

FACILITY MASTER PLAN

For

THE SCHOOL DISTRICT 271



Developed by
Construction Services Group
Educational Service District 112
2500 NE 65th Avenue
Vancouver, WA 98661

June 2015

ACKNOWLEDGMENTS

The Coeur d'Alene School District administration, and staff spent many hours providing valuable information for this document. Without their considerable time and effort, this project would not have been possible.

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Specialists in School Buildings



1.0 Introduction

1.1 Community Background

The City of Coeur d'Alene is situated in the heart of the Idaho Panhandle in Kootenai County. Coeur d'Alene is located on the north end of Lake Coeur d'Alene, one of the most beautiful lakes in the world. The City is located approximately 32 miles east of Spokane Washington. Other nearby cities include Dalton Gardens, Fernan, and Hayden. Coeur d'Alene is the major urban trade and commercial center in the Inland Northwest and is a major tourist destination. Coeur d'Alene is easy to reach, located off Interstate 90 only 40 miles away from the Spokane International Airport. The Spokane International Airport is served by approximately 65 non-stop daily flights from cities including Chicago, Minneapolis, Denver, Phoenix, Los Angeles, Las Vegas, Portland, Seattle, Boise, Oakland, Salt Lake City and others.

The tourism industry employs over 10,000 people in northern Idaho, accounting for 6.8 percent of the region's payroll in 2010. Tourism is projected to add 1,560 more jobs in northern Idaho by 2020, with the largest increase in amusements, gambling and recreation. Arts, entertainment and recreation, coupled with accommodations and food services should add 10,000 jobs statewide during the same period.

Recreational opportunities include festivals, fairs, concerts, unique bistros, and elegant restaurants, thriving downtown, mall shopping and much more. Coeur d'Alene and its nearby towns have a strong presence in state government and increased economic development over the past several years.

The landscape of Coeur d'Alene and its surroundings is that of a tree covered mountains, lakes, and prairie, with water is in abundance. The city sits at an elevation just over 2,150 feet above sea level.

The climate in Coeur d'Alene is typically mild, with an average 24 inches of precipitation. There are truly four seasons and constraints on outdoor recreation are generally slight. Low humidity makes both summer and winter temperature extremes more bearable and pleasurable for outdoor recreational pursuits.

The population of Coeur d'Alene in 2000 was 34,514 persons. By 2013 the Census estimated the city had grown to 46,402 persons, representing an increase of 34.4 percent. That represented a 32 percent of Kootenai County's population.

Exhibit 1-1 shows the most common industries for Kootenai County. The consulting team believes that this is reflective of the District as a whole.



**EXHIBIT 1-1
EMPLOYMENT BY CATEGORY**

Category	Number Employed	Percent Employed
Agriculture, forestry, fishing and hunting, and mining	1,506	2.40%
Construction	6,518	10.40%
Manufacturing	5,190	8.30%
Wholesale trade	1,861	3.00%
Retail trade	8,994	14.40%
Transportation and warehousing and utilities	2,198	3.50%
Information	900	1.40%
Finance, insurance, real estate, and rental leasing	4,648	7.40%
Professional, scientific, and management and administrative ar	6,367	10.20%
Educational, health care and social assistance	12,769	20.40%
Arts, entertainment, recreation, accommodation/food services	6,624	10.60%
Other services (except public administration)	2,658	4.20%
Public administration	2,435	3.90%
Total for all sectors (16 years and older)	62,668	100.00%

Source: U.S. Census, 2015

1.2 School District Information

The present enrollment for Coeur d’Alene Public Schools is over 10,000 students. To provide educational programs for these students, the District operates ten elementary schools, three middle schools, two comprehensive high schools, and an alternative high school). The activities of the District are guided by its Mission Statement:

We invest in each student to prepare, challenge and advance well-educated, resilient and future-ready citizens.

The Mission Statement is supported by the Vision Statement:

Coeur d’Alene Public Schools is an education leader, promoting opportunities for innovation in learning and inspiring excellence in everyone.



To provide further direction for the implementation of the mission and vision, the following strategic directions have been adopted:

Safe, Supportive and Vibrant Learning Environments
High Expectations for All
Quality Teachers and Instruction
Individualizations
Family and Community Engagement

1.3 Purpose of Study

Preceding this study, the Coeur d'Alene School District was aware of potential growth in the community and the corresponding demand on school facilities. In addition, the District was fully aware that, over time, the physical condition of all school buildings decline and that, in some instances, the older buildings were having limited success in keeping up with the modern curriculum, especially those elements related to technology. The Board of Trustees has taken seriously its charge to protect and preserve the school facility assets owned by the community and to ensure that their educational mission is supported by appropriate, cost-effective facilities.

Therefore, the District felt it was important to understand the current condition of its educational and support facilities. Further, the Board determined that they needed a data-driven plan to help them map the future of the district and how they might improve educational facilities.

In commissioning this study, the Superintendent had several guidelines:

- The consultants had to provide the District with an independent, third-party, data-driven professional assessment.
- The consultants must coordinate their work with an internal steering committee.
- The work of the consultants had to demonstrate how best to improve existing facilities in this priority order:
 - a) Provide for the safety and security of students and staff;
 - b) Provide for student enrollments;
 - c) Improve the physical condition of buildings; and
 - d) Improve the educational adequacy of the facilities.
- The work of the consultants had to demonstrate a plan for **effective** and **efficient** facilities, especially given “tightening” school finance trends.
- Reduction of personnel was not a goal of this study.
- Individual personalities were not factors in the study.
- In other words, the collective efforts of the consultants, the staff, and the Board are to determine facility improvement options that will help make an excellent school system even better!



1.4 Methodology and Plan of Work

Prior to the commencement of the Facility Master Plan effort, a detailed plan of work was developed. The many sub-tasks were grouped under the following major work tasks:

- a. Project Initiation
- b. Interviews
- c. Enrollment Projections
- d. Capacity Analysis
- e. Facility Assessments
- f. Develop Options
- g. Final Report

The methodology used for this project primarily fell into three categories: (1) the gathering of information and data, (2) the analysis of that information and data, and (3) the development of options for improving facilities based on the data and the analysis.

The consulting team consisted of two individuals with collective experience in architecture, school facility planning, school administration, school finance, and school operations. These two team leaders were assisted by several facility assessment specialists.

1.5 Data Sources

Data and information was collected from a variety of sources including, but not limited to:

- a. School District policies and procedures,
- b. Physical condition reports,
- c. Floor plans or diagrams of school facilities,
- d. Description of program uses of facilities,
- e. Grade configuration information,
- f. Student enrollment histories and District projections,
- g. School class size protocols, and
- h. Miscellaneous websites.



2.0 EDUCATIONAL PROGRAMS

2.1 Educational Programs

Coeur d'Alene School District 271 offers a comprehensive set of educational programs and services to be supported by their facilities. In addition to thorough basic education classes in English-language arts, mathematics, social studies and science, the District offers electives in a variety of program areas. The District offers PK-12 programs in music, art, physical education, technology, library services, counseling services and CTE program offerings. It also offers a variety of programs for students in need of additional time and support, and enrichment/extension programs. The District participates in a joint effort to provide early childhood services for Pre-kindergarten students at the Harding Center.

The facilities that house all these programs need to be adequate to deliver an educational program that is diverse and comprehensive. Exhibit 2-1 provides an overview of the educational programs that require adequate spaces to support them.

**EXHIBIT 2-1
DISTRICT 271
EDUCATIONAL PROGRAMS**

Content	Elementary	Middle	High
Arts	All students are offered a sequential elementary music program aligned with state and national standards. Classes occur in specialized spaces. Art is taught in the classroom. Drama is included in the language arts program.	In the arts, the middle school has an instrumental and vocal music program, drama, and a visual arts program. The middle school offers programs in music (choral and/or instrumental) and visual arts. Classes occur in specialized spaces.	The comprehensive high school has music (band and/or choir), drama, visual arts to include graphic arts, print shop, digital photography, drawing and painting and pottery. Classes occur in specialized spaces.



<p>Health and Physical Education</p>	<p>All students are offered health and physical education classes. Physical education is required for all students. Classes occur both indoor in specialized spaces and on fields.</p>	<p>All students are required to take health and physical education classes. Health may be taught as a stand-alone class or integrated into science or physical education classes. Classes occur both indoor in gyms and specialty spaces and on fields.</p>	<p>All students are required to take health class and physical education classes. Most students take the health requirement in the 9th grade.</p> <p>Classes occur both indoor in gyms and specialty spaces and on fields.</p>
<p>Literacy</p>	<p>The literacy program is aligned with the Common Core State Standards for English Language Arts. It incorporates reading, writing, speaking and listening in a balanced approach that includes direction instruction, guided reading, independent reading, interactive read-aloud, and writing instruction. All schools have a collection of leveled books, allowing teachers to guide students to appropriate fiction and non-fiction books. Classes typically occur in general classroom spaces.</p>	<p>The middle school literacy program is aligned with the Common Core State Standards for English Language Arts. It incorporates reading, writing, speaking and listening. The middle school program guides the work with standards, instruction and assessment.</p> <p>Classes typically occur in general classroom spaces.</p>	<p>The high school literacy program is aligned with the Common Core State Standards for English Language Arts. It incorporates reading, writing, speaking, and listening. The high school program guides the work with standards, instruction and assessment.</p> <p>Specific attention is given to appropriate levels of text complexity to support the reading demands of college and career. Writing is integrated throughout all ELA courses and across all content areas. Classes typically occur in general classroom spaces.</p>



<p style="text-align: center;">Math</p>	<p>Math instruction is aligned with the Common Core State Standards and incorporates a balance of conceptual understanding, procedural proficiency, and problem solving/mathematical processes and is supplemented with other computational practice programs.</p> <p>Classes typically occur in general classroom spaces.</p>	<p>Math instruction is aligned with the Common Core State Standards and incorporates a balance of conceptual understanding, procedural proficiency, and problem solving/mathematical processes. In addition to general math courses Algebra and Geometry are provided. Classes typically occur in general classroom spaces.</p>	<p>Math instruction is aligned with the Common Core State Standards and incorporates a balance of conceptual understanding, procedural proficiency, and problem solving/mathematical processes. Major courses include Algebra I, Geometry, Algebra II, Pre-Calculus, and AP Calculus and Financial Literacy. Classes typically occur in general classroom spaces.</p>
<p style="text-align: center;">Remedial Programs</p>	<p>Remedial instruction is provided at every level through Title I, Special Education programs, and District-funded programs. These programs stress instruction in literacy and mathematics, but often include other content areas such as life skills, speech and language therapy, physical and occupational therapy, the behaviorally impaired, and others. Classes typically occur in either general classroom or specialized spaces.</p>	<p>Remedial instruction is provided at every level through Title I, Special Education programs, and District-funded programs. These programs stress instruction in literacy and mathematics, but often include other content areas such as life skills, speech and language therapy, physical and occupational therapy, and others. Classes typically occur in either general classroom or specialized instructional or therapeutic spaces.</p>	<p>Remedial instruction is provided at every level through Special Education programs and District-funded programs. These programs stress instruction in literacy and mathematics, but often include other content areas such as life skills, speech and language therapy, physical and occupational therapy, and others. Classes typically occur in either general classroom or specialized instructional or therapeutic spaces.</p>



<p>Science</p>	<p>Science instruction is provided using researched-based science kits/units at each grade level. Science provides every student the opportunity to directly experience scientific principles through guided inquiry. Classes typically occur in general classrooms.</p>	<p>Science is approached from the perspective of scientists. Students engage in an inquiry-based program using researched-based science kits/modules that align well with elementary and high school science programs. Classes occur in specialized spaces.</p>	<p>Secondary science programs lead students to an understanding of key concepts in life and physical science. Classes occur in specialized spaces.</p>
<p>Social Studies</p>	<p>The social studies curriculum is comprised of a developmental sequence: Families, neighborhoods, communities, Idaho State history up to statehood, U.S. geography, and U.S. history from pre-colonization through the revolution. Classes typically occur in general classroom spaces.</p>	<p>Social Studies includes the study of ancient civilizations, U.S. history, world geography, and Idaho State history from statehood to the present. Classes typically occur in general classroom spaces.</p>	<p>Social Studies is comprised of world history, U.S. history, American government and economics. Classes typically occur in general classroom spaces.</p>
<p>Student Services</p>	<p>The student services program provides personal and career guidance services for students. These may include counseling, social work, and health services.</p>	<p>The student services program provides personal and career guidance services for students. These may include counseling, social work, and health services.</p>	<p>The student services program provides personal and career guidance services for students. These may include counseling, social work, and health services.</p>



<p>Technology</p>	<p>Technology is incorporated throughout the day in elementary schools. Every student has access to computers and all classrooms are wired to the Internet and have projection capabilities.</p>	<p>Technology is incorporated throughout the day in middle schools. Every student has access to computers and all classrooms are wired to the Internet and have projection capabilities.</p>	<p>Technology is incorporated throughout the day in high school. Every student has access to computers and all classrooms are wired to the Internet and have projection capabilities.</p>
<p>World Language</p>	<p>In preparation for world language classes, students explore various cultures and languages through other programs (e.g. social studies, literacy, etc. Classes typically occur in the general classrooms.</p>	<p>At least one world language is offered at the middle school level. Classes typically occur in general classroom spaces.</p>	<p>Two world languages are offered at the high school level. Classes typically occur in general classroom spaces.</p>
<p>Advanced Placement</p>			<p>Advanced Placement courses are offered in the high school. Classes typically occur in general classroom spaces or, in some cases, specialized learning spaces.</p>
<p>Career and Technical Education/ Professional Technical Education</p>			<p>A variety of courses are offered at the high schools, but also include courses at K-TEC, a cooperative regional. These courses are typically occur in specialized learning spaces.</p>



3.0 ENROLLMENT PROJECTIONS

This chapter is devoted to reviewing community growth issues, planning and zoning information, historical enrollment data, and computerized enrollment projection models. This information will be used in the next chapter when we estimate the impact on future enrollments on the capacity of school buildings. A variety of enrollment projection models have been used as a means of looking at future growth in different ways. Because most of these models use historical information as the basis for projections, the Coeur d'Alene School District is encouraged to update these projections annually. Information from local agencies will be useful in this endeavor.

3.1 Historical Enrollment Data

The Coeur d'Alene School District has experienced slight enrollment growth over the last six years. Overall, approximately 260 additional students have enrolled in the District with most of the growth being at the K-8 levels and in the last two years. A number of the students enrolled are from surrounding school districts. Exhibit 3-1 details the enrollment history for Coeur d'Alene School District for K-12 students. Exhibit 3-2 charts the data shown in Exhibit 3-1.

(Please note: The resolution of graphical exhibits in this study have often been adjusted for improved comparative purposes. As a result, the slope of the lines on many line charts is actually accentuated more than if the chart had a zero base in the vertical scale.)

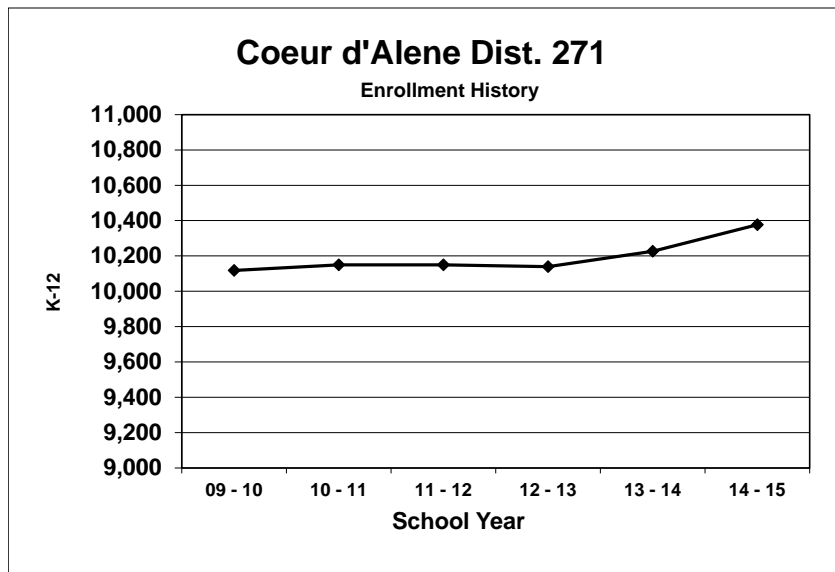


**EXHIBIT 3-1
SCHOOL DISTRICT 271 ENROLLMENT HISTORY**

	09 - 10	10 - 11	11 - 12	12 - 13	13 - 14	14 - 15
K	687	667	675	727	683	732
1	795	782	789	782	845	834
2	751	828	789	776	817	874
3	785	776	811	815	779	841
4	812	814	796	824	844	796
5	800	828	816	821	829	846
6	729	747	759	730	722	728
7	712	758	755	778	766	739
8	788	745	802	752	777	808
9	813	833	803	856	826	851
10	870	808	821	770	865	841
11	779	801	758	787	726	797
12	797	762	775	721	747	690
K-5	4,630	4,695	4,676	4,745	4,797	4,923
6-8	2,229	2,250	2,316	2,260	2,265	2,275
9-12	3,259	3,204	3,157	3,134	3,164	3,179
Total	10,118	10,149	10,149	10,139	10,226	10,377

Source: District 271, 2015

**EXHIBIT 3-2
SCHOOL DISTRICT 271
ENROLLMENT HISTORY – GRAPHIC**



Source: ESD 112, 2015



3.2 Enrollment Projection - Average Percentage Change

3.2.1 Methodology

The average percentage change model calculates future school enrollment growth based on the historical average enrollment changes. This model multiplies the historical average percentage change times the prior year enrollment to project future enrollments.

