



# KUNA JOINT SCHOOL DISTRICT 3

## 2017-2027 10 Year Strategic Plan

July 1, 2017

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In the pursuit of transparency and open communication with the community it is our pleasure to present the 10 year plan for the Kuna School District (the District) covering from July 1<sup>st</sup> 2017 to June 30<sup>th</sup> 2027.

There are many items that make up a 10 year plan. The best place to start is to look at the conclusion. What do we want the district to look like on June 30<sup>th</sup> 2027?

To help us create this picture we look, as always, to the elected officials within our district, the Board of Trustees. On October 14<sup>th</sup> 2014 the board adopted the following board goals:

### **Student Achievement Goals**

1. Every student will learn and achieve to reach his or her full potential in education, career, and society.
2. Maintain and grow a high quality educational system, including student achievement, and community and parent partnerships.

### **Operational Goals**

3. Hire, retain and invest in a highly qualified staff.
4. Maintain and cultivate safe, effective, and efficient operational and fiscal practices.
5. Improve community satisfaction, relations and communications.

It is through the prism of these goals that we look 10 years into the future. Therefore, from a broad view the Kuna School District of 2027 is one that meets all the criteria set by the board's vision. It is also important to include a proactive response to growth in our plan for the future. If we do not proactively respond to growth we will not be able to meet these goals. It is with these goals and growth in mind that we present the 10 year plan.

## **Section 1**

### **Determining the future**

*Each generation goes further than the generation preceding it because it stands on the shoulders of that generation. You will have opportunities beyond anything we've ever known. –Ronald Reagan*

We know one thing about making predictions about the future and that is any assumption we make will be incorrect. Like horseshoes we can get close but our plan will never be perfect. Therefore, the District has decided to take a fluid approach to planning for the future. This fluid planning means creating a roadmap that can be incorrect at a given moment but correctable over time without slowing our response to the issues facing our district.

Keeping this in mind we have created three pathways for our district. All of these pathways lead to the same conclusion but the assumptions made are different. That is not to say that the future will unfold in any of these three ways but rather these pathways show that our 10 year plan will work under different situations that our community may face.

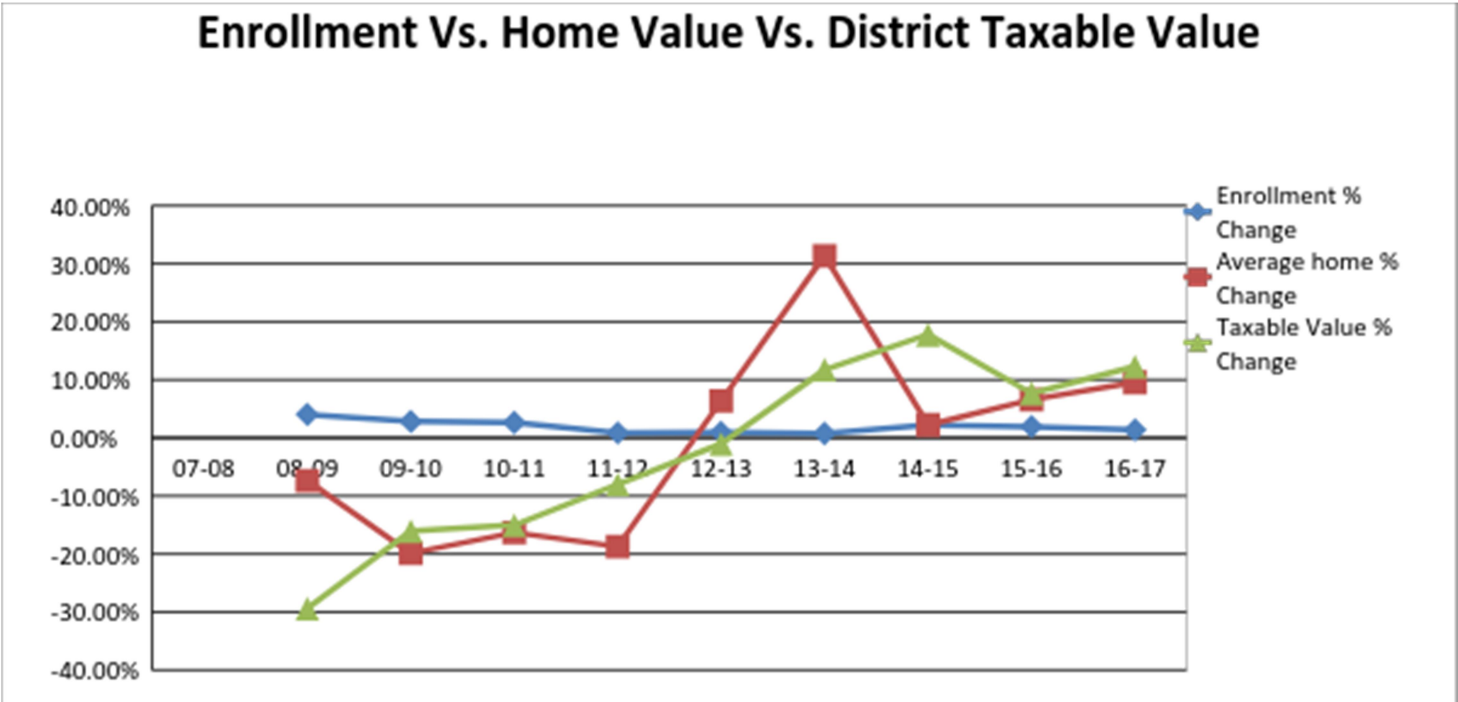
Moving Forward we will refer to these three pathways as low growth (LOW), medium growth (MED), high growth (HGH).

### **Projections**

#### ***Student Growth vs. Home Value vs. Taxable Assessed Value***

The relationship between the taxable assessed value growth and student growth is not a perfect 1:1. What we mean by this is that if the student population grows by 4% that does not mean that the taxable value in the community will grow by 4%. However, in general, it has been the experience of the Kuna School District that the taxable value in the District grows by at least the same amount as student growth.

Below is a graph showing the percentage change of three categories in the last 10 years. Those categories are changes in Enrollment, Average Home Value and the Taxable value for the District (all property within the district's boundaries).



Note that the graph begins with the recession and the housing market collapse. This historic collapse makes the first five years difficult to find a correlation. However, you can see in the most recent five years there has been a slight correlation in Enrollment increase compared to the District's Taxable Value. Note also that comparing the Average Home price to the Taxable Value has very little direct correlation.

The conclusion we can reach by this information is that the fluctuation in average home prices can impact the taxable value when it fluctuates wildly but is not a good indicator for long term planning. Part of this is because there is more to the Taxable Value than home prices. Businesses and Growth have a strong impact on assessed value.

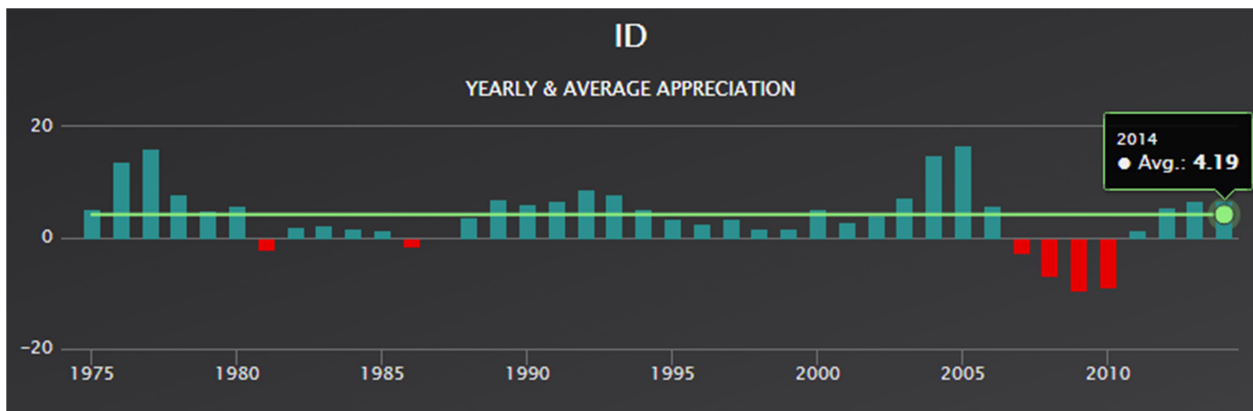
Conversely the fluctuations in enrollment percentages have a more direct correlation (if only slight). This is not to say that Enrollment makes up all of the Taxable value changes from year to year but to simply show that a reliance on higher enrollment growth correlating to higher taxable value growth is legitimate. We can therefore assume that, short of a significant market collapse, if we continue to grow



in enrollment then we can expect a growth in taxable value by at least the same %. And that the taxable value may change independently of the Average home value.

We make this point to establish the foundation of our fluid 10 year plan. The foundation is simply that we can afford the projects related to enrollment growth by assuming similar Taxable value growth in the future. And that if we grow faster or slower than expected then our plan can be adjusted accordingly and still maintain a flat tax rate. Although it is impossible to promise a plan in which “growth pays for growth” we can use these models to create a plan where we can obtain a greater balance of the changes in enrollment being the primary expectation to the changes in taxable value. This in turn would allow the plan to be funded primarily by growth and less dependent on the current property owners.

A final note is that the average home price increase for Kuna, ID for the last 20 years has been approximately 4%. 4% is very similar to Idaho’s average increase since 1975. It is therefore a good baseline estimation that house values will increase on average 4% a year in the future. Again this is not an exact figure but a baseline to make our estimations.



<http://www.estateofmindsites.com>

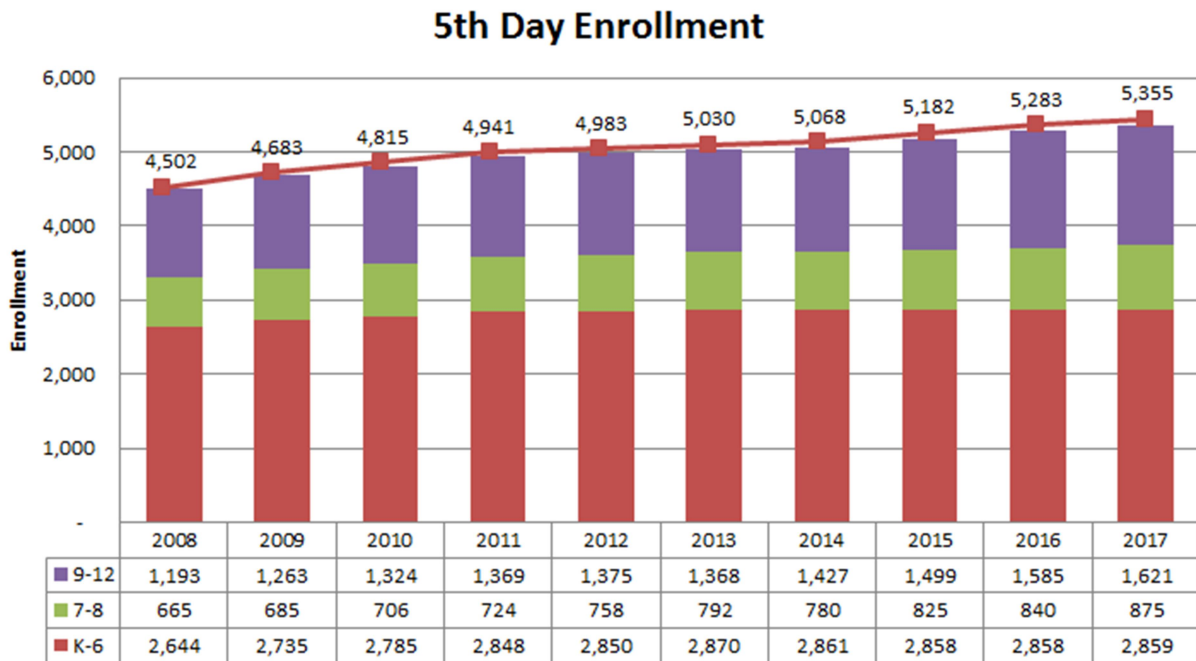
We will, therefore, establish a plan that projects home growth at 4% a year as part of our estimations. This 4% will be taken into consideration when determining the taxable assessed value increases the district will expect in the next 10 years under each pathway (HGH, MED, LOW) however the primary driver for our estimates will be enrollment. We consider the enrollment growth projection a more conservative approach as it relies on the pathways to be driven by the needs directly related to growth and putting more of the tax burden on that growth rather than burdening the current property owners. We will discuss the specifics to each pathway later in our write up.

Therefore, fluctuations in the estimated tax rate would occur if assessed values are different then the projected 4% or non-residential growth occurs in the District’s jurisdiction. In most scenarios these areas would increase the taxable assessed value by more then what is being estimated and would, therefore, see a possible reduction in the tax rate.

**Section 2**

**Enrollment Projections**

Enrollment for the last 10 years has been as follows based on the 5<sup>th</sup> school day of enrollment:



Based on this enrollment history we see an average yearly growth of 2%. However, based on studies performed by third party sources and working with the City of Kuna we have determined an estimated growth of approximately 700 students in the next three years and up to 1300 students in the next 5 years. This estimation is based on the below, as presented in our master plan which can be found [here](#).

# 5 Year Growth Projections



What happens if this estimation is off? What do we do if we grow by only our 2% average? Or we grow by 1600 students in the next 5 year?

If we plan on 1300 children and receive only 560 (2% per year) then we will have wasted taxpayer money by building facilities that are not needed. Conversely if we have 1600 additional students and we only plan on 1300 then our facilities will once again be over capacity. So the answer must be to approach our 10 year plan in a way that can respond to expected growth, higher than expect growth and lower than expected growth. We, therefore, have outlined the 10 year plan into three different pathways as presented below with three significantly different growth expectations.

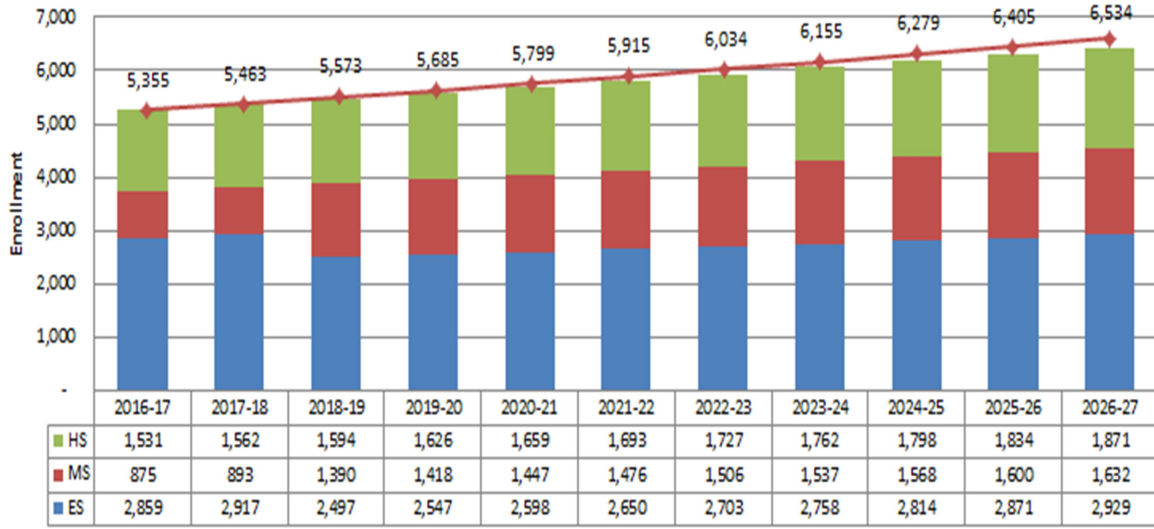
The primary purpose of estimating these growth numbers is to make sure the plans we put in place will respond to the appropriate amount of growth. For example, significant construction (a new high school, middle school or elementary) takes over two school years to complete, therefore, if we are planning significant construction projects we need to begin said construction at least two years prior to needing the building. We would also need to go out for an election prior to starting construction, a process that takes about a year from start to finish. This puts the district into a 3 year decision making cycle were we must decide on what growth we have and how we will respond.

## Low Enrollment Growth (LOW)

The low enrollment growth model bases projected enrollment growth at a flat 2% for the next 10 years. The 2% growth is based on the historical average enrollment we have seen in the district since 2007.

Based on this Pathway we would expect the following growth in the district:

### LOW 10 Year Growth



Note in the 2018-19 school year there is significant growth in the Middle School (MS) and a significant reduction in Elementary School (ES). This is signifying the expected population shift when 6<sup>th</sup> grade students are moved to the Middle School.

In total, under the LOW pathway, the Kuna School District would see a total growth over 10 years of approximately 1,179 students. Broken out by grade level we would expect to see a net total of 70 additional Elementary students (after the 6<sup>th</sup> grade movement), 757 additional Middle School students (after the 6<sup>th</sup> grade movement), and 340 additional High School Students. The remaining 12 students needed to equal 1,179 is attributed to IPHS however, IPHS’s student population is not necessarily tied to the population growth in the community.

For planning purposes the 10 year growth is broken down into 3 segments of time; Short term growth (3 Years), Mid-term growth (5 Years) and Long-term growth (10 Years). The student growth per grade level for each of these segments is listed below.

	3 Year	5 Year	10 Year
HS	95	162	340
MS	543	601	757
ES	(312)	(209)	70
IPHS	4	6	12
<b>TOTAL</b>	<b>330</b>	<b>560</b>	<b>1,179</b>

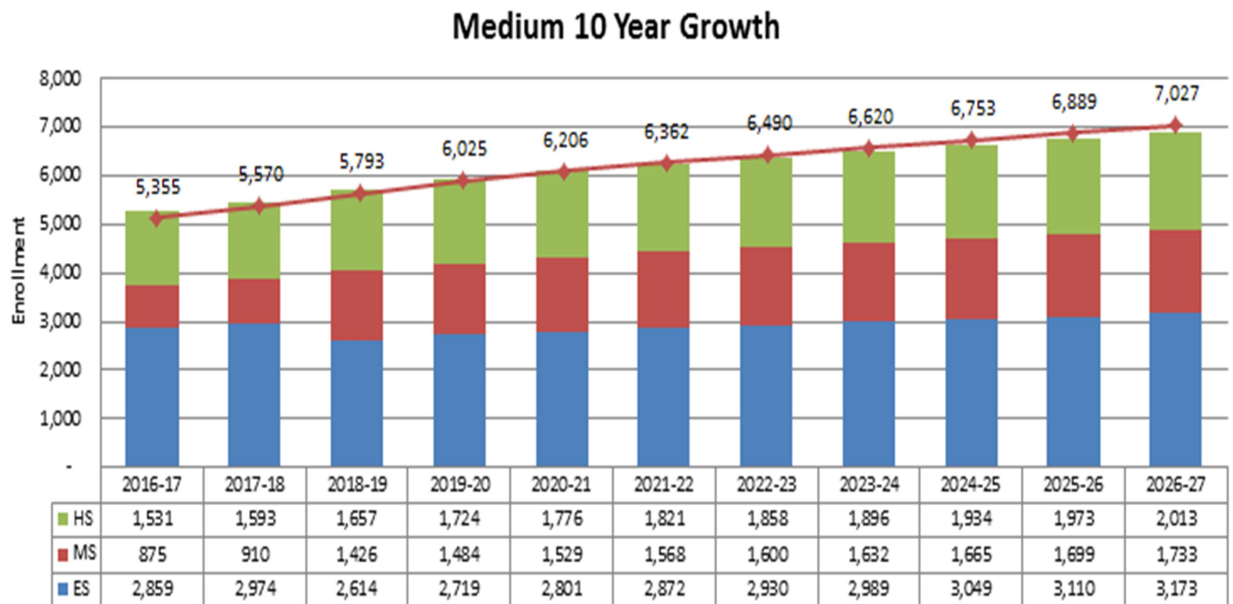
The outline of the projects under this growth model will be listed later but essentially the build projects under the 2017 bond election (along with rezoning and moving 6<sup>th</sup> grade to the Middle School) should

be adequate to respond to an average 2% growth for the next 10 years without the need for another significant construction project.

