counts and excludes students enrolled in Turning Point, VISIONS, or Green Hill Academic School and can be found in Table D below.

The recommendation for any additional capacity in the Chehalis School District is based on district experiences to date and student enrollment projections. The district utilizes the Superintendent of Public Instruction's Cohort Survival Method (based on statistical data gathered over a number of years in the state).

The Cohort Survival Method is utilized by OSPI to determine a school district's eligibility for state-assisted funding in school construction. A key to this methodology is to determine the pattern of population activity over the past five-year period. The OSPI method assumes that this pattern will continue over the next five years. In other words, if there has been a certain pattern of in-or-out migration in the past five years, the Cohort Survival method assumes that this same pattern will continue. Then a "survival rate" (i.e., the number of students that will move up to the next grade level for each grade level) is calculated (which is expressed as a percentage of survival) and is used as a basis for forecasting future enrollment. This year's Determination of a Projected Enrollment is attached as Table D.

School Facilities and Organization

INFORMATION AND CONDITION OF SCHOOLS

Enrollment Projections (Report 1049)

CHEHALIS

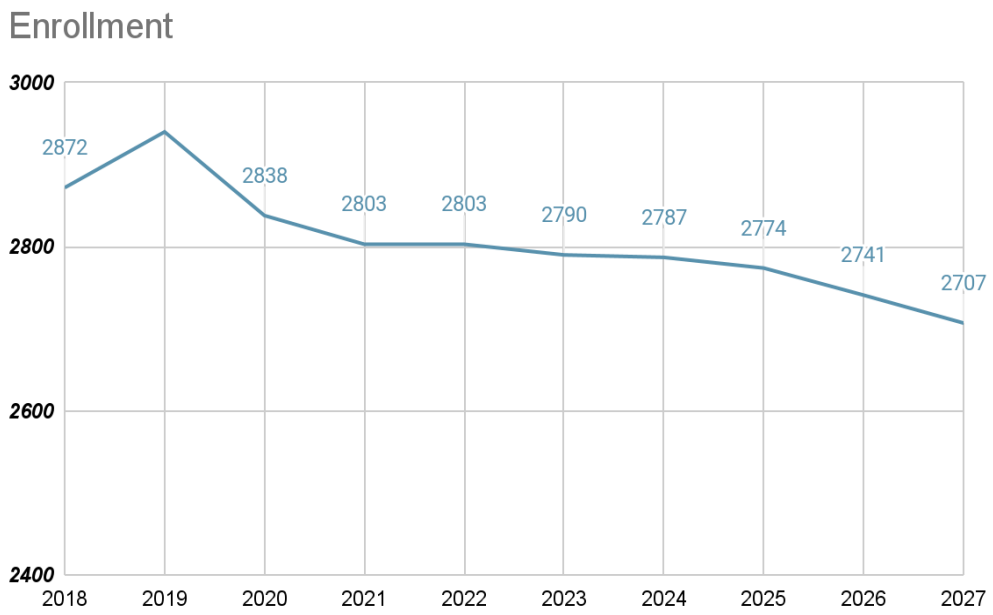
TABLE D
PROJECTED ENROLLMENT 2023-2028

	--- ACTUAL ENROLLMENTS ON OCTOBER 1st ---						AVERAGE %	--- PROJECTED ENROLLMENTS ---					
Grade	2017	2018	2019	2020	2021	2022	SURVIVAL	2023	2024	2025	2026	2027	2028
Kindergarten	214	214	228	193	194	196		188	183	177	172	167	162
Grade 1	205	214	221	207	199	202	100.25%	196	188	183	177	172	167
Grade 2	224	219	225	213	206	193	100.96%	204	198	190	185	179	174
Grade 3	196	226	224	204	209	217	99.45%	192	203	197	189	184	178
Grade 4	222	209	234	225	203	218	102.88%	223	198	209	203	194	189
Grade 5	201	224	210	229	215	230	101.61%	222	227	201	212	206	197
K-5 Sub-Total	1,262	1,306	1,342	1,271	1,226	1,256		1,225	1,197	1,157	1,138	1,102	1,067
Grade 6	197	192	229	204	211	206	96.56%	222	214	219	194	205	199
Grade 7	206	206	210	243	210	215	104.97%	216	233	225	230	204	215
Grade 8	217	222	210	203	224	214	100.08%	215	216	233	225	230	204
6-8 Sub-Total	620	620	649	650	645	635		653	663	677	649	639	618
Grade 9	243	247	251	238	248	257	115.42%	247	248	249	269	260	265
Grade 10	251	254	251	254	236	235	100.24%	258	248	249	250	270	261
Grade 11	215	235	220	220	233	206	89.37%	210	231	222	223	223	241
Grade 12	219	210	227	205	215	214	95.40%	197	200	220	212	213	213
9-12 Sub-Total	928	946	949	917	932	912		912	927	940	954	966	980
DISTRICT K-12 TOTAL	2,810	2,872	2,940	2,838	2,803	2,803		2,790	2,787	2,774	2,741	2,707	2,665

Notes: Specific subtotaling on this report will be driven by District Grade spans.

