

COEUR D'ALENE PUBLIC SCHOOLS

2022-2032

LONG RANGE FACILITIES PLAN



A report of the
**Long Range
Planning Committee**

June 2022

Introduction

The Long Range Planning Committee is charged by the Board of Trustees for Coeur d'Alene Public Schools with the responsibility of analyzing District facility needs. The scope of this analysis includes all District assets, the condition of existing buildings, and future needs related to programs and growth. The committee is expected to recommend options, strategies and opportunities to the Board of Trustees and the Superintendent based on the goals of the District and the studies undertaken of facility and land needs and requirements. This document represents the Committee's recommendations for the next 10 years. This document was presented to the Board of Trustees on June 6, 2022.

Long Range Planning Committee (2021-22)

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Table of Contents

District Updates, 2021-22	6
Recommendations (2022)	10
District Profile	14
Student Demographics	15
Enrollment Snapshot	15
Race and Special Programs	16
Educational Programs	17
Committee Background	18
Principles and Philosophy	18
Curriculum Audit (2019)	19
Equity Framework (2020)	20
Overview of Sites and Facilities	22
Schools	22
Support Facilities	22
School Locations	23
District Assets	24
Asset Acreage	25
School Size and Portable Classrooms	26
Use and Phase-Out of Portable Classrooms	27
Support Facility Size	28
Additions and Modernizations	28
Attendance Zones, Enrollment and School Capacity	29
2020 Boundary Review and Realignment	29
Key Findings	29
Enrollment and Capacity: Elementary	35
Enrollment and Capacity: Secondary	36
Woodland portable classroom use (2021-22)	37
Enrollment Projection	38
Capacity Model Guidelines	39
School Profiles	41

Capital Projects	61
School Plant Facility and Bond History (1998-2017)	61
Maintenance & Operations Levy History (1999-2021)	62
2017 School Bond Program	63
2012 School Bond Program	68
Facility Evaluations and Deferred Maintenance	69
Deferred Maintenance	69
Ameresco Asset Planner: Deferred Maintenance Planning Tool	72
Ameresco Asset Facility Condition Update, 2022	73
Safety and Security	80
Capital Funding and Cost Estimates	81
Funding Options for Capital Improvements	81
Construction Cost Estimates	83

District Updates, 2021-22

This section summarizes recent developments since the last major update of the Long Range plan.

COVID and Enrollment

The COVID pandemic that began near the end of the 2019-20 school year has resulted in an overall enrollment decline of roughly 800 students, mostly at the elementary level. Nearly all elementary schools continue to be down from pre-pandemic enrollment levels. This has eased pressure on several schools that were experiencing capacity pressure. Only one elementary school, Skyway, remains seriously over capacity (117%) at the end of the 2021-22 school year. Secondary schools as a whole also experienced some relief from the enrollment decline. Only Woodland Middle School remains seriously over capacity (126%) at the end of 2021-22. While most secondary schools are down in enrollment, Coeur d'Alene High School has seen its enrollment increase, placing it near capacity. (*See pages 35-38 for full details.*)

Due to the unexpected decline in the number of students, enrollment forecasts produced in 2019, and used as the basis for attendance zone adjustments approved in 2020, are no longer a reliable predictor of expected growth over the next seven years.

New Online School

The District has been preparing to launch an online school option for families, beginning in the 2022-23 school year. Coeur d'Alene Virtual Academy, which will feature a blend of online and in-person learning experiences, will initially serve students in grades 2 through 10. Enrollment opened in April 2022, and staff selection is in progress. As CDVA grows, it could help to alleviate crowding at some schools in the District.

Surplus Property Sales

In July 2021 the District sold the former Hayden Lake School site on Government Way in Hayden for \$2.3 million. Proceeds from the sale, coupled with the \$1.52 million sale of a vacant 10-acre parcel next to Hayden Meadows Elementary School in September 2020, will be used to acquire sites for future schools in areas of the district where residential growth is highest.

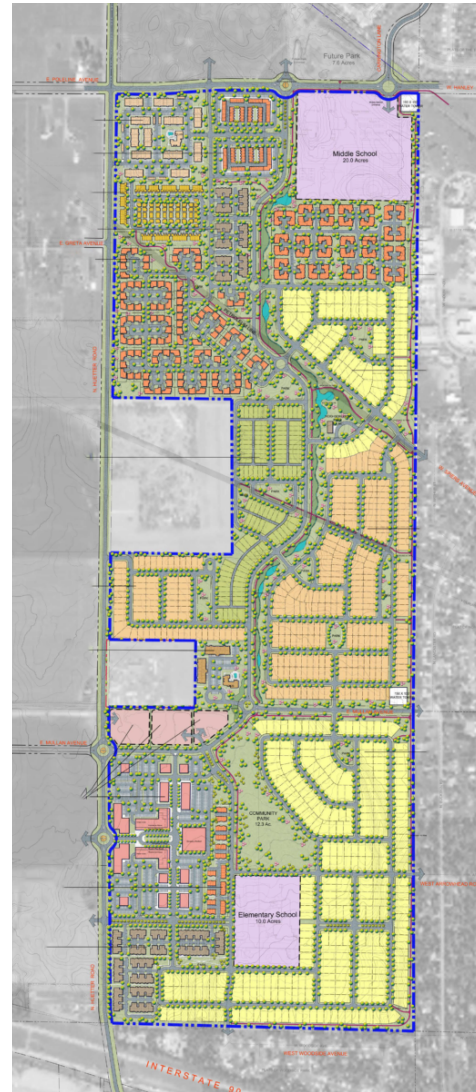
Boundary Adjustment

The Coeur d'Alene and Lakeland school districts jointly proposed a boundary adjustment in April 2021 to establish a clearer, more logical dividing line between the two districts and better align with future growth patterns and patron expectations. The first adjustment involves moving several large areas of undeveloped land to the north of Lancaster Road and west of Strahorn Road from the Coeur d'Alene District into the Lakeland District. The second adjustment concerns an area of largely undeveloped property south of Hayden Avenue and west of Huetter Road, to move from the Lakeland District into the Coeur d'Alene District. As of May 2022 the boundary adjustment was pending approval by the state Board of Education.

Growth and Construction

While the pandemic and economic concerns such as inflation, rising interest rates and high fuel costs have led to uncertainty, there is little indication that residential growth in Kootenai County is slowing. Housing construction is continuing at a brisk pace in the school district, in particular on the west and north ends. The planned Coeur Terre development along the east side of Huetter Road will bring an estimated 4,500 new residences into the district over the next 20-30 years. Developers currently are seeking to annex the 1,050-acre project site into the city of Coeur d'Alene.

Coeur Terre also affords the school district a unique opportunity to acquire land for future school sites within the development area. The District has worked with Lakeside Capital Group the past two years to identify two locations (*see map at right*) for schools that address immediate and long-term needs. This includes 20 acres in the northeast corner (south of Hanley Avenue) that would be large enough for a new middle school, and 10 acres on the south end (south of Arrowhead Road) that would be suitable for a new elementary school. Sewer and traffic impact studies are being developed and will factor in schools in these approximate locations. Access and connectivity is a high priority in the development, which will incorporate trails for easy access from neighborhoods to the potential school sites.



Housing Trends

In spring 2021 the Regional Housing and Growth Issues Partnership formed with the Kootenai Metropolitan Planning Organization, city and county officials, school districts and other civic organizations. The group (<https://rhgip.com/>) meets regularly to discuss issues such as workforce housing, the availability of land for schools, preservation of open space, and resident-owned communities. Operations Director Jeff Voeller represents Coeur d'Alene Public Schools in this partnership (*see Appendix A*). Key school district issues of concern include:

- The consequences of rapid growth and quickly diminishing options to bank land for future school sites.
- Means for the District to purchase and develop sites for new schools to be responsive to growth trends, or for consolidating/upgrading facilities for District operations.
- The impact of soaring housing costs on District staff recruitment and retention.
- Shifting demographics (such as families with school-aged children) stemming from the availability and affordability of housing in the District.

Bond Capacity

On April 18, 2022, the Board of Trustees received a bond and levy review from Eric Heringer, Managing Director of Piper Sandler. The report included an overview of the three types of available school levies (bond, plant levy, maintenance and operations levy) funded by property taxes, subject to voter approval; the District's current annual bond and supplemental levy total (nearly \$25 million); historical levy amounts, rates and approval margins; market value growth; school district levy rate comparisons; and a review of the District's bond structure and option for early pay-off of 2012 bonds. Heringer's report also covered options for future levy planning, including a plant levy with an approval requirement of 55%. Municipal bond interest rates, he noted, have increased steeply since the beginning of 2022.

The full report is available in Appendix B.

District Asset Conditions and Deferred Maintenance

On May 16, 2022, the Board of Trustees received a capital needs analysis presentation from Ameresco Asset Sustainability Group, which provides the District software and consulting services to evaluate and manage the condition of District facilities and assets. The updated look at all District facilities covered the life cycles of building systems and associated capital needs. This represents the District's deferred maintenance backlog, which is estimated at \$25.3 million in 2022, including \$21.7 million in high and urgent priorities. If unfunded, this liability is projected to grow to almost \$68 million within the next five years, and to \$101 million by 2032. The District's Facility Condition Index, which is used to track condition performance of buildings and quantify risk, increased from 3.9% in 2020 to 5.8% in 2020, Ameresco reports. If not addressed, the condition index is projected to reach the critical stage of 30% by 2036. An average annual investment of \$7 million in capital funding would keep the District's condition index in the good to fair range roughly over the next 20 years, according to Ameresco.

More details are available on pages 69-79, and the full report is available in Appendix C.

LRPC School Tours

In the 2021-22 school year, the Long Range Planning Committee met at several schools, culminating in tours with a focus on conditions, needs and recent investments:

- Oct. 25, 2021 - Woodland Middle School: Focus on crowding, use of portables, library classroom and other strategies to address capacity challenges.
- Nov. 29, 2021 - Lake City High School: Focus on improvements from 2017 bond
- Jan. 24, 2022 - Skyway Elementary School (virtual meeting): Focus on crowding, use of portables and other strategies to address capacity challenges. All classrooms now in use; Skyway will "need to be creative next year and combine smaller classes or put art on the cart." The school may need another portable, and remove cubbies from classrooms to provide more space for students.
- Feb. 28, 2022 - Northwest Expedition Academy: Focus on new facility and use
- April 11, 2022 - Lakes Middle School: Focus on improvements from 2017 bond

Population, labor and housing updates

The Long Range Planning Committee heard presentations from two area economists.

Economist Alivia Metts with the Metts Group:

Labor shortages are severe in our area, and wages are rising fast, especially for blue collar and manual services workers. Concerns include housing affordability and a shortage of workers, particularly for construction.

Other highlights:

- The greatest population growth in Kootenai County will be among residents 65 and older
- The county will continue to experience high in-migration from outside the state, and high growth in median housing price.
- Early retirements, deaths and smaller families are impacting the backfill of Baby Boomers exiting the labor force
- Projections indicate less educational attainment going forward. Much of this is driven by recovery from the pandemic for movies, restaurants, hotels and drinking establishments. The hot construction market also is contributing to less educational requirements as it carries out large-scale hiring in Idaho.
- Only a quarter of those in the workforce will have college degrees, while another quarter will have no formal educational credentials
- Industries experiencing the highest growth include construction; public administration; healthcare and social assistance
- Strong demand continues for all workers including those for front-line, entry-level jobs
- Employers need to streamline the hiring process without losing quality control

For the full report, see Appendix D

Economist Sam Wolkenhauer with the Idaho Department of Labor:

Birth rates have declined to the point that natural population growth is no more. People moving to North Idaho explain the high population growth, with a greater share of the population trending older.

Other highlights:

- The tight labor market stems from a high rate of retirements, skill level mismatch, choosy job seekers, and those relying on accumulated savings.
- Labor force participation is in decline; retirements will accelerate.

For the full report, see Appendix E

Recommendations (2022)

To adequately meet the District's immediate and emerging facility needs, the Long Range Planning Committee recommends the following actions:

Highest Priorities

Deferred Maintenance: The District's list of deferred maintenance projects continues to grow as buildings age and systems reach the end of their useful lifespan. The District has attempted to address deferred maintenance using a small annual allocation of state funds and, when available, proceeds from local construction bonds. Funding from the last voter-approved bond (2017) has been exhausted now, leaving the District with vastly inadequate resources to address deferred maintenance on an ongoing basis. This has placed the District on track to reach a critical stage of facility conditions by 2036, based on past spending patterns. With no new bond funding proposed or approved, the District will reach that critical stage much sooner. The District is running out of time to address its substantial deferred maintenance backlog.

Relying on construction bond programs to address deferred maintenance has proven to be unreliable, as the cost of new construction and building remodels has exceeded estimates and consumed bond funds intended for deferred maintenance work. More than once this has forced the District to postpone deferred maintenance priorities. For these reasons it is preferable to identify a dedicated and sufficient source of funding for the deferred maintenance program. It is time to establish a multi-year source of funding to address the critical backlog of facility needs, as identified through the District's Asset Planner tool (*pages 69-79*), beginning with projects identified as the highest priority for continuation of school and District operations. Safety and security needs (*page 80*), including replacement of security cameras and other equipment, also should be addressed through a dedicated funding source.

→ A School Plant Facilities Levy is the preferred funding mechanism to properly address the District's deferred maintenance needs. The Committee recommends the District give immediate consideration to placing an SPFL of up to 10 years on the ballot to fund deferred maintenance and safety priorities.

New middle school: Even with an overall drop in enrollment in the District in 2020, the district's three middle schools remain at or over capacity. Woodland Middle School is by far the most crowded (*pages 36-37*). For the 2021-22 school year, another portable classroom building was added to Woodland's campus, and nearly half of the school library was converted into a classroom – measures necessary to accommodate the high enrollment. With a high rate of housing development continuing in Woodland's attendance zone, this school will continue to experience the pressure of enrollment growth for the foreseeable future.

The District needs an additional middle school as soon as possible. This will allow the District to create a fourth attendance zone, reducing enrollment to manageable levels at Woodland, Lakes and Canfield middle schools, and accommodate anticipated growth on the west and north ends of the District. The District is working to complete the acquisition of a 20-acre site suitable for construction of a new middle school on the west side of the District, just east of Huetter Road.

→ The Committee recommends the District place a bond measure on the ballot to fund construction of a new middle school. This should be done in the next three years (2022-2025).

New elementary school: Elementary enrollment fell by 670 students between April 2020 and May 2021. As of March 17, 2022, elementary enrollment remained at nearly 600 students below the pre-pandemic level. It remains a challenge to project when we will see elementary enrollment recover to levels we had prior to the pandemic. Before Covid, the District had identified a new elementary school as a high priority in the next few years to accommodate anticipated residential development and growth, particularly on the west side and north end of the District. While the pandemic-induced enrollment decline across the District may have reduced the urgency for a new elementary school at this time, some elementary schools remain near capacity. That is most pronounced at Skyway Elementary School.

All of Skyway's classrooms, including the six in portables, were in use in the 2021-22 school year. As of March 24, 2022, Skyway served 622 students. Its capacity with existing portables is 650 students. Without portables, Skyway's capacity is 494 students. Projected new home construction in the Skyway attendance zone will continue to increase enrollment at a higher rate than most other elementary schools. Skyway could easily exceed capacity for the 2022-23 school year, and the situation there is likely to worsen in the coming years as more homes and multi-family housing developments are completed in that area.

Anticipating higher enrollment for the 2022-23 school year, the Skyway administration is preparing to combine smaller classes or place the art program "on a cart." Another option is to remove in-classroom cubbies to make more space for desks, and replace that storage with hallway lockers. Skyway also has contemplated adding a fourth 2-classroom portable building, although adding portables is in conflict with District goals to reduce the reliance on portables and eventually eliminate them entirely.

It is prudent to continue to evaluate elementary enrollment trends and space needs, and to plan for a new elementary school to serve the fast-growing neighborhoods on the west and north ends of the District. Opening a new elementary school would ease capacity pressure in some of our existing schools, and would keep classroom sizes in line with District goals. It would further allow the District to decommission portable classrooms at the elementary level, in accordance with long-stated objectives. Portables continue to be available for use at Atlas, Skyway, Hayden Meadows and Ramsey schools, either out of necessity or convenience. In a normal year, we have several hundred elementary students using these portable classrooms. In 2022-23 the

District should pursue new elementary enrollment projections to help determine when a new elementary school may be needed. Depending on the pace of growth over the next few years, it may be necessary to consider a new elementary school along with a new middle school in the same bond program. The District is close to securing a 10-acre site on the west side that is suitable for a new elementary school.

→ **The Committee recommends the District take the necessary steps to alleviate or prevent overcrowding at any elementary school, in particular Skyway Elementary School as it approaches full capacity with all six portable classrooms in use. Skyway may need immediate relief for the 2022-23 school year and beyond. At this time, the Committee sees two potential pathways for immediate and emerging elementary facility needs:**

- 1) Provide short-term space relief in schools as needed. This could include some minor modifications to classrooms; program adjustments to free up classroom space; use of portables; or other creative solutions.**
- 2) Pursue funding for a new elementary school, which would provide for a new attendance zone on the west side of the District that would reduce attendance in neighboring zones. This also would enable several schools to reduce or eliminate portable classrooms.**

Early Learning Center: In 2019 the District moved all of its developmental preschool classrooms to one location, the Early Learning Center. This is a leased building at Ramsey Road and Kathleen Avenue. The preschool program currently serves about 75 students in four classrooms plus a portable classroom. The preschool families and staff would benefit from being in a larger, District-owned facility.

→ **The Committee recommends the District explore options for incorporating the developmental preschool program (Early Learning Center) into the design for a new elementary school, recognizing that the ELC has unique needs for the population it serves and its own office staff. Alternatively, the District could provide a standalone permanent location for preschool operations.**

Public engagement: The District will need to invest in a public engagement and education effort to help the community understand these high-priority needs and to invite feedback from all affected stakeholders, including the families of students, District staff, property owners/ taxpayers, and voters. Content may include growth and enrollment trends, facility conditions and space constraints, funding limitations and revenue mechanisms, and projected impact on property taxes. This is a critical step in the process before any funding measures are placed on the ballot, and ideally would begin 6-12 months prior to the election date for a construction bond or plant facility levy.

Other Needs

Given the uncertainty of District enrollment growth in the wake of the Covid pandemic, as well as the effect that sharply rising housing costs and low inventory of affordable housing may have on school-age population growth, the Committee feels it is prudent at this time to re-evaluate the priority and timing of other facility needs during the 2022-23 school year. The District should, however, look for opportunities to incorporate any of these needs into other projects, particularly if that can achieve cost savings.

Other needs include, in no particular order:

Support Facilities: Consideration should be given to update and improve support facilities in the District (*page 60*):

- **Transportation:** A modern facility on a larger lot is necessary to accommodate bus parking, staff parking, driver lounge, adequate staff offices and additional service bays to work on buses and white fleet vehicles.
- **Technology Depot:** The current tech Depot on Best Avenue is in need of significant repair, update or replacement.