## Medium Enrollment Growth (MED)

The medium enrollment growth model bases projected enrollment growth at 4% for the next 3 years and then gradually decreasing from 3% to 2% over the remaining 7 years (2% being the historical average enrollment we have seen in the district since 2007). The logic behind this growth pathway is based on the initial demographic study provided by Davis Demographic which you can see [here](#). Conceptually the Medium growth model is based on an initial spike in enrollment (a short term population boom) followed with continued long term moderate growth.

Based on this Pathway we would expect the following growth in the district:



Note in the 2018-19 school year there is significant growth in the Middle School (MS) and a significant reduction in Elementary School (ES). This is signifying the expected population shift when 6<sup>th</sup> grade students are moved to the Middle School.

In total under the MED pathway the Kuna School District would see a total growth over 10 years of approximately 1,672 students. Broken out by grade level we would expect to see a net total of 314 additional Elementary students (after the 6<sup>th</sup> grade movement), 858 additional Middle School students (after the 6<sup>th</sup> grade movement), and 482 additional High School Students. The remaining 18 students needed to equal 1,672 is attributed to IPHS, however, IPHS's student population is not necessarily tied to the population growth in the community.

For planning purposes the 10 year growth is broken down into 3 segments of time Short term growth (3 Years), Mid-term growth (5 Years) and Long-term growth (10 Years). The student growth per grade level for each of these segments is listed below.

	3 Year	5 Year	10 Year
HS	193	290	482
MS	609	693	858
ES	(140)	13	314
IPHS	8	11	18
<b>TOTAL</b>	<b>670</b>	<b>1,007</b>	<b>1,672</b>

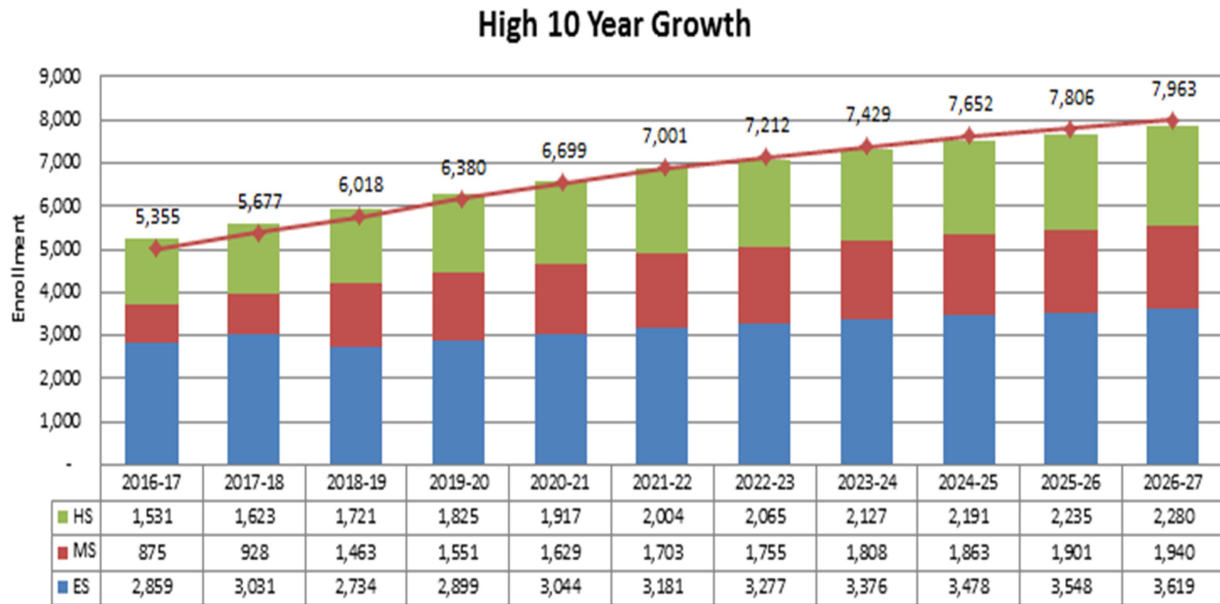
The outline of the projects under this growth model will be listed later but essentially the build projects under the 2017 bond election (along with rezoning and moving 6<sup>th</sup> grade to the Middle School) should be adequate to respond to 5 years of growth, but additional significant construction projects will be necessary around that time to respond to the remaining 5 years of projected growth.

*Note: The data presented in this report is based on estimates as of June 2017 and is subject to change. Please visit [www.kunaschools.org](http://www.kunaschools.org) for up-to-date information and projections.*

## High Enrollment Growth (HGH)

The high enrollment growth model bases projected enrollment growth at 6% for the next 3 years and then gradually decreasing from 5% to 2% over the remaining 7 years (2% being the historical average enrollment we have seen in the district since 2007). The logic behind this growth pathway is based on Kuna city approved subdivisions as seen [here](#). Conceptually the High growth model is based on a consistent spike in enrollment (a long term population boom).

Based on this Pathway we would expect the following growth in the district:



Note in the 2018-19 school year there is significant growth in the Middle School (MS) and a significant reduction in Elementary School (ES). This is signifying the expected population shift when 6<sup>th</sup> grade students are moved to the Middle School.

In total under the HGH pathway the Kuna School District would see a total growth over 10 years of approximately 2,608 students. Broken out by grade level we would expect to see a net total of 760 additional Elementary students (after the 6<sup>th</sup> grade movement), 1,065 additional Middle School students (after the 6<sup>th</sup> grade movement), and 749 additional High School students. The remaining 30 students needed to equal 2,608 is attributed to IPHS, however, IPHS's student population is not necessarily tied to the population growth in the community.

For planning purposes the 10 year growth is broken down into 3 segments of time Short term growth (3 Years), Mid-term growth (5 Years) and Long-term growth (10 Years). The student growth per grade level



for each of these segments is listed below. The growth would essentially increase our student population by 50% over that 10 year period.

	3 Year	5 Year	10 Year
HS	294	473	749
MS	676	828	1,065
ES	40	322	760
IPHS	15	23	34
<b>TOTAL</b>	<b>1,025</b>	<b>1,646</b>	<b>2,608</b>

The outline of the projects under this growth model will be listed later but essentially the build projects under the 2017 bond election (along with rezoning and moving 6<sup>th</sup> grade to the Middle School) should be adequate to respond to 5 years of growth, but additional significant construction projects will be necessary to be started in 3, 6 and 9 years to respond to the remaining 10 years of projected growth. It should also be noted that the build projects under the HGH pathway would be sufficient to respond to a total student population of 10,062 students which would be almost a doubling of the current student population. Therefore, even though the HGH pathway may not seem as high in the enrollment projections the projects will allow the district to respond to a large range of growth over the course of the next 10 years.

**Enrollment Conclusion**

Based on the pathways outlined above the Kuna School District will be able to respond to a large range of growth. More importantly the pathways will allow the school district to adjust to growth projections and building projects every year to make sure the district is neither overbuilding nor underbuilding. The goal is to have “growth pay for growth” as much as possible while still building at a level that allows class and school sizes that are conducive to learning and maintaining current facilities.

Enrollment and Enrollment projections will guide most of the 10 year plans, as well it should. Most projects, funding and buildings will be directly determined by growth and as we grow in enrollment we are also expected to grow in taxable capacity which is explained in the next section.

*Note: The data presented in this report is based on estimates as of June 2017 and is subject to change. Please visit [www.kunaschools.org](http://www.kunaschools.org) for up-to-date information and projections.*

### **Section 3**

#### **Tax Value Projections**

Taxable value is the amount of property value that the district is able to levy taxes against. Think of the taxable community as a cup. As the community grows the cup gets bigger and bigger. Now the taxes levied by the district is the water in the cup. Just because the cup gets bigger doesn't necessarily mean more water is added to the cup but it does mean that the cup can hold more water without overflowing.

When we are talking about the tax value growth we are talking about the cup (community tax rate) getting bigger. When we speak later about a consistent "\$5 per \$1,000" rate we are talking about having the level of water grow with the cup.

So you may be asking "what makes up the taxable value for a community?" The short answer is any non-government entity that owns property. There are tax exemptions for personal property owners and businesses but in general most land and buildings in the Kuna School District boundaries are what make up the taxable value. As an example below is a list of the top 10 taxpayers in the district:

Major Tax Payers  
(As of September 30, 2016)

Taxpayer	Type of Business	Taxable Assessed Value	% of District's Taxable Assessed Value
Idaho Power Company	Utility - Electric	\$ 28,699,172	2.31%
Union Pacific Railroad	Transportation	20,578,364	1.66%
MTC Corrections Holding LLC	Correctional Facility	14,314,300	1.15%
CJM LLC	Property Development	13,566,400	1.09%
Corey Barton Homes Inc.	Property Development	7,469,900	0.60%
Zatica Family Ltd Partnership	Property Development	4,745,700	0.38%
Falcon Crest LLC	Property Development	3,959,300	0.32%
America Homes 4 Rent Properties	Property Development	3,739,500	0.30%
Darling-Delaware Company Inc.	Food/Fuel Production	3,172,100	0.26%
Thornton Layne	Farming	3,100,100	0.25%
Top 10 Taxpayers		\$ 103,344,836	8.33%
All other District Taxpayers		<u>1,137,367,909</u>	<u>91.67%</u>
Total District Taxpayers (Tax Year 2015)		<u>\$ 1,240,712,745</u>	<u>100.00%</u>

*Source: Assessor of each county*

Another element of the tax rate is the assessed value for individual houses. Assessed values are determined by the Ada and Canyon County Assessors and not by the Kuna School District. It is neither the plan nor the intent of the Kuna School district to rely on changes in assessed values of houses to fund our 10 year plan. It is the belief of the Kuna School District that there will be plenty of taxable capacity in relation to growth both commercial and residential to fund our plan. That is not to say that if **your** houses taxable value increases that you would not pay more in taxes. We will discuss this later in the section, but what we are saying is that the plan for each of these pathways can be accomplished even if **your** homes assess value stays the same.

**A Note about Taxable Value, Tax Rate and Taxes**

It is important at this point that the reader of this document understands the relationship between a taxable value and one's individual property tax. The Taxable Value when multiplied by the tax rate equals those taxes homeowners pay on their taxes. If a home has a larger assessed value they would pay more in taxes than a house with a lower assessed value.

Let's say a home has an assessed value of \$210,000 current homeowner's exceptions are capped by the State at half of assessed value up-to \$100,000. Therefore, in this example the exemption would be \$100,000 (half of assessed value would be \$105,000 which is over the cap). The exception would be subtracted from the assessed value to arrive at an \$110,000 taxable assessed value.

The district has no control over taxable assessed values, we do not make the evaluations and have no ability to predict or determine these values. The county communicates these values in late august/early September, well after our budget has been voted on. Therefore, we must make plans that are flexible to respond to the fluctuations in assessed values.

What the district can influence is the tax rate. The school district's current rate goal is \$5/\$1,000 in taxable assessed value. We will discuss this rate in greater detail in Section 4. If you take the \$5/\$1,000 rate and multiply it by \$110,000 what you will get is property taxes related to the school district in the amount of \$550.

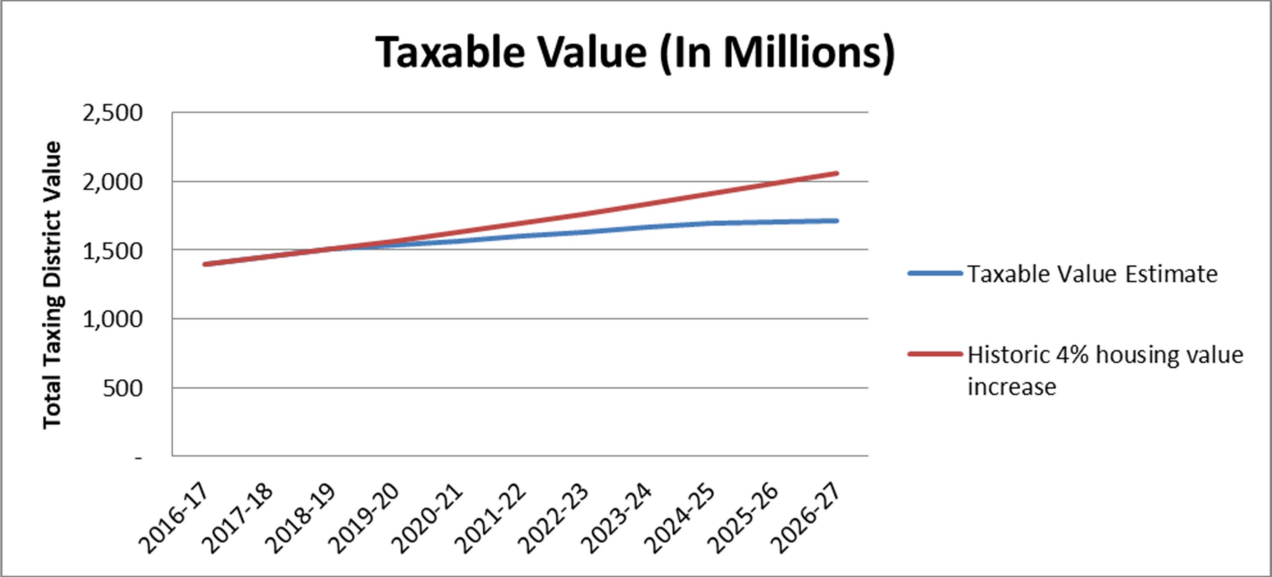
Once again the District does not control taxable assessed value and these plans we have outlined rely only minimally on an assumption that these values will increase over time. However, it is important to understand that a flat tax rate does not necessarily mean that taxes themselves will be flat. It simply means that it is predictable to the taxpayer if they know their assessed value.

#### **Low Tax Value Growth (LOW)**

The low taxable value projections are based on a 4% initial increase for the first two years followed by a flat 2% increase until 2025 when the amount drops to a stagnant growth rate of .5%. The estimated percentages are based on an assumption that the next two years will have average taxable growth with a leveling off period after that point and continuing on for the foreseeable future. The enrollment connected to this plan (as discussed in section 2) is assumed to be similar in concept (average growth in the short term and then flattening out over time).

This is by far the most conservative estimate and is also the most unrealistic, since taxable value increases have been in the double digits the last few years. However, this growth rate would also work in situations of recessions and market corrections when looking at the tax rate over a 10 year period.

Below is a projection of the tax rate using the above percentages (shown in blue) compared to a historical average 4% housing value increase (shown in red). As you can see this model would rely heavily on individual home value increases and as such the expectation in the plan would be that most of the money coming into the district through local taxes would go to current facilities.



In section 5 we will show that under the low enrollment increase/low taxable value increase model that our current facilities (and those planned to be built or expanded in the next 2 years) will be adequate to respond to the growth in the area. Therefore, any plans brought to the community under this model would focus on repairs, retrofitting and general maintenance to current facilities. This makes sense since the current community would take the largest tax burden that the benefit would go to the current population of students.

This is the only model that does not show a “growth paying for growth” philosophy, but instead, as seen in section 6, after construction is complete on the current building projects the future plans would be exclusively for the maintaining of current facilities.

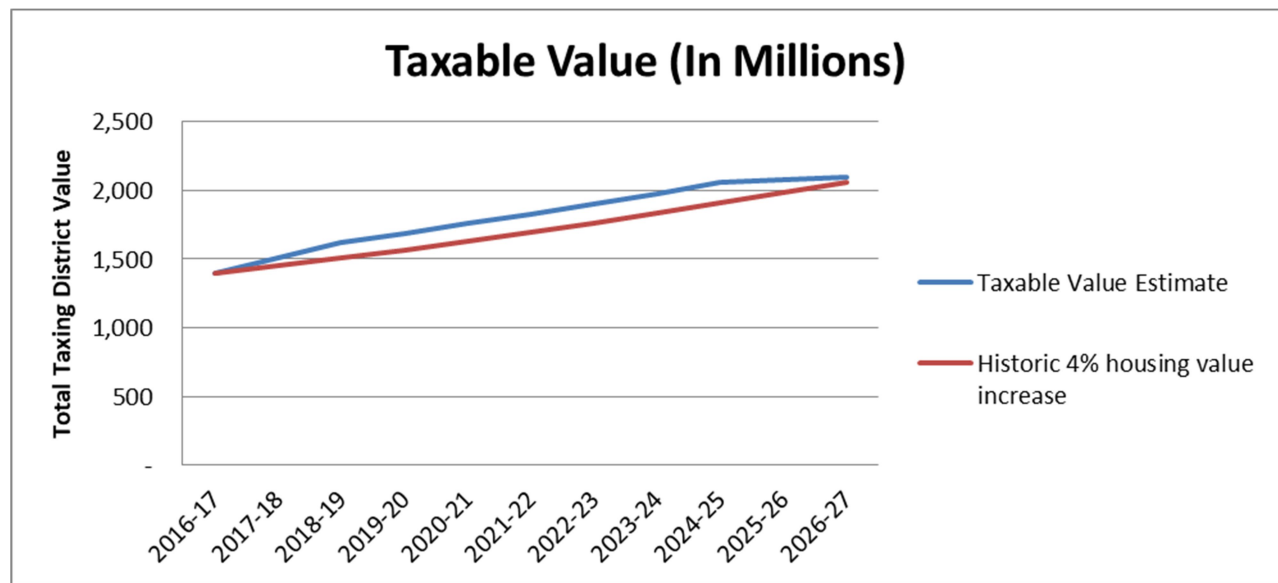
*Note: The data presented in this report is based on estimates as of June 2017 and is subject to change. Please visit [www.kunaschools.org](http://www.kunaschools.org) for up-to-date information and projections.*

## Medium Tax Value Growth (MED)

The medium taxable value projections are based on an 8% initial increase for the first two years followed by a moderate 4% increase until 2025 when the amount drops to a flat 1%. The estimated percentages are based on an assumption that the next two years will have above-average taxable growth, with half the increase being attributed to growth and the other half attributed to individual home value increases. After that a historical average growth period is assumed until 2025 and then stagnating growth passed that point. The enrollment connected to this plan (as discussed in section 2) is assumed to be similar in concept (high growth in the short term and then flattening out over time).

This is considered the “normal” assumption as it projects historical average growth both in the tax rate and in enrollment over the next 10 years. However, it does take into account an assumed higher than average growth in the next couple years. This assumption, although above the average, is still considered to be a conservative assumption based on current growth projections (which can be found [here](#)), and the city’s zoning documentation (which can be found [here](#)). This model is also applicable (when averaged over 10 year) if we experience high initial growth followed by a market adjustment or recession. As you can see in the graph the Medium model essentially ends the 10 year period at the average which is what we saw in the last 10 years which included a recession (See graph [here](#) for historical individual home appreciation fluctuations).

Below is a projection of the tax rate using the above percentages (shown in blue) compared to a historical average 4% housing value increase (shown in red). As you can see this model only relies partly on individual home value increases but also has built in additional room within the next 10 years for “growth to pay for growth”. As such the expectation in this plan would be that some of the money coming into the district local taxes would go to current facilities and some to new facilities.



In section 5 we will show that under the medium enrollment increase/medium taxable value increase model that our current facilities (and those planned to be built or expanded in the next 2 years) will be adequate to respond to most the growth in the area in the next 5 years but will require additional facility investments after that. Therefore, any plans brought to the community under this model would focus on repairs, retrofitting and general maintenance to current facilities in the short term and new construction in the long term. This would make sense since the current community would take the largest tax burden initially that the benefit would go to the current population of students, however, over time additional facilities would be needed.