Using this information, a visual representation of projected enrollment through 2027 is shown in Figure 2. Enrollment increased to a high of 2,940 in 2019. However, the most recent three years have seen a decrease of over 100 students. The decrease coincides with the pandemic, which resulted in the temporary closure of school buildings and remote instruction followed by hybrid schedules as students and staff were reintroduced to onsite instruction. If Cohort Survival calculations are accurate, the graph clearly demonstrates continued decline in the student population over the next several years.

Figure 2 Line Graph of Enrollment Projection



To better calculate enrollment trends by level, and compare the district's projected enrollment with the capacity of the existing facilities, Tables E - H are provided below. Capacity at each elementary is reported by Kris Stamon, Principal at McGranahan Architects per conversation with CSD leadership during construction planning. Stamon notes, "The building code would accommodate more people in the building . . . but these are what the district chose to use at the time." Elementary enrollment capacity was calculated as follows:

K-2	11 classrooms	204 students per grade	18 student per classroom
Grade 3	9 classrooms	204 students per grade	22 students per classroom
Grades 4 & 5	8 classrooms	204 students per grade	26 students per classroom

K-12 HEADCOUNT ENROLLMENT
2018-2022 ACTUALS AND 2023-2027 ESTIMATED

TABLE E
JAMES LINTOTT ELEMENTARY ENROLLMENT AND CAPACITY

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Current Capacity K-5	612	612	612	612	612	612	612	612
Enrollment K-2	599	591	588	569	550	534	518	503
Difference	-13	-21	-24	-43	-62	-78	-94	-109

TABLE F
ORIN SMITH ELEMENTARY ENROLLMENT AND CAPACITY

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Current Capacity K-5	612	612	612	612	612	612	612	612
Enrollment K-2	627	665	637	628	607	604	584	564
Difference	+15	+53	+25	+16	-5	-8	-28	-48

TABLE G
MIDDLE SCHOOL ENROLLMENT AND CAPACITY

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Current Capacity 6-8	643	643	643	643	643	643	643	643
Enrollment 6-8	645	635	653	663	677	649	639	618
Difference	+2	-8	+10	+20	+34	+6	-4	-25

TABLE H
HIGH SCHOOL ENROLLMENT AND CAPACITY

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Current Capacity 9-12	1190	1190	1190	1190	1190	1190	1190	1190
Enrollment 9-12	932	912	912	927	940	954	966	980
Difference	-258	-278	-278	-263	-250	-236	-224	-210

City and County Planning

Lewis County Community Development identifies a vision for the future and sets long-term goals, policies, and land use patterns for growth over a 20-year period. The Lewis County Comprehensive Plan was amended in February of 2021 and is available online using this link: https://lewiscountywa.gov/departments/community-development/adopted-plans/. It appears that the housing portion of the plan is based on data gathered nearly a decade ago. Building permits are reported publicly each week, but reports of trends are not provided.

The City of Chehalis Planning Commission is active and provides public access to agendas and minutes. The city's Comprehensive Plan appears to be recently updated and easily accessible. Of note is the following from the demographic section on housing:

> *As of 2016, the City of Chehalis' population was 7,460 according to the Office of Financial Management. To meet the City's adopted target of 11,230 by 2040, 3770 more people will need to live here. At 2.46 persons per household, that means about 1533 more residential units will be needed during the 2017-2037 period. In order to meet this objective, the City of Chehalis will need to take an aggressive approach that encourages compact development with a variety of land uses and annex more land.*[11]

In April 2023, at a Chehalis City Council meeting, the Building and Planning Manager presented the city's housing plans and population projections for the next 20 years. It was reported the city of Chehalis could grow to as many as 22,000 residents by 2042.[12]

Cautious and continuous research of growth plans and policies is recommended. District staff and officials should remain engaged with the work of these and any related committees.