General: The Committee sees value in exploring opportunities to seek locations for a consolidation of District services: Nutrition Services, Maintenance and Transportation. A multi-purpose meeting/training space is needed as well, particularly for public meetings of high interest. A large room that can be partitioned would be preferable.

High Schools: The District may need to expand high school capacity, either through additions to one or more existing high schools or construction of a new high school, in the next 5-10 years.

Affordable Housing: In 2021 the District began to participate in community partnerships to examine and explore potential solutions to housing challenges that affect both District employees and families of students. We encourage the District to continue with these discussions and look for other opportunities to explore innovative partnerships to provide affordable housing in our community.

Submitted June 6, 2022

District Profile

Situated along North Idaho's Lake Coeur d'Alene and extending across 29 square miles of Kootenai County, Coeur d'Alene Public Schools is an education leader, promoting opportunities for innovation in



learning and inspiring excellence in everyone. District 271 serves the cities of Coeur d'Alene, Hayden, Hayden Lake, Dalton Gardens and Fernan Village, as well as adjacent unincorporated areas.

The District offers comprehensive K-12 instructional programs designed to provide students with a balance of knowledge, skills and dispositions that will support their success through their school journey and in future endeavors such as college, careers, military service, family, volunteer work and community involvement.

We serve 10,200 students in 18 schools: a developmental preschool, 11 elementary schools, three middle schools, two traditional high schools, and an alternative high school. We also support student opportunities at a joint professional-technical high school campus, KTEC, located in Rathdrum.

With a workforce of 1,450, District 271 is one of the largest employers in the five northernmost counties of Idaho and ranks sixth in enrollment size among Idaho's 114 public school districts.

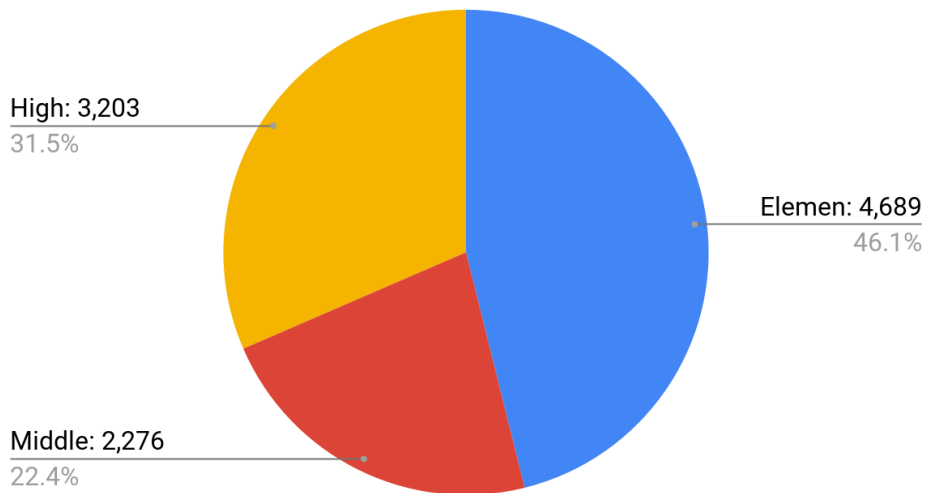
The success of our District relies on highly qualified and caring staff, the service of our Board of Trustees, strong community support, successful partnerships with nonprofit organizations and area businesses, and active volunteers, parent groups and school boosters. It is through the collaborative efforts of the community that Coeur d'Alene Public Schools continues to grow while successfully meeting the needs of all students

Student Demographics

Enrollment Snapshot

Coeur d'Alene Public School has a total enrollment of **10,186 students** as of May 12, 2022. This population represents approximately **6,400 households**. This includes 46% in elementary school (K-5), 22% in middle school (6-8), and 32% in high school (9-12). In addition, the Early Learning Center had 81 students enrolled in May 2022.

Enrollment by Level

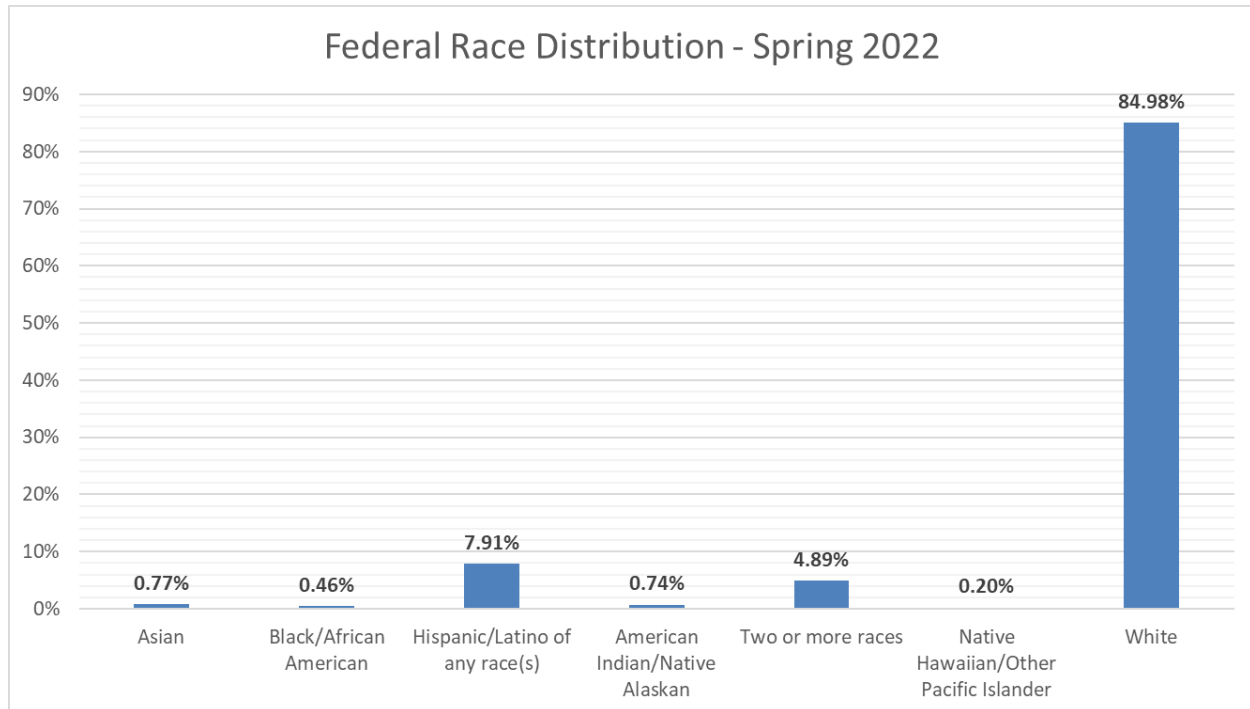


Enrollment History: 30 Years (Beginning of the school year)

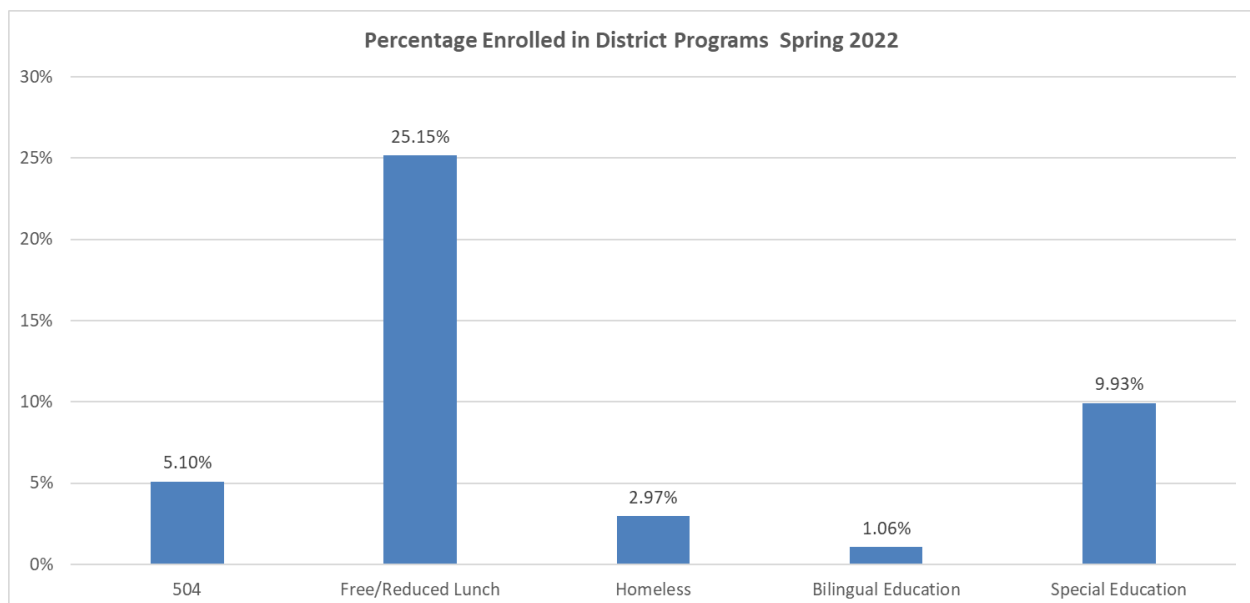
2021-22	10,242	2011-12	10,107	2001-02	9,100
2020-21	10,083	2010-11	10,197	2000-01	9,237
2019-20	11,108	2009-10	10,183	1999-00	9,272
2018-19	10,888	2008-09	10,278	1998-99	9,049
2017-18	10,836	2007-08	10,356	1997-98	8,742
2016-17	10,700	2006-07	10,258	1996-97	8,653
2015-16	10,711	2005-06	9,968	1995-96	8,496
2014-15	10,458	2004-05	9,732	1994-95	8,291
2013-14	10,344	2003-04	9,475	1993-94	8,055
2012-13	10,284	2002-03	9,252	1992-93	7,757

Race and Special Programs

86.55 percent of the student population is white. Other students identify as:



One in 4 students receives free or reduced-price meals in the District; nearly **one in 10** students participates in Special Education; and **one in 20** has a 504 Plan (disability accommodation).



Educational Programs



Coeur d'Alene Public Schools offers comprehensive K-12 instructional programs, including full-day Kindergarten, two magnet schools, STEM and expedition learning, a career and technical education high school, an alternative high school designed to help struggling students, college-level courses, before-and-after-school enrichment programs and more.

Our Special Education Department serves around 1,170 students through a variety of programs from preschool through early adulthood. Coeur d'Alene High School and Lake City High School compete in the Inland Empire 5A League. The 5A classification in Idaho is for schools with more than 1,280 students in grades 9-12.

For more details, see Appendix F.



Committee Background

In 1991, the District formed what became the Long Range Planning Committee. The committee was established to provide recommendations to the Board of Trustees regarding District facilities, programs and potential growth. It has evolved into a successful advisory body for the Board. Prior to 2008, the Long Range Plan was contained to a one- or two-page recommendation. The 10-year plan, bylaws and policy around levies and bonds were developed in 2008. The committee has had a role in developing plans, securing patron support and advocating funding for over 20 projects. Additionally, the committee has studied the feasibility of a variety of programming, including year-round school, small school vs. large school, magnet schools or schools of choice, and providing input to the Board on a variety of other issues.

Principles and Philosophy

In assessing needs and developing projects the Long Range Planning Committee is guided by a philosophy that advocates a balance between what is “best for kids” and wise management of public assets. It strives for facilities that support quality educational programming. It considers multiple sources of data in formulating its recommendations to the Board of Trustees. It is sensitive to the impact its funding recommendations have on taxpayers.

In addition, the committee is guided by the following principles:

- All District facilities should operate efficiently with safety and security measures in place.
- All schools should allow for an equitable education of students (when compared to other District schools at an equal level).
- Individual school enrollments should be appropriate to the building capacity (including portables).
- Ideally, schools should not operate with enrollments above the following:
 - Elementary Schools – 550
 - Middle Schools – 750
 - High Schools – 1,500
- Use of portables should be minimized/eliminated due to the following reasons:
 - Portables add enrollment beyond design capacities and stress core buildings
 - Portables are less efficient
 - Portables create safety and security challenges
- Building and remodel designs should maximize energy efficiencies and educational technologies

Curriculum Audit (2019)

In April 2019, the Board of Trustees for Coeur d'Alene Public Schools received the final report of a Curriculum Audit prepared by Curriculum Management Solutions, Inc.

Finding 5.3: Auditors concluded that the Coeur d'Alene Public Schools had adequate and well-maintained facilities to support the teaching and learning environment. Multi-year facility planning has started, but a comprehensive plan is needed to adequately replace or recondition aging facilities and handle growth patterns throughout the district. Many schools are near capacity or over capacity with a few portable buildings on some school grounds.

Recommendation 9: Design and implement a long-range facility planning process to provide for short-term and long-term facility and maintenance needs.

Providing and maintaining adequate educational facilities are major responsibilities of the board of trustees and district administration. The teaching and learning environment of a school district must be clean and safe with adequate space to support the effective delivery of the curriculum. School building designs need to provide adequate space and flexible use to support and enhance teaching and learning. Facilities need to be maintained in a manner that conveys to all stakeholders that the educational setting is a high priority.

Long-range facility planning is a must for effective use of funding to aid in increasing academic effectiveness and operational efficiency. Maximizing school building usage helps to create operational efficiencies. For school districts with multiple buildings serving the same grade levels, this means regular review and revision of attendance zones and policies affecting campus enrollments. Planning should be based on careful analysis of factors that affect learning environments such as enrollment trends, population shifts, curriculum needs, instructional practices, technology expectations, and the support services needed to maintain the system. Multiyear long-range facility planning ensures that a district is prepared for future economic and financial conditions.

While some components of a multi-year capital improvement plan are present, Coeur d'Alene Public Schools lacks a long-range facility plan to guide decision making regarding future facility needs. Teaching and learning facilities were found to be adequate in terms of space, physical condition, cleanliness, and general safety. Current classroom capacities across the district are adequate to meet enrollment needs. However, in light of population changes, shifts in community housing, and the intra-district transfer policy/procedure, the district's current attendance boundaries and school utilization need to be reviewed to ensure long-term academic effectiveness and operational efficiencies (see Finding 5.3).

Equity Framework (2020)

In 2020 the Board of Trustees adopted an Equity Framework for Coeur d'Alene Public Schools. Revisions to the Equity Framework are planned for 2022. Long-range facility planning in the District should align with the principles and guidelines outlined in the Equity Framework.



The new Equity Framework is intended to be used by the Board of Trustees to exercise its authority and decision-making capacity to guide the creation and maintenance of educational equity so that every student in Coeur d'Alene Public Schools achieves the Portrait of a Graduate outcomes. The framework also is to be used by District leadership to plan for, implement, and assess structures and systems that address educational equity across the district and to align decision

making with equity values and goals. The Equity Framework is intended to help the community understand partnerships and align these partnerships with the expectations of the Portrait of a Graduate outcomes and the accessibility of these outcomes for all students.

The framework contains the following guidance:

Facilities & Operations

Coeur d'Alene Public Schools uses data, technology, and diverse stakeholder input to regularly assess, reflect upon, and improve operations, practices, and conditions within the district. Ongoing efforts to create and maintain a physical environment that supports the needs of the academic program, staff, students, other users, and visitors who use the campus requires equitable allocation of facilities and operations resources. Additionally, we recognize the importance of nurturing strong community partnerships in order to meet the needs of our students. In service of these efforts, Coeur d'Alene Public Schools commits to regular examination of data, strengths and needs in several goals, including:

- Regular, critical review of current resources and processes
- Develop metrics within the capital improvement plan to measure and ensure equitable distribution of funds system wide, including deferred maintenance planning

- Evaluate transportation services to reduce costs, increase flexibility, minimize student commute time, and better meet the scheduling needs of school communities
- Reduce food and basic necessities insecurities of students
- Address open enrollment, transfer, and magnet policies and procedures to support equity across the district
- Train and coach staff on the use of continuous improvement practices such as project planning and management, change management, process improvement, and data based decision-making
- Organizational and professional development for operational staff

Long Range Planning Process

Appropriate facilities, learning spaces, instructional hardware and software, materials, equipment and all other instructional supports are distributed in an equitable and fair manner such that all learners can access academic standards, rigorous learning environments, caring school communities, and other school outcomes become possible.

- Maintain a 10-year plan that is reviewed and updated on an annual basis
- Maintain adequate capacities balanced across all schools
- Move toward elimination of portable classrooms, avoid situations that create a need for portable classrooms
- Develop and maintain strategies for land acquisition and future construction

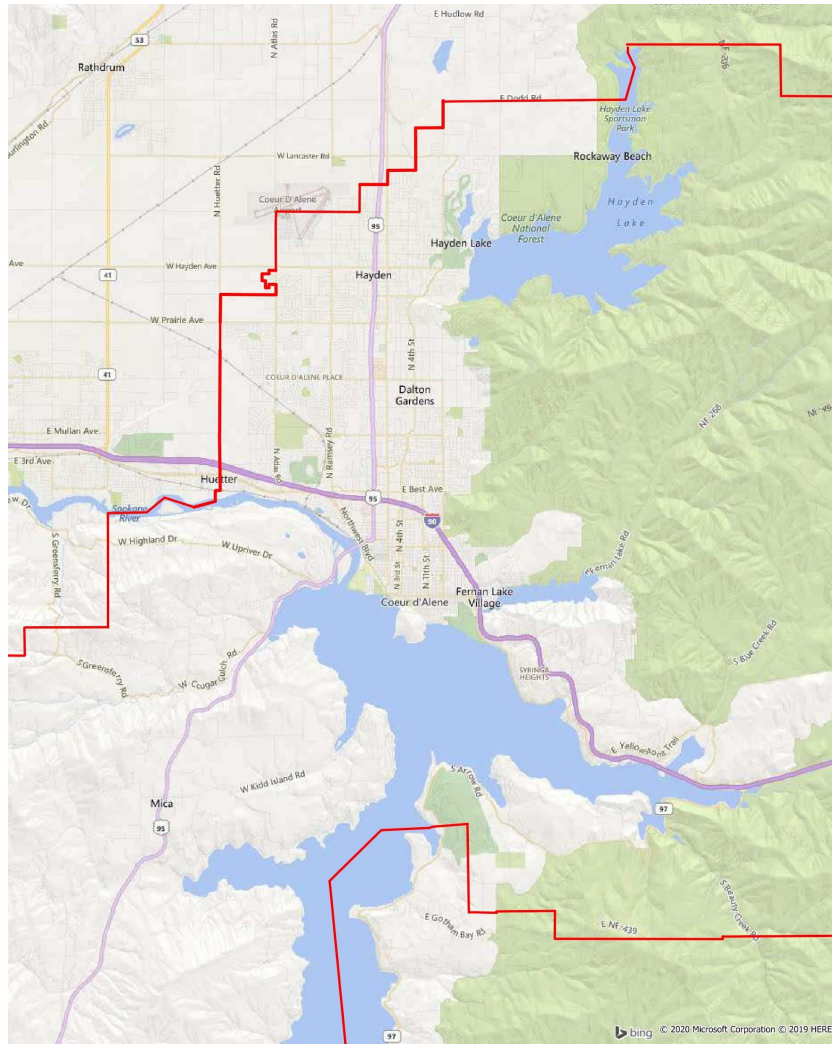
Overview of Sites and Facilities

Schools

The District serves approximately 10,200 students in 18 schools:

- 1** early learning center (developmental preschool)
- 11** elementary schools
- 3** middle schools
- 3** high schools

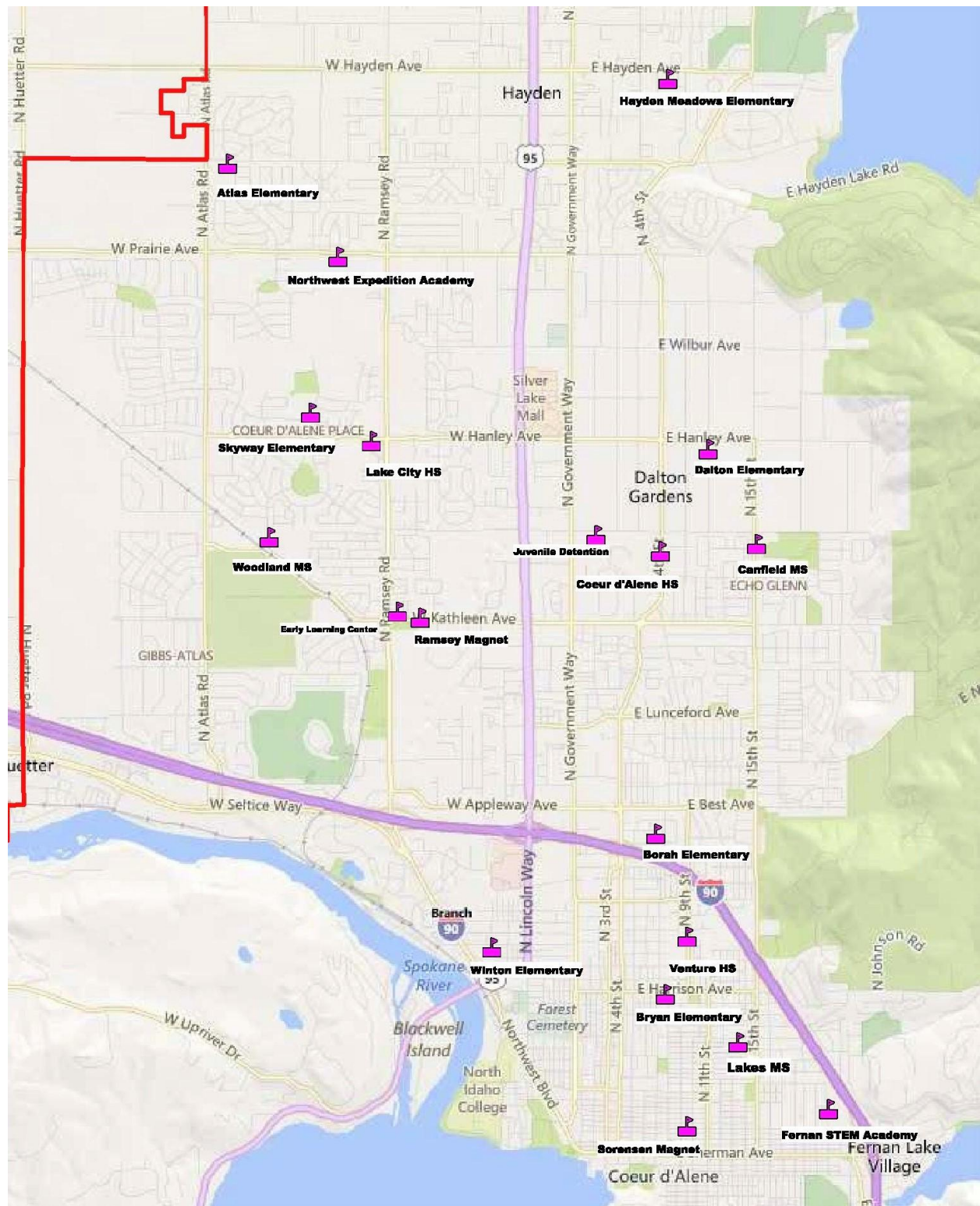
The District also offers student opportunities at a joint professional-technical high school, the Kootenai Technical Education Campus (KTEC) in Rathdrum, in partnership with the Post Falls and Lakeland school districts.



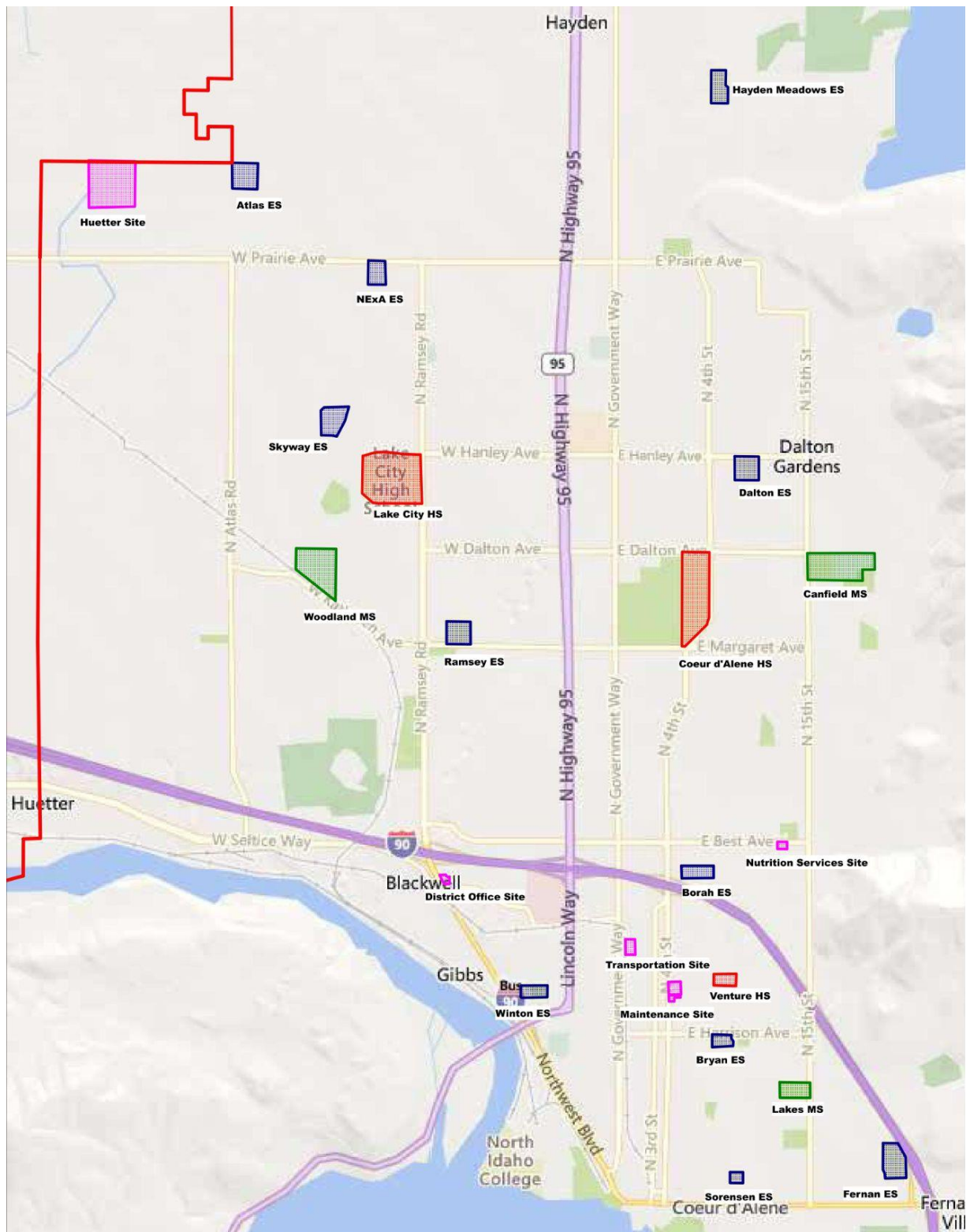
Support Facilities

The District maintains separate facilities in Coeur d'Alene for its District Office, Transportation Department, Maintenance Department, Nutrition Services Department, Book Warehouse, Technology Depot, and Midtown Meeting Center.

School Locations



District Assets



Asset Acreage

The District owns 17 school sites, four support service sites, and a 40-acre undeveloped site. Total acreage is 257.75.

Elementary	Acres	Secondary	Acres
Atlas	10	Canfield	20
Borah	5.73	Lakes	6
Bryan	4.07	Woodland	23.22
Dalton	10	Coeur d'Alene High	38.5
Fernan	12.5	Lake City High	43.77
Hayden Meadows	10	Venture	5.5
NExA	7.1		
Ramsey	10	Support	Acres
Skyway	10.5	Nutrition Services	0.98
Sorensen	1.51	Maintenance/Midtown	2.62
Winton	2.24	Transportation	2.5
		District Office	1.01
		Other	Acres
		Huetter property	40

School Size and Portable Classrooms

Total square footage of each school, listed in order of year constructed. District-owned facilities comprise over 1,414,000 square feet of space.

Excluding portable classrooms

School	Year	Square feet	School	Year	Square feet
Borah	1936	49,036	Hayden Meadows	1991	46,994
Lakes	1952	75,393	Fernan	1992	49,754
Sorensen	1957	37,627	Lake City	1994	201,572
Dalton	1960	41,568	Woodland	1998	99,980
Bryan	1962	46,603	Skyway	2000	52,287
CHS	1969	243,101	Atlas	2005	52,827
Ramsey	1975	61,670	Winton	2015	51,294
Canfield	1975	101,085	NExA	2020	53,355
Venture	1977	40,809	Early Learning Center (leased)	2019	13,750

Including portable classrooms

School	Year	Square feet	School	Year	Square feet
Ramsey	1975	66,950	Skyway	2000	57,719
Hayden Meadows	1991	50,502	Atlas	2005	58,315
Woodland	1998	105,496	Early Learning Center	2019	1,848

Inventory and age of portable classrooms (two classrooms per building)

School	Year	Classrooms	School	Year	Classrooms
Atlas	1989, 1989, 2003	6	Skyway	1990, 2003, 2003	6
H. Meadows	1989, 2016	4	Woodland	1989, 1989, 2005	6
Ramsey	1990, 1990, 1997	6	Lake City	2005	2 (Not in use)

Use and Phase-Out of Portable Classrooms

The District has relied on portable classrooms for years to supplement school capacity in areas where student enrollment exceeds capacity. Currently, 26 classrooms in 13 portable buildings are in use at four elementary schools and one middle school.

According to Hanover Research, "Portables can effectively provide additional program space at schools with facility constraints for a limited number of students. The use of portables is typically a temporary or supplemental enrollment balancing or program enhancement strategy. The District tries to control the number of portables at each



school. Once the number of portables used for regular classrooms exceeds 15% of the permanent classroom count, a school's infrastructure may not support the additional enrollment without negative impacts to instruction and student management." - *Practices for Anticipating District growth, February 2015*

The Board of Trustees along with District and school administrators have expressed strong interest in phasing out use of portable classrooms altogether. For several years the Long Range Planning Committee has recommended the District discontinue using portables.

Classroom additions at Coeur d'Alene High School and Lake City High School, funded from the 2017 bond program, allowed the District to remove all remaining portables at CHS and discontinue classroom use of portables at LCHS. In 2021, one portable (2 classrooms) was moved from LCHS to Woodland MS to provide temporary relief from increased enrollment until a new middle school can be built. To be able to decommission additional portables, new classrooms or schools will need to be constructed in the District.

Some of the drawbacks of portable classrooms include:

- Inconvenience (distance from bathrooms, exposure to inclement weather)
- Insufficient and/or noisy heating, cooling and ventilation systems
- Health concerns (air quality may trigger allergies and asthma in students and staff)
- Unique security challenges
- Users feel disadvantaged and disconnected from school community

Support Facility Size

Total square footage of each building.

Facility	Year	Square feet	School	Year	Square feet
Transportation	1960s	8,314	Midtown Meeting	2004	2,380
District Office	1994	20,868	Nutrition Services	1970	9,492
Tech Depot	2003	5,288	Book Warehouse	2018	2,925
Maintenance	2004	18,656			

Additions and Modernizations

Year of construction, years of additions and modernizations.

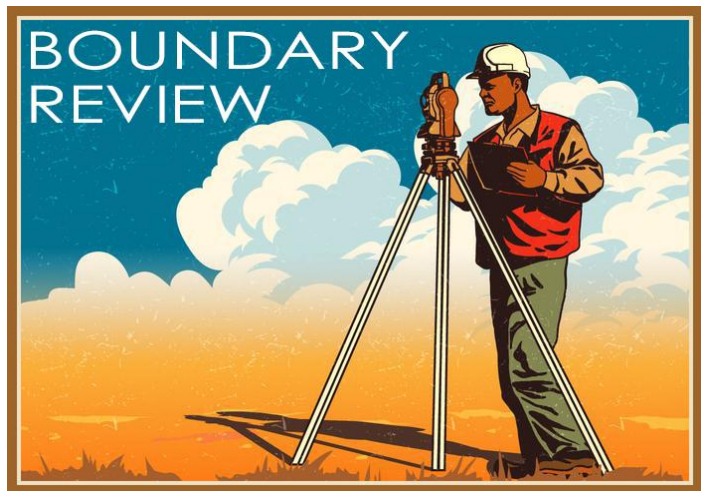
Facility	Year Built	Updated	Facility	Year Built	Updated
Atlas	2005		Canfield	1975	2013
Borah	1950	1960, 1973, 2014	Lakes	1952	1955, 1962, 1975, 2009, 2018-19
Bryan	1962	1973, 2014	Woodland	1998	
Dalton	1960	1962, 1999, 2018	CHS	1969	1974, 1976, 1980, 1994, 2001-02, 2013, 2018
Fernan	1992	2013	LCHS	1994	2013, 2018
H. Meadows	1991	2013	Venture	1977	2003
NExA	2020		District Office	1994	
Ramsey	1975	2005	Hayden school	1936	1956, 1960
Skyway	2000		Midtown	2004	
Sorensen	1957	2013	Maintenance	2004	
Winton	2015		Nutrition	1970	2005

Attendance Zones, Enrollment and School Capacity

2020 Boundary Review and Realignment

In 2019-20 the District worked with FLO Analytics to review and adjust the boundaries of school attendance zones. This initiative was driven primarily by the September 2020 planned opening of a new elementary school on West Prairie Avenue, the new home of Northwest Expedition Academy.

Additionally, the District used the opportunity to make adjustments to rebalance schools that were at or over capacity, and make decisions to help align for future growth. A key strategy was working to develop a feeder system from elementary school to middle school to high school.



Key Findings

Several key findings resulted in a boundary realignment for half of the elementary schools and two of the high schools, effective for the 2020-21 school year:

- The student residence count in the previous Winton Elementary School boundary was over double the capacity of the school.
 - Boundary was reduced in size but will see additional growth in 5-10 years due to anticipated residential development.
 - Consider another adjustment in 5-8 years, moving a portion of the zone north of Interstate-90 to a future new school zone.
- The Residential Development Study completed by FLO Analytics identified the majority of projected growth to occur along the west edge of the District, east of Huetter Road.
 - Over 500 acres of vacant land is projected to be mostly single-family homes.
 - These developments will provide an estimated 1,000-plus students.
 - This area is identified as the highest need for new school sites.
 - The projected growth will have the greatest impact on Skyway and Atlas elementary schools, Woodland Middle School and Lake City High School over the next 5-10 years.

Elementary Schools

- Skyway's attendance count is projected to remain high and grow to an unmanageable size within 5 years.
 - Impacted specifically by growth to the west and in the Coeur d'Alene Place development
 - A new elementary school in this region is necessary to manage this growth
 - Skyway will need to rely on portable classrooms until relief can be provided
- Atlas attendance count is also projected to grow over the next 10 years, though not as drastically as Skyway.
 - New elementary capacity is needed to offset this growth
 - Atlas will need to rely on portable classrooms until relief can be provided
- FLO Analytics and the Boundary Review Committee examined potential zone changes to schools in the southeast corner of the District but decided to spend the 2020-21 school year to further study schools in those areas.
 - Future changes being studied for Borah, Bryan, Fernan and Dalton could have a slight impact on Winton
 - Bryan has two unconnected areas in its zone. The School Board has indicated interest in contiguous boundaries in the future
 - Sorensen Magnet School has an impact on enrollment in surrounding schools. Magnet school policy and enrollment practices, including potential adjustments to Preferred Priority (overlay) Zones, may be tools that can mitigate impacts to neighboring schools.