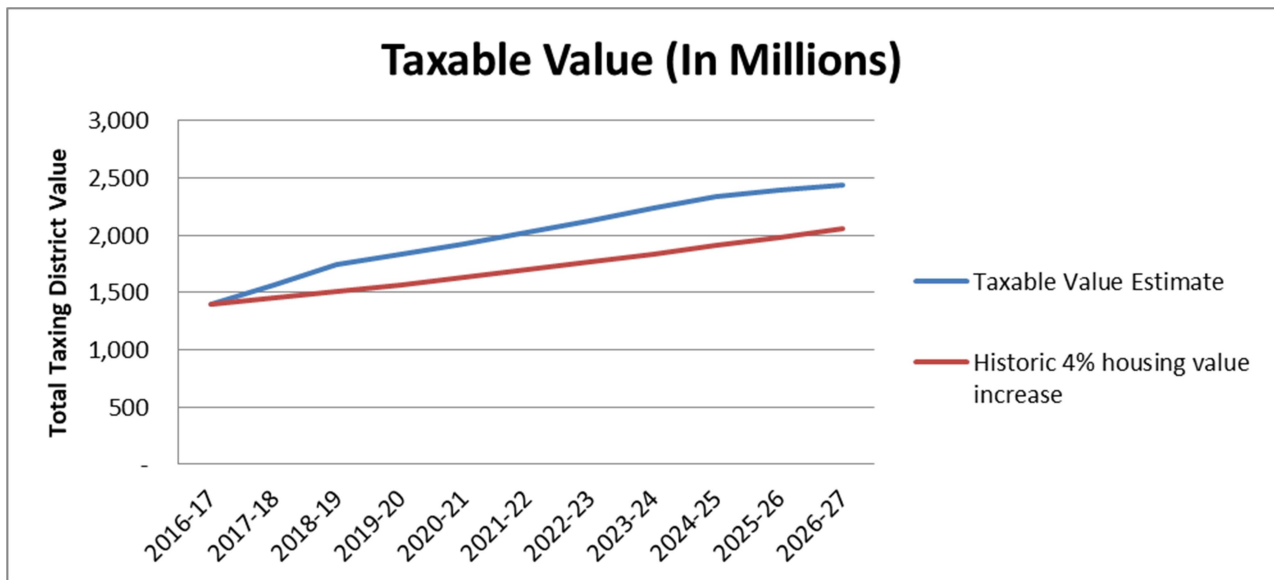
As we will discuss in section 4 this model requires the district to come up with a plan whereby in we structure our debt in a way that allows us to pay off the most we can initially to allow for capacity for new construction projects toward the end of the 10 years. This may take the form of additional debt payments which will be discussed in Section 14. Essentially this plan will require the district to “bank” the taxable value increases related to new construction and businesses in the short term so that it can be used in the long term without over burdening current residents. This would result in a delayed “growth paying for growth” model but still one where the community would have a predictable tax rate without wild fluctuations.

## High Tax Value Growth (HGH)

The high taxable value projections are based on a 12% initial increase for the first two years followed by a slightly above-average 5% increase until 2025 when the amount drops to a flat 2%. The estimated percentages are based on an assumption that the next two years will have significant taxable growth with above average growth for the foreseeable future. The enrollment connected to this plan (as discussed in section 2) is assumed to be similar.

This is by far the most aggressive estimate but is the most accurate in the short term (as far as tax rate is concerned), since taxable value increases have been in the double digits the last few years. However, this growth rate does not factor in situations of recessions and market corrections when looking at the tax rate over a 10 year period. The assumption is that we are growing and will continue to grow (which based on all current data is an accurate assumption). This projection also takes into account a possible flattening of assessed property value but continued growth (essentially the 5% in 2020 to 2025 is mostly growth). Another item to mention is that this plan does not take into account the significant increase projected when the new Simplot plant comes onto the tax rolls. This plan, therefore, is still considered to be conservative in that respect as the tax value increase to the community may very well be greater than 12% for the foreseeable future.

Below is a projection of the tax rate using the above percentages (shown in blue) compared to a historical average 4% housing value increase (shown in red). As you can see this model would rely heavily on growth increases and not so much on individual assessed values and as such the expectation in this plan would be that a large percentage of the money coming into the district through local taxes would go to new construction projects in addition to money going to maintenance of current facilities.





In section 5 we will show that under the high enrollment increase/high taxable value increase model that our current facilities (and those planned to be built or expanded in the next 2 years) will be adequate to respond to the growth in the next three years but additional construction projects (along with additional bonds) will be required in the near future. Also, if growth trends continue to rise the district could be in a position where near constant construction is required to stay ahead of growth. Therefore, any plans brought to the community under this model would focus heavily on long term construction projects in addition to repairs, retrofitting and general maintenance to current facilities. This would make sense since the growth coming into the community would be directly tied to construction projects and the taxable value increase that the growth brings would be tied to the bonds to pay for those projects.

As we will discuss in section 4 this model requires the district to come up with a plan whereby in we structure our debt in a way that allows us to pay off the most we can initially to allow for capacity for new construction throughout the next 10 years. This may take the form of additional debt payments which will be discussed in Section 14. Essentially this plan will require the district to “bank” the taxable value increases related to new construction and businesses in the short term so that it can be used in the long term without over burdening current residents. This would result in, as close as possible, to a “growth paying for growth” model and one where the community would have a predictable tax rate without wild fluctuations.

### **Tax Value Conclusion**

As stated in the Section 2 the goal of the district is to have a flexible plan where “growth pays for growth” as much as possible. It is therefore vital that we understand the taxable assessed value in our community as it is the only funding mechanism that allows us to do significant building projects to respond to growth. School districts in the State of Idaho are not legally able to assign impact fees and as such we cannot have a true “growth paying for growth” funding source. By understanding and fully utilizing the taxable value increases in our community and identifying those increases directly related to growth we will better be able to craft a tax structure that minimizes the impact to current citizens as much as possible.

The 10 year goal is not only designed to respond to growth in enrollment, building new school, repairing current schools and buying curriculum and technology but is also about being good stewards with the taxpayer’s money. The goal is to set a tax rate that allows us to respond to the challenges we face in the future without making each bond election an “emergency” situation.

## **Section 4**

### **Revenue Capacity at \$5/\$1,000**

As discussed in section 3 the only piece of the tax revenue formula that a district has some influence in is the tax rate. The base of the tax rate is built on the current debt outstanding to the district and the Tort Levy. Both of these items cannot be adjusted by the district unless we perform a debt refunding (think mortgage refinancing) or through accelerated debt payments. The Tort levy is determined by the county and helps us purchase the liability insurance for the district. The other items that make up the rate are supplemental levies, plant levies and emergency levies.

In March 2017 the taxpayers passed a \$40 million bond and a \$2.5 million 2 year supplemental levy. The below graphs include these items along with the tort levy and current debt to determine the baseline for determining the tax rate.

Each of the plans differs in what they are able to do in addition to the baseline but still staying under the \$5/\$1,000 tax rate.

### **Discussion Regarding the Types of Elections**

Before we begin a discussion regarding funding capacity it is important to define the three different types of elections. It is important to understand these types of elections since there are restrictions as to what the district can spend the money on. There are also differences in how the money is received and funded. Therefore, any plan we present to the community will need to have different types of levies to respond to different issues in the community.

#### **Bond Levy**

Bond levies are debt instruments (similar to a mortgage). The money is all received in one lump sum and paid off over time (normally 20 years). This allows districts to do large build projects without overburdening the taxpayers. Since this is a debt instrument it does carry a cost related to interest.

Bond projects are also limited to the language in the bond language at the time of election. Even if the bond language is written in a general sense to cover unforeseen situations there are still limitations on a bond such as:

- No salaries & Benefits of district staff can be paid through bond money
- Utilities and general operating expenditures cannot be paid with bond money
- School & Office supplies cannot be bought with bond money

The district normally uses these funds for new construction and repairs to current facilities. See section 6 for a breakdown of new construction projects under each plan and section 7 for a discussion regarding the current facility maintenance needs.

### **Plant Levy**

Plant levies are not debt instruments. The money is received straight from taxes in the amount approved by the community. For example if the community passes a \$1 million 10 year plant levy then the district would receive \$1 million every year for the next 10 years. Since the cost is not spread out over a 20 year period it has a direct impact on taxes. Therefore, the district has to be conservative with what the request from the community or it will overburden the taxpayers.

It is, therefore, illogical to use a plant facility levy for major bond projects. For example a new elementary school costs approximately \$18 million dollars and takes 2 years to build. We would have to levy a plant of \$9 million for 2 years just to fund this one project. This would essentially more than double taxes for those 2 years. Some may approve of a plan such as this to stay away from debt but what about a bigger build project like a middle school or high school which can cost over \$50 million to build? The tax rate would increase 300% which is too much of a tax burden to accept.

Instead plant levies are used for predictable standard maintenance like roof replacements, repainting, minor refurbishing and equipment replacement. Section 7 and Section 13 lists projects that could be paid for under a plant levy. The main appeal is that it gives the district a consistent maintenance revenue stream for a prolonged period of time. Plant levies allows the district to plan replacement cycles and stand repairs on a consistent basis. This allows us to respond to maintenance on a proactive basis rather than waiting until they become emergencies.

### **Supplemental Levy**

Supplemental levies are the least restrictive funds. They can be spent on anything that the general funds can be used for. This means that it can be spent on curriculum, supplies, salaries and even repairs and maintenance. The way the funding is received is very similar to a plant facility levy and the dollar amount has the same tax burden. The only difference is that supplemental levies have to be approved every two years.

For a thorough explanation on why supplemental levies are critical to our 10 year plan please see Section 8, but for a general explanation the District uses this funding for important expenses that are not funded by the state. As an example for the 2017-18 school year the plan for the supplemental levy is to by new math curriculum for the district (See Section 9 for the district's 10 year curriculum plan).

On the simplest level the 3 different levies can be boiled down to Bonds pay for buildings, Plants maintain the buildings and Supplemental levies put stuff into the building.

This section is meant to explain what we can do with the \$5/\$1,000 tax rate, it does not address why we would need to do these items. For that discussion see Sections 5-14.

## **LOW**

The Low Growth Model is presented on the next page. Notice how under the low growth model the \$5/\$1,000 revenue line (the red line) is somewhat flat but still has some level of growth. Even with this low growth the revenue capacity is expected to grow from \$6.9 million in 2017 to \$8.6 million in 2027. Notice also that in the 2018-2020 years there is very little room for anything other than the current debt and supplemental levy. However, in 2021 there is enough room for a \$15 million bond (election would be in 2020) and another \$15 million bond in 2024 (election would be in 2023). There is also enough room starting in the year 2026 to add a \$1 million plant for 10 years.

Under this model the primary focus would be to repair, maintain and retrofit our current facility and equipment. Under this plan there would not be enough capacity to change our current school location footprint. What this means is we would have to make do with the school locations that we currently have no matter the age. This would mean that some of our aging school location such as Indian Creek Elementary and Ross Elementary would require extensive retrofitting which is what a large amount of one of the bonds would provide. The other bond would be to do large ticket repairs on our current facilities such as HVAC replacements, roof replacements and even maintenance on our sports complexes. Although these repairs are not as noticeable as a new school they are nevertheless vital.

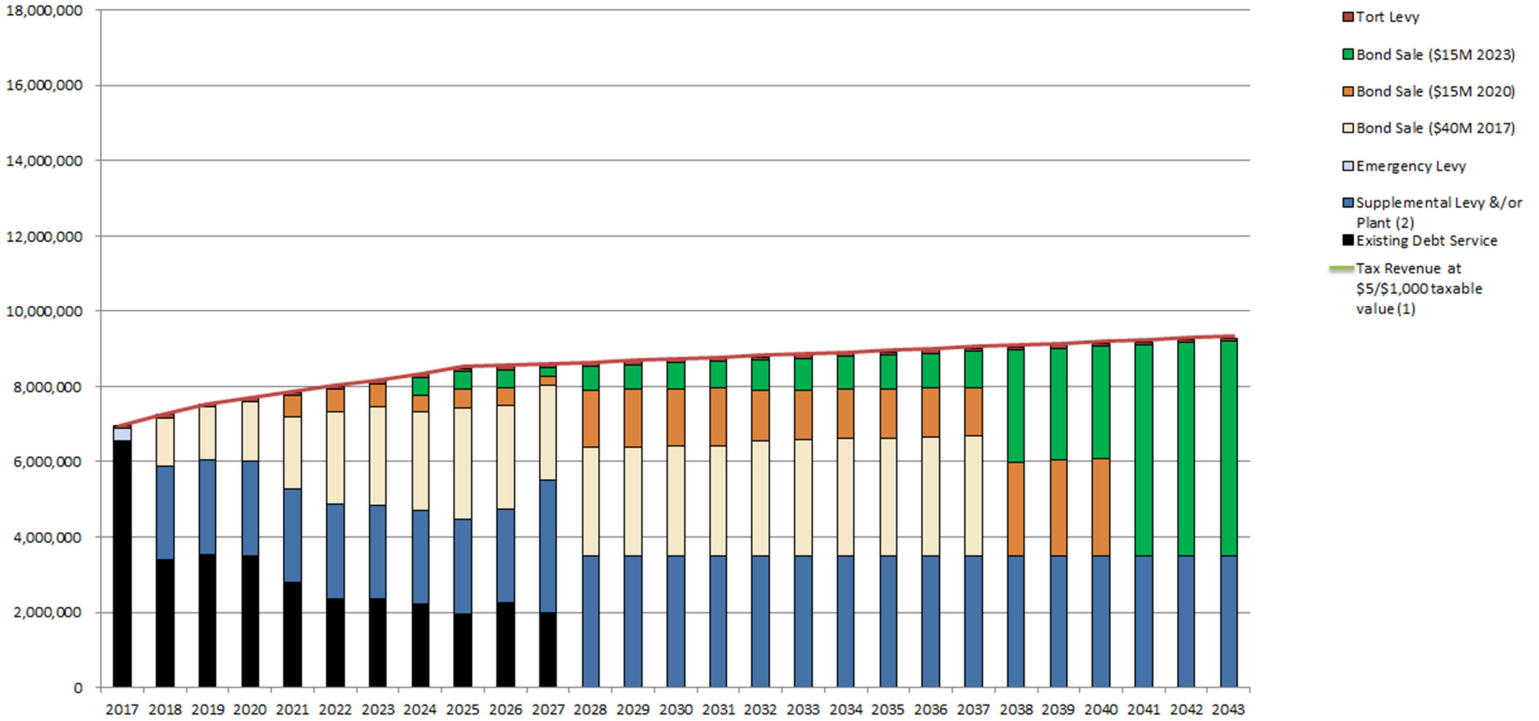
The \$1 million plant in 2026 would be for continued maintenance for the district. The expectation is that the two small bonds during the next 10 years will be enough to overhaul the district and prepare it for the following 10 years. Therefore, the plant would only be needed to provide general maintenance and upkeep. The district will have the capacity to bring on this Plant when the current bonds are paid off toward the tail end of the 10 year plan (see the black bars in the graph).

The supplemental levy, as we will discuss in section 8, is vital to bridge the gap between what is needed to provide an exceptional education for our students and what the state provides in funding. This funding is assumed to be renewed every 2 years in our plan. We cannot foresee what state funding will do in the next 10 years but the assumption is that there will continue to be a gap in funding and that the only avenue to bridge that gap is through a supplemental levy.

It is also important to note that we have presented this plan all the way out to 2043 (when the last bond is paid off) to show that it is maintainable for the long term. If we continued to have a stagnant .5% growth from 2028-2043 we could still maintain this plan. So it is not only a realistic pathway for the next 10 years but well into the future. It should also be noted that in 2044 the final bond pays off and we would have capacity again to do another bond project. Keep in mind that this is a low growth model in both enrollment and taxable value but even if we stop growing as a community the District still has a

plan to provide an exceptional education experience to our students without over stressing our taxpayers.

**LOW TAX VALUE REVENUE PLAN**



(1) Assumes projected growth of 8.00% 2018-2019, 4.00% 2020-2025, 1.00% 2026 & after  
 (2) Assumes a supplemental and/or Plant levy of \$2.5M 2018-2025, \$3.5M 2026-2037, and \$4M 2038 & After

## **MED**

The Medium Growth Model is presented on the next page. Notice how under the medium growth model the \$5/\$1,000 revenue line (the red line) grows significantly during the next 10 years starting in 2017 at a \$6.9 Million and increases in capacity by almost \$4 million dollars to \$10.5 million by 2027. In 2021 there is enough room for another \$40 million bond (election would be in 2020). This is due to current bonds being paid off and the rise in taxable value over those 4 years creating the additional capacity. Also, in 2024 (election would be in 2023) there is capacity for an additional \$30 million bond. There is also enough room starting in the year 2026 to add a \$1 million plant for 10 years.

Under this model the primary focus in the next 3-5 years would be to repair, maintain and retrofit our current facility and equipment and construct phase 1 of the new high school and convert Teed to a middle school. After 5 years this plan focuses more on responding to growth by constructing new school sites as needed. Under this plan there would be enough capacity to change our current school location footprint. What this means is we would have the ability to replace our aging facilities when appropriate, overhaul one where replacement is not fiscally prudent and add schools when areas of our district grow to a level where it makes sense. Depending on growth this plan would allow us the flexibility to take on multiple projects (see section 6). That is not to say that we need to do any specific projects (other than the repairs and maintenance identified in section 8) but rather we have the ability to respond to growth without increasing the tax rate. This plan would allow us to take on a significant build project every 3 years during the next 10 years and have funds left over to do multiple repairs and maintenance projects.

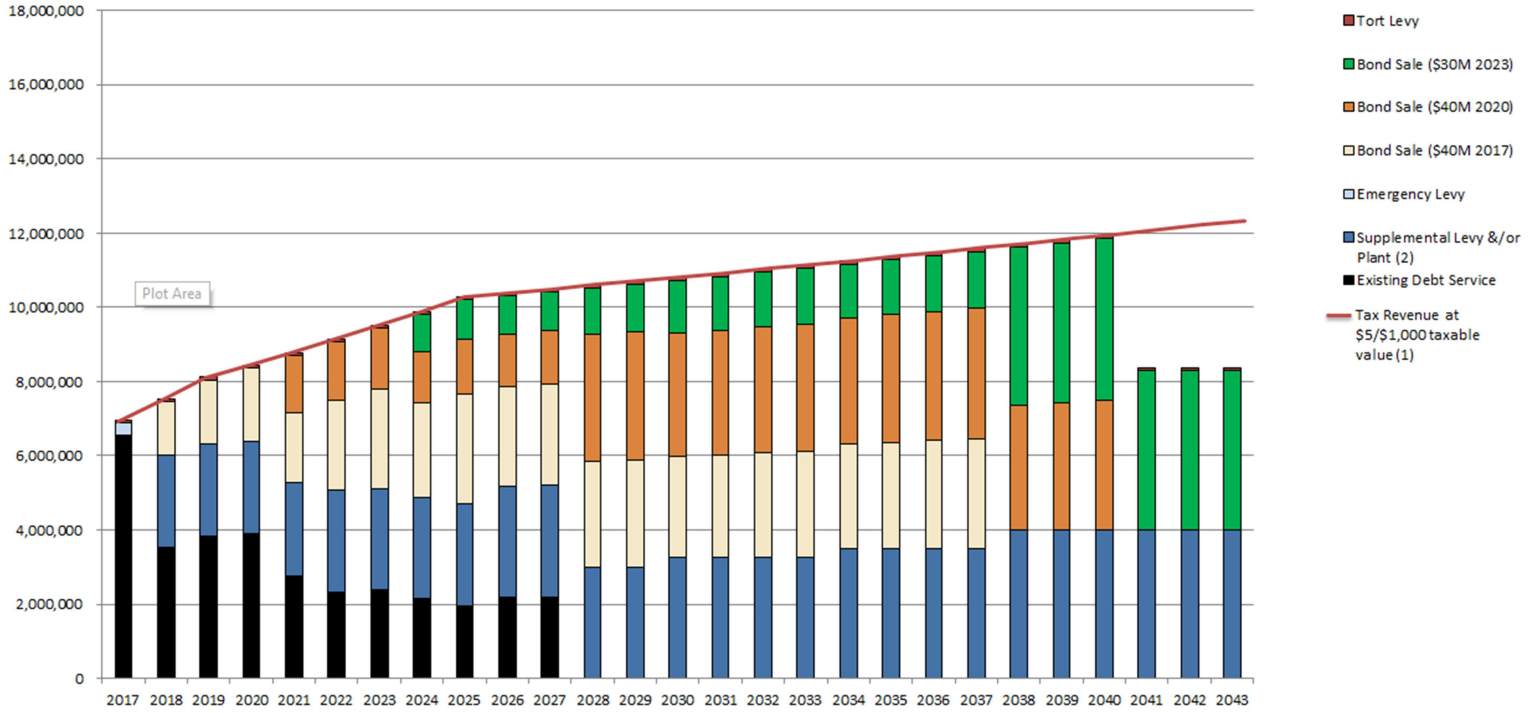
The \$1 million plant in 2026 would be for continued maintenance for the district. The expectation is that the two additional bonds during the next 10 years will be enough to overhaul the district and prepare it for the following 10 years. Therefore, the plant would only be needed to provide general maintenance and upkeep. The district will have the capacity to bring on this Plant when the current bonds are paid off toward the tail end of the 10 year plan (see the black bars in the graph)

The supplemental levy, as we will discuss in section 8, is vital to bridge the gap between what is needed to provide an exceptional education for our students and what the state provides in funding. This funding is assumed to be renewed every 2 years in our plan. We cannot foresee what state funding will do in the next 10 years but the assumption is that there will continue to be a gap in funding and that the only avenue to bridge that gap is through a supplemental levy.