3.2.2 Calculations and Projections

The average enrollment increase during this period for grades K-5 was 1.24% while grades 6-8 averaged .42%. The high school enrollment during this period dropped slightly with -.49% average decline. Overall, the K-12 increase was slight at .51%. This model predicts that enrollments for the K-12 system will increase approximately 400 students in the next six years. Exhibit 3-3 is a table detailing the projected enrollments using the percentage change factors which are calculated by averaging the enrollment increases and decreases over the last six years. Exhibit 3-4 is a graphical representation of the table information.



**EXHIBIT 3-3
SCHOOL DISTRICT 271
PERCENTAGE CHANGE MODEL**

	09 - 10	10 - 11	11 - 12	12 - 13	13 - 14	14 - 15	
K	687	667	675	727	683	732	
1	795	782	789	782	845	834	
2	751	828	789	776	817	874	
3	785	776	811	815	779	841	
4	812	814	796	824	844	796	
5	800	828	816	821	829	846	
6	729	747	759	730	722	728	
7	712	758	755	778	766	739	
8	788	745	802	752	777	808	
9	813	833	803	856	826	851	
10	870	808	821	770	865	841	
11	779	801	758	787	726	797	
12	797	762	775	721	747	690	
K-5	4,630	4,695	4,676	4,745	4,797	4,923	
6-8	2,229	2,250	2,316	2,260	2,265	2,275	
9-12	3,259	3,204	3,157	3,134	3,164	3,179	
Total	10,118	10,149	10,149	10,139	10,226	10,377	Averages
K-5		1.40%	-0.40%	1.48%	1.10%	2.63%	1.24%
6-8		0.94%	2.93%	-2.42%	0.22%	0.44%	0.42%
9-12		-1.69%	-1.47%	-0.73%	0.96%	0.47%	-0.49%
Total		0.31%	0.00%	-0.10%	0.86%	1.48%	0.51%

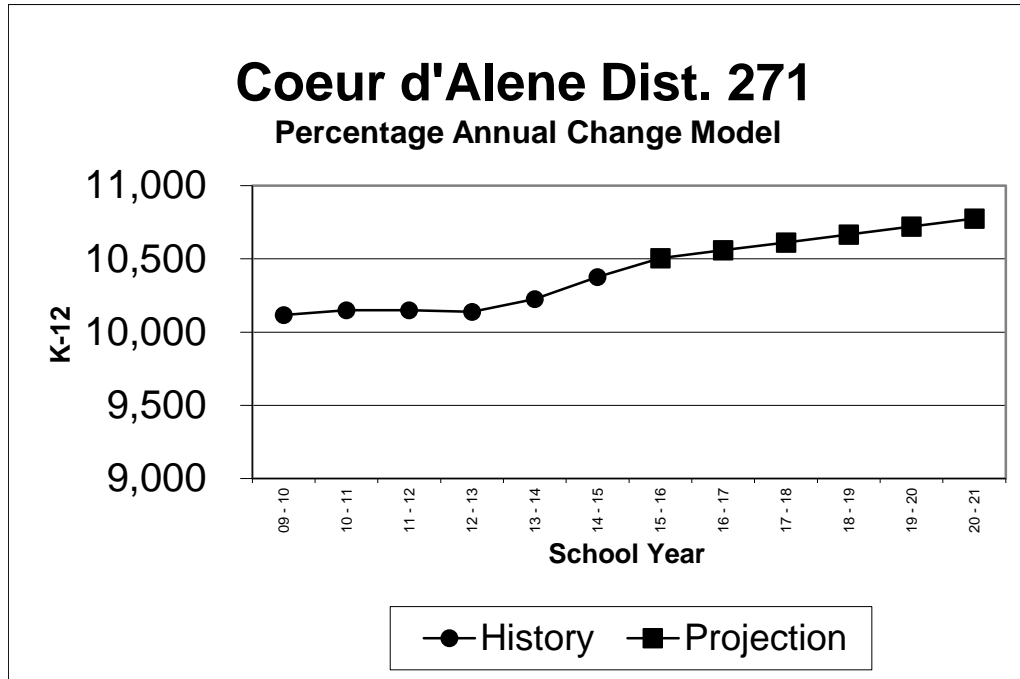
Projection

	15 - 16	16 - 17	17 - 18	18 - 19	19 - 20	20 - 21
K-5	4,984	5,046	5,108	5,172	5,236	5,301
6-8	2,303	2,313	2,323	2,333	2,343	2,352
9-12	3,218	3,203	3,187	3,171	3,156	3,140
Total	10,506	10,559	10,613	10,667	10,721	10,775

Source: ESD 112, 2015



EXHIBIT 3-4
SCHOOL DISTRICT 271
PERCENTAGE CHANGE MODEL - GRAPHIC



Source: ESD 112, 2015

3.3 Enrollment Projection - Linear Regression Model

3.3.1 Methodology

Linear regression is a mathematical approach to estimating an unknown future value of a variable by performing statistical calculations on known historical values. Once calculated, several future values for different future dates can then be plotted to provide a “regression line” or “trend line”. There are many types of regression formulas. Since recent enrollment growth has followed a more-or-less constant path, a linear regression formula was chosen. This straight-line model estimates future enrollment -- a model that finds the linear trend based on the historical data.



3.3.1 Calculations and Projections

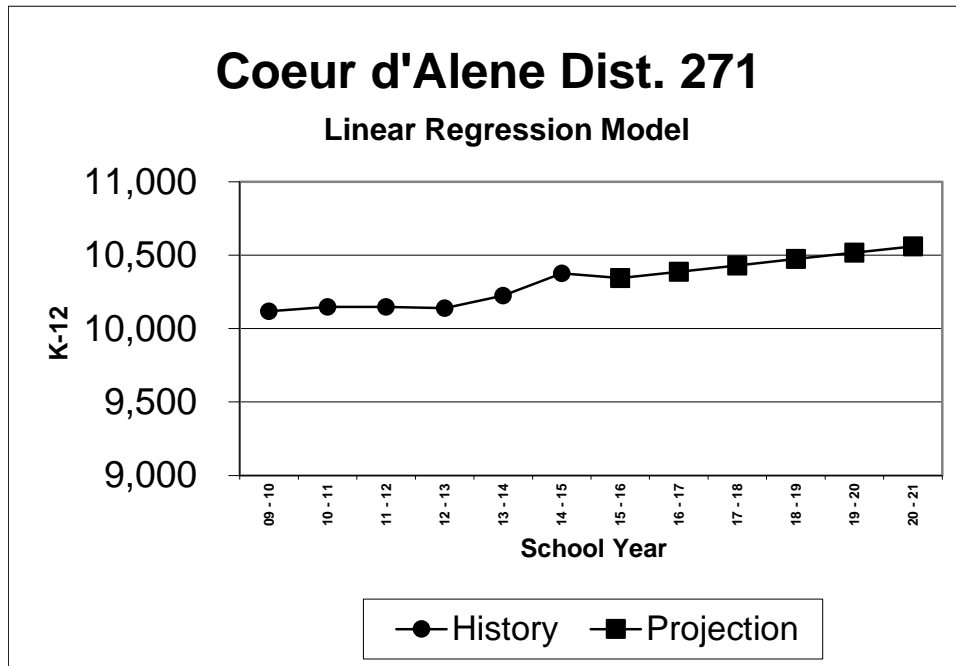
Exhibit 3-5 is a table detailing the projected enrollment using the regression model and based on the historical enrollments for the last six years. This model predicts that enrollments for the K-12 system will increase approximately 185 students in the next six years, with increases in grades K-5 and grades 6-8. Grades 9-12 show a slight decrease. Exhibit 3-6 is a graphical representation of enrollment history and the K-12 projection from the table data.

**EXHIBIT 3-5
SCHOOL DISTRICT 271
LINEAR REGRESSION MODEL**

	15 - 16	16 - 17	17 - 18	18 - 19	19 - 20	20 - 21
K-5	4,928	4,981	5,033	5,086	5,139	5,191
6-8	2,288	2,294	2,300	2,307	2,313	2,319
9-12	3,129	3,113	3,098	3,082	3,066	3,051
Total	10,345	10,388	10,431	10,475	10,518	10,561

Source: ESD 112, 2015

**EXHIBIT 3-6
SCHOOL DISTRICT 271
LINEAR REGRESSION MODEL – GRAPHIC**



Source: ESD 112, 2015



3.4 Enrollment Projection – Cohort Survival Model (Linear K)

3.4.1 Methodology

The cohort survival method calculates the growth or decline in enrollment in a grade level over a period of six years based on the ratio of students who are enrolled each of the previous years, the “survival rate”. This ratio is then applied to the incoming class to calculate the trends in that class as it “moves” or graduates through the school system. For example, if history shows that between the first and second grades, the classes for the last six years have grown by an average of 3.5%, then the size of incoming classes for the next six years are calculated by multiplying them by 103.5%. If the history shows a declining trend, the multiplying factor will be less than 100%. The cohort survival model accounts for the net effect of students transferring in and out of the school system, or between schools, for any reason. For example, if 15 students transfer out of the public school system into a private school and 20 students transfer in as a result of a new business in town, the net effect is five additional students. This increase in students will be reflected in a higher “survival” rate.

One of the more difficult challenges of projecting enrollments with the cohort survival model is the determination of future kindergarten enrollments. This is critical, especially for communities experiencing rapid demographic change. There are two methods of projecting kindergarten enrollments. This first model (Linear K) projects future kindergarten enrollments using a linear regression line based on the historical kindergarten enrollments.

3.4.1 Calculations and Projections

Exhibit 3-7 is a table detailing the projected enrollments using the cohort survival method based on the enrollment over the last six years and using a linear regression model for the kindergarten projection. When analyzing future enrollment projections one must always be aware of the kindergarten enrollment data. The impact of the survival cohort, especially in the elementary grades, is most influenced by the kindergarten enrollment. If kindergarten enrollment increases, all future years are similarly affected.

This model predicts that the overall K-12 enrollment will increase significantly in the next six years by approximately 790 students. The model predicts that most of the increases will be at the elementary and middle school levels while the high school population remain nearly even. Exhibit 3-8 is a graphical representation of the table data.

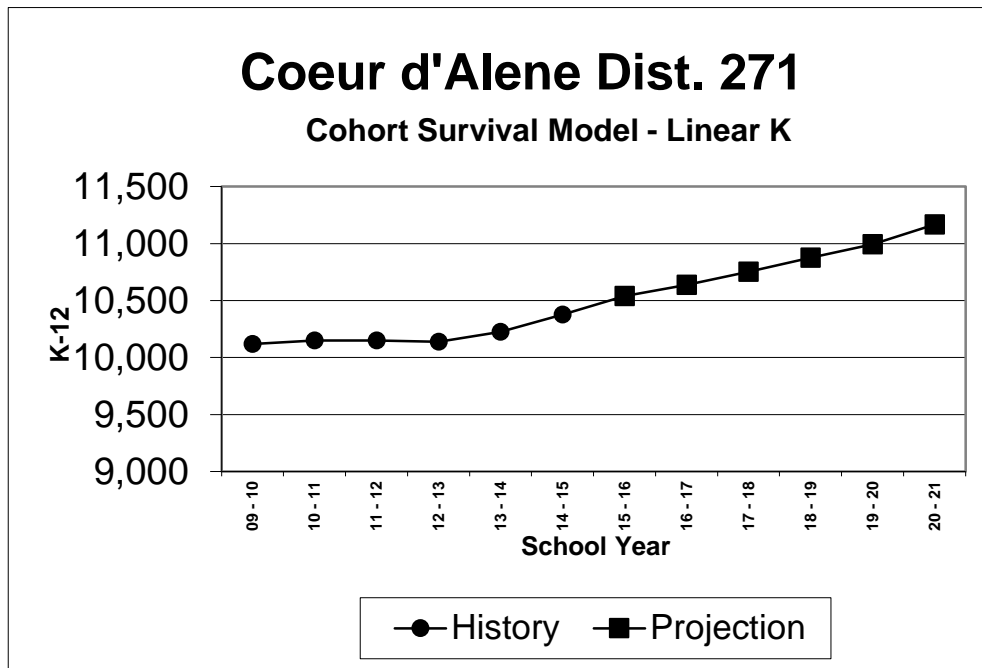


**EXHIBIT 3-7
SCHOOL DISTRICT 271
COHORT SURVIVAL MODEL (LINEAR K)**

	09 - 10	10 - 11	11 - 12	12 - 13	13 - 14	14 - 15	Avg. %	15 - 16	16 - 17	17 - 18	18 - 19	19 - 20	20 - 21
K	687	667	675	727	683	732	Survival	728	737	746	756	765	774
1	795	782	789	782	845	834	117.26%	858	854	864	875	887	897
2	751	828	789	776	817	874	102.26%	853	877	873	884	895	907
3	785	776	811	815	779	841	101.58%	888	866	891	887	898	909
4	812	814	796	824	844	796	102.72%	864	912	890	915	911	922
5	800	828	816	821	829	846	101.24%	806	875	923	901	926	922
6	729	747	759	730	722	728	90.05%	762	726	788	831	811	834
7	712	758	755	778	766	739	102.97%	750	785	748	811	856	835
8	788	745	802	752	777	808	103.08%	762	773	809	771	836	882
9	813	833	803	856	826	851	107.92%	872	822	834	873	832	902
10	870	808	821	770	865	841	99.34%	845	866	817	828	867	827
11	779	801	758	787	726	797	93.63%	787	791	811	765	775	812
12	797	762	775	721	747	690	95.93%	765	755	759	778	734	743
K-5	4,630	4,695	4,676	4,745	4,797	4,923		4,997	5,121	5,187	5,218	5,282	5,331
6-8	2,229	2,250	2,316	2,260	2,265	2,275		2,274	2,284	2,345	2,413	2,503	2,551
9-12	3,259	3,204	3,157	3,134	3,164	3,179		3,269	3,234	3,221	3,244	3,208	3,284
K-12	10,118	10,149	10,149	10,139	10,226	10,377		10,540	10,639	10,753	10,875	10,993	11,166

Source: ESD 112, 2015

**EXHIBIT 3-8
SCHOOL DISTRICT 271
COHORT SURVIVAL MODEL (LINEAR K) - GRAPHIC**



Source: ESD 112, 2015



3.5 Enrollment Projection – Cohort Survival Model (Natality K)

3.5.1 Methodology

As stated earlier, when analyzing future projections one must always be aware of the kindergarten enrollment data. The impact of the survival cohort, especially in the elementary grades, is most influenced by the kindergarten enrollment. If kindergarten enrollment increases, all future years are similarly affected. Instead of using a linear regression formula to determine kindergarten enrollments, this model uses birth rate (natality) information. It is based on the correlation between historical birth rates (natality rates) and historical kindergarten enrollments. The natality correlation model works well when projecting kindergarten enrollments for the next six years but must be combined with the regression model when projecting for extended periods.

3.5.1 Calculations and Projections

Exhibit 3-9 details the births from Kootenai County ID for years 2004 – 2013. (Because, at this time, we lack data on 2014 and 2015, we have estimated 2014 and 2015 births using a linear regression formula.) Some years have shown a decrease in the number of births, but most years have shown an increase. The average change in the rate is .9%.