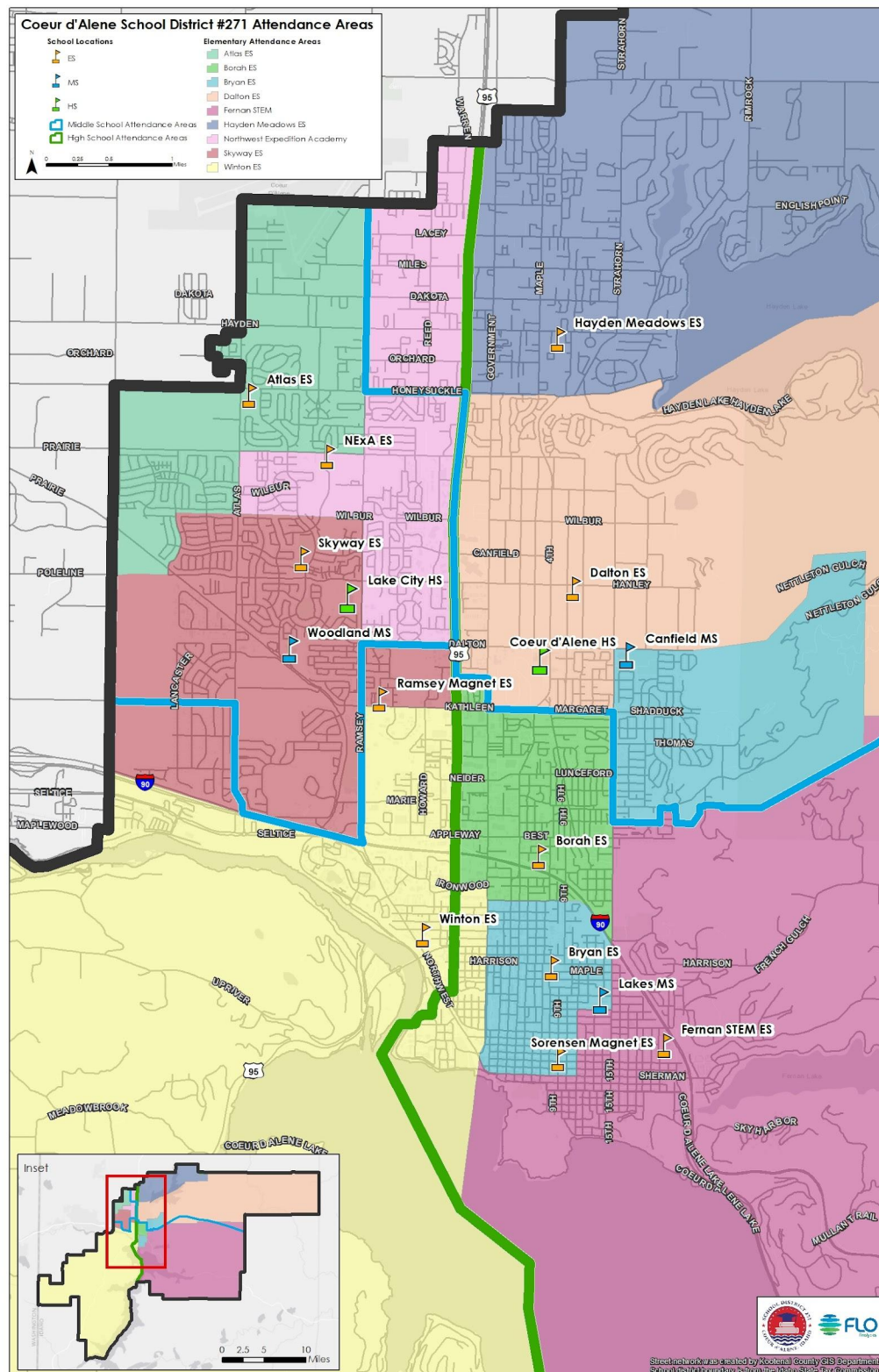
Middle Schools

- With all three middle schools currently over capacity, it became clear that relief would not be possible until a fourth middle school can be built and opened.
 - Any initial changes would immediately put Woodland at an unrealistic enrollment or require additional changes in the near future.
 - A feeder model is unobtainable with three middle schools feeding into two high schools.
 - With substantial residential growth expected along the western edge of the District, that is the target area for a fourth middle school

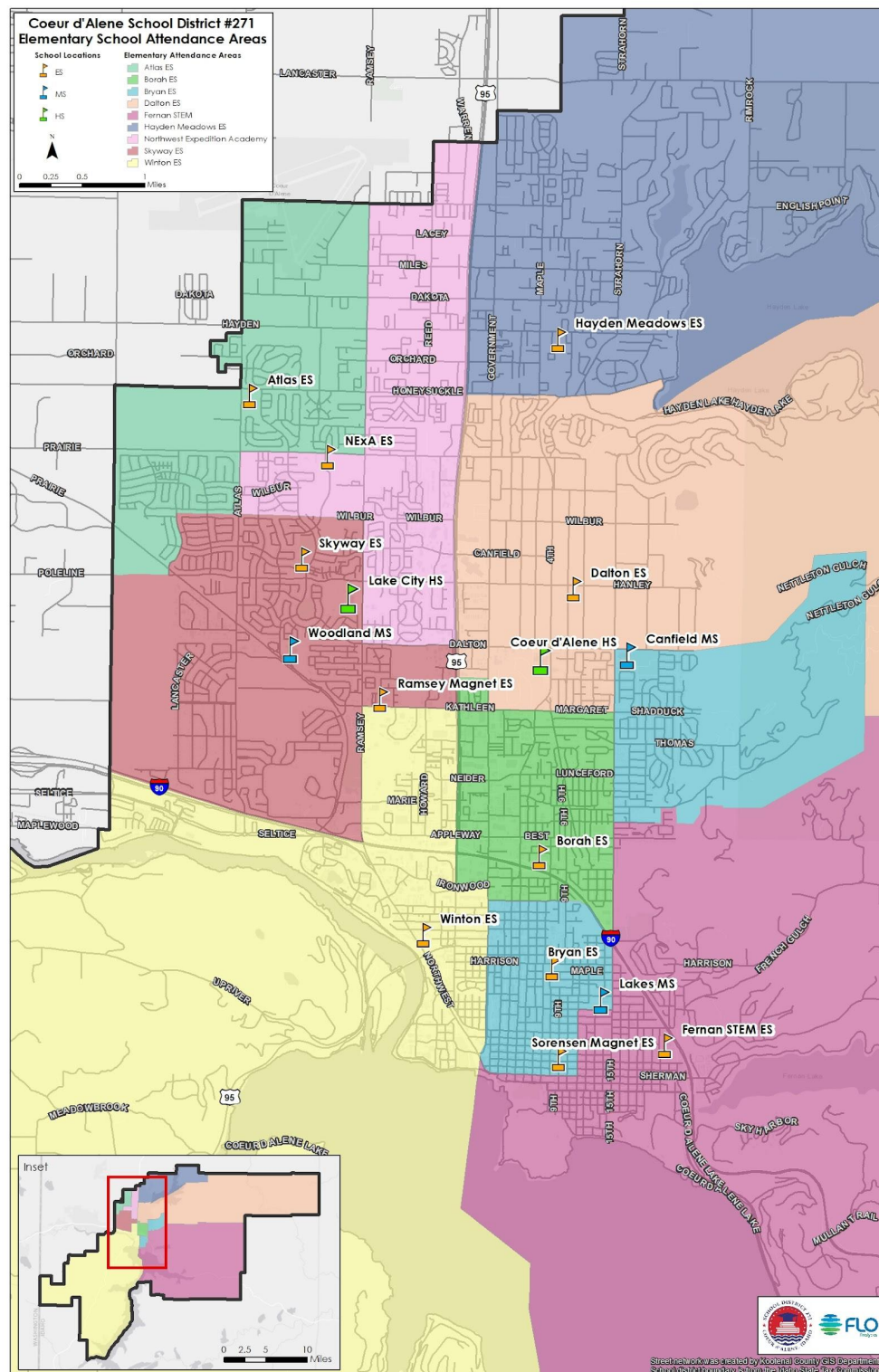
High Schools

- The enrollment at CHS remains relatively constant over the next 10 years and stays within capacity
- Enrollment at LCHS grows and will need future relief
- Future high school growth projections do not indicate the need for a full-sized 5A school (more than 1,280 students in grades 9-12), but do show a need for additional capacity in 5-10 years

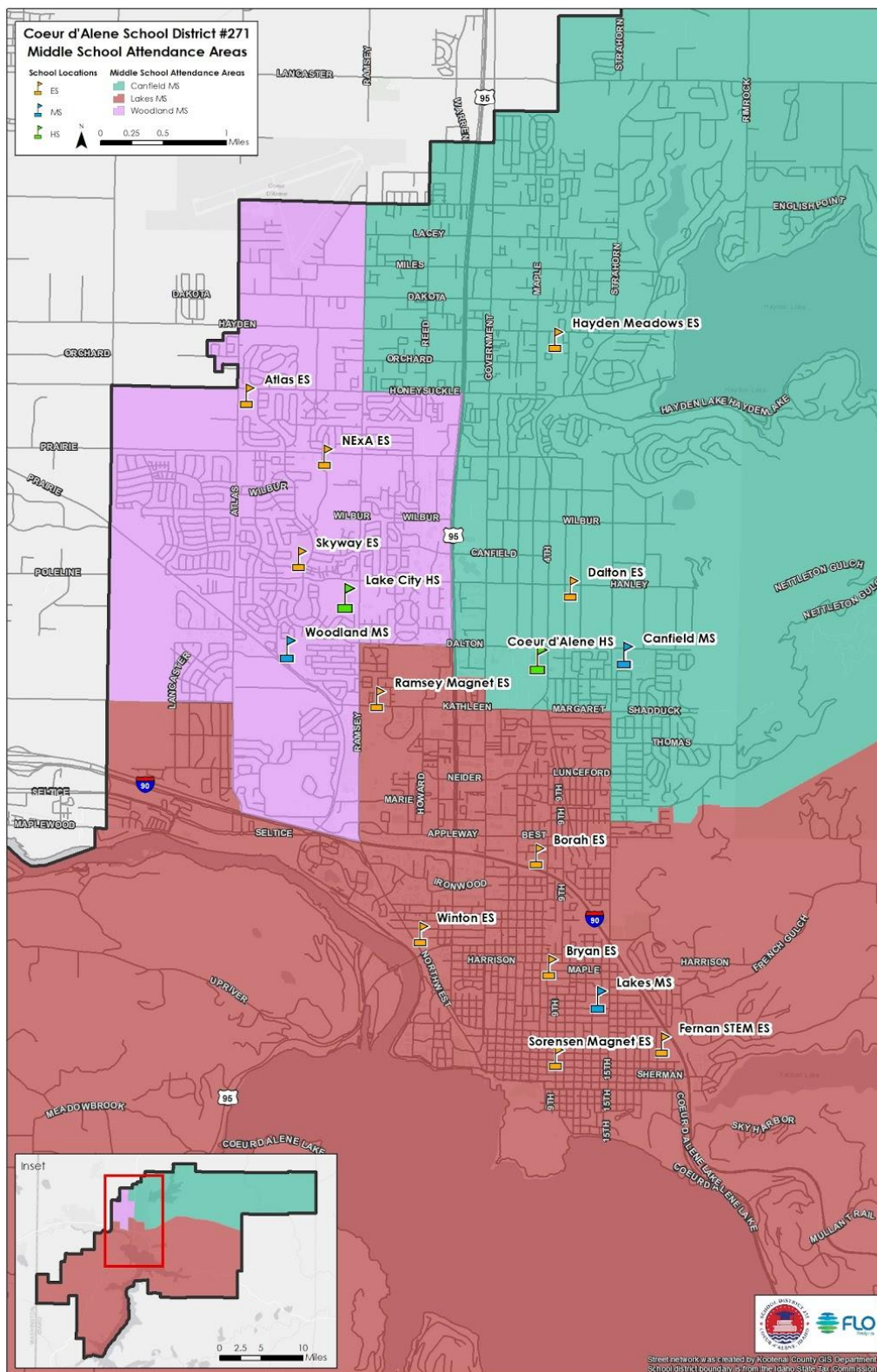
Overview of attendance zones as adjusted for 2020-21 school year



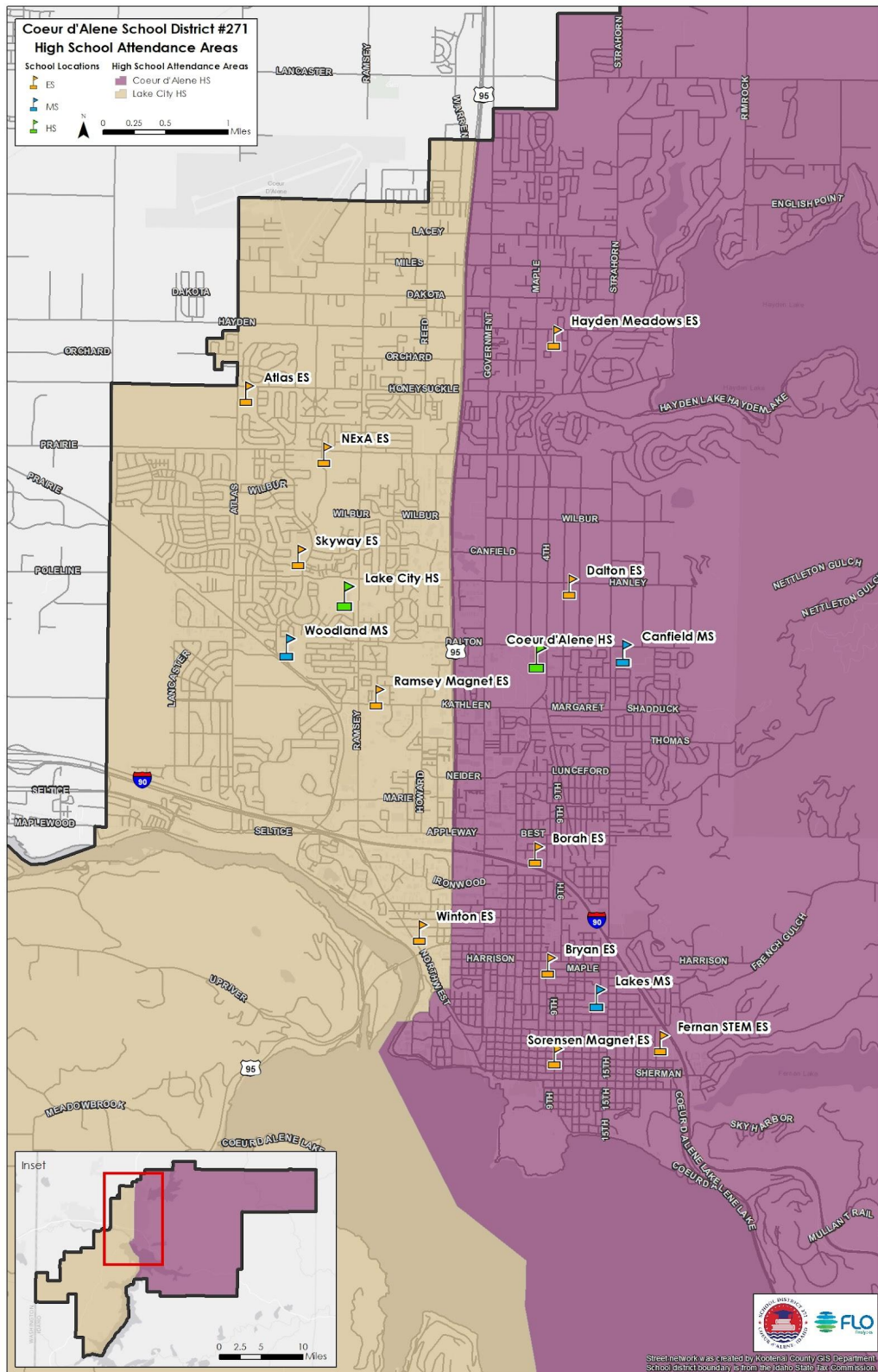
Elementary School zones as adjusted for 2020-21 school year



Middle School zones (no changes)



High School zones as adjusted for 2020-21 school year



Enrollment and Capacity: Elementary

This table shows elementary school enrollment in October 2019 compared with May 2022. In the fall of 2019, four elementary schools were overcapacity, two were at capacity and two more were nearing capacity. Following a steep drop in elementary enrollment in the first year of the COVID pandemic, only Skyway Elementary School remains well over capacity in 2022. Sorensen remains at capacity, and Hayden Meadows is approaching capacity.

School	Capacity, without portables	October 2019		May 2022		Enrollment Change
		Enroll- ment	Percent capacity	Enroll- ment	Percent capacity	2019 to 2022
Atlas	494	595	120%	442	89%	Down 153
Borah	390	348	89%	314	80%	Down 34
Bryan	416	406	97%	313	75%	Down 93
Dalton	442	438	99%	390	88%	Down 48
Fernan	442	426	86%	341	77%	Down 85
H. Meadows	491	494	100%	476	97%	Down 18
NExA ¹	546	NA	NA	485	89%	NA
Ramsey	572	738	129%	516	90%	Down 222
Skyway	494	644	130%	624	126%	Down 20
Sorensen	312	314	100%	314	100%	---
Winton	468	508	109%	393	84%	Down 115

¹ NExA - 2019 not reported as school was in a former location

Color Key
Nearing capacity
Over capacity

Enrollment and Capacity: Secondary

This table shows middle school and high school enrollment in October 2019 compared with May 2022. It also displays building capacity (not including portable classrooms, which are currently in use at Woodland Middle School). In 2019, all three middle schools were over capacity. In 2022, Woodland remains over capacity with about 130 students above what the building was designed to serve. Woodland accommodates the overcrowding through use of six classrooms located outside in portables. (See next page for details on Woodland's current portable classroom usage.)

School	Capacity, without portables	October 2019		May 2022		Enrollment Change
		Enrollment	Percent capacity	Enrollment	Percent capacity	2019 to 2022
Canfield	852	863	101%	753	88%	Down 110
Lakes	692	712	102%	625	91%	Down 87
Woodland	768	907	118%	898	117%	Down 9
Grades 6-8	2312	2482	109%	2276	98%	Down 206
CHS	1560	1450	92%	1538	99%	Up 88
LCHS	1590	1668	105%	1498	94%	Down 170
Grades 9-12¹	3150	3118	99%	3036	96%	Down 114
Venture*	255	175	72%	167	65%	Down 8

¹CHS and LCHS only

*Not a zoned school

Color Key
Nearing capacity
Over capacity

Woodland portable classroom use (2021-22)

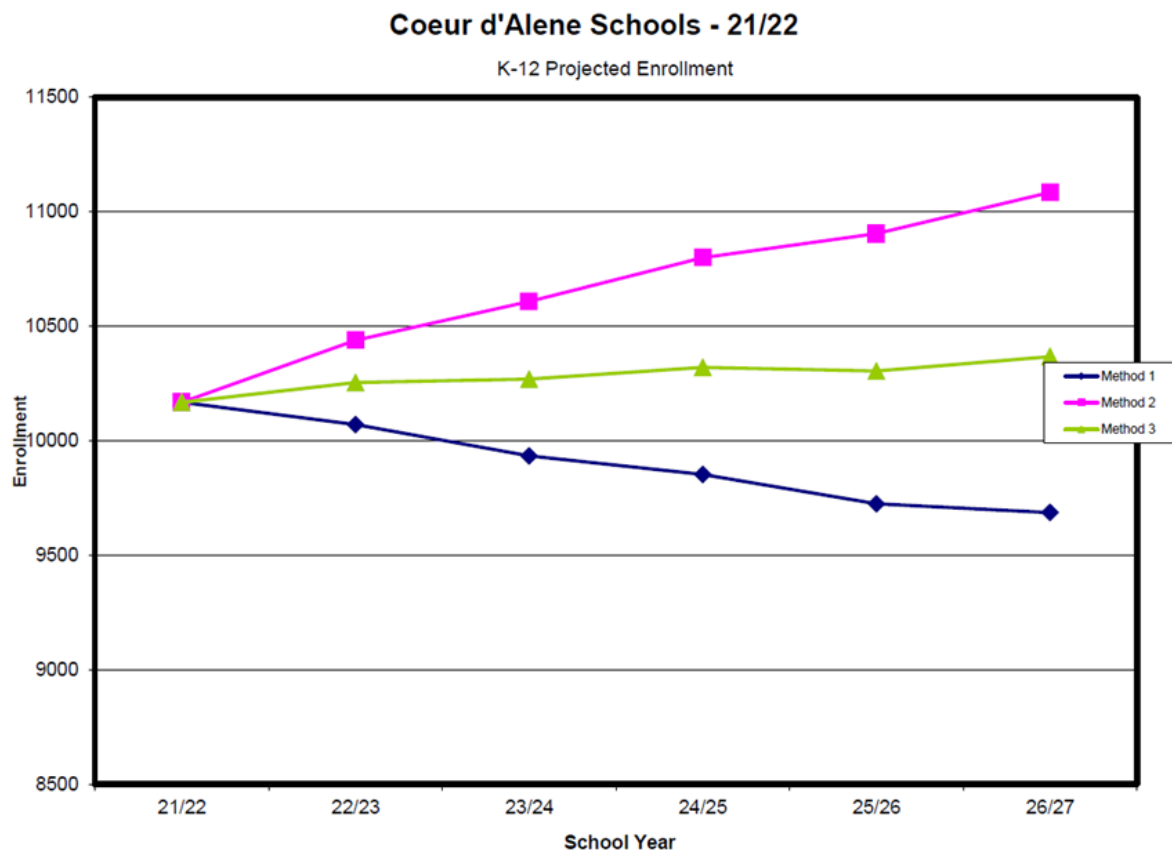
This table shows current portable classroom use at Woodland Middle School. Six classrooms in three portable buildings are in use this school year. Each student attending for one class period equals one student hour per day. Total use is nearly 700 student hours per day.