It is also important to note that we have presented this plan all the way out to 2043 (when the last bond is paid off) to show that it is maintainable for the long term. If we continued to have a conservative 1% growth from 2028-2043 we could still maintain this plan and even have enough capacity in 2041 to either pass another bond or increase the plant facility levy, if needed. So it is not only a realistic pathway for the next 10 years but well into the future. Keep in mind that this is a medium growth model in both

enrollment and taxable value but even if we stop growing as a community the District still has a plan to provide an exceptional education experience to our students without over stressing our taxpayers.

## MEDIUM TAX VALUE REVENUE PLAN



(1) Assumes projected growth of 8.00% 2018-2019, 4.00% 2020-2025, 1.00% 2026 & after

(2) Assumes a supplemental and/or plant levy of \$2.5M 2018-2022, \$2.75M 2023-2025, \$3M 2026-2029, \$3.25M 2030-2033, \$3.5M 2034-2037, \$4M 2038 & After



## **HGH**

The High Growth Model is presented on the next page. Notice how under the high growth model the \$5/\$1,000 revenue line (the red line) grows significantly during the next 10 years starting in 2017 at a \$6.9 Million and increases in capacity by almost \$5 million dollars to \$11.7 million by 2027. Due to the large growth there is capacity to add another \$40 million every 3 years starting in 2021 (election in 2020) followed by 2024 and 2027 (election in 2023 and 2026 respectively). There is also enough room starting in the year 2020 to add a \$1 million plant for 10 years or increase the supplemental levy to \$3.5 million.

Under this model the primary focus would be to have near constant major construction projects in our district during the next 10 years. This model assumes that we will be constantly just one step ahead of growth and will need these bonds to build new schools and additions throughout our district. However, this plan will not sacrifice current facilities for new build projects. Rather we would have enough built into each bond to make sure our current facilities maintenance needs are met. This plan also provides us with the flexibility to build elementary schools in multiple hot spots throughout our district, implement phase 2 & phase 3 of a new high school and build a new elementary school if the need arises. If the need is not there then this projection allows us to retrofit current facilities and possibly lower the tax rate if the capacity is no longer considered necessary.

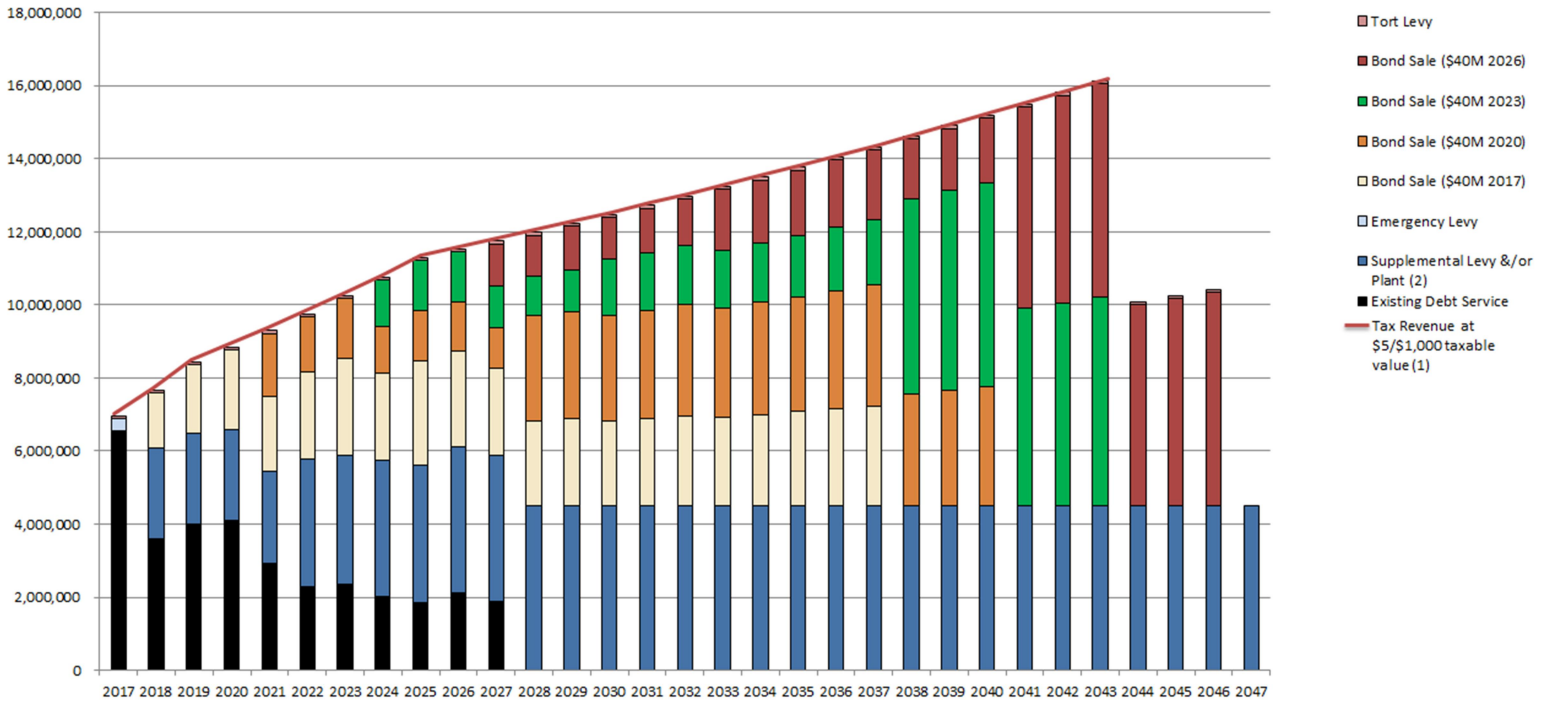
The \$1 million plant would be for continued maintenance for the district. The expectation is that the additional bonds during the next 10 years will be necessary to respond to growth, with some large projects built in. The plant would be needed to provide general maintenance and upkeep to current facilities. It will be important during the next 10 years to have a focused funding source dedicated to the repairs and maintenance of the current facilities. Having a plant this early on would prevent needed maintenance from being postponed if a new build project becomes more expensive than projected. The district will have the capacity to bring on this Plant early on in the plan because of the large growth in taxable value that is projected.

The supplemental levy, as we will discuss in section 7, is vital to bridge the gap between what is needed to provide an exceptional education for our students and what the state provides in funding. This funding is assumed to be renewed every 2 years in our plan. We cannot foresee what state funding will do in the next 10 years but the assumption is that there will continue to be a gap in funding and that the only avenue to bridge that gap is through a supplemental levy. We also assume that as the district grows the amount needed for a supplemental levy would grow as well.

It is also important to note that we have presented this plan all the way out to 2047 (when the last bond is paid off) to show that it is maintainable for the long term. If we continued to have a reasonable 2% growth from 2028-2047 we could still maintain this plan and even have enough capacity in 2027 for another bond. It is important to reiterate that this will still leave the tax rate at \$5/\$1,000. Under this

plan there will be plenty of capacity to do the projects needed to respond to growth and to have “growth pay for growth”.

## HIGH TAX VALUE REVENUE PLAN



(1) Assumes projected growth of 10.00% 2018-2019, 5.00% 2020-2025, 2.00% 2026 & after

(2) Assumes a supplemental and/or plant levy of \$2.5M 2018-2019, \$3.5M 2020-2025, \$3.75M 2022-2023, \$4M 2024-2027, \$4.25M 2028 & After

## **Conclusion**

The conclusion that we want the taxing community to understand is that the \$5/\$1,000 rate that you see on your tax bill is not an accident. It is a precise and well thought out rate that ensures the district has the resources needed to both respond to growth and improve on current facilities without having wild fluctuations in the tax rate from year to year.

With this concept also comes a commitment by the board to maximize every tax dollar we receive in. If we have a year that enrollment increase is lower than projected and taxable value increase is higher than we would make additional principal payments on our debt. If enrollment was higher or we hit a recession that reduces our taxable valuation in the community then we would cut our budget and levy less of a supplemental levy.

Whatever the storm we will be able to weather it with these pathways. Our plan is proactive and well thought out and as long as we are able to execute on our plan we will have a fantastic education structure going into 2020 and beyond.

## **Section 5**

### **A proactive approach to growth planning**

In this section we will describe in detail how the different enrollment pathways will impact our buildings. At the conclusion of this section it is our hope that the reader will understand the importance of bonds being brought to the community in the time frame we have outlined in Section 6. By being proactive in growth planning we may be breaking ground on a facility a couple years before we need it, but since a structure takes several years to build it will make sense to do so.

We understand that these projections will not be 100% accurate but what they will do is provide an expectation as to how our district may grow in the next 10 years. By having these projections in three different growth projections we can track from year to year what pathway we are on and what step we need to take to respond to growth.

The estimates presented below are the same as in section 2 but broken down by school location. Also, in making a determination on when a new school or extension should be brought online the District examined the functional capacity for each building. The Max Cap\* is the legal capacity for each building but the functional capacity is estimated to be below 90% of the max for elementary school and 100% for secondary. Does this mean that the school location cannot function at a higher level? Of course not, but what it means is that if we can plan to cap below these percentages that we will be able to grow comfortably in our district. Comfortably does not mean wasteful, it means that students have class sizes and resources that are needed to learn and it also allows a cushion in case a surprising increase in the student population occurs but we do not have the immediate resources to respond to the growth.

For example, let's say all of our elementary schools are at 90% and we go out for a bond election in March of that year. If the bond passes it will take about 2 ½ years from that election before the doors open on the new school. Now let's say that the next year we see a big spike in enrollment and all the schools are at 94% capacity now. That is still not terrible and we still have 6% of wiggle room before the school opens.

Let's take the same example but wait until we are at 98% capacity. If we had the same growth we would be at 102% capacity. Now what do we do? How do we respond to this growth? There are temporary solutions that we can put in place (like portables) but starting the construction process two years earlier would have gotten out ahead of this problem.

It is through this thought process that we present the three pathways for being proactive in response to growth. A few items to point out under this growth model:

- ES=Elementary School, MS=Middle School, HS=High School

- IPHS= Initial Point High School (our alternative school). Although it is not directly tied to enrollment we expect that as more students come into the district more alternative students will as well. Hence we have IPHS grow at the same rate as the district even though it could be higher or lower.
- Max Cap\* is the legal capacity for each building (the number of students we can house before we get shut down by the Fire Department)
- The blacked out cells means the building does not exist at that time, or in the case of Teed Elementary changes school type (in Teed’s case changing from an elementary school to a middle school)
- 6<sup>th</sup> grade is moving to the middle school level during the 2018-19 school year. This will result in a decrease in the elementary level of all school locations
- The estimates are the same as those stated in Section 2
- The data does not take into account rezoning and hot spots of growth in zones. It should be assumed that as we grow and add schools to our district that we would have to rezone to accommodate that growth. That means some schools may be well below the 90% threshold and some may be slightly above at any given time. With that said it is the commitment of the District to have as far a distribution of enrollment and resources as is possible.
- Increases are presented as a uniform increase against all grade levels. This is not necessarily the case. We may find that our district will have high secondary increase, for example. The plan would have to be adjusted if we are getting high or even negative growth in the elementary level but larger than expected increase in the secondary level, or vice versa.

## **LOW**

The low enrollment growth model school capacity chart can be seen on the next page. Under this model you can see that very little construction would be needed the next 10 years (after the current new construction projects are complete). It should be noted that soon after year 10 there probably would be a requirement for additional construction but that is outside the scope of this paper.

Note that the current construction that is in process is Reed Add (the additional 4 classrooms to Reed), ST Add (the additional 4 classrooms to Silver Trail), Teed Middle School Conversion (Adding capacity for 250 students) and the New High School. When these projects are complete they will add room for 200 elementary students, 880 middle school students and 500 high school students.

With the movement of 6<sup>th</sup> grade to middle school we would see the following overall capacity at the end of 10 years:

- Elementary could house another 145 additional students before we would go over the 90% overall district threshold and 486 students before we hit 100%.

- Middle school would be at capacity and would require a portable, an addition or a new middle school either at the end of this 10 year plan or at the beginning at the next 10 year plan.
- High school could house another 254 additional students before we hit 100%. This would probably require the next 10 year plan include phase 2 & 3 of construction in the new high school.

## LOW ENROLLMENT GROWTH MODEL SCHOOL CAPACITY CHART

Option	1 Low	Year	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Enroll Inc %				2%	2%	2%	2%	2.0%
Enroll Inc Amt				108	110	112	114	116
Enrollment			5,355	5,463	5,573	5,685	5,799	5,915
ES			2,859	2,917	2,497	2,547	2,598	2,650
MS			875	893	1,390	1,418	1,447	1,476
HS			1,531	1,562	1,594	1,626	1,659	1,693
School		Max Cap*						
Indian Creek		400	234	239	280	286	292	300
Ross		385	209	221	300	307	314	327
Hubbard		570	277	283	399	407	416	428
Teed		480	435	444				
Reed		620	617	620	490	500	510	496
Reed Add		100			65	65	65	70
CP		620	505	516	465	475	485	465
ST		620	582	594	434	443	452	496
ST Add		100			64	64	64	68
NEWK-5		720						
KMS		902	875	893	722	737	752	768
Teed Middle School		730			668	681	695	708
MS Add		150						
NEWMS Phase 1		300						
NEWMS Phase 2		600						
KHS		1505	1,531	1,562	1,594	1,204	1,229	1,254
NEWHS Phase 1		500				422	430	439
NEWHS Phase 2		300						
NEWHS Phase 3		700						
IPHS		120	90	91	92	94	95	96
IPHS Add		120						

Option	1 Low	Year	2022-23	2023-24	2024-25	2025-26	2026-27
Enroll Inc %			2%	2%	2%	2%	2%
Enroll Inc Amt			119	121	124	126	129
Enrollment			6,034	6,155	6,279	6,405	6,534
ES			2,703	2,758	2,814	2,871	2,929
MS			1,506	1,537	1,568	1,600	1,632
HS			1,727	1,762	1,798	1,834	1,871
School		Max Cap*					
Indian Creek		400	300	306	313	320	327
Ross		385	327	334	341	348	355
Hubbard		570	428	437	446	455	465
Teed		480					
Reed		620	496	506	517	528	539
Reed Add		100	96	97	98	99	100
CP		620	465	475	485	495	505
ST		620	496	506	517	528	539
ST Add		100	95	97	97	98	99
NEWK-5		720					
KMS		902	784	812	866	884	902
Teed Middle School		730	722	725	702	716	730
MS Add		150					
NEWMS Phase 1		300					
NEWMS Phase 2		600					
KHS		1505	1,279	1,355	1,355	1,382	1,410
NEWHS Phase 1		500	448	408	444	452	461
NEWHS Phase 2		300					
NEWHS Phase 3		700					
IPHS		120	98	98	99	100	102
IPHS Add		120					



## MED

The medium enrollment growth model school capacity chart can be seen on the next page. Under this model you can see that multiple construction projects would be needed the next 10 years at all grade levels.

Note that the current construction that is in process is Reed Add (the additional 4 classrooms to Reed), ST Add (the additional 4 classrooms to Silver Trail), Teed Middle School Conversion (Adding capacity for 250 students) and the New High School. When these projects are complete they will add room for 200 elementary students, 880 middle school students and 500 high school students.

With the movement of 6<sup>th</sup> grade to middle school we would see the following overall capacity at the end of 10 years if we did not do any additional projects passed the ones that have already been started:

- Elementary would be over the 90% overall district threshold but would have room for 242 students before we hit 100%. This would require that a new K-5 elementary be completed before the end of the 10 year plan.
- Middle school would be over capacity by 101 students and require at the very least an extension onto Teed but realistically Phase 1 of a new middle school would be needed by the end of the 10 years to respond to the growth.
- High school would be over capacity and would require phase 2 of the new high school be completed before the 10 years conclude.

If the additional Projects mentioned above were completed in the timeframe outlined in section 6 we would see the following student capacities under this growth model:

- Elementary would have room for 549 students at the 90% overall district threshold level and room for 962 students before we hit 100%. This would essentially make the district set at the elementary level well into the future.
- Middle school would have room for another 199 students and would require Phase 2 of the new middle school be completed by the end of the next 10 year plan to respond to the growth.
- High school would have room for another 292 students and would require Phase 3 of the new high school be completed by the end of the next 10 year plan to respond to the growth.

Based on the funding formula projected in Section 4 there is a chance that the district could be in a tight situation when these projects are needed in 10 or 20 years. However, the reader must also keep in mind that the Taxable value increase is projected at 1% increase during the time and is half that of the student growth projections. This was done to show an extremely conservative estimate and not meant to be a reflection of realistic Taxable value growth projections. Therefore, the District has all confidence that when this 10 year plan is updated in the future that we will see plenty of capacity to cover these projects in the 2028-2038 time frame.



## MEDIUM ENROLLMENT GROWTH MODEL SCHOOL CAPACITY CHART

Option	2 Med	Year	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Enroll Inc %				4%	4%	4%	3%	2.5%
Enroll Inc Amt				215	223	232	181	156
Enrollment			5,355	5,570	5,793	6,025	6,206	6,362
ES			2,859	2,974	2,614	2,719	2,801	2,872
MS			875	910	1,426	1,484	1,529	1,568
HS			1,531	1,593	1,657	1,724	1,776	1,821
School		Max Cap*						
Indian Creek	400		234	244	300	312	322	320
Ross	385		209	236	327	341	352	327
Hubbard	570		277	289	428	445	459	456
Teed	480		435	453				
Reed	620		617	620	465	484	499	558
Reed Add	100				95	97	99	48
CP	620		505	526	471	491	506	558
ST	620		582	606	434	452	466	558
ST Add	100				94	97	98	47
NEWK-5	720							
KMS	902		875	910	812	845	871	893
Teed Middle School	730				614	639	658	675
MS Add	150							
NEWMS Phase 1	300							
NEWMS Phase 2	600							
KHS	1505		1,531	1,593	1,657	1,385	1,427	1,463
NEWHS Phase 1	500					339	349	358
NEWHS Phase 2	300							
NEWHS Phase 3	700							
IPHS	120		90	93	96	98	100	101
IPHS Add	120							

Option	2 Med	Year	2022-23	2023-24	2024-25	2025-26	2026-27
Enroll Inc %			2%	2%	2%	2%	2%
Enroll Inc Amt			128	130	133	136	138
Enrollment			6,490	6,620	6,753	6,889	7,027
ES			2,930	2,989	3,049	3,110	3,173
MS			1,600	1,632	1,665	1,699	1,733
HS			1,858	1,896	1,934	1,973	2,013
School		Max Cap*					
Indian Creek	400		348	355	363	371	379
Ross	385		335	342	349	356	364
Hubbard	570		456	466	476	486	496
Teed	480						
Reed	620		558	570	582	594	606
Reed Add	100		67	67	66	66	67
CP	620		552	563	575	587	599
ST	620		549	560	572	584	596
ST Add	100		66	66	66	66	66
NEWK-5	720						
KMS	902		902	902	767	783	799
Teed Middle School	730		698	730	657	657	664
MS Add	150						
NEWMS Phase 1	300				241	259	270
NEWMS Phase 2	600						
KHS	1505		1,355	1,355	1,355	1,382	1,410
NEWHS Phase 1	500		500	500	500	500	500
NEWHS Phase 2	300		4	42	80	91	103
NEWHS Phase 3	700						
IPHS	120		102	103	105	107	108
IPHS Add	120						

## HGH

The high enrollment growth model school capacity chart can be seen on the next page. Under this model you can see that constant school building projects would be needed the next 10 years and new school will be needed for all grade levels.

