Olympia School District Capital Facilities Plan 2014-2019

October 2013

Executive Summary

The Olympia School District's 2014-2019 Capital Facilities Plan (CFP) has been prepared as the District's principal six-year facility planning document in compliance with the requirements of the Washington State Growth Management Act. This plan is developed based on the District's recent long range facilities master plan work, which looked at conditions of District facilities, projected enrollment growth, utilization of current schools and the capacity of the District to meet these needs for the next 15 years. The master plan report is the result of a volunteer Planning Advisory Committee who worked with the District and a consulting team for nearly a year. In addition to this CFP and the master plan, the District may prepare other facility planning documents, consistent with board policies, to consider other needs of the District as may be required.

This CFP consists of four elements:

1. An inventory of existing capital facilities owned by the Olympia School District including the location and student capacity of each facility.

2. A forecast of future needs comparing student enrollment projections against permanent facility student capacities. The basis of the enrollment forecast was developed by demographer W. Les Kendrick. An updated student generation rate for this plan, developed by demographer Michael McCormick.

3. The proposed locations and capacities of new and expanded facilities anticipated to be constructed or remodeled over the next six years and beyond.

4. A financing plan for the new and expanded facilities anticipated to be constructed over the next six years. This plan outlines the source of funding for these projects including state revenues, local bond revenue, local levy revenue, impact fees, mitigation fees, and other revenues.

The plan contains multiple projects to expand the District's facility capacity and major modernizations. Specifically the plan includes major modernizations for Garfield (with expanded capacity), Centennial, McLane, and Roosevelt Elementary Schools; limited modernizations for Jefferson Middle School; and modernizations for Capital High School. The plan calls for the construction of a new elementary/intermediate school (serving grades 5-8) on the east side of the District and a new building, with expanded capacity, for the Olympia Regional Learning Academy. In addition, in order to nearly double Avanti High School enrollment, Avanti is scheduled to expand to use the entire Knox building; the administration would move to a different building. At Olympia High School, the District would replace 10 portables with a permanent building. Finally, the plan includes a substantial investment in systems modernizations and major repairs at facilities across the District.

This plan is intended to guide the District in providing new capital facilities to serve projected increases in student enrollment as well as assisting the District to identify the need and time frame for significant facility repair and modernization projects. The CFP will be reviewed on an annual basis and revised accordingly based on the updated enrollment and project financing information available.

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I. School Capacity, Methodology and Levels of Service

The primary function of calculating school capacities is to allow observations and comparisons of the amount of space in schools across the Olympia School District (OSD) and plan for growth in the number of students anticipated at each school. This information is used to make decisions on issues such as locations of specialty program offerings, enrollment boundaries, portable classroom units, new construction and the like.

School capacities are a general function of the number of classroom spaces, the number of students assigned to each classroom, how often classrooms are used, and the extent of support facilities available for students, staff, parents and the community. The first two parameters listed above provide a relatively straightforward calculation, the third parameter listed is relevant only to middle and high schools, and the fourth parameter is often a more general series of checks and balances.

The District's current guideline for the maximum number of students in elementary school classrooms is as follows:

Kindergarten	23 students
Grades 1-2	23 students
Grades 3	25 students
Grades 4-5	27 students

Typically, OSD schools include a combination of general education classrooms, special education classrooms, and classrooms dedicated to supportive activities, as well as classrooms dedicated to enrichment programs such as art, music, language and physical education. Some programs, such as special education, serve fewer students but require regular-sized classrooms. An increased need for these programs at a given school can reduce that school's total capacity. In other words, the more regular sized classrooms that are occupied by smaller numbers of students, the lower the school capacity calculation will be. Any school's capacity, primarily at elementary level, is directly related to the programs offered at any given time.

Special education classroom use at elementary level includes supporting the Infant/Toddler Preschool Program, Integrated Kindergarten Program, DLC Program (Developmental Learning Classroom, which serves students with moderate cognitive delays), Life Skills Program (students with significant cognitive delays), LEAP Program (Learning to Engage, be Aware and Play Program for students with significant behavior disabilities) and the ASD Program (students with autism spectrum disorders.) At middle and/ or high level, special education classroom use includes supporting the DLC Program, Life Skills Program, HOPE Program (Help Our People Excel for students with significant behavior disabilities) and the ASD Program.