Portable classroom	Instructional periods	Student hours per day
209	1,2,5,6,7	137
210	1,2,3,5,7	127
110	1,2,5,6,7	135
109	1,3,6,7, advisory	143
112*	2,3,5	38
111*	1,2,3,5,6	104
		684

*New portable building for 2021-22

Enrollment Projection

In February 2022, Middle Cities Education Association provided the District an enrollment projection for the next five years (2022-23 to 2026-27), using three different models (see graph below). MCEA used three variations of the Cohort Survival Method to project enrollments. The survival method compares the number of students in a particular grade during the current year with the number of students in the next lower grade the previous year. (See Appendix G for full report.)



Capacity Model Guidelines

The District developed these guidelines in October 2019 as part of the attendance zone boundary review process.

Elementary Schools

- Counted total number of teaching classrooms, including Music and Art
- All Schools were given a deduct for standard programs that all schools should have and subtracted from the total number of classrooms
- Remaining Available Classrooms were multiplied by average class size of 26
- Schools with Portables were factored with and without portables
- Portable Classrooms were multiplied by average class size of 26

Ideal standard programs deductions:

- ALP (Accelerated Learning Program)
- Special Education/Extended Resource Room/Life Skills/Resource
- Title
- Art
- Music
- Two school-specific programming classrooms allocated where possible (such as sensory room, tech lab, science lab, STEM lab)

Exceptions to deductions:

- Schools that are not near Title School status (meaning they receive federal funds to help meet the educational goals of low-income students) were not allocated a Title deduct (Dalton, Sorenson, Skyway)
- Under this model we noticed the data seemed skewed for small schools with enrollment under 450:
 - Bryan only allocated 1 Program Specific Space
 - Due to limited space, Dalton and Sorensen were not allocated school-specific programming space
 - Borah was allocated 3 school-specific programming rooms to meet the need of the school
 - Fernan was allocated 3 Special Education rooms to account for its Life Skills Program, for which the rooms and playground were designed

Notables:

- Only 2 technology/computer labs remain (Borah and Hayden Meadows). Those were counted as a classroom space in this capacity model.
- Ramsey and Fernan have classes converted to specialty rooms. Those are counted as a classroom space.
- While Atlas, Fernan, Hayden Meadows and Skyway are configured similarly:
 - Hayden Meadows is designed with 1 additional classroom
 - Skyway does not get a Title deduct; not currently Title School eligible
 - Atlas and Fernan received 1 fewer program-specific deducts due to an existing sensory room in a small, non-conforming/non-capacity generating room
 - Hayden Meadows has seven deducts
 - Net Result: All 4 schools show the same capacity
- Many schools have more than one Special Education, Resource, Life Skills Program
 - The difference is made up in fewer grade-level sections, or a school-specific programming slot is allocated to that

A tab <School Comparison/Notes> has been added that compares programs at each school

- Several schools have small rooms (approximately 400-450 sq ft) that house programs such as ALP, Sensory or Title. These rooms were not counted in capacity.

Secondary schools

Similar to elementary schools, total number of classrooms were counted:

- Regular style rooms multiplied by 30 high school, 28 middle school
- Art, Band, Choir, Weights, PE, Industrial Arts and Drama rooms not counted or included in capacity
- Science rooms multiplied by 24
- Deduct for Middle School: 2 Special Education/Extended Resource Rooms/Life Skills/Resource and 1 Flex Space
- Deduct for High School: 2 Special Ed/ERR/Life Skills/Resource and 2 Flex Space
- Venture High School used 15 as standard class size
- No deducts made for Venture, which does not have a lot of flexibility

Recommended target school enrollment

Ideally, the target enrollment per grade level should not exceed 95 percent of the school capacity. This allows for new students coming into the attendance area to be enrolled in their zoned school without causing grade level crowding.

School Profiles

The following pages feature profiles of all 18 schools in the District and include:

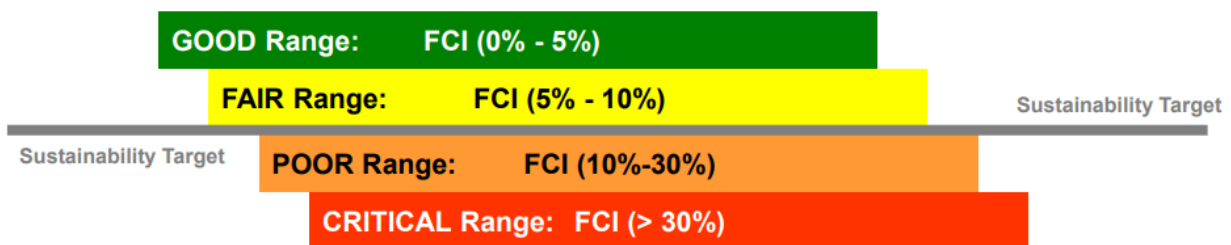
- 10-year enrollment history
- Facility Condition Index Score (*see below*) and Needs Assessment
- Grade configuration
- Year built
- Last renovation
- Site acreage
- Square footage
- Building capacity (without portable classrooms)
- Portable classrooms in use, if any
- Capacity with portables



FACILITY CONDITION INDEX (FCI)

The FCI is an industry standard index used to track condition performance of facilities and capital/asset portfolios. The FCI provides a consistent measurement of condition for a single building, group of buildings, or total portfolio.

Standard metric to identify and quantify Risk

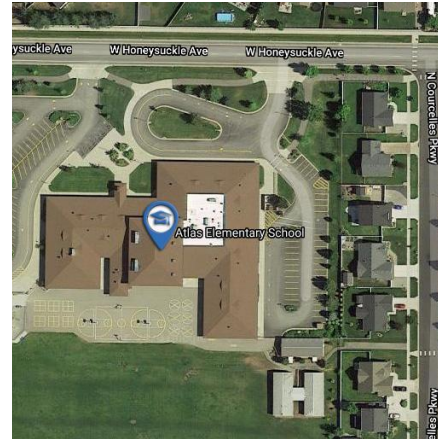


$$\text{FCI} = \frac{\text{Renewal and Repair Costs}}{\text{Replacement Costs (CRV)}}$$



Atlas Elementary School

3000 W Honeysuckle Ave, Hayden, ID



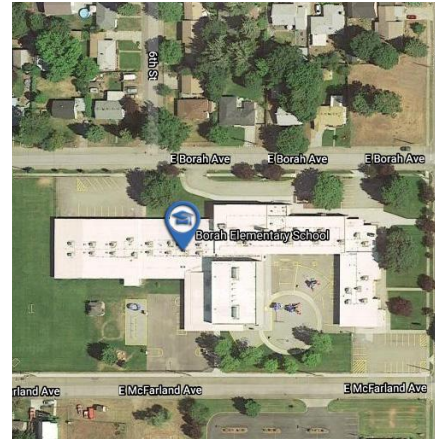
	ENROLLMENT		ENROLLMENT
2012	476	2017	604
2013	494	2018	645
2014	607	2019	594
2015	610	2020	415
2016	692	2021	426

Facility Condition Index Score	Needs Assessment
4.2	Re-roof complete facility Replace carpet Replace hot water heater Two older portables need upgrades

School	Atlas
Grade Configuration	K-5
Year Built	2005
Last Renovation	n/a
Acreage	10
Square Feet	52,827
Portable classrooms in use (2021-22)	0 of 6 available
Capacity	494
Percent capacity (2021-22)	86%
Capacity w/portables	650
Percent capacity w/portables (2021-22)	65.5%



Borah Elementary School
632 E. Borah Ave., Coeur d'Alene, ID



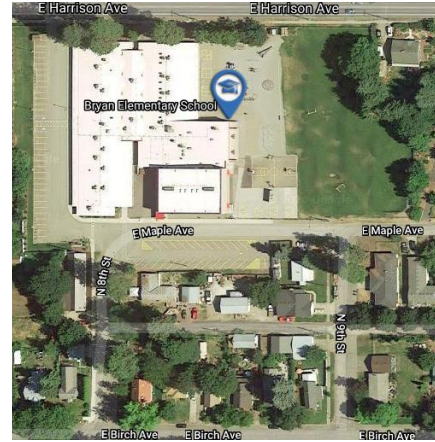
	ENROLLMENT		ENROLLMENT
2012	370	2017	415
2013	361	2018	362
2014	351	2019	345
2015	335	2020	299
2016	364	2021	332

Facility Condition Index Score	Needs Assessment
0.1	Replace kitchen water heater Borah would benefit from some cosmetic refresh, such as paint and landscaping
2012 Bond	Details
	Added gym Office area/entry remodel Added 4 classrooms Resided, new roofing New HVAC Remediated asbestos

School	Borah
Grade Configuration	K-5
Year Built	1950
Last Renovation	2014
Acreage	5.73
Square Feet	49.036
Capacity	390
Percent capacity (2021-22)	85%



Bryan Elementary School
802 Harrison Ave., Coeur d'Alene, ID



	ENROLLMENT		ENROLLMENT
2012	433	2017	412
2013	398	2018	408
2014	399	2019	403
2015	420	2020	355
2016	419	2021	318

Facility Condition Index Score	Needs Assessment
0.5	Replace 1 roof-top gas pack unit Exterior soffit paint Concrete repair on sidewalks
2012 Bond	Details
	Added gym Remodeled office, hallways, library Interior classrooms rebuilt New flooring and ceilings New library Remediated asbestos

School	Bryan
Grade Configuration	K-5
Year Built	1962
Last Renovation	2014
Acreage	4.07
Square Feet	46,603
Capacity	416
Percent capacity (2021-22)	76.4%



Dalton Elementary School

6336 Mt. Carroll, Dalton, ID



	ENROLLMENT		ENROLLMENT
2012	403	2017	442
2013	414	2018	437
2014	405	2019	442
2015	438	2020	357
2016	419	2021	371

Facility Condition Index Score	Needs Assessment
0.3	Replace water heaters Replace 2 HV units on gym Replace supply ducts in several areas Patch sinking asphalt
2017 Bond	Details
\$2.3 million	The 2018 expansion and remodel of Dalton Elementary School included two new classrooms and a new art room; expanding the gym to include a stage and music room; and creating a new media center. A new parking lot was added in fall 2017.

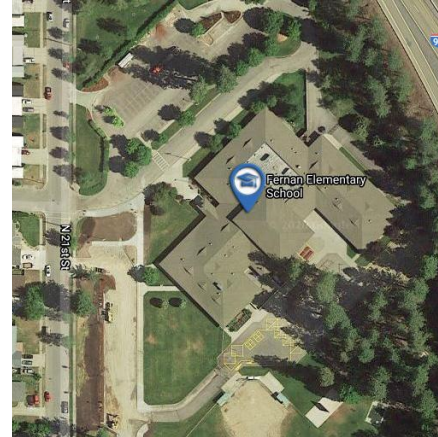
School	Dalton
Grade Configuration	K-5
Year Built	1960
Last Renovation	2018
Acreage	10
Square Feet	41,568
Capacity	442
Percent capacity (2021-22)	83.9%



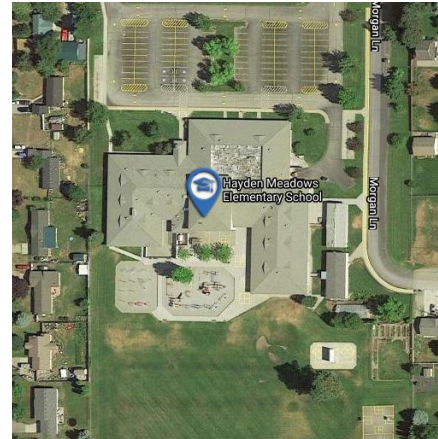
Fernan STEM Academy
520 N. 21st St., Coeur d'Alene, ID

	ENROLLMENT		ENROLLMENT
2012	433	2017	394
2013	461	2018	400
2014	497	2019	427
2015	547	2020	346
2016	480	2021	338

Facility Condition Index Score	Needs Assessment
8.5	Replace hot roof section Replace carpet in most rooms Replace water source heat pumps (38) Replace cooling tower (Recoated in 2021) Replace kitchen make-up air unit



School	Fernan
Grade Configuration	K-5
Year Built	1992
Last Renovation	2013
Acreage	12.5
Square Feet	49,754
Capacity	442
Percent capacity (2021-22)	76.4%



Hayden Meadows Elementary School

900 E. Hayden Ave., Hayden, ID

	ENROLLMENT		ENROLLMENT
2012	614	2017	538
2013	602	2018	523
2014	625	2019	492
2015	645	2020	409
2016	679	2021	456

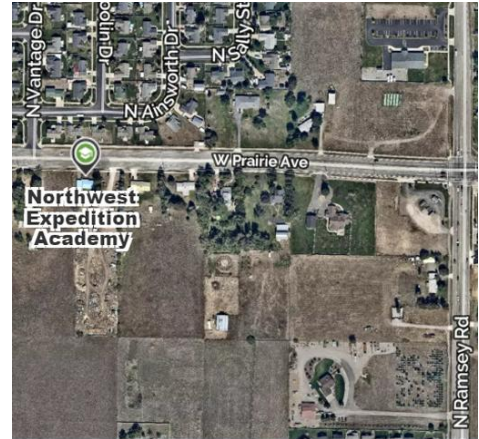
School	Hayden M.
Grade Configuration	K-5
Year Built	1991
Last Renovation	2013, 2017
Acreage	10
Square Feet	46,994
Portable classrooms in use (2021-22)	1 of 4 available
Capacity	494
Percent capacity (2021-22)	92.3%
Capacity w/portables	598
Percent capacity w/portables (2021-22)	76.2%

Facility Condition Index Score	Needs Assessment
9.2	Replace TPO roof - kitchen & mechanical room Replace entryway walk off tile Replace water source heat pumps (39) Replace cooling tower Replace cooling piping Replace exhaust fans in classrooms (20) Replace kitchen make-up air unit Replace 3 tab roofing Replace HVAC controls Older portables need upgrades
2017 Bond	Details
\$73,100	A new gym floor was installed in summer 2017. This replaced worn carpeting in the gymnasium.



Northwest Expedition Academy

2008 W. Prairie Ave., Coeur d' Alene



	ENROLLMENT		ENROLLMENT
2017	271		
2018	316		
2019	282		
2020	*448		
2021	491		

Facility Condition Index Score	Needs Assessment
0	NEW
2017 Bond	Details
\$12.5 million	Northwest Expedition Academy, the District's newest elementary school, relocated to its new facility in September 2020. This gave NExA additional capacity. Prior to that, the school operated for its first three years at the former Hayden Lake School site.

School	NExA
Grade Configuration	K-5
Year Built	2019-20
Last Renovation	-
Acreage	7.1
Square Feet	53,355
Capacity	546
Percent capacity (2021-22)	89.9%



Ramsey Magnet School of Science

1351 W. Kathleen, Coeur d'Alene, ID



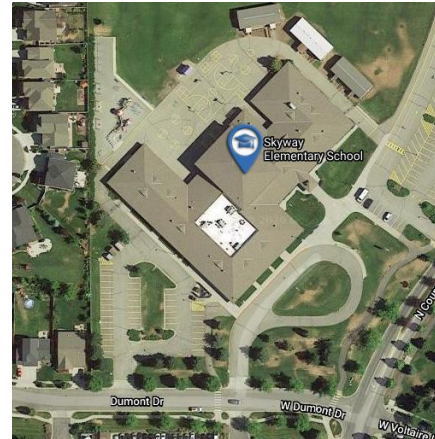
	ENROLLMENT		ENROLLMENT
2012	640	2017	732
2013	655	2018	713
2014	761	2019	738
2015	765	2020	531
2016	753	2021	509

School	Ramsey
Grade Configuration	K-5
Year Built	1975
Last Renovation	2005
Acreage	10
Square Feet	61,670
Portable classrooms in use (2021-22)	2 of 6 available
Capacity	572
Percent capacity (2021-22)	88.9%
Capacity w/portables	752
Percent capacity w/portables (2021-22)	67.7%

Facility Condition Index Score	Needs Assessment
3.2	Kitchen refurbish and upgrades Floor finishes in many areas Replace water heaters Replace domestic water supply piping Replace mini-split heat pumps Older portables need upgrades Replace asphalt in bus loop Replace walk-in cooler



Skyway Elementary School
6621 N. Courcelles Pk., Coeur d'Alene, ID

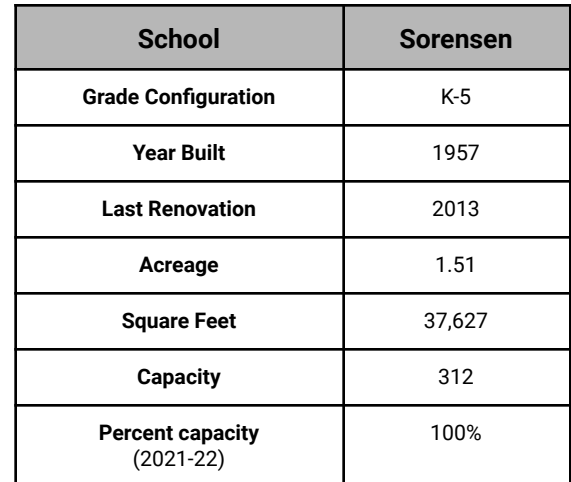
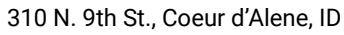


	ENROLLMENT		ENROLLMENT
2012	496	2017	603
2013	564	2018	613
2014	689	2019	644
2015	635	2020	526
2016	628	2021	602

Facility Condition Index Score	Needs Assessment
3.5	Replace TPO roof Replace 3 tab roof Replace water heaters Replace HVAC pumps Older portables need upgrades Repair fire suppression lines

School	Skyway
Grade Configuration	K-5
Year Built	2000
Last Renovation	-
Acreage	10.5
Square Feet	52,287
Portable classrooms in use (2021-22)	6 of 6 available
Capacity	494
Percent capacity (2021-22)	121.9%
Capacity w/portables	650
Percent capacity w/portables (2021-22)	92.6%

NOTE: All of Skyway's classrooms, including the six in portables, were in use in the 2021-22 school year. As of March 24, 2022, Skyway served 622 students. Its capacity with existing portables is 650 students. Without portables, Skyway's capacity is 494 students. Projected new home construction in the Skyway attendance zone will continue to increase enrollment at a higher rate than most other elementary schools. Skyway could easily exceed capacity for the 2022-23 school year, and the situation there is likely to worsen in the coming years as more homes and multi-family housing developments are completed in that area.