Note that the current construction that is in process is Reed Add (the additional 4 classrooms to Reed), ST Add (the additional 4 classrooms to Silver Trail), Teed Middle School Conversion (Adding capacity for 250 students) and the New High School. When these projects are complete they will add room for 200 elementary students, 880 middle school students and 500 high school students.

With the movement of 6<sup>th</sup> grade to middle school we would see the following overall capacity at the end of 10 years if we did not do any additional projects passed the ones that have already been started:

- Elementary would be over capacity by 204 students. This would require that a new K-5 elementary be completed Midway through the 10 year plan.
- Middle school would be over capacity by 308 students and would require a new middle school be built along with a possible addition to Teed. The addition would be in the form of portables or a permanent structure but would only delay the impact of growth. A new middle school would be needed.
- High school would be over capacity by 655 students and would require the new high school be completed to the same size as the current high school.

If the additional Projects mentioned above were completed in the timeframe outlined in section 6 we would see the following student capacities under this growth model:

- Elementary would have room for 103 students at the 90% overall district threshold level and room for 516 students before we hit 100%. This would essentially make the district set at the elementary level during the 10 years but would require a new elementary be built to start the next 10 year plan.
- Middle school would have room for another 142 students and would require Phase 2 of the new middle school be completed by the end of the next 10 year plan to respond to the growth.
- High school would have room for another 845 students and well set for the future.

Based on the funding formula projected in Section 4 there will be enough capacity that during March 2026 we could go out for another \$40 million bond. This bond would fund the 2<sup>nd</sup> new K-5, an extension to IPHS and construction on Phase 2 of a new middle school. These additions would add the capacity to the district that it would need for the next 120 year plan. Essentially this plan ends the 2017-2027 10 year plan with completely setting up the district to respond to growth well into the future.

## HIGH ENROLLMENT GROWTH MODEL SCHOOL CAPACITY CHART

Option	3 HIGH	Year	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Enroll Inc %				6%	6%	6%	5%	4.5%
Enroll Inc Amt				322	341	362	319	302
Enrollment			5,355	5,677	6,018	6,380	6,699	7,001
ES			2,859	3,031	2,734	2,899	3,044	3,181
MS			875	928	1,463	1,551	1,629	1,703
HS			1,531	1,623	1,721	1,825	1,917	2,004
School		Max Cap*						
Indian Creek		400	234	249	328	348	366	380
Ross		385	209	253	316	335	352	366
Hubbard		570	277	294	467	496	521	542
Teed		480	435	462				
Reed		620	617	620	508	539	566	589
Reed Add		100			49	52	54	64
CP		620	505	536	508	539	566	589
ST		620	582	617	508	539	566	589
ST Add		100			49	51	53	63
NEWK-5		720						
KMS		902	875	928	812	861	902	902
Teed Middle School		730			651	690	727	730
MS Add		150						71
NEWMS Phase 1		300						
NEWMS Phase 2		600						
KHS		1505	1,531	1,623	1,721	1,385	1,454	1,505
NEWHS Phase 1		500				440	463	499
NEWHS Phase 2		300						
NEWHS Phase 3		700						
IPHS		120	90	95	100	105	109	113
IPHS Add		120						

Option	3 HIGH	Year	2022-23	2023-24	2024-25	2025-26	2026-27
Enroll Inc %			3%	3%	3%	2%	2%
Enroll Inc Amt			211	217	223	154	157
Enrollment			7,212	7,429	7,652	7,806	7,963
ES			3,277	3,376	3,478	3,548	3,619
MS			1,755	1,808	1,863	1,901	1,940
HS			2,065	2,127	2,191	2,235	2,280
School		Max Cap*					
Indian Creek		400	320	330	340	347	354
Ross		385	308	318	328	335	342
Hubbard		570	456	470	485	495	505
Teed		480					
Reed		620	527	543	560	572	584
Reed Add		100	100	100	100	100	100
CP		620	527	543	560	572	584
ST		620	527	543	560	572	584
ST Add		100	100	100	100	100	100
NEWK-5		720	412	429	445	455	466
KMS		902	902	902	821	838	855
Teed Middle School		730	730	730	694	657	657
MS Add		150	123	150	150	150	150
NEWMS Phase 1		300		26	199	256	278
NEWMS Phase 2		600					
KHS		1505	1,355	1,355	1,385	1,413	1,442
NEWHS Phase 1		500	500	500	500	500	500
NEWHS Phase 2		300	211	273	300	300	300
NEWHS Phase 3		700			6	22	38
IPHS		120	115	118	120	120	120
IPHS Add		120				2	4

## Conclusion

It is important to emphasize that the plans we are presenting are proactive plans. The trick is to build before we need it but not to over build. This requires us to do construction in phases. It also requires a flexibility that allows us to walk away from a sit for several years. This means that we may build Phase 1 of a new middle school and it stays at a 300-500 student middle school for 5 years or more. Why? Because if we are not seeing growth in a grade level why would we expand on a site that we do not need?

Another question that may arise is why do a new bond election every 3 years? The reason is since we are only building what we need we are also only asking for what we need. This is vital for the community to understand.

As you can see from the above pathways, no matter what growth we experience we will need to do some construction. Based on the housing growth that we are seeing in the community we will probably need to do constant building projects. What you may notice from the low growth model is less of a need for new build projects but, as we will show in section 8, still requires funding to move our facilities forward. Any greater growth than that in the low growth model would require many building projects. Those projects will be outlined in the next section but the take away from this section is to show that each of the projects would be needed under the MED and HGH pathways and in the time frame identified. If we do not pass bonds and do not start construction in the timeframe identified below then we will have overcrowding in our school and we will need to do Band-Aid fixes like buying portables to keep our buildings within the fire code.

## **Section 6**

### **Using the Tax Rate for Long-Term Planning**

This section is meant to layout a potential response to growth and establishing timelines. Through this we hope to show the importance to our proactive approach. We also wish to emphasize the importance of the plant facility and supplemental levy's under these plans.

The district will be doing big projects for the foreseeable future. Even if we grow slower than projected we still have aging facilities that need many repairs (both standard maintenance and retrofitting). Big projects take time and also need expertise to complete. The Treasure Valley housing market is one where new buildings are going up every day. With high construction comes a problem of finding qualified contractors to perform all the projects that the district needs in a timely manner. Gone are the days that we can assess our needs in spring and have a new extension added on to our building by the beginning of school. In the current market it takes planning and coordination to get these structures built in a timeframe that allows new buildings to come online when we need them.

This planning is shown below in the three pathways. Each of these construction timelines are theoretical, only the projects under the "2016-17 Bond Projects" section are real projects that are currently in construction or planned in the near future. The other projects listed are neither planned nor are they funded. This section is not meant to show how the construction projects will occur in the district but rather how they would occur if the growth in our district was exactly that as presented in section 5.

The main point of this section is to show the thought process behind our response to growth and to show why a project may be on a bond early on in the 10 year plan so we do not get into an unmanageable situation later in the 10 year plan.

The sub-sections below are broken out into 5 categories; current bond, future bond, future plant, current supplemental and future supplemental. Items identified as "current" are based on the bond and supplemental levy approved by the voters on March 2017. Items in these sections have already been planned and are currently in progress. Items identified as "future" are theoretical and are subject to change.

## **LOW**

The low growth model, as stated earlier, shows mostly repairs and maintenance to current facility (after the 2016-17 bond projects).

### **Current Bond**

Under this model the new construction to the district should be completed before or during the 2019-20 school year. Also during that time frame the district will be putting several million dollars into repairs, maintenance and upgrades to our current facilities. Under this current bond every school location will receive some level of maintenance or expansion.

### **Future Bond**

After that point the future bonds are not being spent on new construction (because of the low growth projections) but rather the \$15 million bonds (March 2020 and 2023 election) would be spent on repairs and retrofitting of current facilities. What form this retrofitting will take depends on the population centers in the district and what facilities will be needed. The retrofitting could take any form such as an extension onto Ross Elementary, for example. We do know that some of these funds will be needed for roof, flooring, HVAC and equipment replacement.

### **Future Plant**

At the end of the 10 year plan a plant facility levy would be needed (\$1 million per year for 10 year, March 2027 election). The plant facility levy will allow the District to keep up with the repairs to our schools going into the future. Without yearly upkeep the retrofitting done during the 10 year plan will essentially be meaningless. It is therefore vital that the 10 year plan include a plant facility levy. This is essentially our way of maintaining into the future the 10 year plan we propose today.

### **Current Supplemental**

The current supplemental levy approved by the voters in March 2017 has already been earmarked for much needed curriculum updates (see section 9). The first major subject to be updated is our math curriculum and should be ready for the 2017-18 school year. Also, the District will be using these funds to update the technology needs for the district (see section 10).

In addition to the curriculum update the district will be using there supplemental levy monies to bridge the gap between state funding and school needs. The District will also be using these funds to repair its fund balance to a level that gives the district one month worth of operating expenditures as an



emergency fund. It also allows the district to maintain a healthy cash flow balance for funding of payroll and expenditures during the summer while we are waiting for our state funding (see section 7).

### **Future Supplemental**

A supplemental levy is expected to need to be renewed every 2 years (March 2019, 2021, 2023, 2025, 2027 elections). Once the District's fund balance is repaired, and the one month operation expenditure is set aside, the District will be able to use more of the supplemental levy to support curriculum implementation. Also, as the district grows and expands into new facilities there will be a need for a greater number of support staff. The way state funding works is that we get funded per student not per location. As an example, this means that we may not get funding from the state for a custodian at a new school site or at least not funding until our student population increases. This would require the District to use local funding sources to pay for that custodian until state funding catches up.

Another consideration is that as we grow as a district our expenses will also grow. This means many expenses, such as: software, curriculum, maintenance, transportation, utilities and technology replacements/updates will become more expensive. This would require us to use this supplemental levy money for the partial funding of those items. If during the 10 year plan the state funding increases to a level where we can fund these items without reducing our Emergency Fund then we should be able to reduce the amount of supplemental levy needed. This would allow us to either Increase the amount our plant facility levy (if needed) or reduce the tax rate. It all depends on the needs being faced by the District. However, we cannot predict that state funding formula and will therefore assume that we will continue to need a supplemental levy going into the future.

**ELECTION BREAKDOWN**

<b>Bond</b>	\$40mil			\$15mil		
<b>Supplemental</b>	\$2.5mil X2YR		\$2.5mil X2YR		\$2.5mil X2YR	
<b>Plant</b>	-	-	-	-	-	-
<b>ELECTION Date</b>	MARCH 2017		MARCH 2019	MARCH 2020	MARCH 2021	
<b>School Year</b>	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
<b>EVENTS</b>						
<b>ElectionType</b>	Election-Bond Election-Supplemental		Election-Supplemental	Election-Bond	Election-Supplemental	
<b>Rezoning</b>			Rezoning			
<b>Maintenance &amp; Upgrades Existing Buildings</b>		<b>16-17 Bond Money</b> \$1mil Maintenance \$1mil KMS Upgrades	<b>16-17 Bond Money</b> \$2mil Maintenance	<b>16-17 Bond Money</b> \$4mil Maintenance	<b>19-20 Bond Money</b> \$5mil Maintenance & Upgrades	<b>19-20 Bond Money</b> \$5mil Maintenance & Upgrades
<b>New Construction 2016-17 Bond Projects</b>						
\$5mil Teed Conversion to MS		Start Teed Conversion	Finish Teed Conversion			
\$2mil RD & ST Addition		Start RD & ST Addition	Finish RD & ST Addition			
\$24mil New HS Phase 1		Start New HS Phase 1		Finish New HS Phase 1		
\$1mil KHS Ath Facility		Start KHS Ath Facility	Finish KHS Ath Facility			
<b>2019-20 Bond Projects</b>						
<b>2022-23 Bond Projects</b>						

*Note: The data presented in this report is based on estimates as of June 2017 and is subject to change. Please visit [www.kunaschools.org](http://www.kunaschools.org) for up-to-date information and projections.*

**ELECTION BREAKDOWN**

Bond	\$15mil				-
Supplemental	\$2.5milX2YR		\$2.5milX2YR		\$2.5milX2YR
Plant					\$1 milX10YR
ELECTION Date	MARCH 2023		MARCH 2025	MARCH 2026	MARCH 2027
School Year	2022-23	2023-24	2024-25	2025-26	2026-27
<b>EVENTS</b>					
ElectionType	Election-Bond Election-Supplemental		Election-Supplemental		Election-Supplemental Election-Plant
Rezoning	Rezoning				
Maintenance & Upgrades Existing Buildings	19-20 Bond Money \$5mil Maintenance & Upgrades	22-23 Bond Money \$5mil Maintenance & Upgrades	22-23 Bond Money \$5mil Maintenance & Upgrades	22-23 Bond Money \$5mil Maintenance & Upgrades	26-27 Plant Money \$1mil Maintenance
New Construction 2016-17 Bond Projects					
\$5mil Teed Conversion to MS					
\$2mil RD & ST Addition					
\$24mil New HS Phase 1					
\$1mil KHS Ath Facility					
2019-20 Bond Projects					
2022-23 Bond Projects					

**MED**

The medium growth model, as stated earlier, has built into it a combination of repairs and multiple build projects over the next 10 years.

**Current Bond**

Under this model the new construction to the district should be completed before or during the 2019-20 school year. Also during that time frame the district will be putting several million dollars into repairs, maintenance and upgrades to our current facilities. Under this current bond every school location will receive some level of maintenance or expansion.

**Future Bond**

Future bonds will be used to build a new facility for each grade level over the course of the next 10 years. The first future bond (March 2020 election) would be spent on repairs to current facilities but also on phase 2 of the new high school and phase 1 of a new middle school. The next bond (March 2023 election) would be used to construct a new K-5 and on repairs and retrofitting of current facilities. What form this retrofitting will take depends on the population centers in the District and what facilities will be needed. The retrofitting could take any form such as an extension onto Ross Elementary, for

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example. We do know that some of these funds will be needed for roof, flooring, HVAC and equipment replacement. These are the projects that would be needed to respond to the growth outlined in section 5. The growth is a projection so some of these plans would have to be modified but no matter what order the projects are needed the funds should be available to respond to any combination of growth that stays within the total overall growth as projected.

### **Future Plant**

At the end of the 10 year plan a plant facility levy would be needed (\$1 million per year for 10 year, March 2027 election). The plant facility levy will allow the District to keep up with the repairs to our schools going into the future. Without yearly upkeep the retrofitting done during the 10 year plan will essentially be meaningless. It is therefore vital that the 10 year plan include a plant facility levy. This is essentially our way of maintaining into the future the 10 year plan we propose today. It is also important to note that the amount needed for the plant may be more than the \$1 million identified. If so then the district would reduce the amount of supplemental levy to build capacity for the district to take this step without increasing the tax rate.

### **Current Supplemental**

The current supplemental levy approved by the voters in March 2017 has already been earmarked for much needed curriculum updates (see section 9). The first major subject to be updated is our math curriculum and should be ready for the 2017-18 school year. Also, the District will be using these funds to update the technology needs for the district (see section 10).

In addition to the curriculum update the district will be using there supplemental levy monies to bridge the gap between state funding and school needs. The District will also be using these funds to repair its fund balance to a level that gives the district one month worth of operating expenditures as an emergency fund. It also allows the District to maintain a healthy cash flow balance for funding of payroll and expenditures during the summer while we are waiting for our state funding (see section 7).

### **Future Supplemental**

A supplemental levy is expected to be renewed every 2 years (March 2019, 2021, 2023, 2025, 2027 elections). Once the District's fund balance is repaired and the one month operation expenditure is set aside the District will be able to use more of the supplemental levy to support curriculum implementation. Also, as the District grows and expands into new facilities there will be a need for a greater number of support staff. The way state funding works is that we get funded per student not per location. As an example, this means that we may not get funding from the state for a custodian at a new school site or at least not funding until our student population increases. This would require the District to use local funding sources to pay for that custodian until state funding catches up.

Another consideration is that as we grow as a district our expenses will also grow. This means many expenses, such as: software, curriculum, maintenance, transportation, utilities and technology replacements/updates will become more expensive. This would require us to use this supplemental levy money for the partial funding of those items. If during the 10 year plan the state funding increases to a level where we can fund these items without reducing our Emergency Fund then we should be able to reduce the amount of supplemental levy needed. This would allow us to either Increase the amount our plant facility levy (if needed) or reduce the tax rate. It all depends on the needs being faced by the District. However, we cannot predict that state funding formula and will therefore assume that we will continue to need a supplemental levy going into the future.

**ELECTION BREAKDOWN**

Bond	\$40mil			\$40mil		
Supplemental	\$2.5milX2YR		\$2.5milX2YR		\$2.5milX2YR	
Plant	-	-	-	-	-	-
ELECTION Date	MARCH 2017		MARCH 2019	MARCH 2020	MARCH 2021	
School Year	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
<b>EVENTS</b>						
ElectionType	Election-Bond Election-Supplemental		Election-Supplemental	Election-Bond	Election-Supplemental	
Rezoning			Rezoning			
Maintenance & Upgrades Existing Buildings		<b>16-17 Bond Money</b> \$1mil Maintenance \$1mil KMS Upgrades	<b>16-17 Bond Money</b> \$2mil Maintenance	<b>16-17 Bond Money</b> \$4mil Maintenance	<b>19-20 Bond Money</b> \$2mil Maintenance	<b>19-20 Bond Money</b> \$5mil Maintenance & Upgrades
<b>New Construction 2016-17 Bond Projects</b>						
\$5mil Teed Conversion to MS		Start Teed Conversion	Finish Teed Conversion			
\$2mil RD & ST Addition		Start RD & ST Addition	Finish RD & ST Addition			
\$24mil New HS Phase 1		Start New HS Phase 1		Finish New HS Phase 1		
\$1mil KHS Ath Facility		Start KHS Ath Facility	Finish KHS Ath Facility			
<b>2019-20 Bond Projects</b>						
\$15mil New HS Phase 2					Start New HS Phase 2	
\$15mil New MS Phase 1						Start New MS Phase 1
<b>2022-23 Bond Projects</b>						
\$15mil New K-5						

ELECTION BREAKDOWN					
Bond	\$30mil				
Supplemental	\$2.75milX2YR		\$2.75milX2YR		\$2milX2YR
Plant					\$1 milX10YR
ELECTION Date	MARCH 2023		MARCH 2025	MARCH 2026	MARCH 2027
School Year	2022-23	2023-24	2024-25	2025-26	2026-27
EVENTS					
ElectionType	Election-Bond Election-Supplemental		Election-Supplemental		Election-Supplemental Election-Plant
Rezoning	Rezoning				
Maintenance & Upgrades Existing Buildings	19-20 Bond Money \$5mil Maintenance & Upgrades	22-23 Bond Money \$5mil Maintenance & Upgrades	22-23 Bond Money \$5mil Maintenance & Upgrades	22-23 Bond Money \$5mil Maintenance & Upgrades	26-27 Plant Money \$1mil Maintenance
New Construction 2016-17 Bond Projects					
\$5mil Teed Conversion to MS					
\$2mil RD & ST Addition					
\$24mil New HS Phase 1					
\$1mil KHS Ath Facility					
2019-20 Bond Projects					
\$15mil New HS Phase 2	Finish New HS Phase 2				
\$15mil New MS Phase 1		Finish New MS Phase 1			
2022-23 Bond Projects					
\$15mil New K-5		Start New K-5		Finish New K-5	

**HGH**

The high growth model, as stated earlier, has built into repairs of current facilities but mostly has constant building projects to stay one step ahead to growth. Notice how under this plan the number of new facilities planned is much greater than in the low or medium plan. Notice as well that there is not a single year in the next 10 years that the district is not projected to actively be building a new facility or a significant addition.