School Choice

A student's school and resident school district is based on where the student resides. In some circumstances, a family may ask to transfer their student to a school outside of their resident district.

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[11] Chehalis Comprehensive Plan, Chapter 4, Housing, taken from https://www.ci.chehalis.wa.us/sites/default/files/fileattachments/building_and_planning/page/1090/chapter_4_-housing_comp_plan_-_2022_changes.pdf

[12] Chehalis Officials Predict as Many as 22,000 New Residents by 2042, The Chronicle, taken from https://www.chronline.com/stories/chehalis-officials-predict-as-many-as-22000-new-residents-by-2042,317378

This is called a nonresident student transfer. Some may reference this as an out-of-district transfer, interdistrict transfer, choice transfer, variance, waiver, or school choice.

In Washington State, there are several laws and policies which govern student transfer. In addition to RCW 28A.225.290, the Office of Superintendent of Public Instruction provides helpful information which may assist in understanding the process, including the following:

- Nonresident students are those who live outside the school district boundaries of the district they are asking to attend.
- Whether the student transfer request is accepted or denied is determined by the school districts. The process a school district uses to determine transfer requests is established in their policies and procedures.
- Both the student's resident district and the nonresident district must approve a transfer prior to the student attending a nonresident district. The resident district "releases" the student, and the nonresident district "admits" the student.
- Denied requests can be appealed by requesting a hearing through the Office of Administrative Hearings (OAH). Appeals are heard on OSPI's behalf by an administrative law judge with the Office of Administrative Hearings (OAH). OSPI staff does not grant or deny nonresident student transfers.[13]

Enrollment information provided in this plan includes data reporting the transfer of students into Chehalis School District, as well as those transferred out. See Tables J-M and Figure 3.

[13] Retrieved from https://ospi.k12.wa.us/student-success/support-programs/student-transfers

TABLE J
TOTAL CHOICE STUDENTS TRANSFERRED INTO
CHEHALIS SCHOOL DISTRICT

2023-2024	**604**
2022-2023	**546**
2021-2022	**524**
2020-2021	**542**
2019-2020	**611**