Facility Condition Index Score	Needs Assessment
2.1	Replace water heaters Replace playground fence Patch vinyl in bathrooms
2012 Bond	Details
	Gutted building except gym Rebuilt stage area/music room Classrooms updated Added front office Remodeled kitchen/lunchroom, library Exterior siding New flooring, ceilings, windows New HVAC

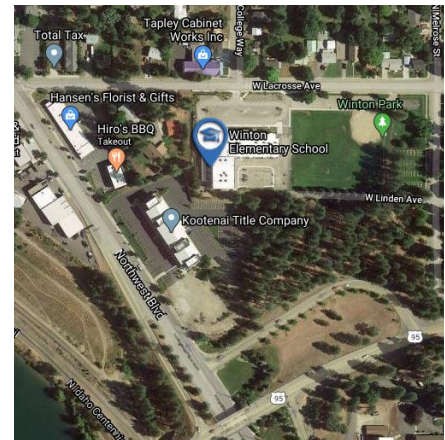


Winton Elementary School

2101 W. Ste. Michelle, Coeur d'Alene, ID

	ENROLLMENT		ENROLLMENT
2012	323	2017	483
2013	319	2018	500
2014	327	2019	508
2015	444	2020	355
2016	453	2021	387

Facility Condition Index Score	Needs Assessment
0.1	Refinish floor in kitchen

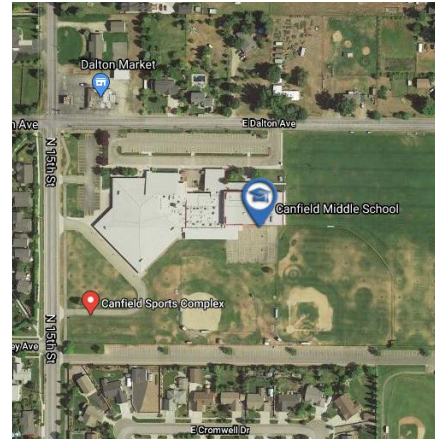


School	Winton
Grade Configuration	K-5
Year Built	2015
Last Renovation	-
Acreage	2.24
Square Feet	51,294
Capacity	468
Percent capacity (2021-22)	82.7%



Canfield Middle School

1800 E. Dalton, Coeur d'Alene, ID



	ENROLLMENT		ENROLLMENT
2012	n/a	2017	799
2013	n/a	2018	846
2014	796	2019	863
2015	773	2020	768
2016	799	2021	745

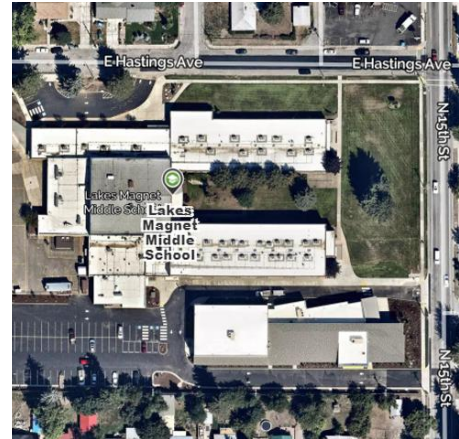
Facility Condition Index Score	Needs Assessment
6.5	Replace stair treads in gym Replace floor finishes in several areas Replace water heaters Replace boiler Replace HVAC units over gym Replace make-up air units in several areas
2012 Bond	Details
	Added gym Added 8 classrooms Tied two wings together New HVAC New flooring, ceiling, electrical

School	Canfield
Grade Configuration	6-8
Year Built	1975
Last Renovation	2013
Acreage	20
Square Feet	101,085
Capacity	852
Percent capacity (2021-22)	87.4%



Lakes Middle School

930 N. 15th Street, Coeur d'Alene, ID



	ENROLLMENT		ENROLLMENT
2012	n/a	2017	632
2013	n/a	2018	687
2014	606	2019	712
2015	618	2020	665
2016	593	2021	634

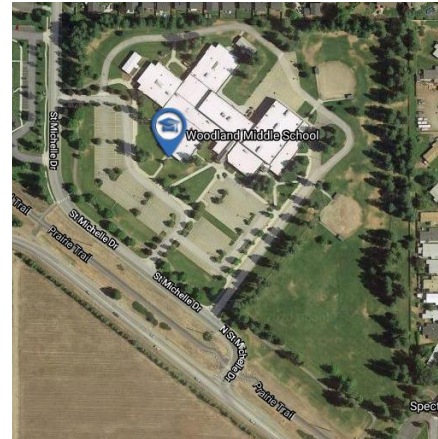
Facility Condition Index Score	Needs Assessment
2.4	Repair brick veneer Replace drop curtain in old gym Upgrade plumbing fixtures to hands Free/low flow Replace water heaters Replace kitchen exhaust fans Replace ventilation fans in gym
2017 Bond	Details
\$5.7 million	Expansion of Lakes Middle School featured a new media center, practice gym, remodeled locker rooms, expanded front office, new band and choir rooms, expanded woodshop, new parking lot, basketball courts, and track.

School	Lakes
Grade Configuration	6-8
Year Built	1952
Last Renovation	2018-19
Acreage	6
Square Feet	75,393
Capacity	692
Percent capacity (2021-22)	91.6%



Woodland Middle School

2101 W. Ste. Michelle, Coeur d'Alene, ID



	ENROLLMENT		ENROLLMENT
2012	n/a	2017	851
2013	n/a	2018	854
2014	824	2019	907
2015	855	2020	839
2016	865	2021	889

Facility Condition Index Score	Needs Assessment
9.7	Replace TPO roofing Replace folding partitions between several classrooms Replace VCT flooring Replace carpeting in classrooms, pods and hallways Replace sheet vinyl in kitchen Replace water heaters Replace water source heat pumps (50) Older portables need upgrades

School	Woodland
Grade Configuration	6-8
Year Built	1998
Last Renovation	-
Acreage	23.22
Square Feet	99,980
Portable classrooms in use (2021-22)	6 of 6 available
Capacity	768
Percent capacity (2021-22)	115.7%
Capacity w/portables	936
Percent capacity w/portables (2021-22)	95%

NOTE: Woodland Middle School is projected to have the most significant capacity impact due to high residential growth in the area. In 2021, a third portable building was added behind the school, and the library was modified to add a learning lab to increase capacity until a fourth middle school can be constructed in the District. In 2020, the main entrance was remodeled to create a secure vestibule entrance.



Coeur d'Alene High School

5530 N. 4th Street, Coeur d'Alene, ID

	ENROLLMENT		ENROLLMENT
2012	n/a	2017	1439
2013	n/a	2018	1318
2014	1467	2019	1450
2015	1483	2020	1522
2016	1432	2021	1615

Facility Condition Index Score	Needs Assessment
8.5	Repair EFIS exterior walls Replace TPO roofing 700 and 100 halls Replace room partitions in several rooms Floor and ceiling repairs throughout Update to hands-free/low-flow plumbing fixtures Replace water heaters Replace HVAC in 700 hall, 100 hall library and counseling offices Replace water supply line to stadium/concession area
2017 Bond	Details
\$7.1 million	CHS was expanded with eight new classrooms, replacing portable classrooms, on the northwest end of the school. The project also resulted in a larger competition gymnasium (Viking Court), as well as new wrestling and weight rooms. A new student/event entry was added, and a multipurpose room.



School	CHS
Grade Configuration	9-12
Year Built	1969
Last Renovation	2018
Acreage	38.5
Square Feet	243,101
Capacity	1,560
Percent capacity (2021-22)	103.5%

NOTE: In 2021 the 100 and 200 wings were remodeled to create interior hall access to classrooms and create a secure vestibule entrance to the main office.



Lake City High School

6101 N. Ramsey Rd., Coeur d'Alene, ID



	ENROLLMENT		ENROLLMENT
2012	n/a	2017	1689
2013	n/a	2018	1595
2014	1571	2019	1668
2015	1651	2020	1720
2016	1645	2021	1595

Facility Condition Index Score	Needs Assessment
7.5	Replace water heaters Replace water source heat pumps (105) Replace rooftop air handlers Replace asphalt in bus loop and patches in other parking areas
2017 Bond	Details
\$6.2 million	Lake City High School gained 10 new classrooms in 2018 with an addition on the south side of the school. The project also included a new auxiliary gym and locker rooms, a new wrestling room, and a new weight room.

School	LCHS
Grade Configuration	9-12
Year Built	1994
Last Renovation	2018
Acreage	43.77
Square Feet	201,572
Capacity	1,590
Percent capacity (2021-22)	100.3%

NOTE: In 2020 the main entrance was remodeled to create a secure vestibule entrance.



Venture High School

2101 W. Ste. Michelle, Coeur d'Alene, ID

	ENROLLMENT		ENROLLMENT
2012	n/a	2017	148
2013	n/a	2018	152
2014	123	2019	175
2015	123	2020	155
2016	129	2021	168

Facility Condition Index Score	Needs Assessment
2.4	Replace sheet vinyl in kitchen Upgrade plumbing fixtures to hands-free/low-flow Update Johnson HVAC controls Replace water heaters



School	Venture
Grade Configuration	9-12
Year Built	1977
Last Renovation	2003
Acreage	5.5
Square Feet	40,890
Capacity	255
Percent capacity (2021-22)	65.8%

NOTE: In 2020 the main entrance was remodeled to create a secure vestibule entrance.

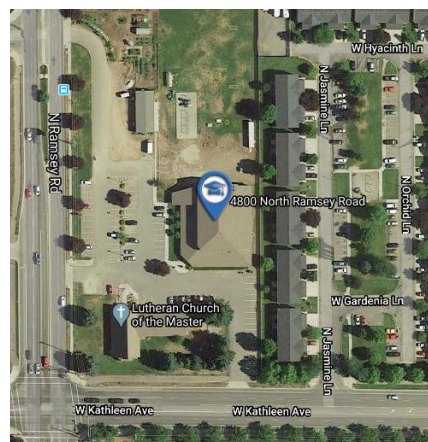


CDA Early Learning Center

4800 N. Ramsey Road, Coeur d'Alene, ID

	ENROLLMENT		ENROLLMENT
2012	275	2017	73
2013	252	2018	89
2014	n/a	2019	100
2015	n/a	2020	51
2016	116	2021	44

Facility Condition Index Score	Needs Assessment
Leased Facility - Not Assessed	



School	Atlas
Grade Configuration	PreK
Year Built	1936
Last Renovation	1960
Acreage	-
Square Feet	13,750
Capacity	-
Capacity w/portables	-
Program Utilization*	-

NOTE: The Secondary Transition Education Program (STEP) is for students with disabilities between the ages of 18 and 21 who benefit from additional time to work on key skills, such as independence, education and employment. STEP began using portable classrooms adjacent to the Early Learning Center in the 2021-22 school year.

Other District Owned Facilities

Name	Year	FCI	Needs
District Office	1994	10.2	Repair EFIS on Exterior Walls Replace Gutters Replace HVAC System (1 of 3 units replaced in 2021) Replace Johnson Edison HVAC Controls
Nutrition Services	1973	2.7	Replace Furnaces, Unit Heater and Controls Update Fire Alarm System
Maintenance	1970s	9.3	Replace gutter Replace Water Heater Replace A/C units in Server Room Replace electrical service and branch wiring Replace flooring Replace plumbing fixtures Install Fire Alarm Replace Compressor
Midtown	2004	2.1	Replace Water Heater Install Fire Alarm System
Tech Depot	1972	13.5	Reroof Replace Flooring Replace Plumbing Fixtures and Bathroom Partitions Replace Water Heaters Replace HVAC Units
Transportation	1960	16.9	Replace Exterior Windows Replace Exterior Doors Replace Plumbing Fixtures Replace Electrical Service and Branch Wiring Replace Water Heaters Replace Bathroom Fans Install Fire Alarm and Security System Transportation would benefit from a new facility with additional bathrooms to eliminate the use of portable toilets, increased bus bays for repairs, additional parking for buses and employees, a larger and updated driver lounge, and improved office space.

Capital Projects

School Plant Facility and Bond History (1998-2017)

March 2017 Bond: \$35.5 million, 15 years

Passed with 77.33% approval

- Coeur d'Alene High School – expansion
- Lake City High School – expansion
- Dalton Elementary School – expansion and renovation
- Lakes Middle School – expansion and renovation
- Northwest Expedition Academy – new elementary construction
- Allocated \$1 million toward the purchase of 40 acres (Prairie Ave. & Huetter Rd.)

August 2012 Bond: \$32.7 million, 13 years

Passed with 71.64% approval

- Borah, Bryan, Sorensen, Canfield – remodel
- Winton Elementary School – new construction
- Enhanced/replaced HVAC at LCHS, Hayden Kinder Center, Hayden Meadows, Fernan

August 2010 Plant Facility Levy: \$5.37 million, 2 years

Passed with 65.16% approval

- KTEC construction

May 2008 Plant Facility Levy: \$31.05 million, 2 years

Failed with 47.3% approval

- Demolish and rebuild Lakes
- New elementary school
- Technology, land acquisition

March 2006 Plant Facility Levy: \$29.78 million, 4 years

Failed with 44.81% approval

- Demolish and rebuild Lakes
- Remodel or replace Winton
- New elementary school
- Remodel Borah
- Computers and technology, safety and energy conservation

May 2002 Plant Facility Levy: \$23.07 million, 4 years

Passed with 82.24% approval

- Atlas Elementary School – new construction
- Project CDA, Ramsey, Lakes – remodels
- Purchase computers; safety and energy conservation needs

May 1998 Plant Facility Levy: \$19.81 million, 4 years

Passed with 77.6% approval

- Skyway Elementary School – new construction
- Dalton Elementary – addition
- CHS – remodel

Maintenance & Operations Levy History (1999-2021)

March 2021 Levy: \$40 Million, 2 years

Passed with 59.95% approval

March 2019 Levy: \$40 million, 2 years

Passed with 69.6% approval

March 2017 Levy: \$32 million, 2 years

Passed with 79% approval

March 2015 Levy: \$30 million, 2 years

Passed with 72.8% approval

March 2013 Levy: \$27.1 million, 2 years

Passed with 66.2% approval

March 2011 Levy (Option 1): \$15.66 million, 2 years

Passed with 64.5% approval

March 2011 Levy (Option 2): \$10 million, 2 years

Passed with 55.2% approval

April 2009 Levy: \$15.66 million, 2 years

Passed with 74.1% approval

May 2007 Levy (Option 1): \$14.6 million, 2 years

Passed with 72.6% approval

May 2007 Levy (Option 2): \$3 million, 2 years

Passed with 68.4% approval

May 2005 Levy: \$14.6 million, 2 years

Passed with 54.5% approval

May 2003 Levy: \$10.1 million, 2 years

Passed with 72.2% approval

May 2001 Levy: \$7.1 million, 2 years

Passed with 77.5% approval

May 1999 Levy: \$6.8 million, 2 years

Passed with 70.7% approval

2017 School Bond Program

To meet the needs of a growing community, the District placed a 15-year, \$35.5 million bond measure on the March 14, 2017 ballot. The measure passed with 77.33% of ballots cast in favor.

Three years later, the District is building a new elementary school to serve the growing northwest area of the community. The new site for Northwest Expedition Academy is scheduled to open in September 2020.

The 2017 bond also funded a major expansion and update of Lakes Middle School, completed in fall 2019.

More than 20 new classrooms were added at Coeur d'Alene High School, Lake City High School and Dalton Elementary School in 2018. The two high schools also expanded their physical education facilities.

In addition, \$1 million was allocated toward the purchase of property for a future school site. In September 2018, the District closed on 40 acres of undeveloped/unimproved land just North of Prairie Avenue and West of Huetter Road, along Bean Avenue, an undeveloped road.



New student entry at Coeur d'Alene High School

Northwest Expedition Academy



Architectural rendering of new school front entrance and student dropoff area.

The District's newest elementary school, Northwest Expedition Academy, opened in September 2020 at 2008 W. Prairie Avenue, west of Ramsey Road. The two-story school spans 53,355 square feet.

NExA relocated to this site from the old Hayden Lake School at Government Way and Hayden Avenue, where it operated for its first three years.

Project Cost: \$12.5 million (Architectural and engineering fees, furnishings and fixtures, technology components, and contingency costs.)

Architect: Architects West

Contractor: Ginno Construction Co.

Lakes Middle School

Expansion of Lakes Middle School featured a new media center, practice gym, remodeled locker rooms, expanded front office, new band and choir rooms, expanded woodshop, new parking lot, basketball courts, and track.

Project Cost: \$5.7 million

Architect: Longwell + Trapp Architects

Contractor: Ginno Construction Co.



Coeur d'Alene High School



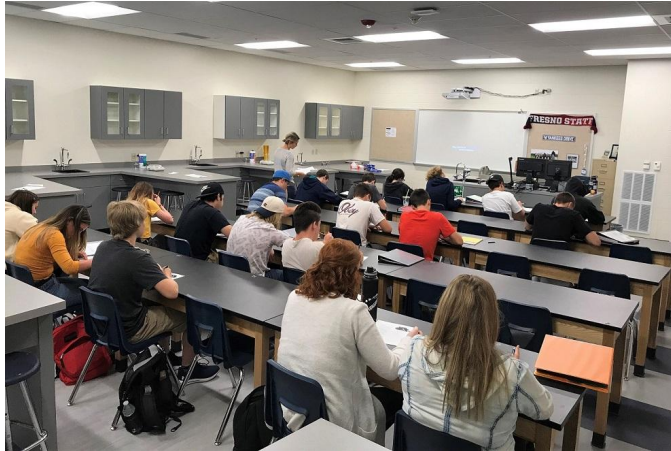
Coeur d'Alene High School was expanded with eight new classrooms, replacing portable classrooms, on the northwest end of the school. The project also resulted in a larger competition gymnasium (Viking Court), as well as new wrestling and weight rooms. A new student/event entry was added, as well as a multipurpose room.

Project Cost: \$7.1 million

Architect: Design West Architects

Contractor: Ginno Construction Co.

Lake City High School



Lake City High School gained 10 new classrooms in 2018 with an addition on the south side of the school. The project also included a new auxiliary gym and locker rooms, a new wrestling room, and a new weight room.

Project Cost: \$6.2 million

Architect: Architects West

Contractor: Ginno Construction Co.

Dalton Elementary School

The 2018 expansion and remodel of Dalton Elementary School included two new classrooms and a new art room; expanding the gym to include a stage and music room; and creating a new media center. A new parking lot was added in fall 2017.

Project Cost: \$2.3 million

Architect: Longwell + Trapp Architects

Contractor: Dardan Enterprises



Fernan STEM Academy



A new parking lot, bus loop and parent drop-off were constructed in 2018. This greatly improved traffic flow and pedestrian safety in front of the school.

The work was done by Buddy's Backhoe Service.

Cost: \$330,000.

Hayden Meadows Elementary School

A new gym floor was installed in summer 2017. This replaced worn carpeting in the gymnasium.

The work was done by Northern Hardwood Company.

Cost: \$73,100



2012 School Bond Program



The new Winton Elementary School opened in fall 2015

In August 2012 voters approved a \$32.7 million bond measure to rebuild Winton Elementary School; remodel Canfield Middle School and Borah, Bryan and Sorensen elementary schools; and replace or upgrade HVAC systems at Lake City High School, Hayden Meadows and elementary schools, and the Hayden Kinder Center. The measure passed with 71.64% of ballots cast in favor.