Classrooms dedicated to specific supportive activities include serving IEP's (Individual Education Plan) OT/PT services (Occupational and Physical Therapy), speech and language services, ELL services (English Language Learner), PATS services (Program for Academically Talented Students), as well as non-specific academic support for struggling students (primarily Title I of the No Child Left Behind Act.)

Of note, the District has a practice of limiting school size to create appropriately-sized learning communities. The District has a practice of limiting elementary school size to 500 students; middle school size to 800 students; and high school size to 1,800 students.

Methodology for Calculating Building Capacity

Elementary Schools
For the purpose of creating an annual CFP, student capacity at individual elementary schools is calculated by using each school's current room assignments. (e.g. How many general education classrooms are being used, and what grade level is being taught? How many different special education classrooms are being used? How many classrooms are dedicated to supportive activities like the PATS Program, ELL students, etc.?)

Throughout the District's elementary schools, special programs are located according to a combination of criteria including the proximity of students who access these special programs, the efficiency of staffing resources, and available space in individual schools. Since the location of special programs can shift from year to year, the student capacities can also grow or retract depending on where the programs are housed. This fluctuation is captured in what is termed the "Program Capacity" of each school. That is to say that "program capacity" is calculated based on the programs offered at a given school each year, instead of a simple accounting of the number of classroom spaces. (See Table A)

Middle and High Schools
Capacity at middle schools and high school levels are based on the number of "teaching stations" that include general-use classrooms and specialized spaces, such as music rooms, computer rooms, physical education space, industrial arts space, and special education and/or classrooms dedicated to supportive activities. In contrast to elementary schools, secondary students simultaneously occupy these spaces to receive instruction. As a result, the District measures the secondary school level of service based on a desired average class size and the total number of teaching stations per building. The capacities of each secondary school are shown on Table B.

Building capacity is also governed by a number of factors including guidelines for maximum class size, student demands for specialized classrooms (which draw fewer students than the guidelines allow), scheduling conflicts for student programs, number of work stations in laboratory settings, and the need for teachers to have a work space during their planning period. Together these limitations affect the overall utilization rate for the District's secondary schools.

This rate, in terms of a percentage, is applied to the number of teaching stations multiplied by the average number of students per classroom in calculating the effective capacity of each building. The levels of service for both middle and high school equates to an average class loading of 28 students based upon an 80% utilization factor. The only exception is Avanti High School, the District's alternative high school program, which does not consist of any specialized classroom space and has relatively small enrollment, so a full 100% utilization factor was used to calculate this school's capacity

The master plan includes estimates for both current and maximum utilization. In this CFP we have used the current utilization capacity level because it represents the ideal OSD configurations of programs and services at this time. It is important to note that there is very little added capacity generated by employing the maximum utilization standard.

Level of Service Variables

Several factors may impact the District's standard Level of Service (LOS) in the future including program demands, state and federal funding, collective bargaining agreements, legislative actions, and available local funding. These factors will be reviewed annually to determine if adjustments to the District's LOS were warranted. The District is experiencing growth in its special education preschool population and is exploring opportunities to provide other additional or expanded programs to students in grades K-12. This review may result in a change to the standard LOS in future Capital Facilities Plans.

Alternative Learning

The District hosts the Olympia Regional Learning Academy (ORLA), which serves students from both within and outside of the District's boundaries. The program, which began in 2006, now serves approximately 450 students. Each year since 2006 the program's enrollment has increased and the proportion of students from within the Olympia School District has increased. Therefore, over time, the program will have a growing positive impact on available capacity within traditional district schools. As more students from within district schools migrate to ORLA, they free up capacity to absorb projected growth.

The Olympia School District is also committed to serving as this regional hub for alternative education and services to families for non-traditional education. The program is providing education via on-line learning, home-school connect (education for students that are home-schooled), and Montessori elementary education.