TABLE K
TOTAL CHOICE STUDENTS TRANSFERRED OUT OF
CHEHALIS SCHOOL DISTRICT

2023-2024	**131**
2022-2023	**85**
2021-2022	**122**
2020-2021	**143**
2019-2020	

TABLE L

TOTAL CHOICE STUDENTS IN ONLINE PROGRAM OUT OF CHEHALIS SCHOOL DISTRICT

2023-2024	**54**
2022-2023	**48**
2021-2022	**47**
2020-2021	**170**
2019-2020	

TABLE M

TOTAL CHOICE STUDENTS IN HOMESCHOOL PROGRAM OUT OF CHEHALIS SCHOOL DISTRICT

2023-2024	**60**
2022-2023	**90**
2021-2022	**123**
2020-2021	**172**
2019-2020	

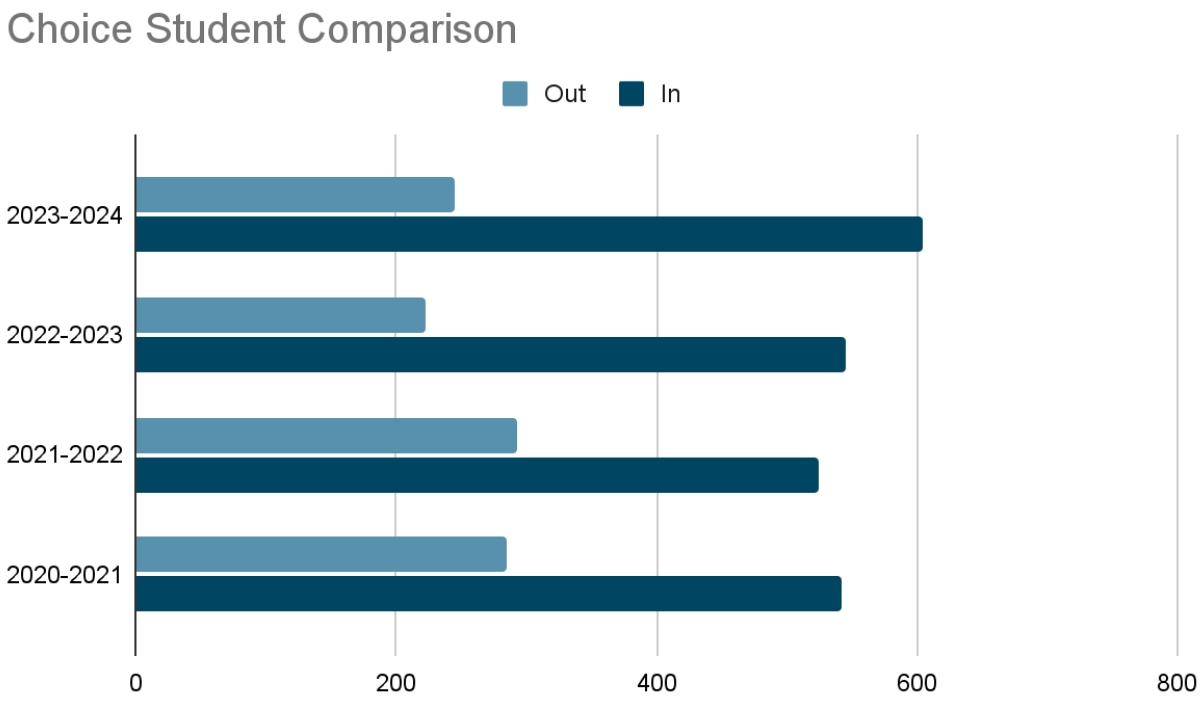
TABLE N

TOTAL CHOICE STUDENTS - OUT

School Year	Choice OUT	Homeschooling	Online	Total
2023-2024	131	60	54	245
2022-2023	85	90	48	223
2021-2022	122	123	48	293
2020-2021	143	72	70	285

Figure 3

COMPARISON OF CHOICE STUDENTS - IN VERSUS OUT

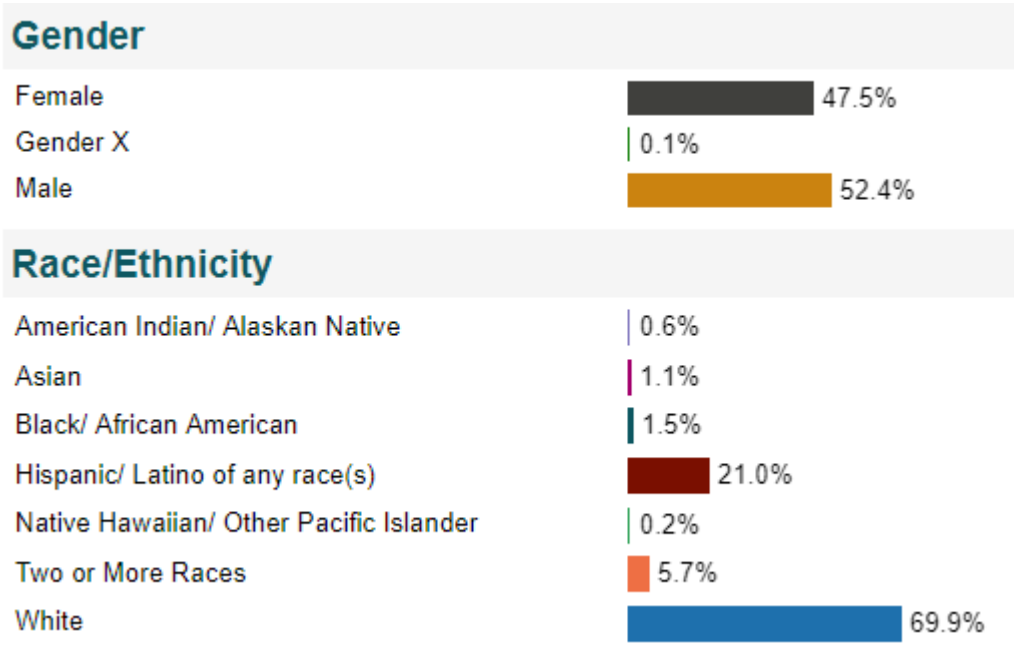


Student Demographics

For the 2022-2023 school year, the Office of Superintendent of Public Instruction reports a total student enrollment for Chehalis School District at 3,056. The following information is provided per CSD Board Policy:

Figure 4

CSD STUDENT DEMOGRAPHICS - GENDER AND RACE



Finance Plan

The Chehalis School District recognizes the value of long-range capital facilities planning. The development of this Capital Facilities Plan will help the School Board of Directors make informed decisions as they consider and plan for instructional space needed to accommodate students and teachers. Replacement and modernization of existing space may be needed to address code improvements, energy enhancement, and educational upgrades.