**EXHIBIT 3-9
SCHOOL DISTRICT 271
BIRTHS IN KOOTENAI COUNTY, ID**

Year	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Data	1,635	1,513	1,715	1,746	1,809	1,770	1,723	1,648	1,746	1,708	1,763	1,774
% Change		-7.5%	13.4%	1.8%	3.6%	-2.2%	-2.7%	-4.4%	5.9%	-2.2%	3.2%	0.6%

Source: Idaho Bureau of Vital Records and Health Statistics, 2015

Using the information above along with past kindergarten enrollments, we can estimate future kindergarten student enrollments. Exhibit 3-10 displays the results of the estimate calculations.

**EXHIBIT 3-10
SCHOOL DISTRICT 271
BIRTHS IN KOOTENAI COUNTY, ID**

	Based on Correlation					
	2010	2011	2012	2013	2014	2015
Live Births	1,723	1,648	1,746	1,708	1,763	1,774
Year	15 - 16	16 - 17	17 - 18	18 - 19	19 - 20	20 - 21
Total K	702	671	711	696	718	723

Source: ESD 112, 2015



If we substitute the estimated kindergarten enrollments for the kindergarten enrollments displayed in Exhibit 3-7, we can then calculate a cohort survival projection with a natality K. This natality K cohort survival model shows a less marked increase in enrollment than the linear K model detailed above. This model predicts that the overall enrollment will increase in the next six years by approximately 450 students with increases at all grade spans. Exhibit 3-11, then, is a table detailing the projected enrollments using the cohort survival method based on the enrollment over the last six years and using a natality correlation model for the kindergarten projection. Exhibit 3-12 is a graphical representation of the table data for K-12 with a kindergarten projection based on natality.

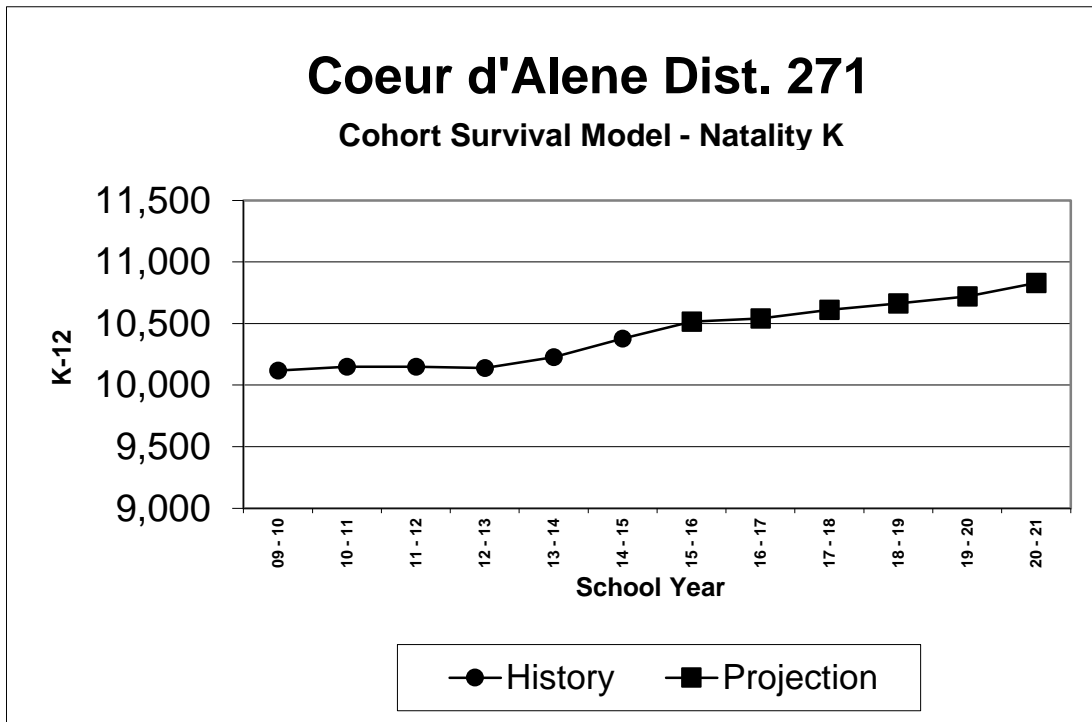
**EXHIBIT 3-11
SCHOOL DISTRICT 271
COHORT SURVIVAL MODEL (NATALITY K)**

	09 - 10	10 - 11	11 - 12	12 - 13	13 - 14	14 - 15	Avg. %	15 - 16	16 - 17	17 - 18	18 - 19	19 - 20	20 - 21
K	687	667	675	727	683	732	Survival	702	671	711	696	718	723
1	795	782	789	782	845	834	117.26%	858	823	787	834	816	842
2	751	828	789	776	817	874	102.26%	853	877	842	805	853	834
3	785	776	811	815	779	841	101.58%	888	866	891	855	818	866
4	812	814	796	824	844	796	102.72%	864	912	890	915	878	840
5	800	828	816	821	829	846	101.24%	806	875	923	901	926	889
6	729	747	759	730	722	728	90.05%	762	726	788	831	811	834
7	712	758	755	778	766	739	102.97%	750	785	748	811	856	835
8	788	745	802	752	777	808	103.08%	762	773	809	771	836	882
9	813	833	803	856	826	851	107.92%	872	822	834	873	832	902
10	870	808	821	770	865	841	99.34%	845	866	817	828	867	827
11	779	801	758	787	726	797	93.63%	787	791	811	765	775	812
12	797	762	775	721	747	690	95.93%	765	755	759	778	734	743
K-5	4,630	4,695	4,676	4,745	4,797	4,923		4,971	5,024	5,044	5,006	5,009	4,994
6-8	2,229	2,250	2,316	2,260	2,265	2,275		2,274	2,284	2,345	2,413	2,503	2,551
9-12	3,259	3,204	3,157	3,134	3,164	3,179		3,269	3,234	3,221	3,244	3,208	3,284
K-12	10,118	10,149	10,149	10,139	10,226	10,377		10,514	10,542	10,610	10,663	10,720	10,829

Source: ESD 112, 2015



EXHIBIT 3-12
SCHOOL DISTRICT 271
COHORT SURVIVAL MODEL (NATALITY K) – K-12 GRAPHIC



Source: ESD 112, 2015

3.6 Enrollment Projection - Student per Housing Unit Model

3.6.1 Methodology

The student per housing unit model of projecting growth uses housing unit data from the U.S. Census. When available, local planning and zoning information may be used to supplement housing unit information. The number of students in the district is divided by the housing unit count to develop a ratio of students per housing unit. (In this model, when we use the term housing units we mean “occupied” housing units.) This ratio is commonly called a “yield factor.” That yield factor is then applied to projected future housing growth for the study period. (It is important to note that a yield factor is different than a student



generation rate¹ commonly used in impact fee studies. Student generation rates deal exclusively with new housing construction and give you a picture at a point in time of how many students live only in new housing. Student yield factors deal with how many student live in all housing in the district. It includes students living in “old houses” as well as students moving into new housing.)

3.6.1 Calculations and Projections

The 2000 Census shows that the Coeur d’Alene School District had 22,940 housing units and from those housing units, 9,272 students were enrolled. By dividing the number of enrolled students by the housing units, we derive a yield factor of .317 students per housing unit. (Data was unavailable to break the 2000 yield factor into grade span factors.

The 2010 Census shows that the District had 29,235 housing units and from those housing units, 10,149 students were enrolled. By dividing the number of enrolled students by the housing units, we derive a yield factor of .347 students per housing unit. Those are broken out by grade span to .161 students per housing unit for grades K-5, .077 student per housing unit for grades 6-8, and .110 students per housing unit for grades 9-12.

The yield factor for the District rose from 2000 to 2010. This is unlike the national yield factor which has fallen from .448 in 2000 to .424 in 2010. Many demographers attribute this falling national yield factor to smaller families and an aging population. The Coeur d’Alene District’s somewhat higher yield factor may be due to the community increasingly being seen as having a higher quality of life, having many outdoor recreation opportunities, and, to some extent, being a “bedroom” community to the larger Spokane- Coeur d’Alene area.

Exhibit 3-13 details the yield factors derived from the student enrollment information and the US Census housing unit information.

¹ A student generation rate is determined by two factors – new housing units (both single and multi-housing units) and the number of residential students from those housing units. The number of new housing units is ascertained from local municipal new housing unit records, and the student count is determined by comparing student physical addresses with the housing unit physical address records. The student generation rate is calculated by dividing the number of resident students only in the new housing units by the number of new-only housing units.



**EXHIBIT 3-13
SCHOOL DISTRICT 271
STUDENT PER HOUSING UNIT MODEL**

Total Housing Units:	2000 Census		2010 Census	
	22,940		29,235	
	2000 Enrollment	Students per Housing Unit	2010 Enrollment	Students per Housing Unit
K-5 Enrollment:	NA	-	4,695	0.161
6-8 Enrollment:	NA	-	2,250	0.077
9-12 Enrollment:	NA	-	3,204	0.110
Total Enrollment:	9,272	0.317	10,149	0.347

Sources: ESD 112, 2015, 2000 US Census, 2010 US Census, and the National Center for Education Statistics, 2015

The housing unit growth between 2000 and 2010 in the District was 6,295 units, or approximately 630 units per year. Assuming that housing unit growth in the coming six years will equal the average of the 10 year period from 2000 to 2010, we can use the most recent yield factor of .347 to calculate the number of students in the coming six years. This shows growth of approximately 1,310 students with increases at all grade spans. Exhibit 3-14 shows the results of that calculation. Exhibit 3-15 is a graphical representation of the table data.

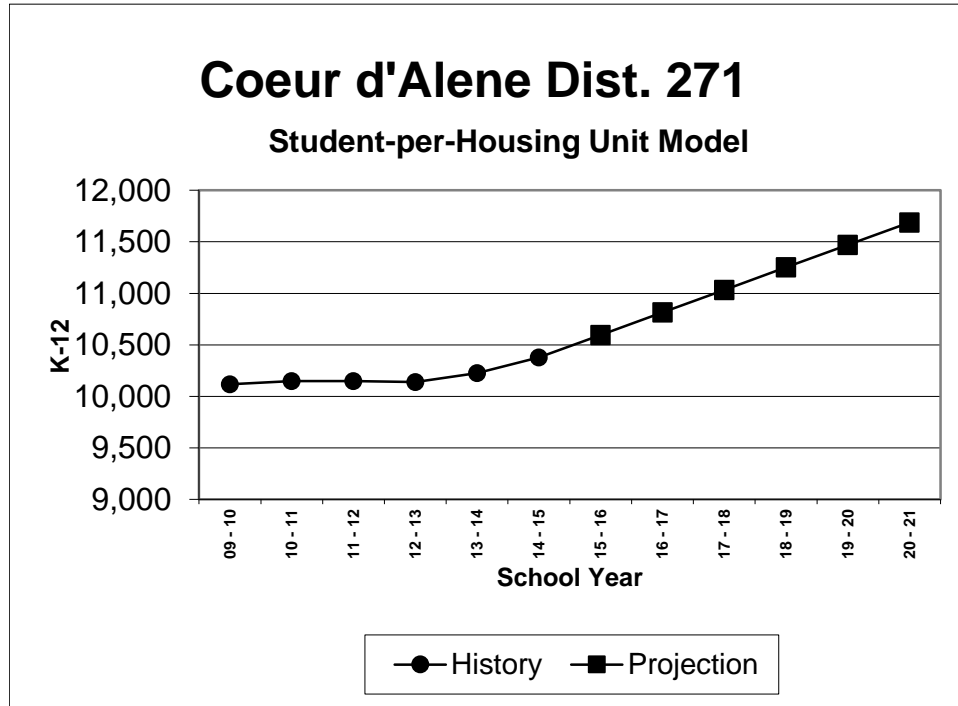
**EXHIBIT 3-14
SCHOOL DISTRICT 271
STUDENT PER HOUSING UNIT MODEL**

	15 - 16	16 - 17	17 - 18	18 - 19	19 - 20	20 - 21
K-5	5,024	5,125	5,227	5,328	5,429	5,530
6-8	2,323	2,372	2,420	2,469	2,517	2,566
9-12	3,248	3,317	3,386	3,455	3,524	3,593
K-12	10,596	10,814	11,033	11,252	11,471	11,689

Source: ESD 112, 2015



EXHIBIT 3-15
SCHOOL DISTRICT 271
STUDENT PER HOUSING UNIT MODEL - GRAPHIC



Source: ESD 112, 2015

3.7 Summary

3.7.1 K-12 Summary Information

The consulting team used five different enrollment projection models to estimate future enrollments. Each model emphasizes different types of data, and therefore is limited in its effectiveness as a predictive tool. Although all models use historical information, two models, (the percentage change model and the regression model) place special emphasis on that historical data. These models are quite effective predictors if there is no forecast of rapid community growth or decline and that student population rates have minimal fluctuation.

The other three models also use historical enrollments but also take into account housing units, student mobility patterns, and the effects of the natality rates in prior years. The two cohort survival models are perhaps the best known predictive tool using this type of data.



However, like the percentage increase model and the regression model, the cohort survival model loses its predictive capabilities in communities that experience, or are expected to experience, very rapid changes in student growth or decline.

All of the models predict that enrollments will increase in the next six years. One model, the student per housing unit model, shows significant growth. Another model, the cohort survival model with natality K, also shows significant increase. The other three models show some slight increase in enrollment and they are very consistent, showing “tightly packed” results. Exhibit 3-16 is the summary table of the K-12 projections. Exhibit 3-17 is a graphic representation of the data in the table.

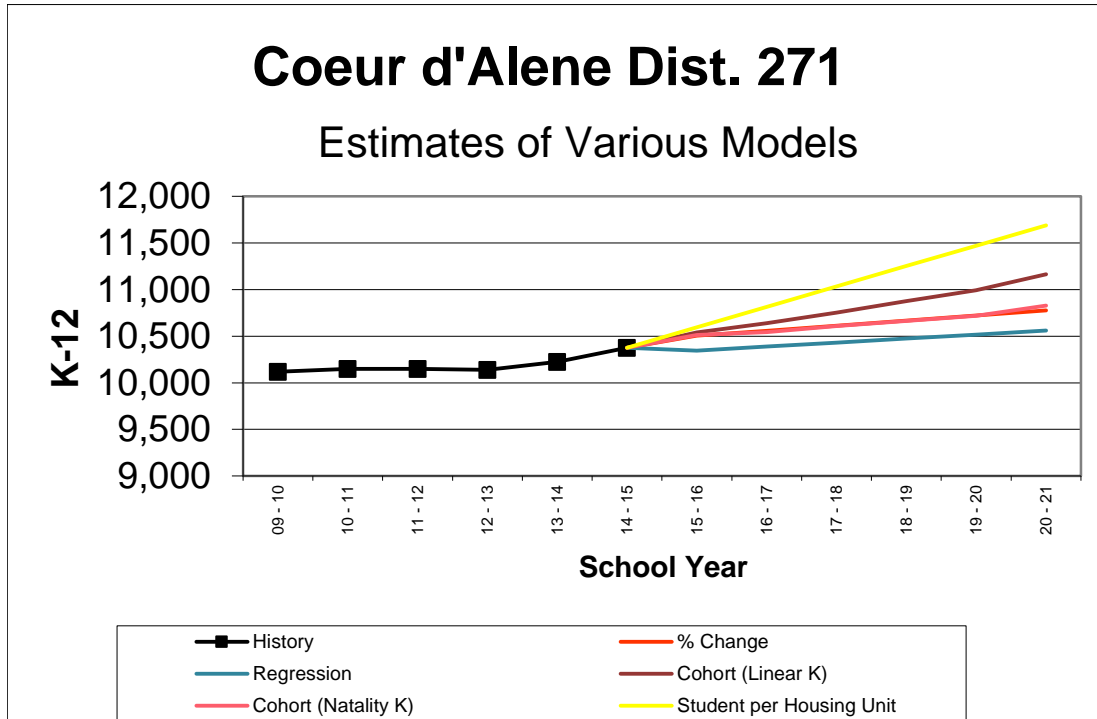
**EXHIBIT 3-16
SCHOOL DISTRICT 271
SUMMARY OF K-12 MODELS**

Year	15 - 16	16 - 17	17 - 18	18 - 19	19 - 20	20 - 21
% Change	10,506	10,559	10,613	10,667	10,721	10,775
Regression	10,345	10,388	10,431	10,475	10,518	10,561
Cohort (Linear K)	10,540	10,639	10,753	10,875	10,993	11,166
Cohort (Natality K)	10,514	10,542	10,610	10,663	10,720	10,829
Student per Housing Unit	10,596	10,814	11,033	11,252	11,471	11,689

Source: ESD 112, 2015



**EXHIBIT 1-17
SCHOOL DISTRICT 271
K-12 ENROLLMENT ESTIMATE RECOMMENDATION - GRAPHIC**



Source: ESD 112, 2014

Based on the information in the sections and exhibits above, the consulting team has calculated a “best estimate” that we believe best represents the general direction of the prediction models. It is our recommendation that the District use this “best estimate” model for planning. However, we have also calculated a “lower estimate” and “higher estimate” for consideration by the District as they reflect on the possibilities. Exhibit 3-18 is a table detailing the “lower estimate,” “higher estimate,” and “best estimate.”