**Current Bond**

Under this model the new construction to the District should be completed before or during the 2019-20 school year. Also during that time frame the district will be putting several million dollars into repairs, maintenance and upgrades to our current facilities. Under this current bond every school location will receive some level of maintenance or expansion.

**Future Bond**

After that point the future bounds will be used to build a new facility for each grade level over the course of the next 10 years. The first future bond (March 2020 election) would be spent on repairs to current facilities but also on phase 2 of the new high school, phase 1 of a new middle school, additions or portables to one of the current middle schools and construction of a new K-5 school. The next bond

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(March 2023 election) would be used to finish the new high school and on repairs and retrofitting of current facilities. The final bond (March 2026) would be used for the second phase of a new middle school, a possible addition to the alternative high school and a 2<sup>nd</sup> new K-5. These last projects would be used to respond to the growth pass 2027 but would still be important to begin construction at the end of this 10 year plan.

As shown in the chart on the next page there will be several million set aside each year for maintenance or retrofitting. What form this retrofitting will take depends on the population centers in the District and what facilities will be needed. The retrofitting could take any form such as an extension onto Ross Elementary, for example. We do know that some of these funds will be needed for roof, flooring, HVAC and equipment replacement. These are the projects that would be needed to respond to the growth outlined in section 5. The growth is a projection so some of these plans would have to be modified but no matter what order the projects are needed the funds should be available to respond to any combination of growth that stays within the total overall growth as projected.

### **Future Plant**

Early on in this plan a 10 year plant facility levy would be needed (\$1 million per year for 10 year, March 2019 election). The plant facility levy will allow the District to keep up with the repairs to our schools going into the future. Without yearly upkeep the retrofitting done during the 10 year plan will essentially be meaningless. It is therefore vital that the 10 year plan include a plant facility levy. This is our way of maintaining into the future the 10 year plan we propose today. It is also important to note that the amount needed for the plant may be more than the \$1 million identified. If so then the district would reduce the amount of supplemental levy to build capacity for the district to take this step without increasing the tax rate. In 2029 it will be important to renew the plant facility levy. At this time the plant facility will need to be much larger than at the 2019 level. This is because the district will be quite a bit larger and would require more in the way of yearly maintenance funding.

### **Current Supplemental**

The current supplemental levy approved by the voters in March 2017 has already been earmarked for much needed curriculum updates (see section 9). The first major subject to be updated is our math curriculum and should be ready for the 2017-18 school year. Also, the District will be using these funds to update the technology needs for the district (see section 10).

In addition to the curriculum update the District will be using there supplemental levy monies to bridge the gap between state funding and school needs. The District will also be using these funds to repair its fund balance to a level that gives the District one month worth of operating expenditures as an emergency fund. It also allows the district to maintain a healthy cash flow balance for funding of payroll and expenditures during the summer while we are waiting for our state funding (see section 7).



### **Future Supplemental**

A supplemental levy is expected to be renewed every two years (March 2019, 2021, 2023, 2025, 2027 elections). Once the District's fund balance is repaired and the one month operation expenditure is set aside the District will be able to use more of the supplemental levy to support curriculum implementation. Also, as the district grows and expands into new facilities there will be a need for a greater number of support staff. The way state funding works is that we get funded per student not per location. As an example, this means that we may not get funding from the state for a custodian at a new school site or at least not funding until our student population increases. This would require the District to use local funding sources to pay for that custodian until state funding catches up.

Another consideration is that as we grow as a district our expenses will also grow. This means many expenses, such as: software, curriculum, maintenance, transportation, utilities and technology replacements/updates will become more expensive. This would require us to use this supplemental levy money for the partial funding of those items. If during the 10 year plan the state funding increases to a level where we can fund these items without reducing our Emergency Fund then we should be able to reduce the amount of supplemental levy needed. This would allow us to either Increase the amount of our plant facility levy (if needed) or reduce the tax rate. It all depends on the needs being faced by the District. However, we cannot predict that state funding formula and will therefore assume that we will continue to need a supplemental levy going into the future. We will also assume that based on our large expected growth that the supplemental levy will need to grow as the District grows.

**ELECTION BREAKDOWN**

Bond	\$40mil			\$40mil		
Supplemental	\$2.5milX2YR		\$2.5milX2YR		\$2.75milX2YR	
Plant	-	-	\$1 milX10YR	-	-	-
ELECTION Date	MARCH 2017		MARCH 2019	MARCH 2020	MARCH 2021	
School Year	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
<b>EVENTS</b>						
ElectionType	Election-Bond Election-Supplemental		Election-Supplemental Election-Plant	Election-Bond	Election-Supplemental	
Rezoning			Rezoning			
Maintenance & Upgrades Existing Buildings		<b>16-17 Bond Money</b> \$1mil Maintenance \$1mil KMS Upgrades	<b>16-17 Bond Money</b> \$2mil Maintenance	<b>16-17 Bond Money</b> \$4mil Maintenance	<b>19-20 Bond Money</b> \$1mil Maintenance	<b>19-20 Bond Money</b> \$1mil Maintenance
<b>New Construction</b> <b>2016-17 Bond Projects</b>						
\$5mil Teed Conversion to MS		Start Teed Conversion	Finish Teed Conversion			
\$2mil RD & ST Addition		Start RD & ST Addition	Finish RD & ST Addition			
\$24mil New HS Phase 1		Start New HS Phase 1		Finish New HS Phase 1		
\$1mil KHS Ath Facility		Start KHS Ath Facility	Finish KHS Ath Facility			
<b>2019-20 Bond Projects</b>						
\$15mil New K-5					Start New K-5	
\$3mil MS Addition					Start MS Addition	Finish MS Addition
\$7mil New HS Phase 2					Start New HS Phase 2	
\$12mil New MS Phase 1						Start New MS Phase 1
<b>2022-23 Bond Projects</b>						
\$35mil New HS Phase 3						
<b>2025-26 Bond Projects</b>						
\$20mil New MS Phase 2						
\$5mil IPHS Addition						
\$15mil New K-5						

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**ELECTION BREAKDOWN**

Bond	\$40mil			\$40mil	
Supplemental	\$3mil IX2YR		\$3.25mil IX2YR		\$3.25mil IX2YR
Plant	-		-		-
ELECTION Date	MARCH 2023		MARCH 2025	MARCH 2026	MARCH 2027
School Year	2022-23	2023-24	2024-25	2025-26	2026-27
<b>EVENTS</b>					
ElectionType	Election-Bond Election-Supplemental		Election-Supplemental	Election-Bond	Election-Supplemental
Rezoning	Rezoning				
Maintenance & Upgrades Existing Buildings	19-20 Bond Money \$1mil Maintenance	22-23 Bond Money \$5mil Maintenance & Upgrades	24-25 Plant Money \$1mil Maintenance	24-25 Plant Money \$1mil Maintenance	24-25 Plant Money \$1mil Maintenance
<b>New Construction</b>					
<b>2016-17 Bond Projects</b>					
\$5mil Teed Conversion to MS					
\$2mil RD & ST Addition					
\$24mil New HS Phase 1					
\$1mil KHS Ath Facility					
<b>2019-20 Bond Projects</b>					
\$15mil New K-5	Finish New K-5				
\$3mil MS Addition					
\$7mil New HS Phase 2	Finish New HS Phase 2				
\$12mil New MS Phase 1	Finish New MS Phase 1				
<b>2022-23 Bond Projects</b>					
\$35mil New HS Phase 3	Start New HS Phase 3	Finish New HS Phase 3			
<b>2025-26 Bond Projects</b>					
\$20mil New MS Phase 2					Start New MS Phase 2
\$5mil IPHS Addition				Start IPHS Addition	Finish IPHS Addition
\$15mil New K-5					Start New K-5

**Conclusion**

The primary focus of this section was to establish timelines for utilizing the capacity built into the tax rate (section 4) and using that funding in a way that is most efficient to respond to the growth (section 5). This whole exercise is to outline how our district may grow and to provide the decision makers in the District with a roadmap to follow as we grow. This document is also a tool to provide to the community. The point of this report for the community is to show a proof of how the thought process for making a decision about response to growth is formed within the District.

At the Kuna School District it is important to us that the community understands the thought process and the facts behind the figures. We want the community to feel that we are good stewards with their tax money and that they trust the decisions we are making for the education of their children is valid.

This concludes the sections related to the response to growth and bond projects decision making. The following sections will discuss the need for a plant and supplemental levy and what those funds will be used for.

## **Section 7**

### **SUPPLEMENTAL/PLANT LEVY VS. STATE FUNDING**

The logical question that should arise as someone reads this document is to ask “why the District needs local funding?” It is the understanding of many average taxpayers that the state provides the funding for the local school districts. This is partially true but not the whole picture. To get the whole picture let’s breakdown the different funding sources for the district.

#### **Federal Funding**

Federal funding makes up approximately 10% of the District’s funding. Although this is a significant amount of money these funds come with heavy restrictions. We cannot use these funds for whatever we wish but only what the grant award designates. For example the monies we receive for food service can only go to feeding students we cannot use it to hire a teacher.

Another factor to federal funding is the unpredictability of the funds. It is difficult to know how much money we will receive from year to year from the federal government. This makes it difficult to plan for these funds as part of the 10 year plan. The best assumptions we can make are that federal funding pays for specific programs and if the funding is cut then the programs are proportionally cut.

#### **State Funding**

State funding is the District’s primary funding source and makes up about 80-85% of total funding in the District. The state funding can be restricted to specific programs (like technology) or as an unrestricted funding category. The funding is tied to several different drivers but the primary driver is the average daily attendance (ADA) in the District. What follows is a breakdown of the timeline and computations of the state funding:

1. In early November the District sends an ADA report to the state. Note that it is an ADA report not an enrollment report.
2. The state determines the “Support Units” based on ADA.
3. The support units determine how many teachers, pupil service staff (such as school nurses), administrative and non-certified (such as bus drivers, maintenance, office staff) staff the District is allocated.
4. The support units also determine the Base support.

This process accounts for about 90% of the state’s funding. This is a very simplified breakdown, in actuality this process takes hundreds of man hours to produce. The other 10% of state funding can be based on test numbers, ADA, enrollment or a total number of students that fit a certain classification.

## State Funding Shortfalls

On paper the funding formula for the state looks appropriate to support the education needs of the District but there are several shortfalls that the state either underfunds or does not fund at all that causes financial issues in the District:

1. The District is required by state law to spend about \$1.1 million per year (as of June 30<sup>th</sup> 2017) on maintenance to current facilities; however, the district receives about \$300,000 from the State. The remaining \$800,000 needs to come out of our base funding or local funding (Plant or Supplemental Levy).
2. The District receives funding for all of their non-certified staff at a rate of \$20,000 a year. That works out to be \$9.62 per hour for our staff (assuming a 260 day calendar). That may seem reasonable if our only staff were custodians or crossing guards but that \$9.62 is the amount we receive for IT personnel, Accountants, Managers, high skilled workers, office staff and classroom aids (just to name a few). We cannot expect to pay these personnel \$9.62 a hour and expect to keep them around. Therefore, the extra that we pay them comes out of our base funding or local funding (Supplemental Levy).
3. The District has health insurance costs that eat up half of the base funding each year. However, we could see premiums rise by a significant dollar amount in a given year and that impact could be more than the rise in funding that we would get from the state. This would cause an imbalance that would have to come out of our base support or local funding.
4. The District is required by state law to pay Unused Sick Leave into PERSI at a rate of 1.16% of staff's base pay. This may not seem like a lot but it is over \$150,000 that we have to pay for out of our base support.
5. The state reimburses transportation costs at 50% for bus drivers and staff and 85% for bus repairs. The remaining 50% and 15% needs to be paid out of base support.
6. Curriculum is not paid for at all by the state.
7. Construction of new facilities is not funded at all by the state.

This list is by no means exhaustive but it does show why we ask the community for additional support. If the state began to fund the above items it is possible that local funding sources would not be necessary but that is unlikely.

## Local Funding

We have discussed the different local funding sources at length earlier in this document. For this section we will simply say that local sources bridge the gap between the above funding sources and the needs of

the Kuna School District. What follows is a detailed outline of the district's needs and usage of local funding sources.

**Section 8**

**BOND/PLANT FACILITY-Current Facility Maintenance Requirements for the Next 10 Years**

What follows are excerpts from our 10 year maintenance plan. The purpose is to show where the Bond and Plant facility levy monies will go to when it comes to our current facilities. These items outline the needs for specific school sites as determined by an independent third party assessment. This is only an initial assessment and it should be noted that only the most critical items have been identified. As you review the specific location needs, keep in mind that items identified a “fair” or “poor” will become critical over the course of the 10 year plan and will need to be addressed with future bonds.

Below is an overall summary of where the 2017 bond will be going over the next 2-3 year with regards to current facility maintenance. The following pages break out the specific needs for these facilities.

**Building Financial Budgets and Cost Estimations 6.0**

**TOTAL HIGH PRIORITY ITEM COST TOTALS**

Ross Elementary	\$390,000
Indian Creek Elementary	\$460,000 - 755,000
Hubbard Elementary	\$603,000
Fremont Teed Elementary	\$380,000
Crimson Point Elementary	\$361,000
Silver Trail Elementary	0
Initial Point High School	0
Kuna Middle School	\$445,000
Kuna High School	\$473,000



*Kuna Joint School District No. 3 - November 1, 2016*

## Ross Elementary School

Address:  
610 North School Avenue, Kuna, ID 83634

Date Constructed:  
1963

Known Additions / Remodels:  
Addition, 1979  
AC Upgrade, 2001

Site Square Footage / Acres:  
539,970 sq. ft. / 12.396 Acres

Building Gross Square Footage:  
37,643 sq. ft.

Grade Levels:  
PK, K, 4-6



2016-2017 Enrollment 243

Building Square Footage per Student 154.9 sq. ft.

General Purpose / Grade Level Classrooms: 16

Specialty Classrooms: **Computer Lab, 1**  
**Music Room, 1**  
**Resource Rooms, 2**  
**Extended Resource, 1**

Classroom / Lab Square Footage per Student 75 sq. ft.\*

**Building is Approximately 140 Below Optimum 385 Student Capacity\***

\* Based on average of 30 students per classroom and 10 extended resource students per classroom.

## Ross Elementary School Assessment Summary

### Condition

A Facility Condition Assessment was conducted by LKV Architects and Musgrove Engineering on July 13, 2016. Site and building construction, systems, and equipment were evaluated and rated according to one of the following rankings: **New, Good, Fair, Poor, or Critical**. Items ranked **Fair** may require repair or replacement within 5 to 10 years; items ranked **Poor** will likely require repair or replacement in 3 to 5 years; and items ranked **Critical** are in need of repair or replacement in 1 to 3 years. See Facility Condition Assessment Checklists for complete site and building evaluation.

Site and building construction, systems, and equipment rated **Fair, Poor, and Critical** are listed below. Cost estimates are provided for items rated poor to critical that are deemed **high priority**. High priority items include essential building systems, life safety related code items, and serious handicap accessibility deficiencies. The **highest priority** of these items along with very high cost items, for which immediate or short term bond funding is needed, are listed in **bold text**. Other items rated poor to critical should be re-evaluated after 3 years, and items rated fair should be re-evaluated after 5 years, with cost estimates prepared at that time as required.

Item	Rating	Estimated Cost*
Site Civil Improvements	Fair to Poor	
Asphalt Paving	Poor	
Site Landscaping	Fair to Poor	
Site Facilities	Fair to Poor	
Site Utilities	Fair	
<b>ADA Compliance (Site)</b>	<b>Fair to Critical</b>	<b>\$25,000</b>
<b>No Fire Sprinkler System</b>	<b>Critical</b>	<b>\$250,000</b>
<b>(South Building Doors in Lieu of F.S.)</b>		<b>(\$50,000)</b>
<b>ADA Compliance (Building)</b>	<b>Critical</b>	<b>\$40,000</b>
Foundation / Footings	Fair	
Columns / Beams / Walls	Fair	
Roof Leaks / Ponding (Isolated)	Fair	
Exterior Walls	Fair to Poor	
Exterior Doors / Windows / Louvers	Fair to Poor	
<b>Exterior Door Hardware</b>	<b>Poor</b>	<b>\$25,000</b>
Interior Elements / Finishes	Fair to Poor	
Interior Doors	Fair	
Drywall Ceilings	Fair	
VCT Flooring	Poor	



Item	Rating	Estimated Cost*
Tile Flooring	Fair	
Wood Flooring	Fair	
Sheet Vinyl Flooring	Critical	
Stairs (Exterior)	Fair to Critical	
Toilet Rooms	Fair to Critical	
Signage (Per Code)	Critical	
Gym Athletic Equipment	Fair	
<b>Boiler</b>	<b>Poor</b>	<b>\$120,000</b>
<b>(Air System Replacement with A.C.)</b>		<b>(\$215,000)</b>
<b>Boiler Piping</b>	<b>Poor</b>	<b>\$40,000</b>
DDC System (Needed)	Critical	\$50,000
Roof Top HVAC Units	Poor	\$75,000
Plumbing Fixtures (General)	Fair	
<b>Plumbing Fixtures (ADA Compliance)</b>	<b>Poor</b>	<b>\$35,000</b>
Galvanized Piping	Poor	\$150,000
Cast Iron Piping	Poor	\$175,000
Water Heaters	Poor	\$17,000
Gas Piping	Fair	
<b>Fire Alarm System</b>	<b>Poor</b>	<b>\$125,000</b>
Electrical Distribution System	Fair	
Exterior Lighting	Fair	
Security System	Poor	\$20,000
<b>Highest Priority Items Total Cost*</b>		<b>\$460,000 to \$755,000*</b>

#### Needs / Considerations

- More fully utilize the building's instructional spaces up to but not exceeding optimum enrollment of 385.
- Interconnect the buildings with an enclosed space or spaces, or provide a facility-wide electronic access control system.
- Add a separate cafeteria and improved kitchen to better serve the school with increased enrollment.

\* Preliminary Estimates

#### Functionality

Building suitability for present enrollment and grade level configuration, along with recommended modifications to improve building functionality, are set forth below.

- The grades 4-6 school presently houses elementary preschool and kindergarten classes and Kuna's Head Start and Boys and Girls Club programs, but lacks a preschool playground.
- The school's buildings can accommodate approximately 140 additional students if Head Start and Boys and Girls Club rooms revert back to grade level classrooms.
- The facility consists of (3) disconnected buildings that present logistical, convenience, and student safety challenges.
- A single multi-purpose room serves as both a gym and cafeteria.
- The school does not have a cooking kitchen.

## Indian Creek Elementary School

Address:  
911 West 4<sup>th</sup> Street, Kuna, ID 83634

Date Constructed:  
1956

Known Additions / Remodels:  
Addition, Unknown  
Addition, 1994  
AC Upgrade, 2001

Site Square Footage / Acres:  
311,890 sq. ft. / 7.16 Acres

Building Gross Square Footage:  
30,203 sq. ft.

Grade Levels:  
K-3



2016-2017 Enrollment: 236

Building Square Footage per Student: 128 sq. ft.

General Purpose / Grade Level Classrooms: 16

Specialty Classrooms: **Computer Lab, 1**  
**Music Room, 1**  
**Resource Room, 1**

Classroom / Lab Square Footage per Student: 71.9 sq. ft.\*

Building is Approximately 165 Below Optimum 400 Student Capacity.\*

\* Based on average of 30 students per classroom and 10 extended resource students per classroom.

## Indian Creek Elementary School Assessment Summary

### Condition

A Facility Condition Assessment was conducted by LKV Architects and Musgrove Engineering on June 23, 2016. Site and building construction, systems, and equipment were evaluated and rated according to one of the following rankings: **New, Good, Fair, Poor, or Critical**. Items ranked **Fair** may require repair or replacement within 5 to 10 years; items ranked **Poor** will likely require repair or replacement in 3 to 5 years; and items ranked **Critical** are in need of repair or replacement in 1 to 3 years. See Facility Condition Assessment Checklists for complete site and building evaluation.