Finally, Olympia School District is committed to providing families with alternatives to the traditional public education, and keeping up with the growing demand for these alternatives, and is committed to providing ORLA students and families with a safe facility conducive to learning.

Table A
Elementary School Capacities (Current Utilization Standard)

HC = Headcount	Oct HC 2013	Building Capacities with 2010-2011 Program Utilization — General Education: # of classrooms	Permanent Capacity	# of portables	Portable Capacity	Total Capacity (including portables)	Building Capacities with 2010-2011 Program Utilization — Special Education: # of classrooms	Permanent Capacity	# of portables	Portable Capacity	Total Capacity (including portables)	Building Capacities with 2010-2011 Program Utilization — Specific Supportive Activities: # of classrooms	Permanent Capacity	# of portables	Portable Capacity	Gen Ed Capacity (including portables)
Elementary Schools																
Boston Harbor	142	8	199	0	0	199	0	0	0	0	0	0	0	2	0	0
Brown, LP	270	13	296	0	0	296	4	32	0	0	32	2	0	0	0	0
Centennial	514	17	417	2	54	471	0	0	1	8	8	0	0	2	0	0
Garfield	331	14	347	1	23	370	2	36	0	0	36	3	0	2	0	0
Hansen	522	17	415	3	74	489	1	18	0	0	18	2	0	3	0	0
Lincoln	297	12	295	0	0	295	0	0	0	0	0	3	0	0	0	0
Madison	204	8	194	0	0	194	2	36	0	0	36	2	0	0	0	0
McKenny	352	14	315	2	54	369	4	46	0	0	46	2	0	2	0	0
McLane	330	13	319	0	0	319	3	30	0	0	30	1	0	2	0	0
Pioneer	442	19	469	0	0	469	0	0	0	0	0	0	0	2	0	0
Roosevelt	373	17	421	0	0	421	0	0	1	18	18	0	0	1	0	0
Elementary School Totals	**3,777**	**152**	**3,687**	**8**	**205**	**3,892**	**16**	**198**	**2**	**26**	**224**	**15**	**0**	**16**	**0**	**0**