**EXHIBIT 3-18
SCHOOL DISTRICT 271
K-12 ENROLLMENT ESTIMATE RECOMMENDATION**

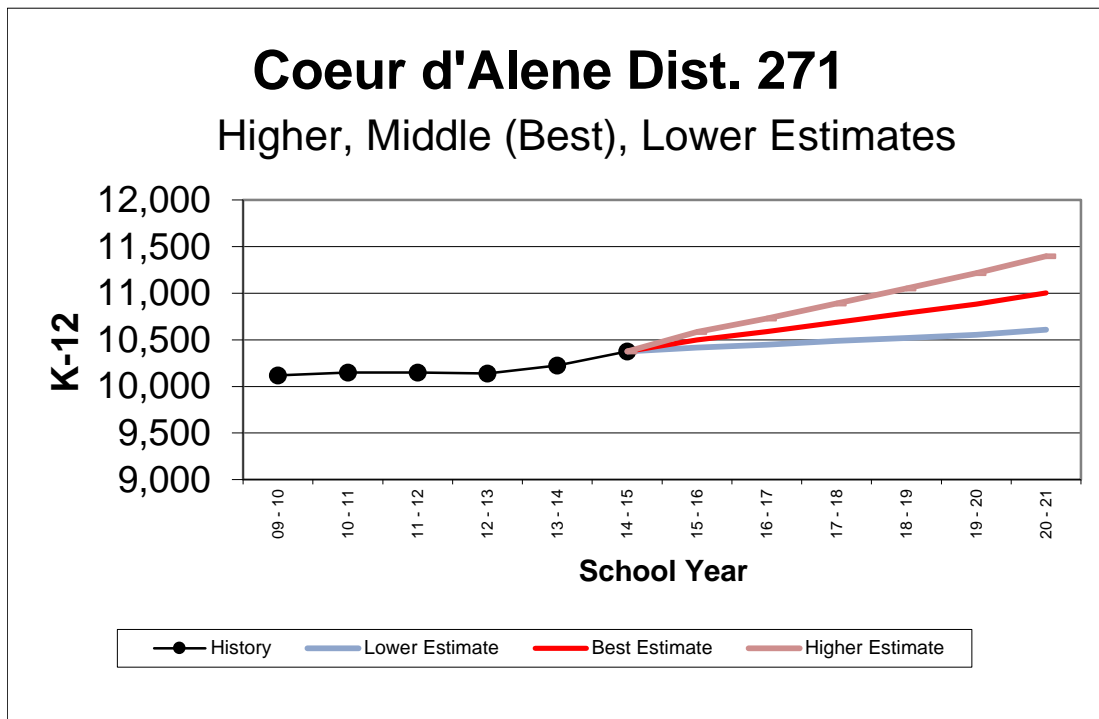
Year	15 - 16	16 - 17	17 - 18	18 - 19	19 - 20	20 - 21
Lower Estimate	10,416	10,449	10,488	10,521	10,555	10,610
Best Estimate	10,500	10,589	10,688	10,786	10,884	11,004
Higher Estimate	10,584	10,728	10,889	11,051	11,214	11,398

Source: ESD 112, 2014



The red line in Exhibit 3-19 represents the “best estimate” of future enrollments. Both the “lower estimate” and “higher estimate” are also plotted on the graphic representation of the information in Exhibit 3-18.

**EXHIBIT 3-19
SCHOOL DISTRICT 271
K-12 ENROLLMENT ESTIMATE RECOMMENDATION - GRAPHIC**



Source: ESD 112, 2014

3.7.1 Grade Span Summary Information

Most school planning activities related to enrollment projections require some additional information in addition to the overall K-12 estimates. The consulting team has provided additional information on a grade span basis for the District’s consideration. Exhibit 3-20 provides details of the “best” predictions on a grade level grouping basis. (Please note that totals on the grade level “best” groupings may not equal the totals on K-12 summary table above due to rounding and a variety of technical matters related to the statistical models used.) Exhibits 3-21 through 3-23 are a series of graphical representations of the information in the table related to the “lower estimate,” “higher estimate,” and “best estimate” of the three major grade spans.



**EXHIBIT 3-20
SCHOOL DISTRICT 271
SUMMARY OF GRADE LEVEL SPAN MODELS**

Year	15 - 16	16 - 17	17 - 18	18 - 19	19 - 20	20 - 21
Elementary						
% Change	4,984	5,046	5,108	5,172	5,236	5,301
Regression	4,928	4,981	5,033	5,086	5,139	5,191
Cohort (Linear K)	4,997	5,121	5,187	5,218	5,282	5,331
Cohort (Nativity K)	4,971	5,024	5,044	5,006	5,009	4,994
Student per Housing Unit	5,024	5,125	5,227	5,328	5,429	5,530
Lower Estimate	4,949	5,003	5,043	5,051	5,078	5,093
Best Estimate	4,981	5,059	5,120	5,162	5,219	5,269
Higher Estimate	5,013	5,116	5,196	5,272	5,359	5,445

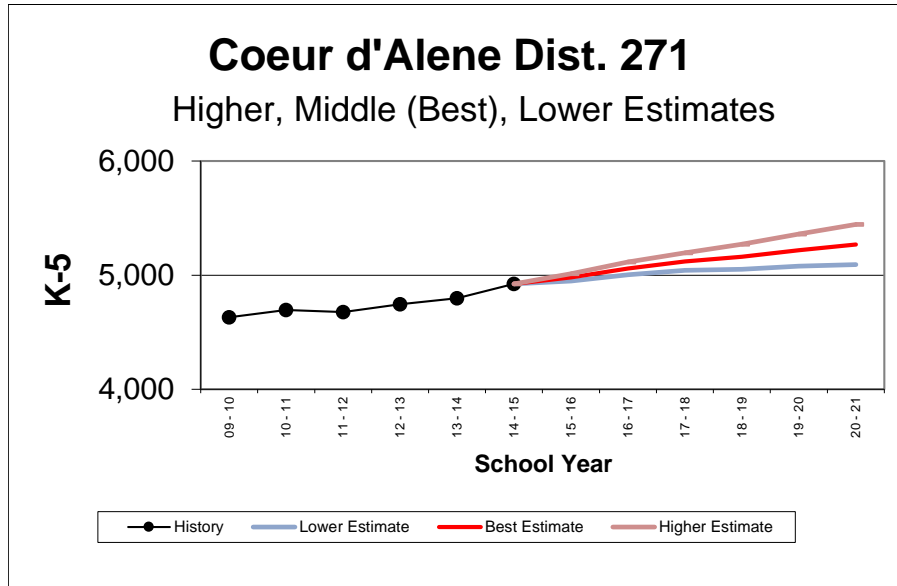
Middle						
% Change	2,303	2,313	2,323	2,333	2,343	2,352
Regression	2,288	2,294	2,300	2,307	2,313	2,319
Cohort (Linear K)	2,274	2,284	2,345	2,413	2,503	2,551
Cohort (Nativity K)	2,274	2,284	2,345	2,413	2,503	2,551
Student per Housing Unit	2,323	2,372	2,420	2,469	2,517	2,566
Lower Estimate	2,274	2,276	2,306	2,328	2,347	2,359
Best Estimate	2,292	2,309	2,347	2,387	2,436	2,468
Higher Estimate	2,311	2,342	2,387	2,446	2,525	2,576

High						
% Change	3,218	3,203	3,187	3,171	3,156	3,140
Regression	3,129	3,113	3,098	3,082	3,066	3,051
Cohort (Linear K)	3,269	3,234	3,221	3,244	3,208	3,284
Cohort (Nativity K)	3,269	3,234	3,221	3,244	3,208	3,284
Student per Housing Unit	3,248	3,317	3,386	3,455	3,524	3,593
Lower Estimate	3,174	3,154	3,129	3,116	3,078	3,086
Best Estimate	3,227	3,220	3,223	3,239	3,232	3,270
Higher Estimate	3,279	3,286	3,316	3,363	3,387	3,455

Source: ESD 112, 2014

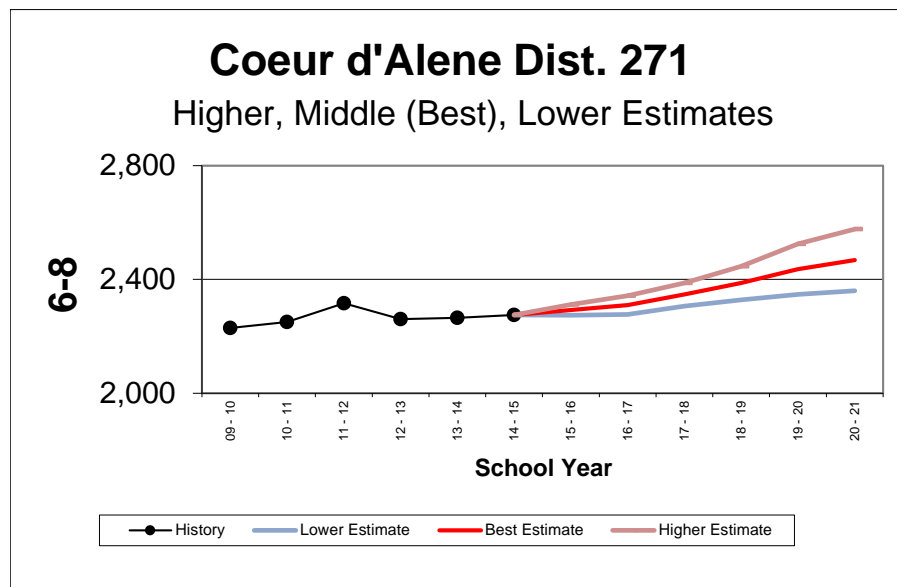


**EXHIBIT 3-21
SCHOOL DISTRICT 271
SUMMARY OF ELEMENTARY LEVEL MODELS - GRAPHIC**



Source: ESD 112, 2015

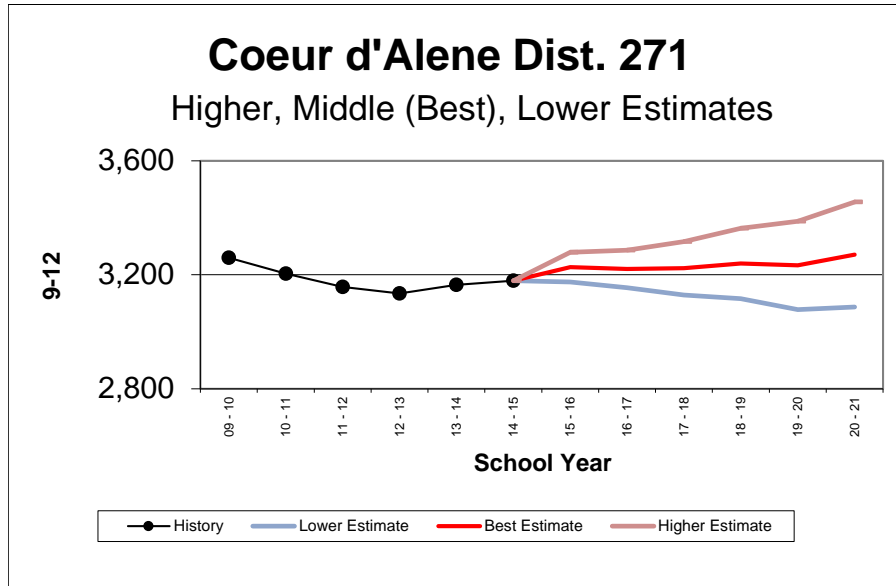
**EXHIBIT 3-22
SCHOOL DISTRICT 271
SUMMARY OF MIDDLE LEVEL MODELS - GRAPHIC**



Source: ESD 112, 2015



**EXHIBIT 3-23
SCHOOL DISTRICT 271
SUMMARY OF MIDDLE LEVEL MODELS - GRAPHIC**



Source: ESD 112, 2015



4.0 CAPACITY AND UTILIZATION

The capacity of a school building is driven by four main factors: (1) the physical size of the instructional spaces, (2) the class size limits, (3) the schedule of uses, and (3) the programs that are offered by the school. Because capacity formulas often apply different “weights” to these factors, one can find a number of capacity definitions across the country. For the Coeur d’Alene School District, a single method of calculating capacity was used – the instructional space model. This brings both consistency and clarity to the process of determining capacity.

Once capacity is determined, it can be compared to enrollments or projected future enrollments. This comparison produces a “utilization factor” that is discussed later in this chapter.

4.1 Capacity Analysis

Each school in the Coeur d’Alene District underwent an analysis to determine its capacity. School capacity, or the number of students a building is designed to reasonably accommodate, is largely driven by the number of students assigned to each class, the number of square feet in the classroom, the number of periods in the schedule, where teacher preparation periods occur, the ratio of required courses vs. elective courses, and number of programs offered.

4.1.1 Methodology

Existing building capacity information was gathered through analysis of building floor plans and interview of district personnel. The calculations required a variety of information:

- a. plans, maps, diagrams, and drawings of existing buildings
- b. information regarding the numbers of teaching spaces and their uses
- c. square footage information for each school
- d. interviews with staff

Many “special needs” programs require smaller class sizes with more area per student, specialized utilities and equipment, and space for specialists to serve their needs. Examples of the programs needing different spaces include the self-contained classrooms, resource room programs, speech and language therapy, Occupational and Physical Therapy, Title I (remedial reading and mathematics), gifted education, science, PE, and music.

Capacity is then calculated by multiplying the number of teaching spaces by type (e.g. kindergarten rooms, primary grade rooms, intermediate grade rooms, special education rooms, PE teaching spaces, music rooms, secondary general classrooms, art rooms, etc.) times the class size limit (often stated in the negotiated agreement or in Board policy). The sum of the products in each school type would be multiplied by a “scheduling factor.”



Scheduling factors are used to reflect the fact that not every classroom can be scheduled to have a “perfect fit” of students in the attendance zone when compared to capacity standards. For elementary schools, a scheduling factor of 95% reflects this imperfect fit. At the secondary level, the District must account for the practice of having each middle school and high school teacher use of their classrooms without students for their preparation period. At the middle school, the enrollment would be multiplied by 86% to reflect the planning period for each teacher in a seven period instructional day (6 teaching periods ÷ 7 total periods = 86% scheduling factor). At two high schools (Venture and Lake City), the enrollment would be multiplied by 75% to reflect the planning period for each teacher in a four period instructional day (3 teaching periods ÷ 4 total periods = 75% scheduling factor). At Coeur d’Alene High School, the enrollment would be multiplied by 88% to reflect the planning period for each teacher in an eight period instructional day (7 teaching periods ÷ 8 total periods = 88% scheduling factor).

4.1.2 Current Capacity Standards

The consultants used the instructional space model of calculating capacity which is based on an actual count of the different types of classrooms and their maximum enrollment. Often, general classrooms have a greater capacity than special learning classrooms (e.g., Special education classrooms have lower enrollments due to the legal requirements of handicapped education laws.) Based on the District practices for classroom enrollment sizes in the 2014-15 school year, we have used these values for initial computations:

K (half-day)	= 50 students
K (full day) – Grade 1	= 25 students
Grades 2-3	= 28 students
Grades 4-5	= 32 students
Grades 6-8	= 28 students (average over all periods)
Grades 9-12	= 30 students (average over all periods)
Special Education (Life Skills)	= 10 students
Title I, Resource	= 20 students (secondary only)
Computer Labs	= 20 students (secondary only)
Science	= 24 students
Alternative classrooms	= 15 students

District 271 will be lowering the capacity of its elementary classrooms over the next two years. In addition, at least one elementary school will move from half-day kindergarten to full-day kindergarten. Therefore, the consulting team has determined what the projected capacity standards will be at the beginning of the 2017-18 school year and has used those standards for this planning cycle.