In conjunction with the capital improvement plan, the district needs a means of financing any new construction, replacement construction, and modernization. To inform decision-makers when considering the information shared up to this point, this plan will include costs associated with construction projects.

Construction Costs

A number of factors influence the total cost and, specifically, the local share of any school construction project including:

- Acreage available and the cost per acre of each site can impact construction costs.
- Proximity to utilities (i.e., water, sewer, electricity, etc) and roadways to a school site can have an impact.
- The nature of the instructional programs housed in a school facility - for example, the square foot cost of senior high schools is almost always higher than elementary and middle schools. Specialized facilities for vocational and special education programs can also increase construction costs.
- The posture of the local governmental planning agencies (City or county) will affect such items as off-site street improvement, landscaping, street signaling and signage.
- The "bidding climate" at the time a school construction project comes online - normally, the less construction works available, the more competitive the general contractors become and visa-versa.
- The experiences and competence of the lowest bidding general contractor and their major subcontractors can also impact the final cost of any school construction project.
- The State's "matching percentage," as determined in accordance with the formula set forth in RCW 28A.525.166, establishes the relationship between the local and state funding of any school construction project.
- The enrollment projections of the State's "space allocations" as outlined in WAC 392-343-045 determine just how much area of a school facility will be eligible for state matching funds. Building a new school without full "unhoused" eligibility increases the amount of local funds that have to be spent on a project.

- The State's "construction cost allocation" also impacts the level of state financial assistance, as spoken to in WAC 392-343-060.
- Increases over time of the basic costs of construction, labor, materials, and equipment can greatly impact project costs.

Funding Sources

School districts utilize budgets consisting of several discrete funds. However, for the most part, the capital needs of any school system are addressed with the Capital Projects Fund and the Debt Service Fund.

The Capital Projects Fund is used for purposes such as: (a) to finance the purchase and development of school sites; (b) the construction of new and replaced facilities and the modernization of existing facilities; and (c) the purchase of initial equipment, library books and textbooks for new, replaced and remodeled facilities. Revenues accruing to the Capital Project Fund come primarily from bond sale proceeds, capital levy collections and state matching funds. However, revenues from the General Fund, the sale or lease of property and contributions can also be accrued to the Capital Projects Fund. Under the authority of the Growth Management Act (GMA), impact fees are accrued to the Capital Projects Fund. Mitigation funds that accrue under the authority of SEPA or the State Subdivision Act are also deposited in the District's Capital Projects Fund.

The Debt Service Fund is used as a mechanism to pay for bonds. When a Bond Issue passes, a school district sells bonds that have a face value and an interest rate. Local property taxes are adjusted to provide the funds necessary to meet the approved periodic payments on sold bonds. The proceeds from the taxes collected for this purpose are deposited in the Debt Service Fund and drawn out for payments at the appropriate times.

Sources of Public Money - Bonds

These are financial instruments having a face value and an interest rate that is determined at the time and by the conditions of their sale. Bonds are backed by the "full faith and credit" of the issuing school district and may be paid from proceeds derived from a specific increase in the property taxes for that purpose. The increase in taxes results in an "excess levy" of taxes beyond the constitutional limit, so the bonds must be approved by a supermajority vote of the people (60%) in the jurisdiction issuing them. The total of outstanding bonds issued by the jurisdiction may not exceed five percent of the assessed value of the property within that jurisdiction at the time of issuance.

Bonds are multi-year financial instruments, generally issued by school districts for 20 years. Because of their long-lasting impact, they require both an extraordinary plurality of votes and a specific minimum number of voters for validation. The positive votes must equal or exceed 60 percent of the total votes cast on the issue and the total number of voters must equal or exceed 40 percent of the total number of voters in the school district who cast ballots in their last general election.

Proceeds from bond sales are limited by bond covenants and must be used for the purpose(s) for which the bonds are issued. They cannot be converted to a non-capital or operating purpose. The life of the improvement resulting from the bonds must meet or exceed the term of the bonds themselves

Sources of Public Money - Capital Levies

These differ from bonds in that they do not result in the issuance of a financial instrument and, therefore, do not affect the "bonded indebtedness" of a school district. This method of financing is a straight increase in property tax rates to produce a voter-approved dollar amount. The amount generated from the capital levy is then available to a district in the approved year. The actual levy rate itself is determined by dividing the number of dollars approved by the assessed valuation of the total school district at the time the taxes are set by the County Council.