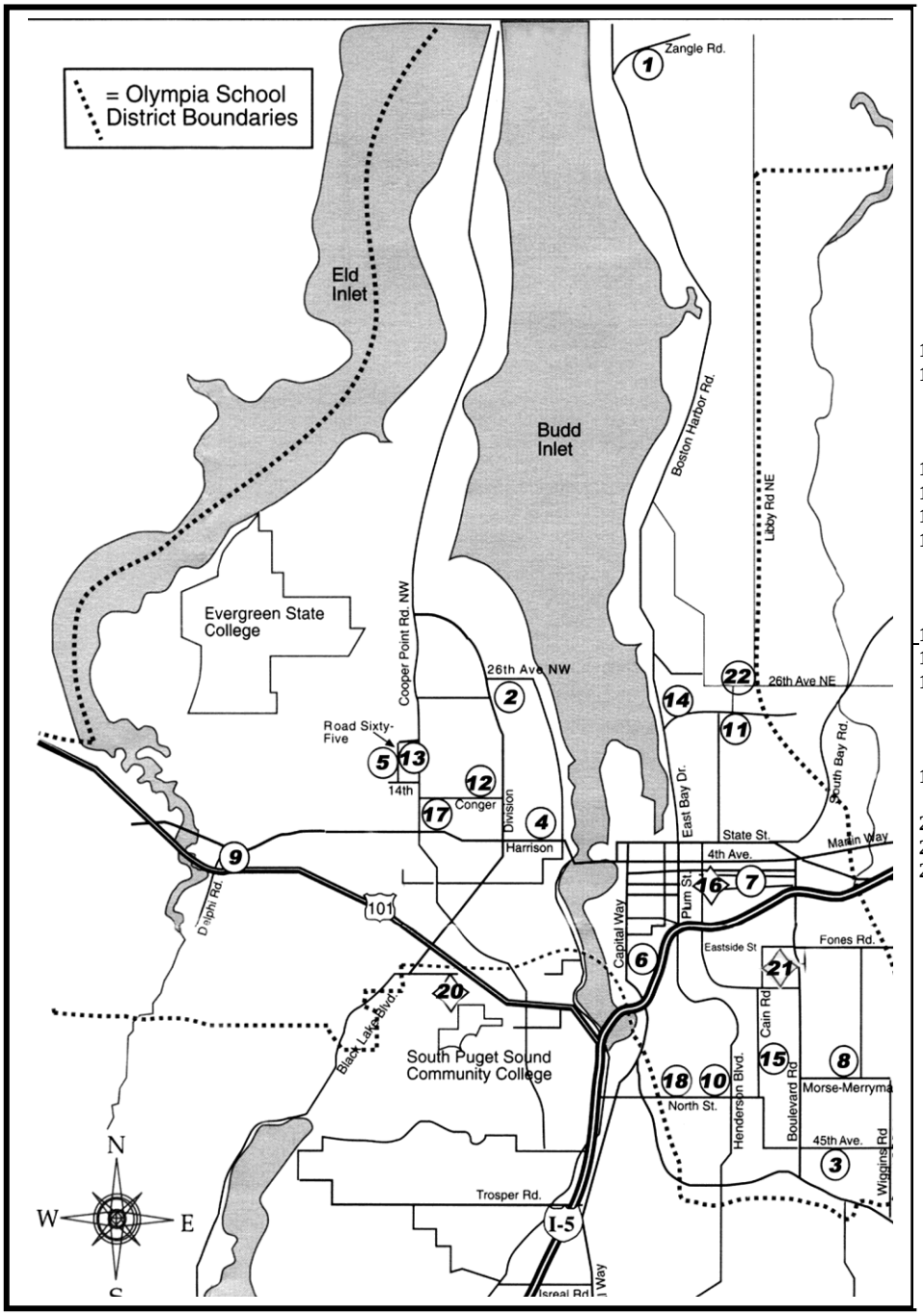
Combined Total Capacity **4, 116**

Table B
Middle and Highs School Capacities (Current Utilization Standard)

		General Education					Special Education					Specific Supportive Activities				
HC = Headcount	Oct HC 2013	# of classrooms	Permanent Capacity	# of portables	Portable Capacity	Total Capacity (including portables)	# of classrooms	Permanent Capacity	# of portables	Portable Capacity	Total Capacity (including portables)	# of classrooms	Permanent Capacity	# of portables	Portable Capacity	Gen Ed Capacity (including portables)
Middle Schools																
Jefferson	400	25	595	0	0	595	3	26	0	0	26	5	0	0	0	0
Marshall	370	23	550	0	0	550	1	10	0	0	10	3	0	0	0	0
Reeves	442	24	573	0	0	573	1	8	0	0	8	3	0	0	0	0
Washington	740	32	752	0	0	752	0	0	0	0	0	4	0	2	0	0
Middle School Totals	**1,952**	**104**	**2,470**	**0**	**0**	**2,470**	**5**	**44**	**0**	**0**	**44**	**15**	**0**	**2**	**0**	**0**
*Utilization Factor for middle schools = 80%																
*Utilization Factor for Special Needs = 100%																

		General Education					Special Education					Specific Supportive Activities				
HC = Headcount	Oct HC 2013	# of classrooms	Permanent Capacity	# of portables	Portable Capacity	Total Capacity (including portables)	# of classrooms	Permanent Capacity	# of portables	Portable Capacity	Total Capacity (including portables)	# of classrooms	Permanent Capacity	# of portables	Portable Capacity	Gen Ed Capacity (including portables)
High Schools																
Avanti	157	7	168	0	0	168	0	0	0	0	0	0	0	0	0	0
Capital	1,334	63	1,446	2	45	1,491	1	6	0	0	6	5	0	0	0	0
Olympia	1,703	72	1,648	6	134	1,782	2	12	3	24	36	0	0	0	0	0
High School Totals	**3,194**	**142**	**3,262**	**8**	**179**	**3,442**	**3**	**18**	**3**	**24**	**42**	**5**	**0**	**0**	**0**	**0**
*Utilization Factor for Avanti = 100%																
*Utilization Factor for comp. high schools = 80%																
*Utilization Factor for Special Needs = 100%																
Total Capacity	**8,923**		**9,420**		**384**	**9,804**		**260**		**50**	**310**		**0**		**0**	**0**
Combined Total Capacity Districtwide, All Grades - General & Special Education											10,114					