Based on the District's future class sizes for elementary schools, we have used these values beginning in the 2016-2017 school year:

K (half-day)	= 46 students
K (full day) – Grade 1	= 23 students
Grades 2-3	= 26 students
Grades 4-5	= 30 students
Grades 6-8	= 28 students (average over all periods)
Grades 9-12	= 30 students (average over all periods)
Special Education (Life Skills)	= 10 students
Title I, Resource	= 20 students (secondary only)
Computer Labs	= 20 students (secondary only)
Science	= 24 students
Alternative classrooms	= 15 students

Exhibit 4-1 details the different types of spaces and their capacity for the K-5 program i after the elementary class size reduction plan takes effect. Please note that many special learning spaces (computer lab, music, P.E., etc.) do not have student capacity for K-5 because the students are counted in their home rooms. These special learning spaces are used for “pull-out” programs.



**EXHIBIT 4-1
K-5 SPACE STANDARDS CHART**

Elementary School Instructional Space Model	
Head Start	
Pre-K	
K - Half Day (FTE)	46
K - Full Day (FTE)	23
Grade 1	23
Grade 2	26
Grade 3	26
Grade 4	30
Grade 5	30
Art	0
Music	0
PE	0
Science	0
Library	0
Computer Labs	0
Self Cont. Sp Ed	10
RR, Title I, or Other Pull Out	0
Other	
Other	

Source: School District 271, 2015

Exhibit 4-2 details the capacity standards for grades 6-8. Exhibit 4-3 details the capacity standards for grades 9-12. The special learning spaces for the secondary grade levels do have capacity since the schools are on a six or seven period schedule. However, several special learning spaces have reduced capacity. Computer labs have been counted at 20 students with the assumption that most of the time the space will have assigned students but some of the time the students will use the lab as a “drop in” space while they are assigned to other spaces in the building. Science and CTE spaces have reduced capacity to provide a higher level of safety around labs and specialized equipment. Resource rooms and special education spaces have reduced capacity because of smaller group sizes (sometimes one-on-one) necessary to accommodate the program needs.



**EXHIBIT 4-2
MIDDLE SCHOOL SPACE STANDARDS CHART**

Middle School Instructional Space Model Standards	
Grade 6	28
Grades 7-8	28
Art	28
Business Labs	28
Computer Labs	20
Music	28
PE	28
Science	24
CTE	28
Self Cont. Sp Ed	10
RR, Title I, or Other Pull Out	20
Other	0
Other	0

Source: School District 271, 2015

**EXHIBIT 4-3
HIGH SCHOOL SPACE STANDARDS CHART**

High School Instructional Space Model Standards	
Grades 6-12	30
Art	30
Business Labs	30
Computer Labs	20
Music	30
PE	30
Science	24
CTE	30
Self Cont. Sp Ed	10
RR, Title I, or Other Pull Out	20
Other	30
Other	0

Source: School District 271, 2015



4.1.3 Capacity

In order to obtain the numbers of each classroom type, the consulting team analyzed a simple floor plan of each school. Once the number of classrooms for each type of space was determined, the capacity for each school was calculated by multiplying the number of spaces (for each space type) times the capacity value from the capacity standards charts (See Exhibits 4-1, 4-2, and 4-3.) The

For each school, once the capacity was determined, it was multiplied by a scheduling factor. Scheduling factors are used to reflect the fact that not every elementary classroom can be scheduled to have a “perfect fit” of the maximum enrollment standards and the District’s practice of having secondary teachers use their classrooms without students for their preparation period. These scheduling factors¹ have been used:

Elementary ²	=	95%
Middle	=	86% (6 out of 7 periods)
Coeur d’Alene High School	=	88% (7 out of 8 periods)
Lake City and Venture High Schools	=	75% (3 out of 4 periods)

Examples of the calculations for both elementary and secondary schools are detailed in Exhibits 4-4 through 4-6. Exhibit 4-7 shows capacity of the same example high school as Exhibit 4-6, but with a four period block schedule.

¹ For elementary schools, the scheduling factor of 95% has been used to account for “waves” and “troughs” in enrollment (i.e. larger/smaller class sizes within attendance areas) applied to a self-contained home room. Some have asked if such a factor should be applied to secondary schools after their scheduling or “teacher prep” factor. In secondary schools, classes often vary in size (PE, music, etc. are often larger and calculus, physics, etc. are often smaller.) but the average per period will be consistent. For example, if the average number of students assigned in a period is 840 and they are spread over 30 classrooms, the average classroom size is 28 regardless of the individual class sizes. Some classes may be higher and others lower, but the 30 classrooms still have an average of 28. If an additional 95% factor is applied to secondary schools, it would then lower the class size to 26.6 (28 X 95% = 26.6) which then contradicts the original class size of 28. Therefore, the consultants have not applied a second factor, believing a second scheduling factor of 95% factor applied to secondary schools distorts the real class size cap.

² Sorensen Elementary School and Ramsey Elementary School have been designated as magnet schools with parents having a choice to attend one of these schools. Because the attendance area for these schools is de facto the entire District, one may argue that the 95% scheduling factor should not be applied to these schools. The consultants, however, chose to apply the 95% factor for three reasons: (1) the schools could at any time be returned to a typical (non-magnet) status, (2) it provides the District with a consistent look at any school’s typical capacity compared to others, and (3) the percentage difference for the two magnet schools does not materially affect the recommendations of the Long Range Planning Committee.



**EXHIBIT 4-4
SAMPLE ELEMENTARY SCHOOL CAPACITY CALCULATION**

Example		
K (half-day)	2 X 46 =	92
K (full day) -1 General Classrooms	4 X 23 =	92
2-5 General Classrooms	12 X 26 =	312
PE, Music, and Resource Rooms	3 X 0 =	-
Special Education Classrooms	2 X 10 =	20
		516 X 95% = 490

Source: ESD 112, 2015

**EXHIBIT 4-5
SAMPLE MIDDLE SCHOOL CAPACITY CALCULATION**

Example:		
General Classrooms	12 X 30 =	360
Music and PE Classrooms	4 X 30 =	120
Science Classrooms	3 X 24 =	72
CTE Classrooms	2 X 28 =	56
Computer Labs	2 X 20 =	40
Resource Rooms	2 X 20 =	40
Special Education Classrooms	1 X 10 =	10
		698 X 86% = 600

Source: ESD 112, 2015

**EXHIBIT 4-6
SAMPLE HIGH SCHOOL CAPACITY CALCULATION
(REGULAR SCHEDULE)**

Example:		
General Classrooms	12 X 30 =	360
Music and PE Classrooms	4 X 30 =	120
Science Classrooms	3 X 24 =	72
CTE Classrooms	2 X 28 =	56
Computer Labs	2 X 20 =	40
Resource Rooms	2 X 20 =	40
Special Education Classrooms	1 X 10 =	10
		698 X 88% = 614

Source: ESD 112, 2015



**EXHIBIT 4-7
SAMPLE HIGH SCHOOL CAPACITY CALCULATION
(BLOCK SCHEDULE)**

Example:		
General Classrooms	12 X 30 =	360
Music and PE Classrooms	4 X 30 =	120
Science Classrooms	3 X 24 =	72
CTE Classrooms	2 X 28 =	56
Computer Labs	2 X 20 =	40
Resource Rooms	2 X 20 =	40
Special Education Classrooms	1 X 10 =	10
	698 X	75% = 524

Source: ESD 112, 2015

Using the capacity standards from the tables in Exhibits 4-1, 4-2, and 4-3 and the methodologies demonstrated in Exhibits 4-4 through 4-7, the capacities for each school have been calculated. Some of the schools have half-day kindergarten while other have full-day kindergarten. The capacities shown are calculated on anticipated class size standards and kindergarten room usage for the fall of 2017. Exhibit 4-8 shows the results of the calculations. Detailed tables of capacity calculations for each school are detailed in Appendix A.



**EXHIBIT 4-8
SCHOOL CAPACITIES WITH FALL 2017
CLASS SIZES AND EXPECTED KINDERGARTEN ROOM USAGE**

Site	Fall 2017 Permanent Capacity
Atlas ES	494
Borah ES	344
Bryan ES	400
Dalton ES	300
Fernan ES	412
Hayden Meadows ES	543
Ramsey ES	576
Skyway ES	543
Sorensen ES	329
Winton ES	469
Elementary Total	4,411
Canfield MS	963
Lakes MS	779
Woodland MS	808
Middle School Total	2,551
Coeur d'Alene HS	1,579
Lake City HS	1,254
Venture HS	203
High School Total	3,035
Totals	9,997

Source: ESD 112, 2014

4.2 Enrollment vs. Capacity

In order for schools to fully meet their educational goals, capacity and enrollment must be matched. When capacity exceeds enrollment (under-utilization) capital expenditures may be reduced or facilities removed from inventory. When enrollment exceeds capacity (over-utilization) capital expenditures may need to be increased. The formula for calculating utilization is “**enrollment ÷ capacity = utilization.**”



4.2.1 Elementary Enrollment and Capacity

In order to give District 271 a clear picture of future utilization, the consulting team had to use a somewhat unorthodox approach to calculating utilization. Typically the team would calculate present capacity and present enrollment to arrive a present utilization. However, in this case, the District wanted to have a “picture” of utilization assuming the lowered elementary class sizes, the expected ratio of half-day/full-day kindergarten, and the fact that the new Winton Elementary School will come on line just after the capacity analysis was completed. This required the consulting team to use standards for the fall of 2017, the enrollment for the fall of 2014, and the capacity of the new Winton Elementary School to calculate utilization. The term “modified utilization” has been used to denote this 2014÷2017 calculation.

The K-5 enrollment exceeds capacity (again, assuming fall 2017 standards and projected full-day and half-day kindergarten room use) in the elementary grades. The total modified elementary utilization is 112%. The projected six-year enrollment increases the utilization rate to 119%. This utilization rate indicates that the elementary schools will be more “overcrowded” in six years.

4.2.1 Middle School Enrollment and Capacity

The 6-8 enrollment is less than the capacity in the middle school. The modified middle school utilization is 88%. The projected future utilization increases in six years to 97%.

4.2.2 High School Enrollment and Capacity

The 9-12 enrollment exceeds the capacity in the high schools. The utilization factor for the high school level is 104% and is expected to increase its utilization rate to 108% in the next six years.

Exhibit 4-9 is a table showing the number of portables, the fall 2017 capacity, current enrollment, and modified utilization for each school. Exhibit 4-9 also has a column showing the number of portable classrooms that are being used to help resolve the overutilization problems. Exhibit 4-10 is a table showing the projected capacity, projected enrollment, and projected utilization rates.



**EXHIBIT 4-9
MODIFIED FACILITY UTILIZATION**

Site	Portable Classrooms	Fall 2017 Permanent Capacity	Capacity with Portables	Oct. 2014 Enrollment	Modified Utilization
Atlas ES	2	494	558	609	123%
Borah ES	-	344	344	350	102%
Bryan ES	-	400	400	395	99%
Dalton ES	-	300	300	408	136%
Fernan ES	-	412	412	402	98%
Hayden Meadows ES	2	543	607	644	119%
Ramsey ES	6	576	768	759	132%
Skyway ES	6	543	735	694	128%
Sorensen ES	-	329	329	365	111%
Winton ES	-	469	469	322	69%
Elementary Total	16	4,411	4,923	4,948	112%
Canfield MS	-	963	963.20	799	83%
Lakes MS	-	779	779	610	78%
Woodland MS	2	808	864	826	102%
Middle School Total	2	2,551	2,607	2,235	88%
Coeur d'Alene HS	7	1,579	1,789	1,464	93%
Lake City HS	4	1,254	1,374	1,565	125%
Venture HS	-	203	202.50	127	63%
High School Total	11	3,035	3,365	3,156	104%
Totals	29	9,997	10,895	10,339	

Source: ESD 112, 2015



**EXHIBIT 4-10
PROJECTED FACILITY UTILIZATION**

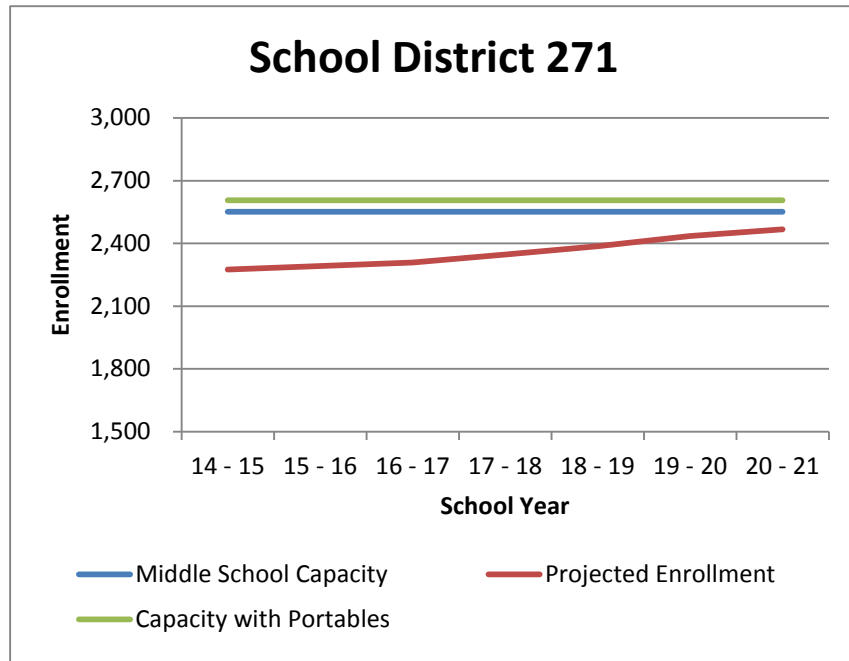
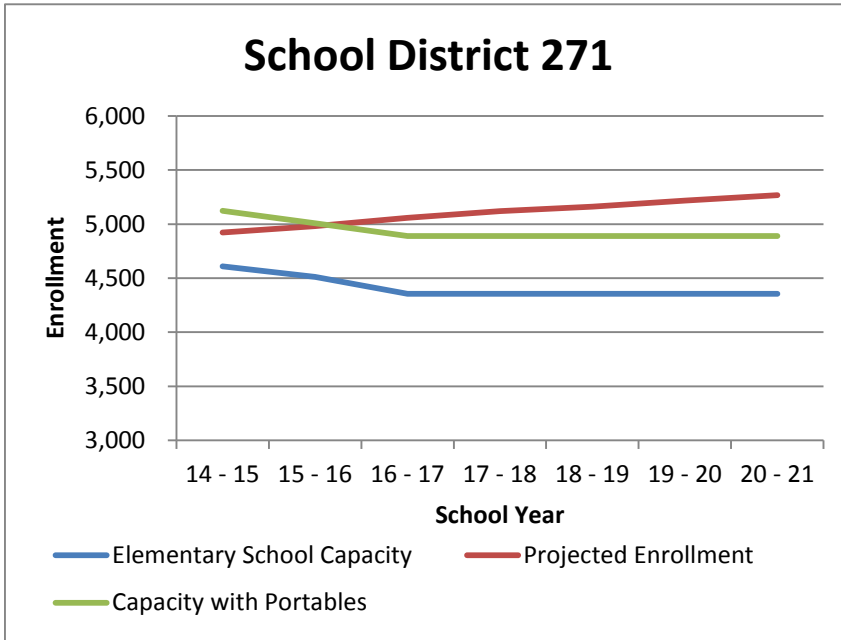
Site	Portable Classrooms	Fall 2017 Permanent Capacity	Capacity with Portables	Oct. 2014 Enrollment	Modified Utilization	Projected Enrollment 2020-21	Projected Utilization 2020-21
Atlas ES	2	494	558	609	123%		
Borah ES	-	344	344	350	102%		
Bryan ES	-	400	400	395	99%		
Dalton ES	-	300	300	408	136%		
Fernan ES	-	412	412	402	98%		
Hayden Meadows ES	2	543	607	644	119%		
Ramsey ES	6	576	768	759	132%		
Skyway ES	6	543	735	694	128%		
Sorensen ES	-	329	329	365	111%		
Winton ES	-	469	469	322	69%		
Elementary Total	16	4,411	4,923	4,948	112%	5,269	119%
Canfield MS	-	963	963.20	799	83%		
Lakes MS	-	779	779	610	78%		
Woodland MS	2	808	864	826	102%		
Middle School Total	2	2,551	2,607	2,235	88%	2,468	97%
Coeur d'Alene HS	7	1,579	1,789	1,464	93%		
Lake City HS	4	1,254	1,374	1,565	125%		
Venture HS	-	203	202.50	127	63%		
High School Total	11	3,035	3,365	3,156	104%	3,270	108%
Totals	29	9,997	10,895	10,339		11,007	110%

Source: ESD 112, 2015

Exhibit 4-11 provides three graphic representations of the relationship between capacity and enrollment for the coming six years at each school level, both with and without portable classrooms.