Capital levies can be approved for up to a six-year period. The amounts to be collected are identified for each year separately and the tax rates set for each individual year. Like bond issues, capital levies must be used for the specified capital purpose(s) for which they were passed. They cannot be converted to a non-capital or operating purpose.

State Matching Funds

The State of Washington has a Common School Construction Fund. The State Board of Education is responsible for administration of the funds and the establishment of matching ratios on an annual basis. The Office of the Superintendent of Public Instruction (OSPI), on behalf of the State Board of Education, has determined that Chehalis School District's matching ratio for 2023 is 67%, for those expenses that are defined as match eligible.[14]

The base to which the percent is applied is the cost of construction, as determined by the Construction Cost Allocation. The Construction Cost Allocation is an index of construction costs that is used by

[14] Retrieved from School Construction Assistance Program, Office of Superintendent of Public Instruction: https://ospi.k12.wa.us/policy-funding/school-buildings-facilities/school-construction-assistance-program-scap

the state to help define or limit their level of support. This construction cost index rarely matches the actual cost of school construction in districts across Washington State. Nevertheless, the Construction Cost Allocation for school construction costs per OSPI as of July 1, 2022, is $246.83 per square foot.

The formula for determining the amount of state matching support can be expressed as A x B x C = D, where:

A = eligible area (determined by OSPI's student square foot allowances)
B = the Construction Cost Allowance (in dollars per square foot)
C = a school district's applicable matching rate
D = the amount of state fiscal assistance to which a district will be entitled

Qualification for state matching funds involves an application process. Districts may submit information for consideration by the State Board of Education. Once approved, a district qualifies for matching funds in a sequence that recognizes the existing approvals of previous submittals. Failure of a school district to proceed with a project in a timely manner can result in the loss of a district's "place in line."

Funds for the state match come from the Common School Construction Fund using revenues accruing predominantly from the sale of renewable resources, primarily timber, from state school lands set aside by the Enabling Act of 1889. If these sources are insufficient to meet current needs, the legislature can appropriate additional funds, or the State Board of Education can establish a moratorium on certain projects (Chapter 392, Sections 341-347 of the Washington Administrative Code).

Market demand for timber and wood products has been declining over the past decade resulting in a substantial decrease in state matching revenues. Efforts in the State Legislature to supplement timber-generated revenues with general fund monies have been partially successful. As noted in WAC 392-343-057, if state matching monies are not available to fund a specific school project, then school districts may proceed at their own financial risk. At such time state monies do become available, reimbursement will be made to the district for the state's share of said school project.

Mitigation/Impact Fees

According to RCW 82.02.090, the definition of an impact fee is ". . . a payment of money imposed upon development as a condition of development approval to pay for public facilities needed to serve new growth and development, and that is reasonably related to the new development that creates additional demand and need for public facilities, that is a proportionate share of the cost of the public facilities, and that is used for facilities that reasonably benefit the new development. `Impact fee' does not include a reasonable permit or application fee."
Mitigation or impact fees can be calculated based on "unhoused student need" or "the maintenance of a district's level of service" as related to new residential development. A mitigation/impact fee may be imposed based upon a determination of insufficient existing permanent and/or portable school space or to pay for permanent and/or portable school space previously constructed due to growth in the district. The amounts to be charged are then calculated based on the costs for providing the space and the projected number of students in each residential unit. A district's School Board must first approve the application of the mitigation or impact fees, and, in turn, approval must then be granted by the other general government jurisdictions having responsibility within the district, counties, cities and towns. In the Chehalis School District those general government jurisdictions include the City of Chehalis and Lewis County.

Funding for School Facilities

The ability to move forward on school construction projects in the Chehalis School District hinges primarily on two factors. First, the district needs to have local funding available to help pay for the cost of any school construction project. Normally, school districts secure most of their local funds through the sale of general obligation bonds, as approved by the voters of their districts. The authority to issue and sell such bonds rests in the Constitution and laws of the State of Washington, including RCW 28A.530.010 and RCW 84.52.056.

Second, is its eligibility for State Matching Funds. Such state financial assistance is used along with local funds to pay for the cost of school construction projects. However, state monies cannot be used to purchase school sites, to make offsite improvements and/or fund those specific items spoken to in WAC 392-343-120. The formula for determining the exact amount of State Matching Funds a district can receive is set forth in WAC 392-343-020.

Appendix

The following pages include all comments submitted by members of the Capital Facilities Needs Advisory Committee provided in Thought Exchange conversations gathered immediately following each tour. This data is not themed. It is organized by participant rating beginning with group priority and agreement.