Olympia School District Building Locations



Elementary Schools

1. **Boston Harbor**
2. **L.P. Brown**
3. **Centennial**
4. **Garfield**
5. **Hansen**
6. **Lincoln**
7. **Madison**
8. **McKenny**
9. **McLane**
10. **Pioneer**
11. **Roosevelt**

Middle Schools

12. **Jefferson**
13. **Marshall**
14. **Reeves**
15. **Washington**

High Schools

16. **Avanti**
17. **Capital**
18. **Olympia**

Other Facilities

19. **New Market Voc. Skills Center**
20. **Transportation**
21. **Support Service Center**
22. **Olympia Regional Learning Academy**

II. Forecast of Future Facility Needs: Olympia School District Enrollment Projections

Summary

This section of the CFP provides a summary of an enrollment forecast prepared by demographer W. Les Kendrick of Educational Data Solutions for the Olympia School District as part of the master plan process; the Summary is prepared by McGranahan Architects for the District. This forecast is part of a larger master plan process to help the school district forecast capacity needs, address facilities deficiencies and prepare for trends in 21st Century education over the next 15 years.

This enrollment forecast was prepared in 2010 and will be formally updated on a five year basis.

Key findings with regard to the context for enrollment growth in the District are the following:

- Enrollment has fluctuated up and down in the past decade resulting in a relatively flat enrollment trend
- Enrollment did trend up with the completion of various housing projects in recent years
- In the past 2 years enrollment has declined as new housing construction and sales have stalled
- K-12 enrollment in Thurston County has increased gradually in the past 10 years
- Olympia School District's share of the county K-12 enrollment has declined over the past decade primarily due to greater population and housing growth in Yelm and North Thurston when compared to Olympia

Looking forward, enrollment in all Thurston County districts is likely to grow in the coming decade primarily due to larger birth cohorts. The number of women in their child-bearing years has been, and is expected to continue to increase in the coming decade, resulting in more births. As a result kindergarten and elementary enrollment should trend up.

In addition to birth trends, there is also expected to be significant housing and population growth in Olympia and the county in the coming decade. Projections from county planning agencies suggest that the Olympia School District's resident population could grow by another 10,000 residents by 2020 and by another 6,000 residents by 2025.

The following section discusses some of the general enrollment trends in the District and the demographic factors that are contributing to those trends. After this section a forecast of the District enrollment by grade level is presented. The final section allocates the District projection to schools in order to show the differences in growth that might be expected for different parts of the District.

Enrollment Trends

As noted in the introduction the enrollment in the Olympia School District has fluctuated up and down in the past decade but the overall enrollment was about the same in 2010 as it was in

2000. As with most districts Olympia's enrollment is affected by birth trends, by turnover in existing housing, and by new home construction.

One way to get a handle on a district's enrollment is to look at the annual change from year to-year by grade level. Over the course of a year, numerous families will move into a district, buying a new or existing home, or finding a place to rent, and other families will move out due to job changes or other factors. If more people move in than out, there is a net gain in enrollment. And if more people move out than in, there is a net loss. In addition, enrollment can be affected by the size of the exiting graduating class compared to the size of the entering kindergarten class.

For the most part, the District experiences small net gains at the elementary grades (more people moving in than out). Most of the averages at the elementary level are greater than one. It also looks like the District frequently sees a small net loss as students transition from 5th grade into 6th. The District also sees a big net gain between the 8th and 9th grade, partially due to the influx of high school students from the Griffin School District into Capital High School. And like most districts, Olympia can also see some net losses at some high school grades, primarily due to dropouts.