Site and building construction, systems, and equipment rated **Fair, Poor, and Critical** are listed below. Cost estimates are provided for items rated poor to critical that are deemed **high priority**. High priority items include essential building systems, life safety related code items, and serious handicap accessibility deficiencies. The **highest priority** of these items along with very high cost items, for which immediate or short term bond funding is needed, are listed in **bold text**. Other items rated poor to critical should be re-evaluated after 3 years, and items rated fair should be re-evaluated after 5 years, with cost estimates prepared at that time as required.

Item	Rating	Estimated Cost*
Site Civil Improvements	Fair to Poor	
Asphalt Paving	Poor	
Site Landscaping	Fair to Poor	
Site Facilities	Fair to Poor	
Site Utilities	Fair to Poor	
<b>ADA Compliance (Site)</b>	<b>Fair to Critical</b>	<b>\$25,000</b>
No Fire Sprinkler System	Critical	\$250,000
Foundation / Footings	Fair to Poor	
Columns / Beams / Walls	Fair to Poor	
<b>ADA Compliance (Building)</b>	<b>Critical</b>	<b>\$60,000</b>
<b>Roofing</b>	<b>Critical</b>	<b>\$140,000</b>
Exterior Walls	Fair	
Exterior Doors / Windows / Louvers	Fair	
Interior Elements / Finishes	Poor to Critical	
Interior Doors	Fair to Poor	
ACT Ceilings	Fair	
Drywall Ceilings	Poor	

Item	Rating	Estimated Cost*
Flooring	Fair to Poor	
Stairs (Exterior)	Fair to Critical	
Signage	Critical	
Gym Athletic Equipment	Fair	
<b>HVAC System</b>	<b>Poor</b>	<b>\$290,000</b>
DDC System (Needed)	Critical	\$75,000
Plumbing Fixtures (General)	Fair	
<b>Plumbing Fixtures (ADA Compliance)</b>	<b>Poor</b>	<b>\$50,000</b>
Galvanized Piping	Poor	\$80,000
Cast Iron Piping	Poor	\$100,000
Gas Piping	Fair	
Electrical Distribution System	Poor	\$60,000
Exterior Lighting	Fair	
<b>Fire Alarm System</b>	<b>Poor</b>	<b>\$165,000</b>
Security System	Poor	<u>\$25,000</u>
<b>Highest Priority Items Total Cost*</b>		<b>\$730,000*</b>

\* Preliminary Estimate

### Functionality

Building suitability for present enrollment and grade level configuration, along with recommended modifications to improve building functionality, are set forth below.

- The grades K-3 school can accommodate approximately 160 additional students.
- The facility consists of (3) disconnected buildings that present logistical, convenience, and student safety challenges.
- A single multi-purpose room serves as both a gym and cafeteria.
- The school does not have a cooking kitchen.
- The school's proximity to Indian Creek remains a concern.

### Needs / Considerations

- More fully utilize the building's instructional spaces up to but not exceeding optimum enrollment of 400.
- Provide enclosed passageways between buildings or provide a facility-wide electronic access control system.
- Add a separate gym, or cafeteria with improved kitchen, to better serve the school with increased enrollment.

## Hubbard Elementary School

Address:  
311 East Porter Road, Kuna, ID 83634

Date Constructed:  
1978

Known Additions / Remodels:  
Addition, 1985  
Addition, 1994

Site Square Footage / Acres:  
213,444 sq. ft. / 4.9 Acres

Building Gross Square Footage:  
46,009 sq. ft.

Grade Levels:  
PK-2



2016-2017 Enrollment: 299

Building Square Footage per Student: 153.9 sq. ft.

General Purpose / Grade Level Classrooms: 22

Specialty Classrooms: **Computer Lab, 1**  
**Music Room, 1**  
**Extended Resource Rooms, 2**

Classroom / Lab Square Footage Per Student: 81.9 sq. ft.\*

**Building is Approximately 270 Below Optimum 570 Student Capacity.\***

\* Based on average of 30 students per classroom and 10 extended resource students per classroom.

## Hubbard Elementary School Assessment Summary

### Condition

A Facility Condition Assessment was conducted by LKV Architects and Musgrove Engineering on July 13, 2016. Site and building construction, systems, and equipment were evaluated and rated according to one of the following rankings: **New, Good, Fair, Poor, or Critical**. Items ranked **Fair** may require repair or replacement within 5 to 10 years; items ranked **Poor** will likely require repair or replacement in 3 to 5 years; and items ranked **Critical** are in need of repair or replacement in 1 to 3 years. See Facility Condition Assessment Checklists for complete site and building evaluation.

Site and building construction, systems, and equipment rated **Fair, Poor, and Critical** are listed below. Cost estimates are provided for items rated poor to critical that are deemed **high priority**. High priority items include essential building systems, life safety related code items, and serious handicap accessibility deficiencies. The **highest priority** of these items along with very high cost items, for which immediate or short term bond funding is needed, are listed in **bold text**. Other items rated poor to critical should be re-evaluated after 3 years, and items rated fair should be re-evaluated after 5 years, with cost estimates prepared at that time as required.

Item	Rating	Estimated Cost*
Site Civil Improvements	Fair to Poor	
Site Landscaping	Fair to Poor	
Site Facilities	Fair to Poor	
Site Utilities	Fair	
ADA Compliance (Site)	Fair	
Foundation / Footings	Fair	
Columns / Beams / Walls	Fair	
<b>Roofing (Annex)</b>	<b>Critical</b>	<b>\$68,000</b>
Exterior Walls	Fair to Poor	
Exterior Doors / Windows / Louvers	Fair	
<b>Exterior Door Hardware</b>	<b>Critical</b>	<b>\$35,000</b>
Interior Elements / Finishes	Fair to Critical	
Interior Doors and Hardware	Poor to Critical	
Ceilings	Fair	
Flooring (VCT and Sheet Vinyl)	Poor	
Ramp Handrails	Critical	
Toilet Rooms	Fair to Poor	
<b>ADA Compliance (Restrooms)</b>	<b>Critical</b>	<b>\$15,000</b>
Signage	Critical	
<b>Boilers</b>	<b>Critical</b>	<b>\$160,000</b>
<b>Cooling Towers</b>	<b>Poor</b>	<b>\$140,000</b>

Item	Rating	Estimated Cost*
Hydronic Piping	Poor	\$130,000
Heat Pumps	Critical	\$350,000
Plumbing Fixtures (General)	Fair	
<b>Plumbing Fixtures (ADA Compliance)</b>	<b>Poor</b>	<b>\$35,000</b>
Galvanized Piping	Poor	\$75,000
Cast Iron Piping	Poor	\$75,000
Water Heaters	Poor	\$25,000
<b>Fire Sprinkler Glycol Loops</b>	<b>Poor</b>	<b>\$25,000</b>
<b>Fire Alarm System</b>	<b>Poor</b>	<b>\$125,000</b>
Electrical Distribution System	Fair	
Exterior Lighting	Fair	
<b>Highest Priority Items Total Cost*</b>		<b>\$603,000*</b>

\* Preliminary Estimate

### Functionality

Building suitability for present enrollment and grade level configuration, along with recommended modifications to improve building functionality, are set forth below.

- The grades PK-2 school can accommodate approximately 270 additional students.
- The facility consists of (2) disconnected buildings that present, to a limited degree, logistical, convenience, and student safety challenges.
- A single multi-purpose room serves as both a gym and cafeteria.
- The school does not have a cooking kitchen.

### Needs / Considerations

- More fully utilize the building's instructional spaces up to but not exceeding optimum enrollment of 570.
- Interconnect the buildings with a shared entrance foyer or provide a facility-wide electronic access control system.
- Add a separate gym, or cafeteria with improved kitchen, to better serve the school with increased enrollment.



## Fremont H. Teed Elementary School

Address:  
**441 East Porter Road, Kuna, ID 83634**

Date Constructed:  
**1982**

Known Additions / Remodels:  
**Addition, 1994**  
**HVAC Upgrade, 2015**

Site Square Footage / Acres:  
**1,051,974 sq. ft. / 24.15 Acres**

Building Gross Square Footage:  
**63,983 sq. ft.**

Grade Levels:  
**3-6**



2016-2017 Enrollment: **445**

Building Square Footage per Student: **143.8 sq. ft.**

General Purpose / Grade Level Classrooms: **12**

Specialty Classrooms\*:  
**Computer Lab, 1**  
**Science Rooms, 3**  
**Music Room, 1**  
**Art Room, 1**  
**Resource Rooms, 3**  
**Extended Resource, 1**

Classroom / Lab Square Footage per Student: **49.1 sq. ft.\*\***

**Building is Approximately 35 Below Optimum 480 Student Capacity.\*\***

\* Listed rooms may not all be currently used for room's intended purpose.

\*\* Based on average of 30 students per classroom and 10 extended resource students per classroom.

## Fremont H. Teed Elementary School Assessment Summary

### Condition

A Facility Condition Assessment was conducted by LKV Architects and Musgrove Engineering on June 23, 2016. Site and building construction, systems, and equipment were evaluated and rated according to one of the following rankings: **New, Good, Fair, Poor, or Critical**. Items ranked **Fair** may require repair or replacement within 5 to 10 years; items ranked **Poor** will likely require repair or replacement in 3 to 5 years; and items ranked **Critical** are in need of repair or replacement in 1 to 3 years. See Facility Condition Assessment Checklists for complete site and building evaluation.

Site and building construction, systems, and equipment rated **Fair, Poor, and Critical** are listed below. Cost estimates are provided for items rated poor to critical that are deemed **high priority**. High priority items include essential building systems, life safety related code items, and serious handicap accessibility deficiencies. The **highest priority** of these items along with very high cost items, for which immediate or short term bond funding is needed, are listed in **bold text**. Other items rated poor to critical should be re-evaluated after 3 years, and items rated fair should be re-evaluated after 5 years, with cost estimates prepared at that time as required.

Item	Rating	Estimated Cost*
Site Civil Improvements	Fair to Poor	
Asphalt Paving	Poor	
Site Landscaping	Fair	
Irrigation (Full Underground Needed)	Poor	
Site Facilities	Fair	
Water Distribution System	Fair	
Backflow Preventer	Fair	
ADA Compliance (Site)	Fair	
Covered Walkways	Fair	
<b>ADA Compliance (Restrooms)</b>	<b>Critical</b>	<b>\$15,000</b>
Roof Access	Fair	
Equipment Well Roof	Fair	
Exterior Walls	Fair	
Exterior Doors / Windows / Louvers	Fair to Poor	
<b>Exterior Door Hardware</b>	<b>Poor</b>	<b>\$15,000</b>
Interior Elements / Finishes	Fair	
Interior Doors	Fair	
Ceilings	Fair	
Carpet	Fair	
Non-carpet Flooring	Poor	
Stairs (At Gym)	Fair	

Item	Rating	Estimated Cost*
<b>Stair Handrails / Mezzanine Guardrail</b>	<b>Critical</b>	<b>\$15,000</b>
Toilet Rooms	Fair	
Signage	Critical	
Gym Athletic Equipment	Fair	
Lockers	Fair	
<b>Air Handlers / Cond. Units / Fan Coils</b>	<b>Poor</b>	<b>\$200,000</b>
Boiler Piping	Poor	
Plumbing Fixtures (General)	Fair	
<b>Plumbing Fixtures (ADA Compliance)</b>	<b>Poor</b>	<b>\$35,000</b>
Water Heaters	Poor	\$20,000
Gas System Piping	Fair	
Electrical Distribution Equipment	Fair	
<b>Fire Alarm System</b>	<b>Poor</b>	<b>\$150,000</b>
<b>Highest Priority Items Total Cost*</b>		<b>\$430,000*</b>

\* Preliminary Estimate

### Functionality

Building suitability for present enrollment and grade level configuration, along with recommended modifications to improve building functionality, are set forth below.

- The current enrollment at this grades 3-6 school is approximately 35 students, or one class, away from the building's optimum maximum enrollment of 480.
- The school was previously a middle school, and most specialized secondary school spaces, amenities, and infrastructure remain.
- The school does not have a cooking kitchen.
- The upper level gymnasium mezzanine is currently being utilized as the High School wrestling room.
- Being a large building on a large site, supervision, security, and visitor access control is a challenge.

### Needs / Considerations

- The facility's configuration, middle school infrastructure, and large site present opportunities for building expansion and increased enrollment.
- An enlarged, possibly full service cooking kitchen, would better support the building's current enrollment and potentially increased enrollment.
- The building's middle school amenities and infrastructure provide the potential for changes in grade level configuration to once again serve secondary students.

## Crimson Point Elementary School

Address:  
1941 North Shayla Avenue, Kuna, ID 83634

Date Constructed:  
2007

Known Additions / Remodels:  
None

Site Square Footage / Acres:  
470,448 sq. ft. / 10.8 Acres

Building Gross Square Footage:  
64,600 sq. ft.

Grade Levels:  
K-6



2016-2017 Enrollment: 524

Building Square Footage per Student: 123.3 sq. ft.

General Purpose / Grade Level Classrooms: 24

Specialty Classrooms: Computer Labs, 2  
Music Room, 1  
Extended Resource Rooms, 2

Classroom / Lab Square Footage per Student: 53.5 sq. ft.\*

Building Approximately 95 Below Optimum 620 Student Capacity.\*

\* Based on average of 30 students per classroom and 10 extended resource students per classroom.

## Crimson Point Elementary School Assessment Summary

### Condition

A Facility Condition Assessment was conducted by LKV Architects and Musgrove Engineering on July 13, 2016. Site and building construction, systems, and equipment were evaluated and rated according to one of the following rankings: **New**, **Good**, **Fair**, **Poor**, or **Critical**. Items ranked **Fair** may require repair or replacement within 5 to 10 years; items ranked **Poor** will likely require repair or replacement in 3 to 5 years; and items ranked **Critical** are in need of repair or replacement in 1 to 3 years. See Facility Condition Assessment Checklists for complete site and building evaluation.

Site and building construction, systems, and equipment rated **Fair**, **Poor**, and **Critical** are listed below. Cost estimates are provided for items rated poor to critical that are deemed **high priority**. High priority items include essential building systems, life safety related code items, and serious handicap accessibility deficiencies. The **highest priority** of these items along with very high cost items, for which immediate or short term bond funding is needed, are listed in **bold text**. Other items rated poor to critical should be re-evaluated after 3 years, and items rated fair should be re-evaluated after 5 years, with cost estimates prepared at that time as required.

Item	Rating	Estimated Cost*
Landscape Vegetation	Fair	
Storm Water Management	Fair	
<b>Fire Sprinkler Glycol Loops</b>	<b>Poor</b>	<b>\$25,000</b>
<b>Roofing / Flashing / Curbing</b>	<b>Fair to Poor</b>	<b>\$266,000</b>
Exterior Door Hardware	Fair	
Cabinetry (Isolated Damage)	Fair	
Interior Door Hardware (Isolated)	Fair	
Sheet Vinyl (Seams)	Fair	
<b>Gymnasium HVAC Units</b>	<b>Fair</b>	<b>\$70,000</b>
<b>Highest Priority Items Total Cost*</b>		<b>\$361,000*</b>

\* Preliminary Estimate

### Functionality

Building suitability for present enrollment and grade level configuration, along with recommended modifications to improve building functionality, are set forth below.



- The building will adequately accommodate its intended grades K-6, 620 student enrollment.
- Although the building's configuration would permit end-of-wing classroom additions, enrollment in excess of 620 would exceed the capacity of the buildings core infrastructure and would negatively affect educational quality.

Needs / Considerations

- Cap enrollment at about 620, and enlarge building or utilize relocatables only as a last resort.

## Silver Trail Elementary School

Address:  
2950 West Mason Creek Street, Meridian, ID 83642

Date Constructed:  
2011

Known Additions / Remodels:  
None

Site Square Footage / Acres:  
489,614 sq. ft. / 11.24 Acres

Building Gross Square Footage:  
65,014 sq. ft.

Grade Levels:  
PK-6



2016-2017 Enrollment: 586

Building Square Footage per Student: 110.9 sq. ft.

General Purpose / Grade Level Classrooms: 24

Specialty Classrooms:   Computer Labs, 2  
                                  Music Room, 1  
                                  Extended Resource Rooms, 2

Classroom / Lab Square Footage per Student: 47.5 sq. ft.\*

Building Approaching Optimum 620 Student Capacity.\*

\* Based on average of 30 students per classroom and 10 extended resource students per classroom.

## Silver Trail Elementary School Assessment Summary

### Condition

A Facility Condition Assessment was conducted by LKV Architects and Musgrove Engineering on June 23, 2016. Site and building construction, systems, and equipment were evaluated and rated according to one of the following rankings: **New**, **Good**, **Fair**, **Poor**, or **Critical**. Items ranked **Fair** may require repair or replacement within 5 to 10 years; items ranked **Poor** will likely require repair or replacement in 3 to 5 years; and items ranked **Critical** are in need of repair or replacement in 1 to 3 years. See Facility Condition Assessment Checklists for complete site and building evaluation.

Site and building construction, systems, and equipment rated **Fair**, **Poor**, and **Critical** are listed below. Cost estimates are provided for items rated poor to critical that are deemed **high priority**. High priority items include essential building systems, life safety related code items, and serious handicap accessibility deficiencies. The **highest priority** of these items along with very high cost items, for which immediate or short term bond funding is needed, are listed in **bold text**. Other items rated poor to critical should be re-evaluated after 3 years, and items rated fair should be re-evaluated after 5 years, with cost estimates prepared at that time as required.

Item	Rating	Estimated Cost*
None		
<b>Highest Priority Items Total Cost*</b>		<b>\$0.00*</b>

\* Preliminary Estimate

### Functionality

Building suitability for present enrollment and grade level configuration, along with recommended modifications to improve building functionality, are set forth below.

- The building will adequately accommodate its intended grades K-6, 620 student enrollment.
- Although the building's configuration would permit end-of-wing classroom additions, enrollment in excess of 620 would exceed the capacity of the buildings core infrastructure and would negatively affect educational quality.

### Needs / Considerations

- Cap enrollment at about 620, and enlarge building or utilize relocatables only as a last resort.

## Initial Point High School

Address:  
1080 North Ten Mile Road, Kuna, ID 83634

Date Constructed:  
2009

Known Additions / Remodels:  
None

Site Square Footage / Acres:  
193,842 sq. ft. / 4.45 Acres

Building Gross Square Footage:  
17,396 sq. ft.

Grade Levels:  
9-12



2016-2017 Enrollment: 91

Building Square Footage per Student: 191.2 sq. ft.

General Purpose / Grade Level Classrooms: 6

Specialty Classrooms: Computer Lab, 1  
Science Lab, 1

Classroom / Lab Square Footage per Student: 67 sq. ft.\*

Building is Approximately 30 Below Optimum 120 Student Capacity.\*

\* Based on average of 15 students per classroom.

## Initial Point High School Assessment Summary

### Condition

A Facility Condition Assessment was conducted by LKV Architects and Musgrove Engineering on June 21, 2016. Site and building construction, systems, and equipment were evaluated and rated according to one of the following rankings: **New**, **Good**, **Fair**, **Poor**, or **Critical**. Items ranked **Fair** may require repair or replacement within 5 to 10 years; items ranked **Poor** will likely require repair or replacement in 3 to 5 years; and items ranked **Critical** are in need of repair or replacement in 1 to 3 years. See Facility Condition Assessment Checklists for complete site and building evaluation.

Site and building construction, systems, and equipment rated **Fair**, **Poor**, and **Critical** are listed below. Cost estimates are provided for items rated poor to critical that are deemed high priority. High priority items include essential building systems, life safety related code items, and serious handicap accessibility deficiencies. The highest priority of these items along with very high cost items, for which immediate or short term bond funding is needed, are listed in **bold text**. Other items rated poor to critical should be re-evaluated after 3 years, and items rated fair should be re-evaluated after 5 years, with cost estimates prepared at that time as required.