Borah Elementary Added gym Office area/entry remodel Added 4 classrooms Resided, new roofing New HVAC Remediated asbestos	Canfield Middle Added gym Added 8 classrooms Tied two wings together New HVAC New flooring, ceiling, electrical
Bryan Elementary Added gym Remodeled office, hallways, library Interior classrooms rebuilt New flooring and ceilings New library Remediated asbestos	Sorensen Magnet Gutted building except gym Reuilt stage area/music room Classrooms updated Added front office Remodeled kitchen/lunchroom, library Exterior siding New flooring, ceilings, windows New HVAC

Facility Evaluations and Deferred Maintenance

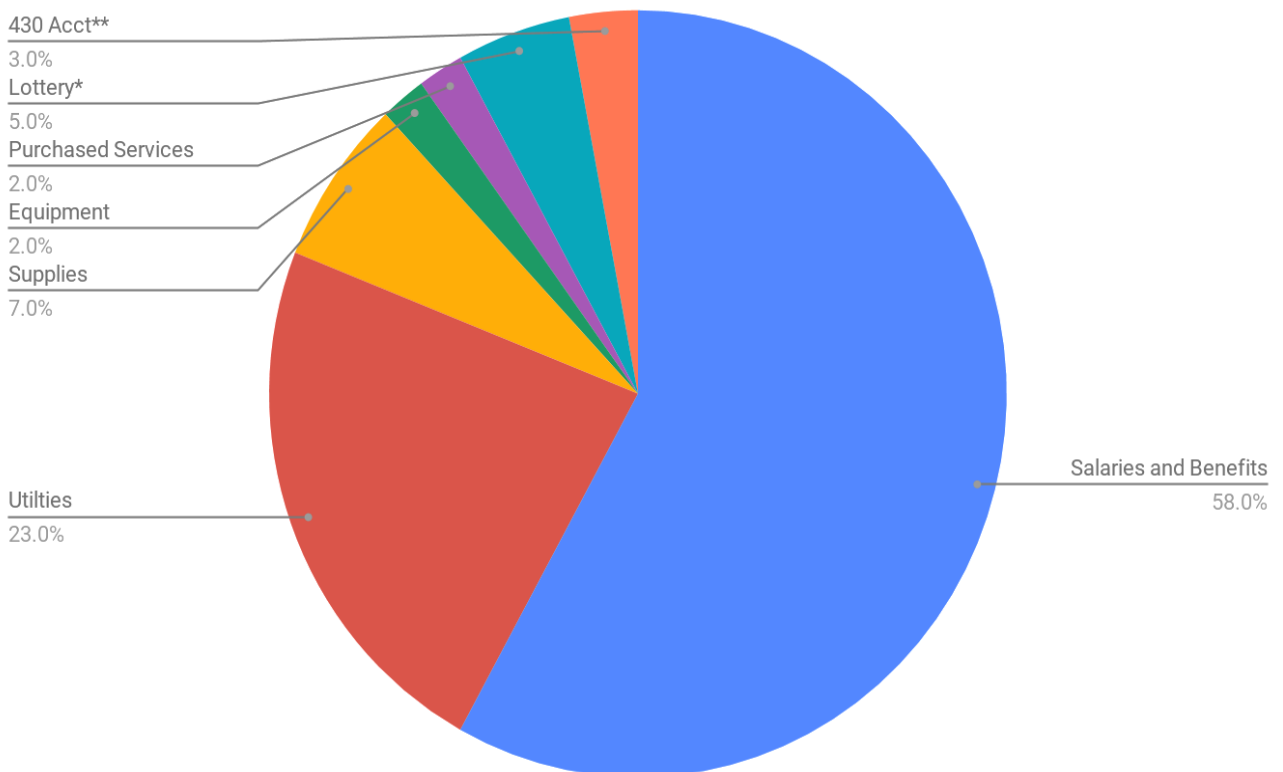
Deferred Maintenance

Deferred maintenance refers to facility repairs, system upgrades and equipment replacements that are postponed to a future budget cycle or until funding becomes available. If deferred maintenance is not addressed systematically, the result is a backlog of critical projects requiring costly emergency repairs. Having some deferred maintenance is acceptable but school districts take care to not let too much build up.

Maintenance Budgeting

Each year the District budgets about \$7 million (based on FY20) for **custodial, maintenance** and **grounds** combined. This includes personnel costs for all three areas. While this number is large and just under 10% of the total operating budget for the District, after salaries, utilities and supplies there is a small portion left for deferred maintenance, capital expenditures (vehicles and equipment) and contracted services.

Facilities and Maintenance Budget



* Lottery Account is a State Provide Fund Use in the General Fund and designated for maintenance.

**430 Account is an account outside the General Fund that is periodically funded from surplus or special circumstances. Funds from this account cannot be counted on year to year.

Summary: Just 8 percent (approximately \$600,000) of the Facilities and Maintenance budget is available for deferred maintenance or specifically maintaining school sites. That generally covers items that break and need repair each year, such as replacing a few water heaters, roof repairs, an occasional HVAC unit, and carpet replacement or repairing and replacing other small building components.

The District relies heavily on its two-year Maintenance & Operating Levy to fund school maintenance. The state provides the District about \$700,000 annually for maintaining school buildings, and the state does not contribute anything to construction of new schools or support facilities.

Historically the District has used portions of bond funds to cover larger scale deferred maintenance projects. Examples include: Replacing the Sorensen HVAC system and reroofing Canfield from the 2012 bond that also added classrooms, gyms and offices to those schools.

One challenge recently experienced with this strategy is when the cost of construction increases, some of the planned maintenance projects get cut. Examples include a portion of the CHS HVAC system and the bus loop repaving at LCHS. Both were planned but then deferred again in the 2017 bond because construction costs escalated.

Over the last 10 years approximately \$11 million (an average of \$1.1 million annually) has been used from bond funds to complete deferred maintenance projects.

Salaries

The District maintains a highly skilled professional crew, including several employees with specialty licenses to care for, maintain and fix problems that arise in buildings. The District manages a thorough Preventative Maintenance Program to maximize the longevity of the systems in our buildings, including HVAC, plumbing, electrical and fire suppression systems. District staff maintains, fixes or replaces as much as possible. Large items, specialty items or items staff are not able to get to due to workflow are addressed with subcontractors. Staff have a constant backlog of projects and work through them as quickly as they can.

Custodial

The District employs 60 custodians across its facilities. With current labor shortages in the region, the District also relies on Contract Services to supplement and assist custodial staff. TESH Custodial Services assists at CHS and LCHS; Vanguard Cleaning Systems assists at Woodland, Lakes and Canfield middle schools as well as the Early Learning Center.

Maintenance

This team maintains 18 schools, 7 support facilities and 16 portable classroom buildings, totaling over 1.42 million square feet of space.

- Certified HVAC TECH, 1.5 FTE (Service of over 1,000 HVAC components)
- Certified Plumber, 1 FTE
- Certified Electrician, 1 FTE
- Lock/Keys, 0.5 FTE
- Warehouse, 2 FTE
- Carpenter, 2 FTE
- Fire Systems/Elevators/ Alarms, 1 FTE

Grounds

This team maintains 257.5 acres of property across the District. This includes mowing, sprinkler systems, exterior landscape maintenance, sports field maintenance and snow removal.

- 6 FTE

Ameresco Asset Planner: Deferred Maintenance Planning Tool

Currently the state of our schools and facilities are in good shape and the District has been able to maintain and provide many necessary upgrades over the last several years. Prior to the 2019-20 school year, the District had general knowledge of the deferred maintenance needs for all schools and support facilities.

In 2019 the District implemented a proactive, data-driven strategy built on tracked metrics and an understanding of the optimal project investment mix. The District partnered with Ameresco, Inc. for use of the company's Asset Planner software, with the goal of cataloging and tracking all maintenance needs.

The first step was to build templates based on school size, age and known structure components. Then the maintenance staff worked to walk each building to verify, document and assess specific conditions of our assets, determine how old each asset is, and compare this information to the expected life cycle for each asset. The Maintenance Department gathered and entered this information for each district facility. Examples include hot water heaters, air heating and cooling systems, roofs, carpeting, drinking fountains, alarm systems and security cameras.

The District is using this asset tracking tool to plan upkeep and maintenance, identify priorities for each building, and better anticipate funding needs. We now know the average lifespans of equipment and furnishings, and are able to anticipate repair or replacement needs. Preventive maintenance also can ensure our systems do not break down before their projected replacement date.

The Ameresco Asset Planner highlighted these key findings:

- The expected lifespan of many major building components such as roofs and HVAC systems is 25-30 years
- Nearly one-third of District facilities are 25-30 years old. Many large-scale projects are coming due:
 - Hayden Meadows, Fernan, LCHS, Woodland were built in the 1990s
 - Skyway and Atlas were built in the early 2000s
 - Many other schools were built in the 1970s but many have undergone major renovations, so the needs are not as significant
- Two District facilities that are not well known by the public are in need of significant work:
 - Transportation (bus yard and shop)
 - Technology Depot (adjacent to Nutrition Services)

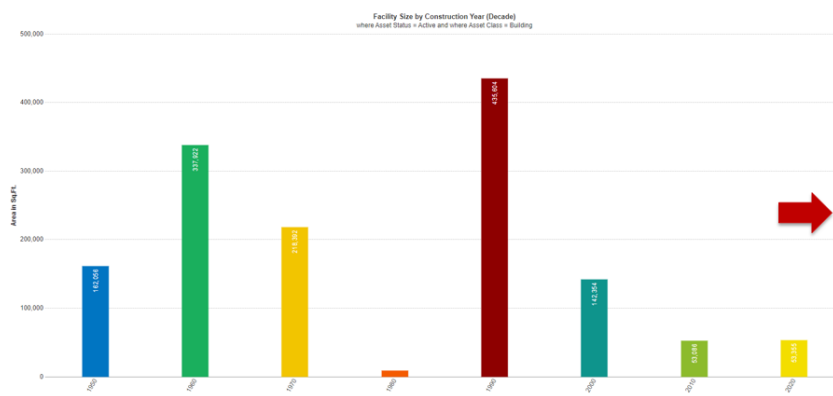
Ameresco Asset Facility Condition Update, 2022

On May 16, 2022, Ameresco presented an updated capital needs analysis of District facilities. The District's deferred maintenance backlog is estimated at \$25.3 million, including \$21.7 million in high and urgent priorities. The District's Facility Condition Index, which is used to track condition performance of buildings and quantify risk, increased from 3.9% in 2020 to 5.8% in 2020. If not addressed, the condition index is projected to reach the critical stage of 30% by 2036. An average annual investment of \$7 million in capital funding would keep the District's condition index in the good to fair range roughly over the next 20 years, Ameresco reported. Following are highlights of the presentation:

Facilities Age Profile

Buildings are more expensive to maintain as they age, and the risk of failure increases as building systems near their "end of life".

1/3rd of the portfolio is approx. 30 years old with many large ticket items coming due.

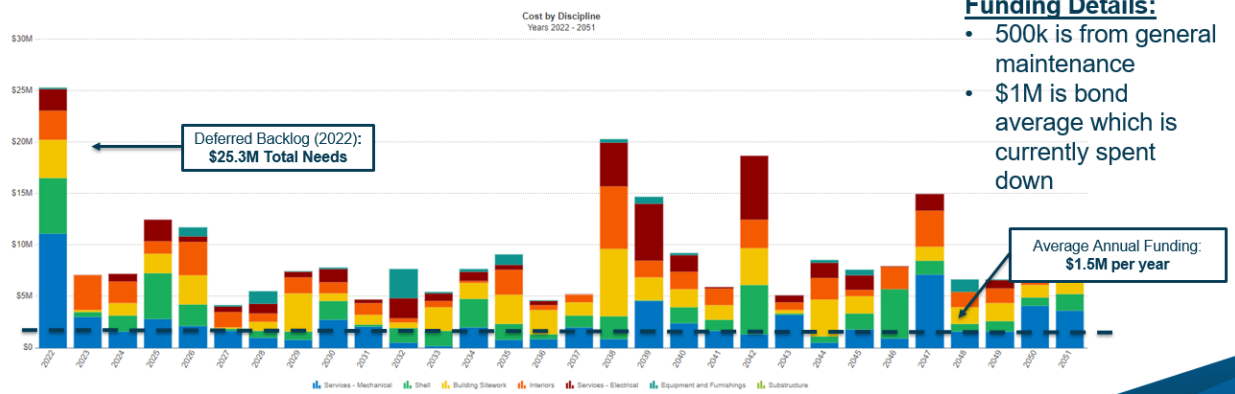


See notes for details

Description	All buildings
Number of buildings (qty)	41
Gross area (SF) of buildings	1,412,009
Average age of buildings (years)	33 (c. 1989)
Current replacement value (\$M)	~\$346M

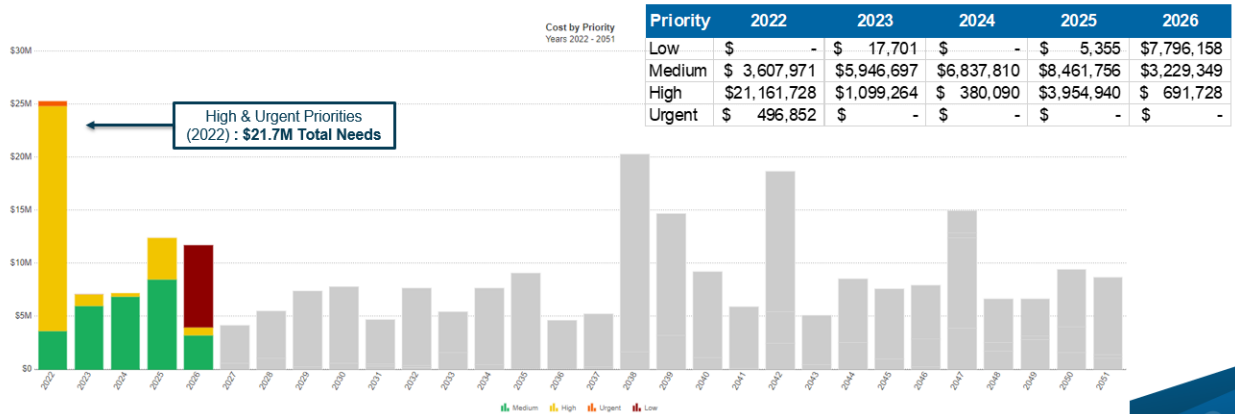
Capital Needs by Discipline

Life cycle forecasts have been established for the major building elements for each asset. This determines the capital renewal budget requirements over time.



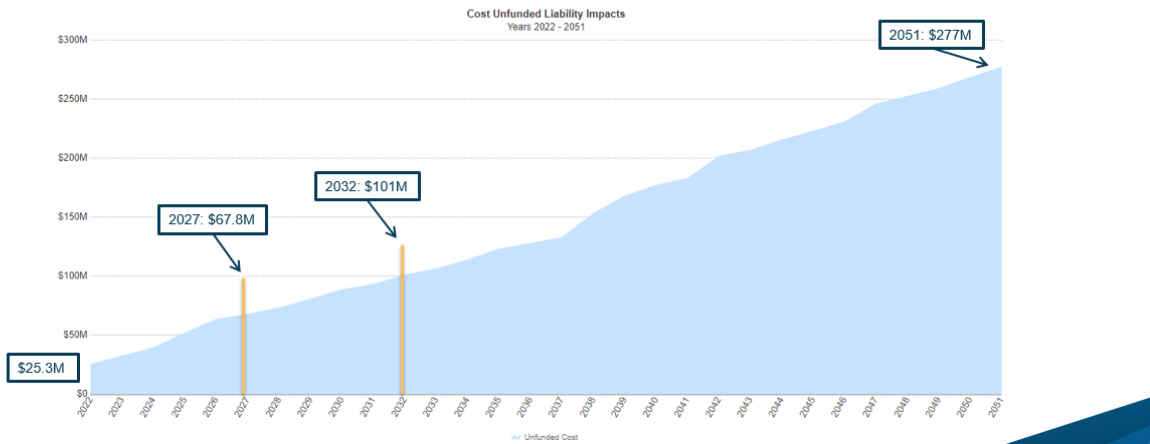
Capital Needs by Priority

Life cycle forecasts have been established for the major building elements for each asset. This determines the capital renewal budget requirements over time.



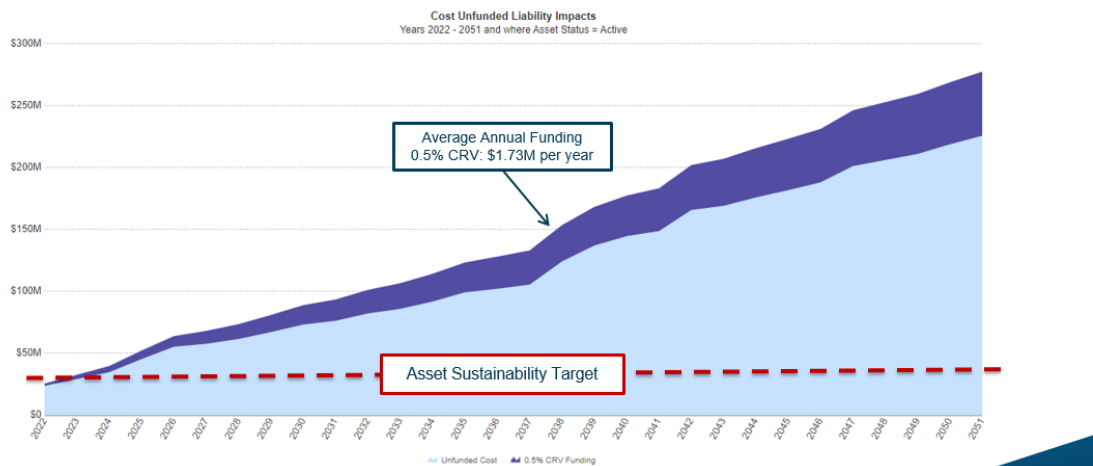
Projected Total Liability

The total liability represents the cumulative renewal needs of the portfolio based on the findings and results obtained from the life cycle renewal cost analysis.