There is largely enough net turn-over in existing homes, or construction and sale of new homes to produce gains in enrollment at most grades. In most years, there are more families with children moving into the District than the number moving out. In the past 10 years the District has seen an average annual net gain of about 200 students.

However, over the last 10 years, in the transition from one year to the next, the exiting graduating class has tended to be larger than the subsequent year's incoming kindergarten class. This is not an unusual trend in a district that sees growth as students' progress through the grades. But what this means is that in most years the enrollment gains from new home sales or from the sale of existing homes has been offset by the turnover that occurs when one class graduates and another comes in at kindergarten. In most years the high school graduating class has been larger than the kindergarten class by about 200 students or so, offsetting the growth at other grades driven by home sales.

Looking forward the difference between the size of each year's graduating class and the size of the following year's kindergarten class is expected to narrow. Births have been increasing in the past few years and this trend is expected to continue over the next decade. As births increase, kindergarten enrollment will go up and the difference between kindergarten and the graduating 12th grade will start to narrow. Assuming the District still sees enrollment gains at the other grades, there is a possibility of greater enrollment growth in the next decade.

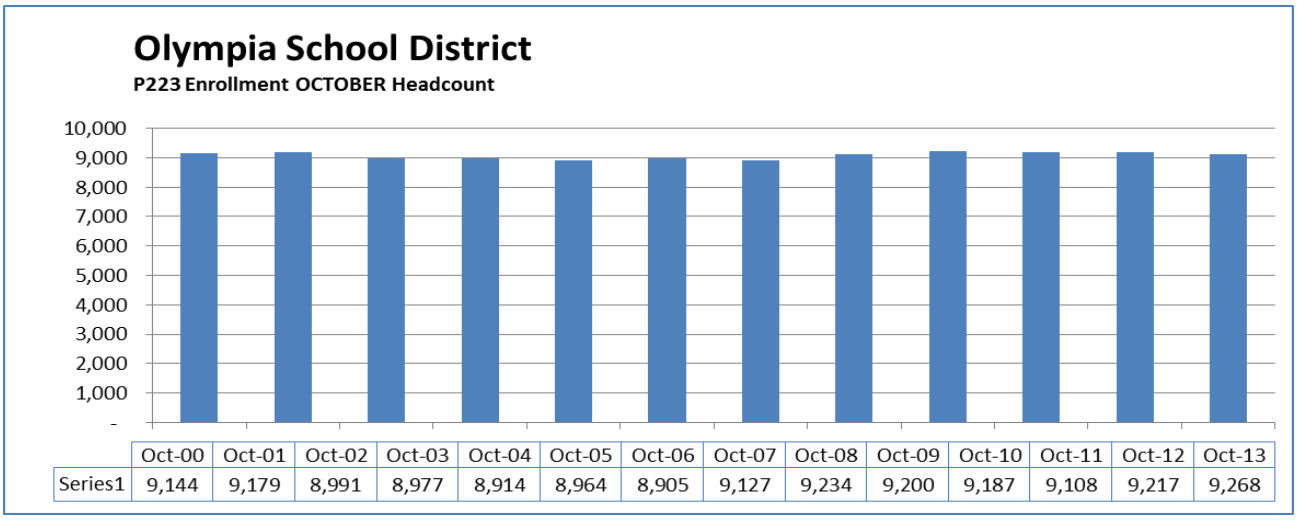
Births and Enrollment

In Thurston County the number of births per year was relatively constant between 1994 and 2002 (2400 to 2500 a year). Since 2003 the number of annual births has been increasing and in the most recent 3 years, births have trended close to, or above, the 3000 mark. Looking forward there will be more births in the next decade than in the previous decade.