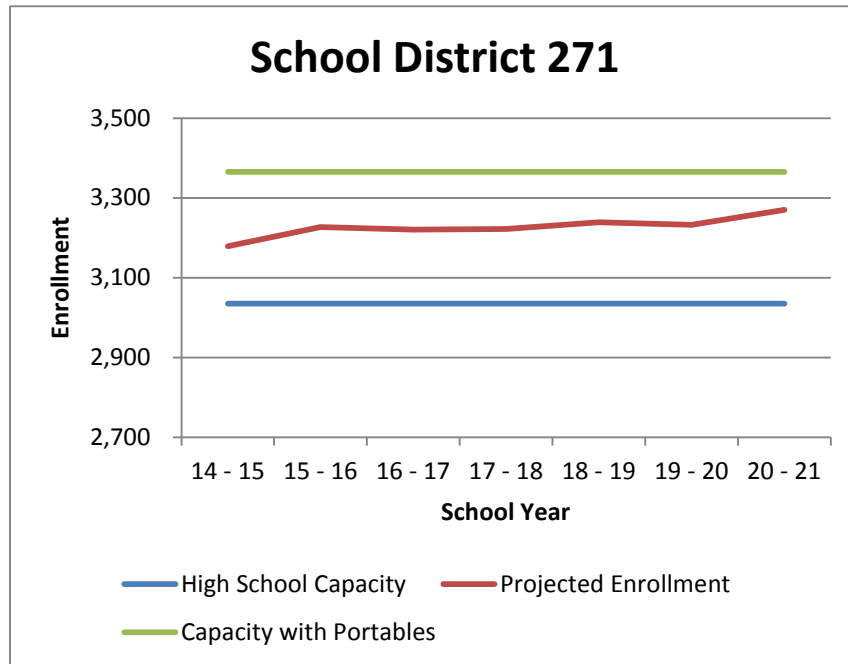


EXHIBIT 4-11 PROJECTED ENROLLMENT VS CAPACITY





**EXHIBIT 4-11 (CONTINUED)
PROJECTED ENROLLMENT VS CAPACITY**



Source: ESD 112, 2015



5.0 CONDITION OF FACILITIES

5.1 Condition Assessment

Each District school facility was assessed for its physical condition. The assessments were completed by the Maintenance Director who has a deep background in school facility construction. The physical condition assessment considers a number of factors including the major building components (e.g. exterior building systems, interior building systems, mechanical systems, and safety/building codes systems, etc.). Each of these major components is further broken down and each sub-component is scored. The key for the physical assessment is detailed in Exhibit 5-1.

EXHIBIT 5-1 KEY FOR PHYSICAL ASSESSMENT AND SITE ASSESSMENT RATINGS

90+	Good: The building and/or a majority of its systems are in good condition and only require routine maintenance.
65-89	Fair: The building and/or some of its systems are in fair condition and require minor repair.
40-64	Poor: The building and/or a significant number of its systems are in poor condition and require major repair or renovation.
Below 40	Unsatisfactory: The building and/or a majority of its systems should be considered for replacement.

Source: Educational Service District 112, 2014

All schools scored in the good or fair range. The summary of the scores are in in Exhibit 5-2. The detailed assessment for each school can be found in Appendix B.



**EXHIBIT 5-2
SUMMARY OF SCHOOL PHYSICAL ASSESSMENT RATINGS**

Site	Physical Condition Score	Physical Condition Description
Atlas ES	95	Good
Borah ES	96	Good
Bryan ES	97	Good
Dalton ES	91	Good
Fernan ES	91	Good
Hayden Meadows ES	84	Fair
Ramsey ES	92	Good
Skyway ES	95	Good
Sorensen ES	100	Good
Winton ES	100	Good
Canfield MS	100	Good
Lakes MS	89	Fair
Woodland MS	91	Good
Coeur d'Alene HS	81	Fair
Lake City HS	91	Good
Venture HS	98	Good

Source: District 271, 2015



6.0 COMMUNITY INPUT

6.1 Long Range Planning Committee

a. The ESD 112 school facility planning consultants engaged with the District's Long Range Planning Committee through several meetings and workshops to present updates on the planning process and to generate planning options for its consideration in response to identified facility needs.

b. Long Range Planning Committee Members

- Eden Irgens - Chair
- Casey Morrisroe - V. Chair
- Shelly Blank
- Tiffany Melton
- Kim Youngman
- Deanne Clifford
- Paula Marano
- Warren Olson
- Janet Ackerman
- Lea Williams
- Lisa May
- Raniel Diaz
- Lori Wallin
- Carrie Cook
- Rose Backs
- Dana Specht
- Jon Froderberg
- Bill Rutherford
- Robyn Clevenger

Ex-Officio Members

- Matt Handelman
- Trina Caudle
- Kathy Liverman
- Seth Deniston
- Brian Wallace
- Bryan Martin
- Laura Rumpler
- Glenda Pope
- Christa Hazel



- c. The Committee spent four months analyzing and discussing facilities information. Because recent District facilities programs have undertaken physical condition improvements, and school buildings are generally now believed to be in good repair, Committee work focused on identifying appropriate responses to projected capacity needs at all grade levels, securing land for future schools, reducing the number of portable classrooms, and making good utilization of existing school buildings.

- d. Data sources available to the Committee included presentations by Educational Service District 112 consultants regarding the District's educational programs, building capacity, projected student enrollment and utilization through the 2020-2021 school year. Physical condition assessments, generated by the District, were also part of the data set.
 - 1. The Committee reviewed the educational programs currently offered by the District. This review included discussion about the space needs for these programs and how they affect the capacity of each school.
 - 2. The Committee reviewed, and discussed at length, the average classroom capacities for each grade level and special program. This discussion resulted in a better understanding of current trends lowering class size and “driving up” the need for more classroom space.
 - 3. The Committee reviewed and discussed the effect that teacher preparation had on the capacity of the secondary schools when teachers use their classrooms for preparation activities.
 - 4. The Committee reviewed the enrollment projections, both historical, and current projections provided by ESD112 as part of this study. All indications are that District 271 will continue to grow in the coming years.
 - 5. The Committee reviewed and discussed the effect of classroom additions on the core spaces (libraries, gyms, food service spaces, etc.) of District facilities. The Committee came to an understanding that additional classrooms, whether permanent or portable, added “stress” to the core spaces, diminishing their effectiveness.

- e. Committee members worked closely together, in workshop format, to prioritize potential projects and come to a final recommendation for facility improvements for the planning horizon. The following matrix summarizes the future capacity needs of the district and the options the Committee considered to address those needs. The two-year and six-year capacity needs were delineated to demonstrate the impact of modified class size standards and all-day kindergarten. From that analysis emerged a final Committee recommendation.



	Current Permanent Capacity Need	2-Year Permanent Capacity Need	6-Year Permanent Capacity Need	Group 1	Group 2	Group 3	Group 4
Elementary	476	858	1077	High class sizes are not an option Eliminate portables	Build another school in the NW area Do not add portables	Build/create 2 elementary schools	Build two elementary schools Use portables during transition
				Add to current schools i.e. Bryan, Fernan, Borah Rezone elementary schools	Repurpose/remodel Hayden Lakes school Maintain lower class sizes		
Middle			-83	High class sizes are not an option Build middle school behind Hayden Meadows	Eliminate portables New middle school on Hayden Meadows property (low priority)	Eliminate portables Sixth-grade campus?	Reorganize to better utilize current facilities Possible portables @ year 5/6 Look at grade reconfiguration
High			235	Re-evaluate class size; more effective use of existing space	Eliminate portables	Add 10 classrooms for growth (gyms and weights considered classrooms)	Add 12 classrooms for growth; add core facilities to support additional classrooms
				Eliminate portables	Magnet school	Finish high schools as intended	
				Small high school (500)	Convert some classrooms into teacher prep areas	9th grade campus?	
Land				Thomas Lane	Building new magnet HS in the education corridor (lease space?)	20 acres	Sell/trade Hayden Lake
				Sell/trade Hayden Lake	New land for elementary in NW		Sell/trade Thomas Lane
				Prairie & Ramsey	Small K-12 school in educational corridor		Buy property for 2 elementary schools



6.2 Long Range Planning Committee Recommendations

- a. The Committee invested a significant amount of time reviewing and discussing immediate and long-term priorities for students and the greater community before agreeing upon a recommendation. The Committee focused on how to build new or remodel existing schools to accommodate capacity needs, reduce the number of portable classrooms, and secure land to ensure that the district is able to meet the educational needs of students now and into the future.
- b. The Committee determined there was a demonstrated need for additional K-5 permanent space based on two factors: (1) enrollment growth (approximately 1,077 students in 2020-21), and (2) the desire to reduce the number of portable classrooms. The Committee arrived at a consensus that two new elementary schools should be constructed in the next five years with the second elementary school being constructed only if student enrollment growth meets projections. The major area of growth continues to be in the west and northwest portion of the District. There is, however, potential for slow growth in many areas of the District as individual lots and small subdivisions are “built out.” One of the unknowns at this time is whether new schools would be traditional schools with their own attendance area or magnet schools that could draw on the student population of the entire District.

Prototypical Elementary School Cost Estimate (2015 dollars):

- 500 students capacity
- 125 sf/student
- 10 acres @ \$20,000/acre
- \$180/sf “construction costs”
- 30% “soft costs”
- Building: $500 \times 125 \times 180 \times 1.3 =$ \$14,625,000
- Land: $10 \times 20,000 =$ \$ 200,000
- Offsite Costs: \$ 1,000,000
- Total in 2015 dollars: \$15,825,000
- Annual escalation recommendation: 1%-3%

- c. Since grades 6-8 have a projected under-utilization of approximately 83 students in the 2020-21 school year, the Committee felt that the most appropriate action would be to make sure that existing middle school spaces are being efficiently utilized over the next five years to avoid the need for new construction.
- d. With respect to the projected capacity shortfall in grades 9-12 of approximately 235 high school students by school year 2020-21, the Committee felt that a two-pronged approach was appropriate over the next five years. First, make sure that all existing spaces are being used to their highest efficiency. Then in



order to provide additional capacity and reduce or eliminate portable classrooms, build additional classroom space.

Prototypical High School Classroom Addition Cost Estimate (2015 dollars)

- Classroom size: 900 sf
- Net/gross factor: 32%
- \$195/sf “construction costs”
- 30% “soft costs”
- 1 Classroom: 900 x 1.32 x 195 x 1.3 = \$ 301,158
- Land, if needed: \$ TBD
- Offsite Costs, if required: \$ TBD
- Total in 2015 dollars: \$ 301,158
- Annual escalation recommendation: 1%-3%

Beyond the five-year planning horizon, the Committee felt that it would be prudent to consider constructing one small middle school and one small high school to accommodate growth. To support this concept, the Committee came to the conclusion that the District should trade or sell existing school land that is not appropriate for school development and purchase sites better suited for future school buildings. As stated earlier, much of the growth will continue to be in the west and northwest portions of the District. Lakes Middle School and Canfield Middle School are located in the eastern side of the District. Woodland Middle School is located in the southern portion of the District. In the early 1990’s the District acquired a large site in the northern part of the District and built Hayden Meadows Elementary School on a portion of that site. The remainder of that site has remained available for future needs. With the Committee’s determination that a small middle school will be needed, the site adjacent to Hayden Meadows Elementary School remains as the best location for an additional small middle school.

- e. To capture the above conclusions, the Long Range Planning Committee adopted the following long range facilities plan statement as recorded in the minutes of its June 15, 2015 meeting:

“Over the next five years, construct two elementary schools, better utilize middle schools and better utilize high schools along with some additions. In preparation for the following years, construct one small middle school and one small high school; adjust and monitor as needed over 5 years. In preparation for both, trade existing sites that are not appropriate for better sites and acquire a new site.”



7.0 FACILITY MASTER PLAN

7.1 Facility Master Plan

The Facility Master Plan is portrayed in Section 6.2 of this document as the recommendations of the Long Range Planning Committee.

7.2 Related Recommendations

The following recommendations are intended to provide guidance with the implementation of the Facility Master Plan.

7.2.1 Review School Board Facility Policies

Periodic reviews of school board policies and administrative procedures will help staff and patrons more clearly understand the facility goals for the District and the processes necessary to reach those goals. These written documents will improve communications and provide guidance in the setting of priorities in the Facilities and Maintenance Department.

7.2.2 Update Enrollment Projections Annually

The enrollment projections will need to be updated annually as the Facility Master Plan is implemented. As facility conditions are improved and programs change, demographics will change and the data will need to be updated. Actual enrollments should be compared to projected enrollments. This updated information should then be used to update the enrollment projections. Using updated enrollment projections will help the District address facility needs based upon changing trends in student enrollment and addressing those trends in a timely manner.

7.2.3 Attendance Boundaries

The District has both “regular” and magnet schools. If any new school is a “regular” school, it would require some attendance boundary changes.

7.2.4 Develop Educational Specifications and Other Building Standards

Current school pre-construction processes are complex and time consuming. Before school design can even begin, it often takes many months to develop educational specifications, building standards, and product specifications. The District should develop these written documents and have them in place prior to the



selection of the design team. By doing so, the District could enjoy the following benefits:

- a. By being “in front” of the planning process and have more time for thoughtful input.
- b. By minimizing the “my school” and “my classroom” mentality by developing educational specifications and building standards early.
- c. By standardizing building components for maintenance. This will reduce the District’s inventory of different parts and allow economies of scale in the procurement process.
- d. By improving integration with maintenance and operations through the early development of standards.
- e. By saving money over time, both in fees and a shortened design time.
- f. By minimizing variance between different A/E firms during design through District ownership of educational specifications and facility standards.
- g. By having greater control of the final product.

7.2.5 Update the Facility Master Plan

As facility conditions are improved, enrollment changes, and programs change, this Facility Master Plan will become somewhat outdated. To ensure that a viable, data-driven plan is current, the District should formally update this plan every five years, but monitor and adjust the implementation of the plan annually. By keeping the plan and its data current, the District will be better able to adjust to changing conditions and student needs.



APPENDICES



APPENDIX A – SCHOOL CAPACITIES

	Atlas ES		
	# Rooms	Room Capacity	Subtotal
Head Start		0	-
Pre-K	1	0	-
K Half Day	2	46	92
K Full Day	0	23	-
Grade 1	4	23	92
Grade 2	3	26	78
Grade 3	3	26	78
Grade 4	3	30	90
Grade 5	3	30	90
Art	1	0	-
Music	1	0	-
PE	1	0	-
Science	0	0	-
Library	1	0	-
Computer Labs	1	0	-
Self Cont. Sp Ed	0	10	-
RR, Title I, Pull Out	3	0	-
Other	0	0	-
Other		0	-
Total Room Count	27		520
Scheduling Factor =			95%
Instructional Space Model Capacity =			494



	Borah ES		
	# Rooms	Room Capacity	Subtotal
Head Start		0	-
Pre-K		0	-
K Half Day		46	-
K Full Day	3	23	69
Grade 1	3	23	69
Grade 2	2	26	52
Grade 3	2	26	52
Grade 4	2	30	60
Grade 5	2	30	60
Art	1	0	-
Music	1	0	-
PE	1	0	-
Science	0	0	-
Library	1	0	-
Computer Labs	1	0	-
Self Cont. Sp Ed	0	10	-
RR, Title I, Pull Out	3	0	-
Day Care	3	0	-
Other		0	-
Total Room Count	25		362
Scheduling Factor =			95%
Instructional Space Model Capacity =			344



Bryan ES			
	# Rooms	Room Capacity	Subtotal
Head Start		0	-
Pre-K		0	-
K Half Day	0	46	-
K Full Day	2	23	46
Grade 1	3	23	69
Grade 2	3	26	78
Grade 3	3	26	78
Grade 4	2	30	60
Grade 5	3	30	90
Art	1	0	-
Music	1	0	-
PE	1	0	-
Science	0	0	-
Library	1	0	-
Computer Labs	1	0	-
Self Cont. Sp Ed	0	10	-
RR, Title I, Pull Out	4	0	-
Other		0	-
Other		0	-
Total Room Count	25		421
Scheduling Factor =			95%
Instructional Space Model Capacity =			400



Dalton ES			
	# Rooms	Room Capacity	Subtotal
Head Start		0	-
Pre-K		0	-
K Half Day	1	46	46
K Full Day	0	23	-
Grade 1	2	23	46
Grade 2	2	26	52
Grade 3	2	26	52
Grade 4	2	30	60
Grade 5	2	30	60
Art	1	0	-
Music	0.5	0	-
PE	0.5	0	-
Science	0	0	-
Library	1	0	-
Computer Labs	1	0	-
Self Cont. Sp Ed	0	10	-
RR, Title I, Pull Out	4	0	-
Other		0	-
Other		0	-
Total Room Count	19		316
Scheduling Factor =			95%
Instructional Space Model Capacity =			300

Note: District 271 has enrolled significantly more students at the Dalton Elementary School than the calculated capacity. A number of special service programs have been moved into spaces not designed for those programs. Although this has allowed greater enrollment, the capacity of this building was calculated based on program and original design.