Item	Rating	Estimated Cost*
Sanitary Collection / Septic System	Fair	
ADA Barrier Free Route	Fair	
Gym Wall Finishes	Poor	
Gym Movable / Operable Wall	Poor	
Cabinetry (Isolated Damage)	Fair	
Sheet Vinyl Flooring (Seams)	Poor	
<b>Highest Priority Items Total Cost*</b>		<b>\$0.00*</b>

\* Preliminary Estimate

### Functionality

Building suitability for present enrollment and grade level configuration, along with recommended modifications to improve building functionality, are set forth below.

- The current enrollment at this grades 9-12 alternative high school is approximately 30 below the building's design capacity of 120 (based on a program-specific maximum recommended class size of 15).

- The building was designed for the possible addition of more instructional spaces on the east end of the building.
- The building has a small but well equipped serving kitchen.

Needs / Considerations

- Add classroom and supporting spaces to the building as need for the school's programs increases.

## Kuna Middle School

Address:  
1360 West Boise Street, Kuna, ID 83634

Date Constructed:  
1974

Known Additions / Remodels:  
1976, Kitchen Building  
1984, Classroom Addition  
1994, Addition and Remodel  
2000, Cafeteria Remodel

Site Square Footage / Acres:  
1,451,637 sq. ft. / 33.325 Acres

Building Gross Square Footage:  
117,495 sq. ft.

Grade Levels:  
7-8

2016-2017 Enrollment: 884

Building Square Footage per Student: 132.9 sq. ft.

General Purpose / Grade Level Classrooms: 27

Specialty Classrooms\*:  
**Science Labs, 4**  
**Computer Labs, 3**  
**Wood Shop, 1**  
**Special Education / Resource, 4**  
**Drama, 1**  
**Art, 1**  
**Instrumental and Choral Music, 1**  
**Orchestra, 1**

Classroom / Lab Square Footage Per Student: 54.1 sq. ft.\*\*

Building is Near Optimum 902 Student Capacity.\*\*

\*Listed rooms may not all be currently used for room's intended purpose.

\*\*Based on average of 30 students per classroom and 10 extended resource students per classroom.



## Kuna Middle School Assessment Summary

### Condition

A Facility Condition Assessment was conducted by LKV Architects and Musgrove Engineering on June 21, 2016. Site and building construction, systems, and equipment were evaluated and rated according to one of the following rankings: **New**, **Good**, **Fair**, **Poor**, or **Critical**. Items ranked **Fair** may require repair or replacement within 5 to 10 years; items ranked **Poor** will likely require repair or replacement in 3 to 5 years; and items ranked **Critical** are in need of repair or replacement in 1 to 3 years. See Facility Condition Assessment Checklists for complete site and building evaluation.

Site and building construction, systems, and equipment rated **Fair**, **Poor**, and **Critical** are listed below. Cost estimates are provided for items rated poor to critical that are deemed **high priority**. High priority items include essential building systems, life safety related code items, and serious handicap accessibility deficiencies. The **highest priority** of these items along with very high cost items, for which immediate or short term bond funding is needed, are listed in **bold text**. Other items rated poor to critical should be re-evaluated after 3 years, and items rated fair should be re-evaluated after 5 years, with cost estimates prepared at that time as required.

Item	Rating	Estimated Cost*
Site Civil Improvements	Fair	
Asphalt Paving (Rear Lot)	Critical	
Site Landscaping	Fair	
Site Facilities	Fair to Poor	
Scoreboard (Requested)	Critical	
Tennis Court Resurface (Requested)	Critical	
Storm Water Management	Fair	
Sports Field Lighting	Fair	
ADA Compliance (Site)	Fair	
Foundation / Footings	Fair	
Wall Joint Caulking	Poor	
<b>ADA Compliance (Restrooms)</b>	<b>Critical</b>	<b>\$40,000</b>
Gutters / Downspouts (Ext. Leaks)	Critical	
Exterior Walls	Fair to Poor	
Exterior Doors / Windows / Louvers	Fair to Poor	
<b>Exterior Door Hardware</b>	<b>Critical</b>	<b>\$30,000</b>
Interior Elements / Finishes	Poor	
Interior Doors and Hardware	Fair to Poor	
ACT Ceilings	Poor	
Drywall Ceilings	Fair	

Item	Rating	Estimated Cost*
Flooring	Fair	
Stairs (At Gym and Mezzanine)	Fair	
<b>Stair Handrails / Mezzanine Guardrail</b>	<b>Critical</b>	<b>\$15,000</b>
Toilet Rooms	Fair to Poor	
Signage	Poor to Critical	
Gym Wrestling Mats (Requested)	Critical	
Lockers	Fair	
Bleachers (Requested)	Critical	
Communication Systems	Poor	
<b>Cooling Tower</b>	<b>Critical</b>	<b>\$130,000</b>
<b>Hydronic Loop Valves</b>	<b>Poor</b>	<b>\$30,000</b>
<b>Boiler</b>	<b>Critical</b>	<b>\$160,000</b>
Hydronic Piping	Poor	\$175,000
Heat Pumps	Poor	\$425,000
Split Systems	Poor	\$25,000
<b>Plumbing Fixtures (ADA Compliance)</b>	<b>Poor</b>	<b>\$35,000</b>
Plumbing Fixtures (General)	Fair	
Domestic Water Piping	Poor	\$75,000
Cast Iron Piping	Poor	\$75,000
<b>Fire Sprinkler Glycol Loops</b>	<b>Poor</b>	<b>\$35,000</b>
Exhaust Systems	Fair	
Bell, Clock, Phone System	Poor	
Exterior Lights	Poor	<u>\$25,000</u>
<b>Highest Priority Items Total Cost*</b>		<b>\$445,000*</b>

\* Preliminary Estimate

### Functionality

Building suitability for present enrollment and grade level configuration, along with recommended modifications to improve building functionality, are set forth below.

- The grades 7 and 8 school is presently at capacity.
- The building's configuration and the size of the site will allow for further building expansion, although a middle school in excess of 900 students is not optimum educationally.
- Extended resource space with a toilet and changing room is needed.
- The cafeteria size is marginal for a 900 student school.
- The Synergy Program cannot grow without additional space.

### Needs / Considerations

- Relocate Extended Resource to a location where a toilet room can be more easily added.
- Additional Synergy space is needed to address the program's popularity.
- Additional instructional and cafeteria space is needed for any significant increase in school enrollment.



# Kuna High School

Address:  
637 East Deer Flat Road, Kuna, ID 83634

Date Constructed:  
2002

Known Additions / Remodels:  
Small Engines Addition, 2005  
Classroom Addition, 2008  
Auditorium and Gym Addition, 2009

Site Square Footage / Acres:  
2,223,085 sq. ft. / 51.035 Acres

Building Gross Square Footage:  
203,726 sq. ft.

Grade Levels:  
9-12

2016-2017 Enrollment: 1,545

Building Square Footage per Student: 131.9 sq. ft.

General Purpose / Grade Level Classrooms: 33

Specialty Classrooms\*:  
Science Labs, 7  
Computer Labs, 2  
Music Rooms, 2  
Resource Rooms, 2  
Extended Resource Rooms, 3  
Drama Room, 1  
Art Rooms, 2  
Shops, 3  
Child Development, 1  
Business, 3

Classroom / Lab Square Footage per Student: 47.8 sq. ft.\*\*

Building is Approximately 40 Above Optimum 1,505 Student Capacity.\*\*

\* Listed rooms may not all be currently used for room's intended purpose.

\*\* Based on average of 30 students per classroom and 10 extended resource students per classroom.



# Kuna High School Assessment Summary

## Condition

A Facility Condition Assessment was conducted by LKV Architects and Musgrove Engineering on June 14, 2016. Site and building construction, systems, and equipment were evaluated and rated according to one of the following rankings: **New**, **Good**, **Fair**, **Poor**, or **Critical**. Items ranked **Fair** may require repair or replacement within 5 to 10 years; items ranked **Poor** will likely require repair or replacement in 3 to 5 years; and items ranked **Critical** are in need of repair or replacement in 1 to 3 years. See Facility Condition Assessment Checklists for complete site and building evaluation.

Site and building construction, systems, and equipment rated **Fair**, **Poor**, and **Critical** are listed below. Cost estimates are provided for items rated poor to critical that are deemed **high priority**. High priority items include essential building systems, life safety related code items, and serious handicap accessibility deficiencies. The **highest priority** of these items along with very high cost items, for which immediate or short term bond funding is needed, are listed in **bold text**. Other items rated poor to critical should be re-evaluated after 3 years, and items rated fair should be re-evaluated after 5 years, with cost estimates prepared at that time as required.

Item	Rating	Estimated Cost*
Fencing and Gates	Fair	
Striping / Pavement Markings Speed Bumps	Fair	
On-Site Signage	Fair	
Pedestrian Access	Fair	
Landscape Trees and Vegetation	Fair	
Landscape Structures	Fair	
Tennis Courts	Poor	
Athletic Tracks	Fair	
Basketball Courts (Exterior)	Fair	
Storm Water Management	Fair	
Sports Field Lighting	Fair	
<b>Roofing on Original Building</b>	<b>Poor</b>	<b>\$473,000</b>
Roofing Leakage (Isolated Flashings)	Poor	
Gutters / Downspouts	Fair	
Exterior Doors / Windows / Louvers	Fair	
Cabinetry (Laminate Damage)	Fair	
Interior Doors	Fair	
Drywall Ceilings	Fair	
Carpet	Fair	
VCT	Fair to Poor	

Item	Rating	Estimated Cost*
Sealed Concrete	Fair	
Sheet Vinyl (Seams)	Fair	
Toilet Rooms	Fair	
Gym Athletic Equipment	Fair	
PE Lockers	Fair	
Bleachers	Fair	
Main Isolation Valves	Poor	\$10,000
Water Heaters and Tanks	Fair	
Heat Pumps	Fair	
Split and Unitary Systems	Fair	
Roof Top Units	Fair	
IT Server Room Cooling (Recommended)	Poor	\$10,000
Electric Service Surge Protection	Critical	\$20,000
Upgrade Exterior Lighting to LED	Poor	\$25,000
Data Infrastructure and Distribution	Fair	
<b>Highest Priority Items Total Cost*</b>		<b>\$473,000*</b>

\* Preliminary Estimate

### Functionality

Building suitability for present enrollment and grade level configuration, along with recommended modifications to improve building functionality, are set forth below.

- The school's enrollment and program offerings presently exceed the building's 1,500 student maximum optimum capacity.
- The wrestling program is currently housed off-site.
- Physical education class and training room space is inadequate.
- Science lab space is inadequate. (6) fully equipped labs are shared by (10) science teachers.
- The cafeteria seating capacity is insufficient even with an open campus, and would be completely unworkable with a closed campus.
- The library is being incrementally converted to other uses such as computer lab and career center.
- Additional classrooms and instructional spaces, with a significant corresponding increase in enrollment, will exceed the capacity of the building's core infrastructure and are therefore not recommended.

### Needs / Considerations

- Add P.E. and athletic space to the building to meet current demand and to return the wrestling program to the campus.
- Add science lab space to the building to meet current demand and curriculum requirements.
- Consider the development of auxiliary eating/socializing space in the building.
- Add Instructional space as required to remove instructional uses from the library.
- Consider short term relocation of one or more student demographics off-site, e.g. certain professional technical programs, entire class, etc.



**Section 9**

**SUPPLEMENTAL LEVY - Curriculum Replacement Plan**

**KSD Curriculum Adoption Timeline 2017 - 2023**

The purpose of this section is to sequence the work of researching and piloting new curriculum. This timeline gives an estimate of when the work for a new adoption will be completed to help the District plan budgets and time for the improvement work. It also helps pace the work needed in all curriculum subjects over a five year period. The actual purchase dates planned are tentative and will be determined based on availability of funds in each fiscal year. This timeline will be revised at the beginning of each fiscal year.

School Year	Research and Preview	Purchase (see *Note)	Class Sets of 18 Chromebooks to support implementation
2016-2017	Math (K-12)	NA	
2017-2018	Social Studies (K-12) Music and Performing Arts (K-12) Science (K-5) PE/Health (K-12)  <b>CTE:</b> Family/Consumer Science (6-12) Electronics (6-12) Information Tech (6-12)	Math (K-12)	<ul style="list-style-type: none"> <li>• KHS Classrooms Phase 1</li> <li>• Sixth Grade</li> <li>• KMS Replacements</li> </ul>
2018-2019	ELA (K-5 Includes reading, writing, grammar, spelling and Handwriting) Science (6-12) Computer Applications (6-12)  <b>CTE:</b> Engineering (K-12) Health Occupations (9-12)	Social Studies (K-12)  <b>Possibly depending on costs:</b> Science (K-5) PE/Health (K-12) Music and Performing Arts (K-12)	<ul style="list-style-type: none"> <li>• Fourth and Fifth Grade</li> <li>• Replacements -ST, Teed, KMS</li> </ul>
2019-2020	Computer Applications (K-5) ELA (6-12)  <b>CTE:</b>	ELA (K-5 Includes reading, writing, grammar, spelling and Handwriting) Science (6-12)	<ul style="list-style-type: none"> <li>• Second and Third Grade</li> <li>• Replacements - KMS, HS, Teed</li> </ul>

	New CTE Programs (9-12)	Computer Applications (6-12) Engineering (K-12)	
<b>2020-2021</b>	Foreign Language (6-12) Art (K-12) Career Education (K-5)  <b>CTE:</b> Agriculture Science (9-12) Business (9-12)	Computer Applications (K-5) ELA (6-12)	<ul style="list-style-type: none"> <li>• Kindergarten and First Grade</li> <li>• Replacements- TBD</li> </ul>
<b>2021-2022</b>	ROTC (9-12)	Foreign Language (6-12) Art (K-12) Career Education (K-5)	<ul style="list-style-type: none"> <li>• KHS Phase 2</li> <li>• Replacements - TBD</li> </ul>
<b>2022-2023</b>	Math (K-12)		TBD

As you can see the adoption timeline ends where it begins with a K-12 math implementation. This is the perfect case replacement cycle and the one that the district will target for. Most of the new curriculum has an online component and the longest support for the online element of the curriculum is 5 years. Therefore we would have to renew or adopt a new curriculum every 5 years. Therefore, the District would hold to the above adoption cycle and continue with a yearly curriculum adoption in the subjects as listed above not only over the course of the 10 year cycle but for the foreseeable future. However, as stated in section 7 the state does not fund curriculum so this adoption cycle would require supplemental levy monies to fund the adoption cycle.

## **Section 10**

### **SUPPLEMENTAL LEVY-Technology Updates and Replacement Cycles**

Modern education requires a significant investment in technology. The District already has a robust technology program and the cost to maintain the current level of technology is approximately \$600,000 a year for equipment replacement (and additions for new students), software renewal, school safety and network upgrades (a detailed listing of these expenses can be reviewed [here](#)).

These expenses are simply what are needed to maintain standard operations. As we grow as a district there will be a greater need to expand our technology equipment. Also, trends are pointing toward a greater integration of technology into curriculum into the future. As this greater integration occurs the need for more devices in the classroom will become necessary. We must therefore include in our technology plan a need to grow our technology assets and improve our student to devices ratio.

Besides devices there are additional expenses that will grow with the District. Software will continue to become more expensive, we will need more copy machines, phones, classroom technology and we will also need to expand our network capabilities. This is why the District has built in a consistent supplemental levy into our plan. Part of staying ahead in growth is making sure that the technology needs are met. If we do not stay one step ahead in our technology needs then our students will suffer from a lack of technological resources thus moving us farther away from our District's goals.

## **Section 11**

### **SUPPLEMENTAL LEVY-School Safety and Security**

School safety is one of our most important aspects of the school environment. It is critical that students feel safe in order to create an environment conducive to learning. The way the District creates a safe learning environment is through safety personnel such as School Resource Officers (On-site police officers), Crossing guards and security guards. The district also invests in training and security equipment (such as cameras) to provide an additional level of protection.

The breakdown of safety expenses for 2016-17 is below:

SRO (School Resource Officers)= \$206,500

Salary and Benefits for Security Guard, Crossing Guards and Other Safety Staff= \$170,000

Safety Equipment/Supplies= \$20,000

PBIS (Positive Behavioral Interventions & Supports) Consultant= \$13,000

District wide safety training=\$7,700

**TOTAL SAFETY COST=486,500**

Of these amounts only \$68,800 was covered by state funding. The remaining expenses were paid for out of the General fund for the district (base support).

As the District grows so too must our safety expenses. In the next 10 years it is reasonable to assume that the district's safety expenditures could reach \$1 million a year. This increase is assuming that adding another High School and two other middle school sites would require us to double our SRO footprint. We also assume that the Personnel needs for the District will grow as we add school location which will require more crossing guards.

As stated before safety is a top priority and we must make sure that our 10 year plan includes room for our safety spending to grow with our District. This is one of the major items that our District will pay for out of the supplemental levy in the future.

## **Section 12**

### **SUPPLEMENTAL LEVY-Balanced Budgets**

The final item that we would use the supplemental levy for is to balance our budget. There is two ways to balance a budget cut expenses or raise revenue. The District has made every effort to cut our budget down to a lean operating level. Therefore, the items that would end up being cut are those listed in section 9-11. This is not because these items are unnecessary but because a student can be educated without them. Students need a teacher and a classroom so those items are non negotiable when it comes to cutting budgets.

Let me be clear the items in sections 9-11 are essential to a great education but they are not technically needed for a rudimentary education. Our plan is one where we strive for greatness without breaking the bank. As we have mentioned multiple times in this report the pathways that we have laid out will provide a great education to the students in the Kuna School District without raising the tax rate.

If the supplemental levies are not renewed then we will have no other choice but to cut to a rudimentary education level. I say that we must cut because above everything else we must have a balanced budget. If we go “in the red” even for a single year it could bankrupt the District. Once we build our fund balance back up there may be room for a year or two that we could dip into our reserves but after that we would be financially ruined. This is not an option and we will never let this happen but it does force use to raise the supplemental levy question to the taxpayers every two years asking do you want a bare bones basic education or a great education?

The question is short and simple but has a huge impact in our community.

## **Section 13**

### **ALL SOURCES- Equipment Replacement Cycles**

**Current Bus Age Analysis- Pending update**

**Bus Age Goal- Pending update**

**Bus Depreciation Schedule- Pending update**

**Projected Bus Needs - Pending update**

**Custodial Equipment Replacement- Pending update**

**Kitchen Equipment Replacement- Pending update**

**Maintenance Equipment Replacement- Pending update**

## **Section 14**

### **DEBT SERVICES- Debt payoff**

There is one final tool the district will use within its plan to stay at a \$5/\$1000 rate. Simply we can make additional debt payments. This accomplishes two things:

1. It allows us to fully utilize and dial in exactly to the \$5/\$1,000 rate
2. It makes it so we have greater capacity in the future.

The district will make additional debt payments on an as needed basis when the taxable value of the community is higher than expected. This will allow us to have growth pay for our old debt along with “growth paying for growth”. As we bank the increase in assessed value to our community we will have greater flexibility with future bonds. It may even allow us to reduce the tax rate and still maintain the same plan that we have provided in this plan.

## **Section 15**

### **Conclusion**

Any prediction that we make will be wrong and we are aware of that. We are not foolish enough to believe that we have three perfect plans. But we do believe in our roadmap. We believe that this map will allow us to respond to growth in a way that is conservative and appropriate for this community.

We are growing and how we grow is a big question mark. As we grow we want the community to know that we are making wise decisions at the District. We are making every effort to grow without impacting the lives of our community. We want the District to be a positive aspect to the community. We want the taxpayers to believe that we have the best interest for the community at heart and we are willing to make hard choices to stay within the rates that we have outlined.

But at the end of the day our primary purpose is to educate children. As mentioned at the beginning the Kuna School District's Board of Trustees as outlined several goals which are:

### **Student Achievement Goals**

1. Every student will learn and achieve to reach his or her full potential in education, career, and society.
2. Maintain and grow a high quality educational system, including student achievement, and community and parent partnerships.

### **Operational Goals**

3. Hire, retain and invest in a highly qualified staff.
4. Maintain and cultivate safe, effective, and efficient operational and fiscal practices.
5. Improve community satisfaction, relations and communications.

These goals will guide us in our decisions. No matter what we do as a district we will make sure these five goals will be at the forefront decision making process.