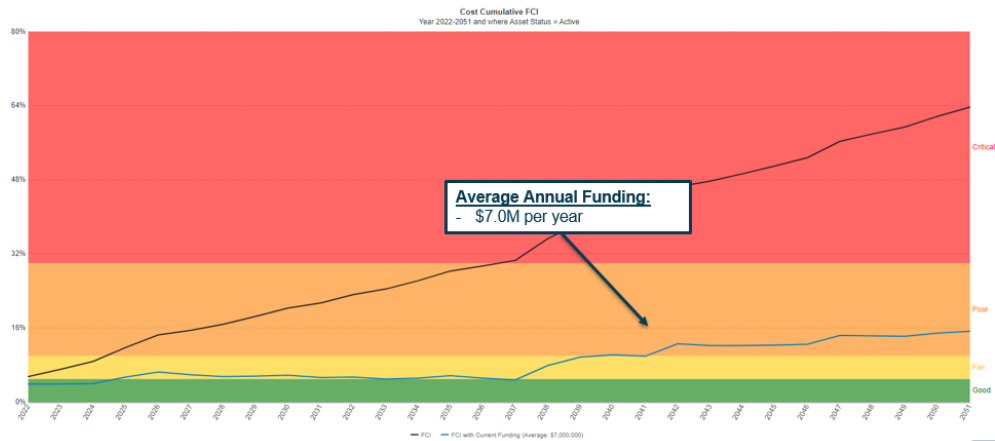
Projected Unfunded Liability

Cumulative lifecycle renewal costs (top line) and the **annual capital funding allocation** (purple area) of **\$1.73M per year**



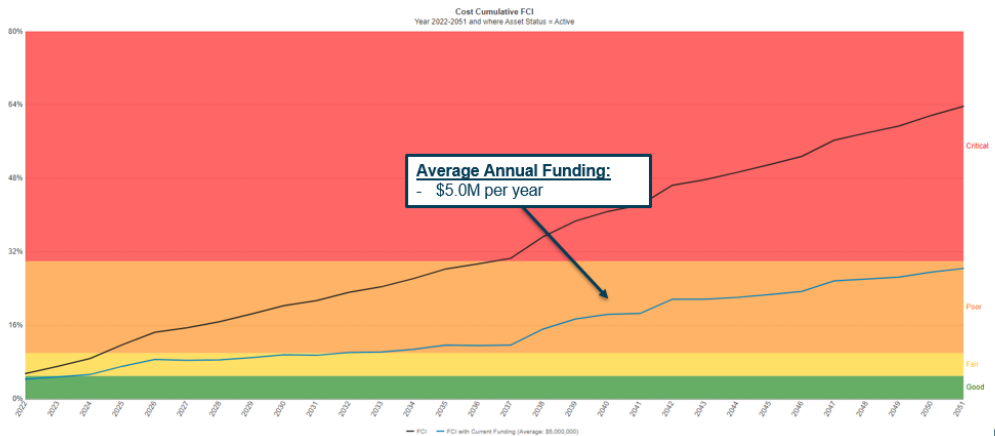
Facility Condition Index – Funding Scenario #1

Overlaying a funding scenario of \$7M in capital funding delays the migration of “Portfolio” FCI to the **Critical** range for the foreseeable future.



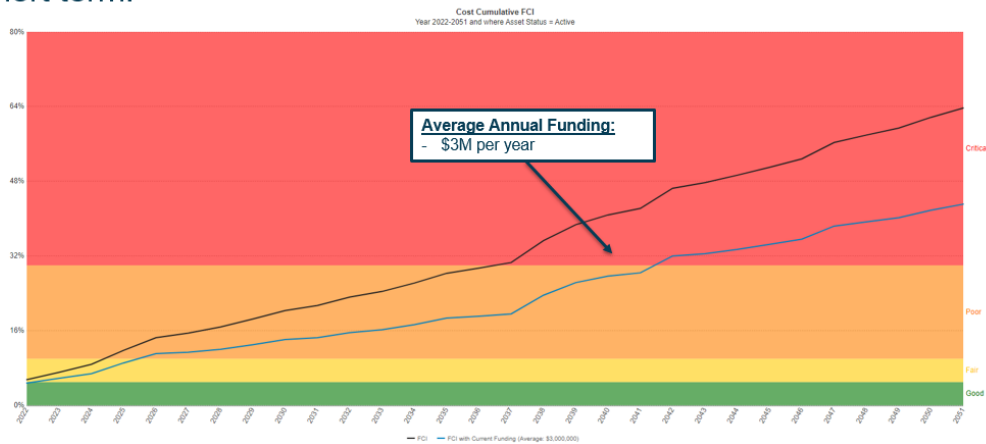
Facility Condition Index – Funding Scenario #2

Overlaying a funding scenario of \$5M in capital funding delays the migration of “Portfolio” FCI to the **Critical** range for the foreseeable future.



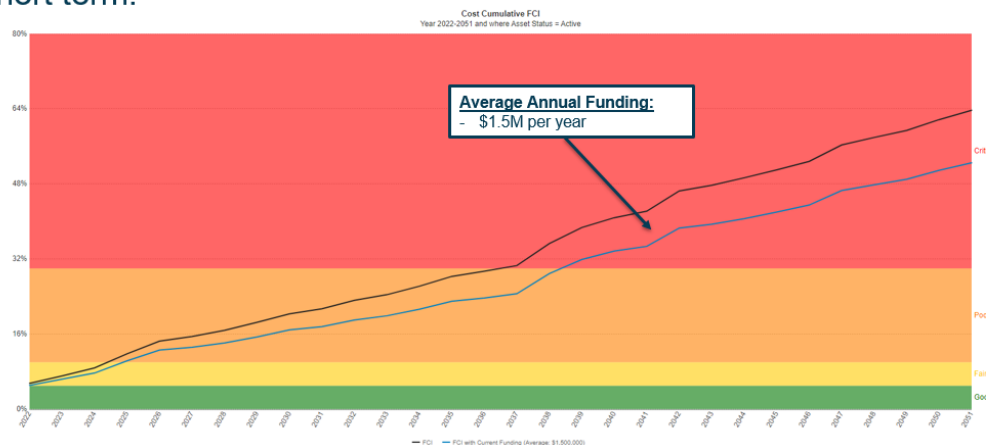
Facility Condition Index – Funding Scenario #3

Overlaying a funding scenario of \$3M in capital funding delays the migration of “Portfolio” FCI to the **Critical** range until 2041. Additional funding may be required in the short term.



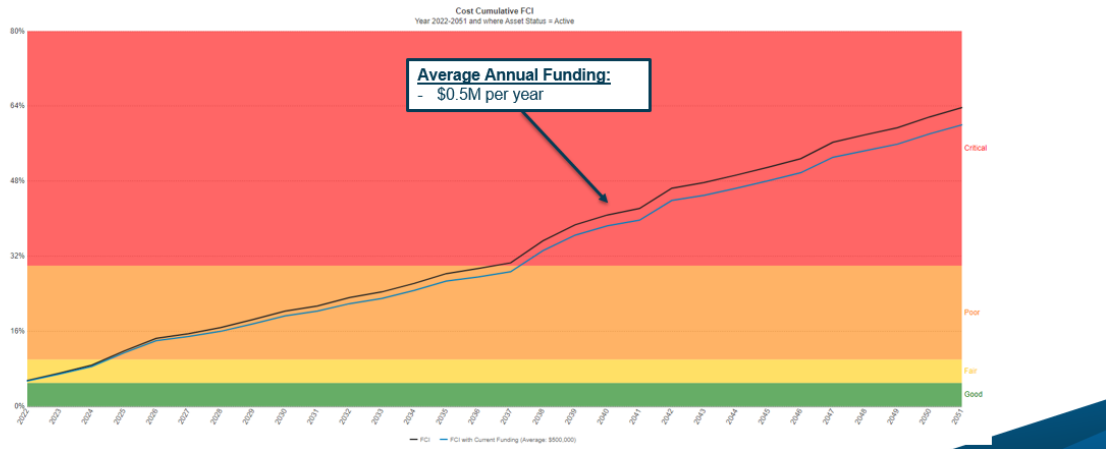
Facility Condition Index – Funding Scenario #4

Overlaying a funding scenario of \$1.5M in capital funding delays the migration of “Portfolio” FCI to the **Critical** range until 2038. Additional funding may be required in the short term.



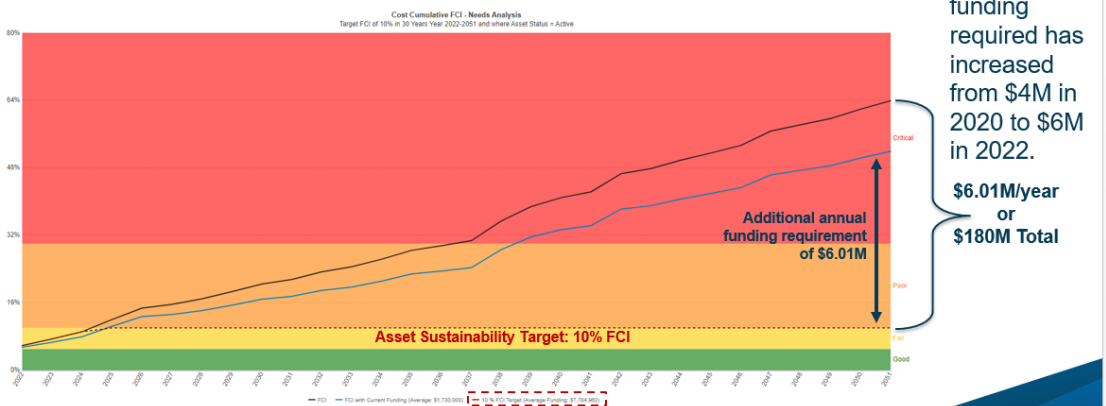
Facility Condition Index – Funding Scenario #5

Overlaying a funding scenario of \$0.5M in capital funding delays the migration of “Portfolio” FCI to the **Critical** range until 2037. Additional funding may be required in the short term.



Asset Sustainability Target – 10% FCI

To achieve an Asset Sustainability Target of 10% FCI by 2051, the current portfolio will require **\$180M** in Capital Renewal funding, or **\$6.01M** annually.



Summary of Findings

- Presented an Executive Summary to key stakeholders with a **call to action** in order to preserve and maintain the “***Quality of Teaching and Learning***” through improved Financial Stewardship and Enhanced Decision Making
- Key Findings:
 - Aging infrastructure challenge with increasing needs and inadequate funding
 - Deferred maintenance backlog of **\$25.3 million** growing to **\$101 million by 2032**
 - Portfolio FCI of **5.8%** (“**Fair**”) migrating to “**Critical**” by **2036**
 - Portfolio requires **\$6.01 Million per year** of Capital to maintain Asset Sustainability

Safety and Security

The District has identified about \$4 million of safety and security projects to occur over the next 3 to 5 years. This includes replacement of equipment purchased from the 2012 bond program, such as security cameras and access control hardware, as well as improvements to buildings to harden perimeters (better visibility into vestibules and fewer entry points).

Project	Quantity	Cost	Total Cost	Buildings	Priority
Outdoor Horns	60	\$600	\$36,000	Most	1
Remodel Entrances-Secondary	1	\$38,750	\$155,000	4	1
Replace Door Hardware/Controllers	145	\$3,750	\$543,750	All	1
Replace Security Cameras	1025	\$1,000	\$1,025,000	All	1
Window Security	20	\$10,000	\$200,000	All	1
Midtown Security Projects	1	\$8,000	\$8,000	Midtown	2
Remodel Entrances-District Office	1	\$12,000	\$12,000	DO	2
Remodel Entrances-Elementary	6	\$38,750	\$232,500	6	2
Wireless Access Control for Portables	28	\$2,500	\$70,000	4	2
Additional Security Cameras	100	\$1,000	\$100,000	All	3
Alarm Panel Replacement	21	\$10,000	\$210,000	All	3
Audible Door Alarms	600	\$100	\$60,000	All	3
CHS Outdoor Hallways	1	TBD		1	3
IP Speaker Clocks	500	\$800	\$400,000	9	3
Privacy Fencing (per foot)	10000	\$22	\$215,000	All	3
Window Security	20	\$40,000	\$800,000	All	3

Priority 1: High Priority Short Term	\$2,038,750
Priority 2: Medium Priority, Mid Term	\$322,500
Priority 3: Low Priority, Long Term	\$1,785,000
TOTAL	\$4,146,250

Capital Funding and Cost Estimates

Funding Options for Capital Improvements

In the state of Idaho, there are two ways school districts can levy funds specifically for construction projects: **Plant Facility Levy** and **Bond**. Additionally, a **Maintenance and Operation Levy** is a third option for Deferred Maintenance Items.

Some states provide a portion of the funds required for construction and maintenance. Idaho provides less than 1 percent of the District's operating budget for maintenance and nothing for construction costs. Therefore, the District relies solely on the support of local taxpayers for construction projects and maintenance of buildings.

Plant Facility Levy

A School Plant and Facility Levy (SPFL) is a property tax levy where voters approve to allow the district to levy a set amount each year, for up to 10 years. Funds are deposited directly to a capital projects fund each year in order to cover construction costs. This method of raising capital avoids interest costs to borrow funds and, depending on the total levied, an SPFL typically requires a lower voter approval threshold than a bond levy election (55% or 60%). A con to this approach is a lack of flexibility in the levy total each year. This means the district could experience a volatile tax rate when choosing this method over a bond levy. Furthermore, this approach is not always favorable when there is an urgent need to complete projects. Projects are usually delayed to accumulate funds over a number of years, compared to a bond levy where funds are received soon after the election. An SPFL election requires approval of **55%** if the total levy is less than two-tenths of market value for assessment purposes as such valuation existed on December 1 of the year immediately preceding the election; **60%** if the total levy is between two-tenths and three-tenths of market value; and **66.67%** if the total levy is three-tenths or more of market value.

Bond

A Bond Levy is a property tax levy where voters approve to allow the district to borrow a set total of funds. The funds are usually received in a lump sum within a few months after the bond election. Receiving the funds in a lump sum allows the district to begin construction projects immediately. Each year, the district levies funds needed to make payments on the borrowed funds and the interest costs. Bonds are usually repaid over 10-30 years. The total levied to repay the debt can be adjusted each year in order to pay down debt more quickly. This enables the district to save interest costs as well as adjust the levy total to keep the tax rate stable. The State also pays a small portion of the interest costs each year which lowers the total cost to local property tax payers. A bond election requires a supermajority approval, which is **66.67%** of ballots cast.

Maintenance and Operation Levy

More than ever the District relies on local support for our schools. The 2-year Maintenance & Operations levy supports a wide variety of fundamental programs and services. About 22 percent of the District's total funds to educate students comes from the local levy.

Levy dollars allow the District to bridge the gap between funding provided by the state and the cost of meeting the educational expectations of our community. Our local levy ensures our students continue to receive quality education in a safe and supportive environment. Funds could be allocated in future Levies for deferred maintenance. The Maintenance and Operations levy requires a simple majority vote (50 percent plus 1) for approval.

Funding Option	Approval	Notes
Plant Facility Levy (SPFL)	55%	If less than two-tenths of market value for assessment purposes Preferred Target Range: 10-year term
Plant Facility Levy (SPFL)	60%	If levy is between two-tenths and three-tenths of market value
Plant Facility Levy (SPFL)	66.67%	If levy is more three-tenths of market value
Bond	66.67%	Supermajority required
Maintenance and Operation Levy	50%+1	Renews Every 2 Years

Construction Cost Estimates

General Contractor (GC) Fees:

Ballpark figures (for reference, new NExA is about \$205 per square foot):
(Using a higher sq ft number below to offset district supplied items and we cut some items we would have desired due to budget)

Elementary School: 60,000 square feet (at \$225/sq.ft.): \$13,500,000

Middle School: 100,000 square feet (at \$235/sq.ft.): \$23,500,000

Inflation - Estimated at 5-10% annual

Soft Costs:

Cost include Material Testing, Permits (Plan Review/Building Permit) Insurance

Environmental Testing

Costs outside GC: District Provided Support

Some items may be provided by District SD271. The District may find cost savings by procuring items through government contracts and may include items such as kitchen equipment and playground structures. The District also may provide support to the project through cabinetry by District carpentry staff or cleaning.

Library Books

Technology:

Includes items such as projectors, telephones, computers, and Chromebooks

Safety and Security:

Includes items such as cameras, horns, and strobes provided by District

Furnishings: Furniture, Fixtures and Equipment

Includes items such as classroom, staff lounge, reception and office furniture

Custodial and Maintenance Supplies

Grounds Equipment specific to school (mowers, blowers, snow removal equipment)

Contingency:

Typically a 5-10% contingency is included in the budget to allow for unforeseen, incidental and requested changes in project.

Architect and Engineering Fees:

Generally Architect fee include Engineering fees for Structural, Mechanical/Electrical Plumbing and Fire Systems

Fees are usually a % of Maximum Allowable Construction Costs and for a typical school range from 7-8%

Fees from a remodel are typically 1.5 times the amount as new construction

Utility Connections:

Table 1 – Preliminary Utility Cost Estimate

Water Cap Fees	Water Infrastructure Costs	Sewer Cap Fees	Sewer Infrastructure Costs	Electric	Gas	Fiber Optics	Phone
\$32,000	\$143,000	\$135,000	\$53,000	\$17,000	\$6,000	\$11,000 ^(a)	\$6,000 ^(b)

Preliminary Utility Cost Total = \$403,000

^(a) Fatbeam costs; Frontier available in the area but did not provide a cost at this time.

^(b) Information was not provided by the utility company. Estimated cost based on prior project experiences. Subject to change upon receipt of more information.

Data from JUB Engineering memo (Sept. 11, 2018) citing estimated utility costs for new elementary school (NExA) on Prairie Avenue. Some of these fees may or may not be included in the general contract.

Land costs:

Based on Standards provided by a Realtor: Costs based on the market in 2020 a reasonable target price would be \$80,000-\$120,000 per acre.

As shown in the table below, there is a wide variation in property cost per acre with a lower development cost. Land with infrastructure at or near the property will be valued at a much greater price. Land with development potential but no facility infrastructure near the site will have a much lower cost per acre but a much higher development cost.

Recent Property Purchases	Year	Size	Purchase Price	Cost Per Acre
Prairie Ave (NExA)	2017	7.1 Acres	\$1,130,000	\$160,100/acre
Huetter Property	2018	40 Acres	\$1,200,000	\$30,000/acre

Recent Property Sales	Year	Size	Sale Price	Cost Per Acre
Hayen Meadows Field (10 Acres)	2020	10 Acres	\$1,525,255	\$152,525.50/acre
Hayden Lake School	2021	5.49 Acres	\$2,302,560	\$419,410/acre <small>*includes buildings</small>

Development costs:

Development Costs will be site dependent. Neighboring Developments may be able to participate so cost may vary greatly but may include:

Appraisals	\$5,000-10,000
Annexation Fees	\$50,000
Engineering and Surveying	\$20,000-40,000
Clearing and Demolition	\$20,000-60,000
Structural Fill	
Traffic Study	\$30,000
Traffic Control (Medians, Lights, etc)	\$100,000-350,000
Roads	
Sewer Infrastructure (to site)	
Sewer Lift Stations	

Construction Cost Assessment (2020):

Elementary School	60,000 Sq ft	Estimated Capacity 500-550
	Cost per Sq Ft	Total
General Contractor	\$225	\$13,500,000
Soft Costs		\$250,000
Cost Outside GC		\$250,000
Technology		\$160,000
Safety/Security		\$35,000
Furnishings		\$180,000
Architect/Engineering Fees	7.7% of GC	\$1,039,500
Utility Fees	Impact Fees	\$200,000
Sub Total		\$15,414,700
Contingency	7.5%	\$1,156,100
Development Costs		TBD
TOTAL		\$16,570,800

Middle School	100,000 Sq ft	Estimated Capacity 750-800
	Cost per Sq Ft	Total
General Contractor	\$235	\$23,500,000
Soft Costs		\$350,000
Cost Outside GC		\$350,000
Technology		\$224,000
Safety/Security		\$49,000
Furnishings		\$252,000
Architect/Engineering Fees	7.07% of GC	\$1,661,450
Utility Fees	Impact Fees	\$280,000
Sub Total		\$26,666,450
Contingency	7.5%	\$1,989,980
Development Costs		TBD
TOTAL		\$28,656,430