Fernan ES			
	# Rooms	Room Capacity	Subtotal
Head Start		0	-
Pre-K		0	-
K Half Day	0	46	-
K Full Day	3	23	69
Grade 1	3	23	69
Grade 2	3	26	78
Grade 3	3	26	78
Grade 4	2	30	60
Grade 5	2	30	60
Art	1	0	-
Music	1	0	-
PE	1	0	-
Science	0	0	-
Library	1	0	-
Computer Labs	1	0	-
Self Cont. Sp Ed	2	10	20
RR, Title I, Pull Out	3	0	-
Other		0	-
Other		0	-
Total Room Count	26		434
Scheduling Factor =			95%
Instructional Space Model Capacity =			412



Hayden Meadows ES			
	# Rooms	Room Capacity	Subtotal
Head Start		0	-
Pre-K		0	-
K Half Day	2	46	92
K Full Day	0	23	-
Grade 1	4	23	92
Grade 2	4	26	104
Grade 3	4	26	104
Grade 4	3	30	90
Grade 5	3	30	90
Art	1	0	-
Music	1	0	-
PE	1	0	-
Science	0	0	-
Library	1	0	-
Computer Labs	1	0	-
Self Cont. Sp Ed	0	10	-
RR, Title I, Pull Out	3	0	-
Other		0	-
Other		0	-
Total Room Count	28		572
Scheduling Factor =			95%
Instructional Space Model Capacity =			543



	Ramsey ES		
	# Rooms	Room Capacity	Subtotal
Head Start		0	-
Pre-K		0	-
K Half Day	2	46	92
K Full Day	0	23	-
Grade 1	4	23	92
Grade 2	4	26	104
Grade 3	3	26	78
Grade 4	4	30	120
Grade 5	4	30	120
Art	1	0	-
Music	1	0	-
PE	1	0	-
Science	1	0	-
Library	1	0	-
Computer Labs	1	0	-
Self Cont. Sp Ed	0	10	-
RR, Title I, Pull Out	5	0	-
Other		0	-
Other		0	-
Total Room Count	32		606
Scheduling Factor =			95%
Instructional Space Model Capacity =			576



	Skyway ES		
	# Rooms	Room Capacity	Subtotal
Head Start		0	-
Pre-K		0	-
K Half Day	2	46	92
K Full Day	0	23	-
Grade 1	4	23	92
Grade 2	4	26	104
Grade 3	4	26	104
Grade 4	3	30	90
Grade 5	3	30	90
Art	1	0	-
Music	1	0	-
PE	1	0	-
Science	0	0	-
Library	1	0	-
Computer Labs	1	0	-
Self Cont. Sp Ed	0	10	-
RR, Title I, Pull Out	6	0	-
Other		0	-
Other		0	-
Total Room Count	31		572
Scheduling Factor =			95%
Instructional Space Model Capacity =			543



	Sorensen ES		
	# Rooms	Room Capacity	Subtotal
Head Start		0	-
Pre-K		0	-
K Half Day	1	46	46
K Full Day	0	23	-
Grade 1	2	23	46
Grade 2	2	26	52
Grade 3	2	26	52
Grade 4	2	30	60
Grade 5-6	3	30	90
Art	1	0	-
Music	2	0	-
PE	1	0	-
Science	0	0	-
Library	1	0	-
Computer Labs	1	0	-
Self Cont. Sp Ed	0	10	-
RR, Title I, Pull Out	3	0	-
Other		0	-
Other		0	-
Total Room Count	21		346
Scheduling Factor =			95%
Instructional Space Model Capacity =			329



	Winton ES		
	# Rooms	Room Capacity	Subtotal
Head Start		0	-
Pre-K		0	-
K Half Day	0	46	0
K Full Day	3	23	69
Grade 1	3	23	69
Grade 2	3	26	78
Grade 3	3	26	78
Grade 4	3	30	90
Grade 5	3	30	90
Art	1	0	0
Music	1	0	0
PE	1	0	0
Science	0	0	0
Library	1	0	0
Computer Labs	1	0	0
Self Cont. Sp Ed	2	10	20
RR, Title I, Pull Out	3	0	0
Other		0	0
Other		0	0
Total Room Count	28		494
Scheduling Factor =			95%
Instructional Space Model Capacity =			469



Canfield MS			
	# Rooms	Room Capacity	Subtotal
Grade 6	10	28	280
Grades 7-8	16	28	448
Art	1	28	28
Business Labs	0	28	-
Computer Labs	2	20	40
Music	2	28	56
PE	3	28	84
Science	4	24	96
CTE	1	28	28
Self Cont. Sp Ed	2	10	20
RR/T-1 Pull Out	2	20	40
Other		0	-
Other		0	-
Total Room Count	43		1,120
Scheduling Factor =			86%
Instructional Space Model Capacity =			963

Lakes MS			
	# Rooms	Room Capacity	Subtotal
Grade 6	7	28	196
Grades 7-8	13	28	364
Art	1	28	28
Business Labs	0	28	-
Computer Labs	0	20	-
Music	2	28	56
PE	2	28	56
Science	3	24	72
CTE	3	28	84
Self Cont. Sp Ed	1	10	10
RR/T-1 Pull Out	2	20	40
Other		0	-
Other		0	-
Total Room Count	34		906
Scheduling Factor =			86%
Instructional Space Model Capacity =			779



Woodland MS			
	# Rooms	Room Capacity	Subtotal
Grade 6	8	28	224
Grades 7-8	14	28	392
Art	1	28	28
Business Labs	0	28	-
Computer Labs	0	20	-
Music	2	28	56
PE	2	28	56
Science	4	24	96
CTE	1	28	28
Self Cont. Sp Ed	0	10	-
RR/T-1 Pull Out	3	20	60
Other		0	-
Other		0	-
Total Room Count	35		940
Scheduling Factor =			86%
Instructional Space Model Capacity =			808

Coeur d'Alene HS			
	# Rooms	Room Capacity	Subtotal
Grades 9-12	34	30	1,020
Art	2	30	60
Business Labs	2	30	60
Computer Labs	2	20	40
Music	2	30	60
PE	3	30	90
Science	11	24	264
CTE	4	30	120
Self Cont. Sp Ed	1	10	10
RR/T-1 Pull Out	2	20	40
Drama	1	30	30
Other		0	-
Total Room Count	64		1,794
Scheduling Factor =			88%
Instructional Space Model Capacity =			1,579



Lake City HS			
	# Rooms	Room Capacity	Subtotal
Grades 9-12	29	30	870
Art	3	30	90
Business Labs	2	30	60
Computer Labs	3	20	60
Music	2	30	60
PE	4	30	120
Science	8	24	192
CTE	4	30	120
Self Cont. Sp Ed	1	10	10
RR/T-1 Pull Out	3	20	60
Drama	1	30	30
Other		0	-
Total Room Count	60		1,672
Scheduling Factor =			75%
Instructional Space Model Capacity =			1,254

Venture HS			
	# Rooms	Room Capacity	Subtotal
Grades 9-12	9	15	135
Art	0	15	-
Business Labs	0	15	-
Computer Labs	1	15	15
Music	0	15	-
PE	1	15	15
Science	2	15	30
CTE	4	15	60
Self Cont. Sp Ed	0	15	-
RR/T-1 Pull Out	1	15	15
Other		15	-
Other		0	-
Total Room Count	18		270
Scheduling Factor =			75%
Instructional Space Model Capacity =			203



BUILDING CONDITION EVALUATION FORM

CDA School District School District

Sorensen School Name

107 Building Number

COMPONENTS		SYSTEMS		RATINGS				COMMENTS
				GOOD (1)	FAIR (2)	POOR (3)	UNSAT. (4)	
1.0 Exterior Building Condition Good Condition Component Score = 24	1.1 Foundation/Structure	+12	+8	+6	+4			
	1.2 Walls	+8	+5	+3	+1			
	1.3 Roof	+7	+5	+2	0			
	1.4 Windows/Doors	+2	+1	0	0			
	1.5 Trim	+2	+1	0	0			
2.0 Interior Building Condition Good Condition Component Score = 14	2.1 Floors	+8	+5	+2	0			
	2.2 Walls	+8	+5	+1	0			
	2.3 Ceilings	+5	+3	+1	0			
	2.4 Fixed Equipment	+2	+1	0	0			
3.0 Mechanical Systems Condition Good Condition Component Score = 12	3.1 Electrical	+6	+4	+2	0			
	3.2 Plumbing	+4	+2	+1	0			
	3.3 Heating	+6	+4	+2	+1			
	3.4 Cooling	+6	+4	+2	+1			
	3.5 Lighting	+4	+3	+2	0			
4.0 Safety/Building Code Good Condition Component Score = 16	4.1 Means of Exit	+6	+4	+2	0			
	4.2 Fire Control Capability	+4	+3	+2	+1			
	4.3 Fire Alarm System	+4	+3	+2	+1			
	4.4 Emergency Lighting	+2	+1	0	0			
	4.5 Fire Resistance	+4	+3	+2	+1			

Good Condition	TOTAL CONDITION SCORES	100	0	0	0	Unadjusted Score	Adjusted Score
		100	100				

5.0 Provisions for Handicap Accessibility	YES		NO		
6.0 Functional Adaptability	GOOD	FAIR	POOR	UNSAT.	
7.0 Suitability of Space	EXCEL	GOOD	FAIR	POOR	UNSAT.

Bryan Martin Evaluator Name

October-2014 Date

1957 Year Built

37,627 Total Sq. Ft.

BUILDING CONDITION EVALUATION FORM

CDA School District School District

Skyway School Name

110 Building Number

COMPONENTS		SYSTEMS		RATINGS				COMMENTS
				GOOD (1)	FAIR (2)	POOR (3)	UNSAT. (4)	
1.0 Exterior Building Condition Good Condition Component Score = 28	1.1 Foundation/Structure	+12	+8	+6	+4	Drivit		
	1.2 Walls	+8	+5	+3	+1			
	1.3 Roof	+7	+5	+2	0			
	1.4 Windows/Doors	+2	+1	0	0			
	1.5 Trim	+2	+1	0	0			
2.0 Interior Building Condition Good Condition Component Score = 23	2.1 Floors	+8	+5	+2	0			
	2.2 Walls	+8	+5	+1	0			
	2.3 Ceilings	+5	+3	+1	0			
	2.4 Fixed Equipment	+2	+1	0	0			
3.0 Mechanical Systems Condition Good Condition Component Score = 24	3.1 Electrical	+6	+4	+2	0			
	3.2 Plumbing	+4	+2	+1	0			
	3.3 Heating	+6	+4	+2	+1			
	3.4 Cooling	+6	+4	+2	+1			
	3.5 Lighting	+4	+3	+2	0			
4.0 Safety/Building Code Good Condition Component Score = 20	4.1 Means of Exit	+6	+4	+2	0			
	4.2 Fire Control Capability	+4	+3	+2	+1			
	4.3 Fire Alarm System	+4	+3	+2	+1			
	4.4 Emergency Lighting	+2	+1	0	0			
	4.5 Fire Resistance	+4	+3	+2	+1			

Good Condition	TOTAL CONDITION SCORES	88	7	0	0	Unadjusted Score	Adjusted Score
						95	95

- 5.0 Provisions for Handicap Accessibility
- 6.0 Functional Adaptability
- 7.0 Suitability of Space

	YES		NO	
	GOOD	FAIR	POOR	UNSAT.
EXCEL	GOOD	FAIR	POOR	UNSAT.

Bryan Martin Evaluator Name

October-2014 Date

2000 Year Built

55,927 Total Sq. Ft.

BUILDING CONDITION EVALUATION FORM

CDA School District School District

Ramsey School Name

106 Building Number

COMPONENTS	SYSTEMS	RATINGS				COMMENTS
		GOOD (1)	FAIR (2)	POOR (3)	UNSAT. (4)	
1.0 Exterior Building Condition <div style="border: 1px solid black; padding: 2px; color: red;"> Good Condition Component Score = 31 </div>	1.1 Foundation/Structure	+12	+8	+6	+4	
	1.2 Walls	+8	+5	+3	+1	
	1.3 Roof	+7	+5	+2	0	
	1.4 Windows/Doors	+2	+1	0	0	
	1.5 Trim	+2	+1	0	0	
2.0 Interior Building Condition <div style="border: 1px solid black; padding: 2px; color: red;"> Good Condition Component Score = 20 </div>	2.1 Floors	+8	+5	+2	0	
	2.2 Walls	+8	+5	+1	0	Café walls
	2.3 Ceilings	+5	+3	+1	0	
	2.4 Fixed Equipment	+2	+1	0	0	
3.0 Mechanical Systems Condition <div style="border: 1px solid black; padding: 2px; color: red;"> Good Condition Component Score = 23 </div>	3.1 Electrical	+6	+4	+2	0	
	3.2 Plumbing	+4	+2	+1	0	
	3.3 Heating	+6	+4	+2	+1	
	3.4 Cooling	+6	+4	+2	+1	
	3.5 Lighting	+4	+3	+2	0	
4.0 Safety/Building Code <div style="border: 1px solid black; padding: 2px; color: red;"> Good Condition Component Score = 18 </div>	4.1 Means of Exit	+6	+4	+2	0	
	4.2 Fire Control Capability	+4	+3	+2	+1	
	4.3 Fire Alarm System	+4	+3	+2	+1	
	4.4 Emergency Lighting	+2	+1	0	0	
	4.5 Fire Resistance	+4	+3	+2	+1	

Good Condition	TOTAL CONDITION SCORES	82	9	1	0	Unadjusted Score	Adjusted Score
						92	92

- 5.0 Provisions for Handicap Accessibility
- 6.0 Functional Adaptability
- 7.0 Suitability of Space

	YES			NO	
	GOOD	FAIR	POOR	UNSAT.	
EXCEL	GOOD	FAIR	POOR	UNSAT.	

Bryan Martin Evaluator Name

October-2014 Date

1975 Year Built

66,950 Total Sq. Ft.

BUILDING CONDITION EVALUATION FORM

CDA School District School District

Hayden Center School Name

97 Building Number

COMPONENTS		SYSTEMS		RATINGS				COMMENTS
				GOOD (1)	FAIR (2)	POOR (3)	UNSAT. (4)	
1.0 Exterior Building Condition Good Condition Component Score = 28	1.1 Foundation/Structure	+12	+8	+6	+4			
	1.2 Walls	+8	+5	+3	+1			
	1.3 Roof	+7	+5	+2	0			
	1.4 Windows/Doors	+2	+1	0	0		need replacement	
	1.5 Trim	+2	+1	0	0		Paint	
2.0 Interior Building Condition Good Condition Component Score = 17	2.1 Floors	+8	+5	+2	0		Wood floors in hallways	
	2.2 Walls	+8	+5	+1	0		Cracks	
	2.3 Ceilings	+5	+3	+1	0			
	2.4 Fixed Equipment	+2	+1	0	0			
3.0 Mechanical Systems Condition Good Condition Component Score = 11	3.1 Electrical	+6	+4	+2	0			
	3.2 Plumbing	+4	+2	+1	0			
	3.3 Heating	+6	+4	+2	+1			
	3.4 Cooling	+6	+4	+2	+1			
	3.5 Lighting	+4	+3	+2	0			
4.0 Safety/Building Code Good Condition Component Score = 14	4.1 Means of Exit	+6	+4	+2	0			
	4.2 Fire Control Capability	+4	+3	+2	+1			
	4.3 Fire Alarm System	+4	+3	+2	+1			
	4.4 Emergency Lighting	+2	+1	0	0			
	4.5 Fire Resistance	+4	+3	+2	+1			

Good Condition	TOTAL CONDITION SCORES	52	23	1	1	Unadjusted Score	Adjusted Score
						77	77

- 5.0 Provisions for Handicap Accessibility
- 6.0 Functional Adaptability
- 7.0 Suitability of Space

	YES	NO	
	GOOD	FAIR	POOR
EXCEL	GOOD	FAIR	POOR
			UNSAT.

Bryan Martin Evaluator Name

October-2014 Date

1936 Year Built

31,879 Total Sq. Ft.

BUILDING CONDITION EVALUATION FORM

CDA School District School District

Hayden Meadows School Name

109 Building Number

COMPONENTS		SYSTEMS		RATINGS				COMMENTS
				GOOD (1)	FAIR (2)	POOR (3)	UNSAT. (4)	
1.0 Exterior Building Condition <div style="border: 1px solid black; padding: 2px; color: red;">Good Condition Component Score = 26</div>	1.1 Foundation/Structure	+12	+8	+6	+4			
	1.2 Walls	+8	+5	+3	+1		Gym walls	
	1.3 Roof	+7	+5	+2	0			
	1.4 Windows/Doors	+2	+1	0	0			
	1.5 Trim	+2	+1	0	0			
2.0 Interior Building Condition <div style="border: 1px solid black; padding: 2px; color: red;">Good Condition Component Score = 17</div>	2.1 Floors	+8	+5	+2	0	Cracks in tile		
	2.2 Walls	+8	+5	+1	0	Paint		
	2.3 Ceilings	+5	+3	+1	0			
	2.4 Fixed Equipment	+2	+1	0	0			
3.0 Mechanical Systems Condition <div style="border: 1px solid black; padding: 2px; color: red;">Good Condition Component Score = 23</div>	3.1 Electrical	+6	+4	+2	0	Water heater		
	3.2 Plumbing	+4	+2	+1	0			
	3.3 Heating	+6	+4	+2	+1			
	3.4 Cooling	+6	+4	+2	+1			
	3.5 Lighting	+4	+3	+2	0			
4.0 Safety/Building Code <div style="border: 1px solid black; padding: 2px; color: red;">Good Condition Component Score = 18</div>	4.1 Means of Exit	+6	+4	+2	0			
	4.2 Fire Control Capability	+4	+3	+2	+1			
	4.3 Fire Alarm System	+4	+3	+2	+1			
	4.4 Emergency Lighting	+2	+1	0	0			
	4.5 Fire Resistance	+4	+3	+2	+1			

Good Condition	TOTAL CONDITION SCORES	66	14	4	0	Unadjusted Score	Adjusted Score
						84	84

5.0 Provisions for Handicap Accessibility	YES		NO		
6.0 Functional Adaptability	GOOD	FAIR	POOR	UNSAT.	
7.0 Suitability of Space	EXCEL	GOOD	FAIR	POOR	UNSAT.

Bryan Martin Evaluator Name

October-2014 Date

1991 Year Built

48,710 Total Sq. Ft.

BUILDING CONDITION EVALUATION FORM

CDA School District School District

Fernan School Name

104 Building Number

COMPONENTS		SYSTEMS		RATINGS				COMMENTS
				GOOD (1)	FAIR (2)	POOR (3)	UNSAT. (4)	
1.0 Exterior Building Condition Good Condition Component Score = 30	1.1 Foundation/Structure	+12	+8	+6	+4			
	1.2 Walls	+8	+5	+3	+1			
	1.3 Roof	+7	+5	+2	0			
	1.4 Windows/Doors	+2	+1	0	0			
	1.5 Trim	+2	+1	0	0		Drivit	
2.0 Interior Building Condition Good Condition Component Score = 20	2.1 Floors	+8	+5	+2	0		Tile west hall	
	2.2 Walls	+8	+5	+1	0			
	2.3 Ceilings	+5	+3	+1	0			
	2.4 Fixed Equipment	+2	+1	0	0			
3.0 Mechanical Systems Condition Good Condition Component Score = 23	3.1 Electrical	+6	+4	+2	0			
	3.2 Plumbing	+4	+2	+1	0			
	3.3 Heating	+6	+4	+2	+1			
	3.4 Cooling	+6	+4	+2	+1			
	3.5 Lighting	+4	+3	+2	0			
4.0 Safety/Building Code Good Condition Component Score = 18	4.1 Means of Exit	+6	+4	+2	0			
	4.2 Fire Control Capability	+4	+3	+2	+1			
	4.3 Fire Alarm System	+4	+3	+2	+1			
	4.4 Emergency Lighting	+2	+1	0	0			
	4.5 Fire Resistance	+4	+3	+2	+1			

Good Condition	TOTAL CONDITION SCORES	80	10	1	0	Unadjusted Score	Adjusted Score
						91	91

- 5.0 Provisions for Handicap Accessibility
- 6.0 Functional Adaptability
- 7.0 Suitability of Space

	YES		NO
	GOOD	FAIR	POOR
EXCEL	GOOD	FAIR	POOR
			UNSAT.
			UNSAT.

Bryan Martin Evaluator Name

October-2014 Date

1992 Year Built

49,754 Total Sq. Ft.

BUILDING CONDITION EVALUATION FORM

CDA School District School District

Dalton School Name

103 Building Number

COMPONENTS		SYSTEMS		RATINGS				COMMENTS
				GOOD (1)	FAIR (2)	POOR (3)	UNSAT. (4)	
1.0 Exterior Building Condition Good Condition Component Score = 28	1.1 Foundation/Structure	+12	+8	+6	+4			
	1.2 Walls	+8	+5	+3	+1			
	1.3 Roof	+7	+5	+2	0		Café leaks	
	1.4 Windows/Doors	+2	+1	0	0			
	1.5 Trim	+2	+1	0	0		Seal Soffit	
2.0 Interior Building Condition Good Condition Component Score = 20	2.1 Floors	+8	+5	+2	0		Café floor	
	2.2 Walls	+8	+5	+1	0			
	2.3 Ceilings	+5	+3	+1	0			
	2.4 Fixed Equipment	+2	+1	0	0			
3.0 Mechanical Systems Condition Good Condition Component Score = 24	3.1 Electrical	+6	+4	+2	0			
	3.2 Plumbing	+4	+2	+1	0			
	3.3 Heating	+6	+4	+2	+1			
	3.4 Cooling	+6	+4	+2	+1			
	3.5 Lighting	+4	+3	+2	0			
4.0 Safety/Building Code Good Condition Component Score = 17	4.1 Means of Exit	+6	+4	+2	0			
	4.2 Fire Control Capability	+4	+3	+2	+1			
	4.3 Fire Alarm System	+4	+3	+2	+1			
	4.4 Emergency Lighting	+2	+1	0	0			
	4.5 Fire Resistance	+4	+3	+2	+1			

Good Condition	TOTAL CONDITION SCORES	76	15	0	0	Unadjusted Score	Adjusted Score
						91	91

5.0 Provisions for Handicap Accessibility	YES		NO		
6.0 Functional Adaptability	GOOD	FAIR	POOR	UNSAT.	
7.0 Suitability of Space	EXCEL	GOOD	FAIR	POOR	UNSAT.

Bryan Martin Evaluator Name

October-2014 Date

1960 Year Built

35,308 Total Sq. Ft.

BUILDING CONDITION EVALUATION FORM

CDA School District School District

Bryan School Name

102 Building Number

COMPONENTS		SYSTEMS	RATINGS				COMMENTS
			GOOD (1)	FAIR (2)	POOR (3)	UNSAT. (4)	
1.0 Exterior Building Condition Good Condition Component Score = 25	1.1 Foundation/Structure	+12	+8	+6	+4		
	1.2 Walls	+8	+5	+3	+1		
	1.3 Roof	+7	+5	+2	0		
	1.4 Windows/Doors	+2	+1	0	0		
	1.5 Trim	+2	+1	0	0		
2.0 Interior Building Condition Good Condition Component Score = 18	2.1 Floors	+8	+5	+2	0	Hallways	
	2.2 Walls	+8	+5	+1	0		
	2.3 Ceilings	+5	+3	+1	0		
	2.4 Fixed Equipment	+2	+1	0	0		
3.0 Mechanical Systems Condition Good Condition Component Score = 13	3.1 Electrical	+6	+4	+2	0		
	3.2 Plumbing	+4	+2	+1	0		
	3.3 Heating	+6	+4	+2	+1		
	3.4 Cooling	+6	+4	+2	+1		
	3.5 Lighting	+4	+3	+2	0		
4.0 Safety/Building Code Good Condition Component Score = 14	4.1 Means of Exit	+6	+4	+2	0		
	4.2 Fire Control Capability	+4	+3	+2	+1		
	4.3 Fire Alarm System	+4	+3	+2	+1		
	4.4 Emergency Lighting	+2	+1	0	0		
	4.5 Fire Resistance	+4	+3	+2	+1		

<b style="color: red;">Good Condition	TOTAL CONDITION SCORES	<b style="color: red;">92	<b style="color: red;">5	<b style="color: red;">0	<b style="color: red;">0	Unadjusted Score	Adjusted Score
						<b style="color: red;">97	<b style="color: red;">97

- 5.0 Provisions for Handicap Accessibility
- 6.0 Functional Adaptability
- 7.0 Suitability of Space

YES		NO	
GOOD	FAIR	POOR	UNSAT.
EXCEL	GOOD	FAIR	POOR
		POOR	UNSAT.

Bryan Martin Evaluator Name

October-2014 Date

1962 Year Built

39,743 Total Sq. Ft.

BUILDING CONDITION EVALUATION FORM

CDA School District School District

Borah School Name

101 Building Number

COMPONENTS		SYSTEMS		RATINGS				COMMENTS
				GOOD (1)	FAIR (2)	POOR (3)	UNSAT. (4)	
1.0 Exterior Building Condition Good Condition Component Score = 25	1.1 Foundation/Structure	+12	+8	+6	+4			
	1.2 Walls	+8	+5	+3	+1			
	1.3 Roof	+7	+5	+2	0			
	1.4 Windows/Doors	+2	+1	0	0			
	1.5 Trim	+2	+1	0	0			
2.0 Interior Building Condition Good Condition Component Score = 15	2.1 Floors	+8	+5	+2	0	cabnets hallways		
	2.2 Walls	+8	+5	+1	0			
	2.3 Ceilings	+5	+3	+1	0			
	2.4 Fixed Equipment	+2	+1	0	0			
3.0 Mechanical Systems Condition Good Condition Component Score = 13	3.1 Electrical	+6	+4	+2	0			
	3.2 Plumbing	+4	+2	+1	0			
	3.3 Heating	+6	+4	+2	+1			
	3.4 Cooling	+6	+4	+2	+1			
	3.5 Lighting	+4	+3	+2	0			
4.0 Safety/Building Code Good Condition Component Score = 16	4.1 Means of Exit	+6	+4	+2	0			
	4.2 Fire Control Capability	+4	+3	+2	+1			
	4.3 Fire Alarm System	+4	+3	+2	+1			
	4.4 Emergency Lighting	+2	+1	0	0			
	4.5 Fire Resistance	+4	+3	+2	+1			

Good Condition	TOTAL CONDITION SCORES	90	6	0	0	Unadjusted Score	Adjusted Score
						96	96

- 5.0 Provisions for Handicap Accessibility
- 6.0 Functional Adaptability
- 7.0 Suitability of Space

YES		NO	
GOOD	FAIR	POOR	UNSAT.
EXCEL	GOOD	FAIR	POOR
		POOR	UNSAT.

Bryan Martin Evaluator Name

October-2014 Date

1950 Year Built

42,514 Total Sq. Ft.

BUILDING CONDITION EVALUATION FORM

CDA School District School District

Atlas School Name

105 Building Number

COMPONENTS		SYSTEMS		RATINGS				COMMENTS
				GOOD (1)	FAIR (2)	POOR (3)	UNSAT. (4)	
1.0 Exterior Building Condition Excellent Condition Component Score = 31	1.1 Foundation/Structure	+12	+8	+6	+4			
	1.2 Walls	+8	+5	+3	+1			
	1.3 Roof	+7	+5	+2	0			
	1.4 Windows/Doors	+2	+1	0	0			
	1.5 Trim	+2	+1	0	0			
2.0 Interior Building Condition Excellent Condition Component Score = 20	2.1 Floors	+8	+5	+2	0		Kitchen Floor sunk	
	2.2 Walls	+8	+5	+1	0			
	2.3 Ceilings	+5	+3	+1	0			
	2.4 Fixed Equipment	+2	+1	0	0			
3.0 Mechanical Systems Condition Excellent Condition Component Score = 24	3.1 Electrical	+6	+4	+2	0			
	3.2 Plumbing	+4	+2	+1	0		No pressure regulator	
	3.3 Heating	+6	+4	+2	+1			
	3.4 Cooling	+6	+4	+2	+1			
	3.5 Lighting	+4	+3	+2	0			
4.0 Safety/Building Code Excellent Condition Component Score = 20	4.1 Means of Exit	+6	+4	+2	0			
	4.2 Fire Control Capability	+4	+3	+2	+1			
	4.3 Fire Alarm System	+4	+3	+2	+1			
	4.4 Emergency Lighting	+2	+1	0	0			
	4.5 Fire Resistance	+4	+3	+2	+1			

Good Condition	TOTAL CONDITION SCORES	95	0	0	0	Unadjusted Score	Adjusted Score
						95	95

- 5.0 Provisions for Handicap Accessibility
- 6.0 Functional Adaptability
- 7.0 Suitability of Space

	YES	NO		
	GOOD	FAIR	POOR	UNSAT.
EXCEL	GOOD	FAIR	POOR	UNSAT.

Bryan Martin Evaluator Name

October-2014 Date

2005 Year Built

52,827 Total Sq. Ft.

BUILDING CONDITION EVALUATION FORM

CDA School District School District Central Office School Name 1 Building Number

COMPONENTS		SYSTEMS		RATINGS				COMMENTS
				GOOD (1)	FAIR (2)	POOR (3)	UNSAT. (4)	
1.0 Exterior Building Condition Good Condition Component Score = 19	1.1 Foundation/Structure	+12	+8	+6	+4			
	1.2 Walls	+8	+5	+3	+1			
	1.3 Roof	+7	+5	+2	0			
	1.4 Windows/Doors	+2	+1	0	0			
	1.5 Trim	+2	+1	0	0			
2.0 Interior Building Condition Good Condition Component Score = 10	2.1 Floors	+8	+5	+2	0			
	2.2 Walls	+8	+5	+1	0			
	2.3 Ceilings	+5	+3	+1	0			
	2.4 Fixed Equipment	+2	+1	0	0			
3.0 Mechanical Systems Condition Good Condition Component Score = 6	3.1 Electrical	+6	+4	+2	0			
	3.2 Plumbing	+4	+2	+1	0			
	3.3 Heating	+6	+4	+2	+1		Controls	
	3.4 Cooling	+6	+4	+2	+1		Old	
	3.5 Lighting	+4	+3	+2	0			
4.0 Safety/Building Code Good Condition Component Score = 5	4.1 Means of Exit	+6	+4	+2	0			
	4.2 Fire Control Capability	+4	+3	+2	+1			
	4.3 Fire Alarm System	+4	+3	+2	+1			
	4.4 Emergency Lighting	+2	+1	0	0			
	4.5 Fire Resistance	+4	+3	+2	+1			

Good Condition	TOTAL CONDITION SCORES	68	13	4	0		Unadjusted Score	Adjusted Score
							81	85

5.0 Provisions for Handicap Accessibility	YES		NO		
6.0 Functional Adaptability	GOOD	FAIR	POOR	UNSAT.	
7.0 Suitability of Space	EXCEL	GOOD	FAIR	POOR	UNSAT.

Bryan Martin Evaluator Name October-2014 Date 1994 Year Built 20,868 Total Sq. Ft.