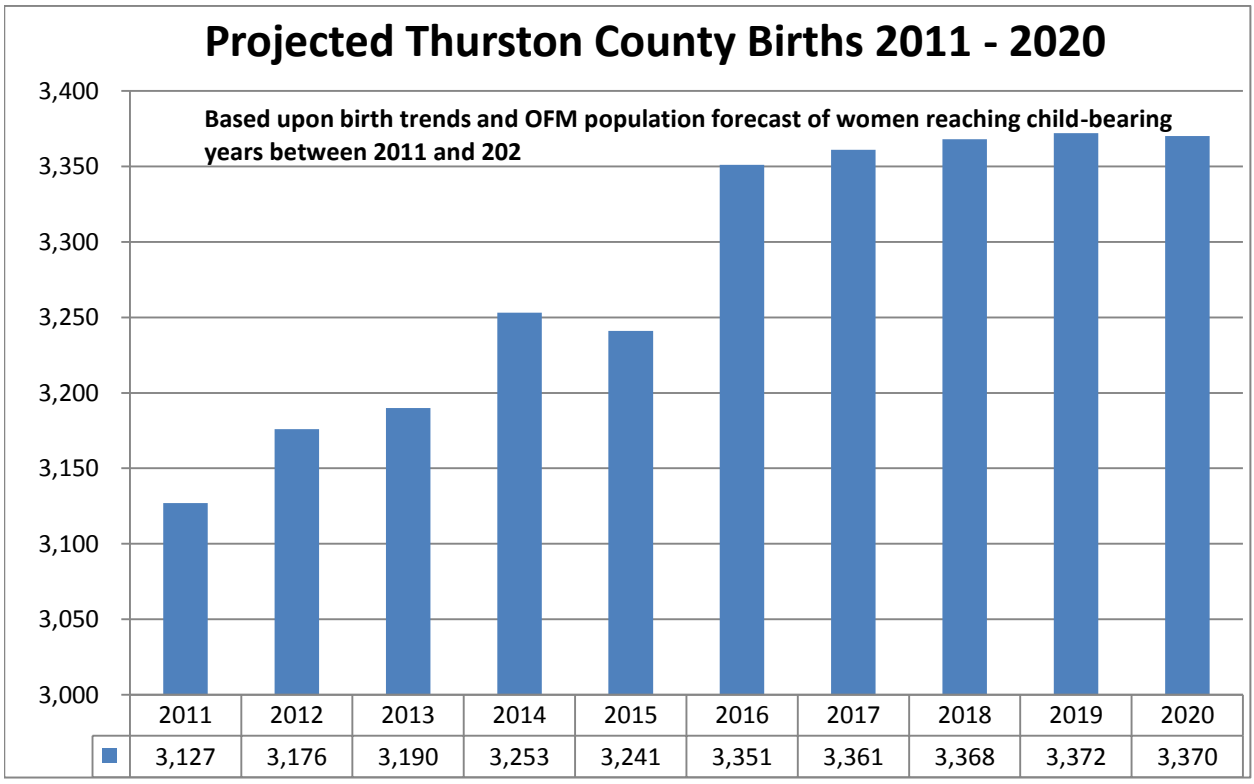
The number of women in their child-bearing years is increasing which should result in average annual births of 3100 a year between 2010 and 2015 and 3300 a year between 2015 and 2020. Children born between 2006 and 2020 will be eligible for school between 2011 and 2025. As a result it is likely that kindergarten and elementary enrollment will increase in Olympia and the rest of the Thurston County school districts as well. Based on birth trends and the population forecast, it is likely that K-12 enrollment countywide will increase over the next 10 to 15 years.

Olympia Enrollment Trend

P223 Enrollment OCTOBER 2013 Headcount



	Oct-00	Oct-01	Oct-02	Oct-03	Oct-04	Oct-05	Oct-06	Oct-07	Oct-08	Oct-09	Oct-10	Oct-11	Oct-12	Oct-13
Series1	9,144	9,179	8,991	8,977	8,914	8,964	8,905	9,127	9,234	9,200	9,187	9,108	9,217	9,268



	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
■	3,127	3,176	3,190	3,253	3,241	3,351	3,361	3,368	3,372	3,370

Over the past decade, the District's kindergarten enrollment has averaged about 23% of the county birth cohort; comparing kindergarten enrollment to county births 5 years prior to the enrollment year. This percentage is expected to remain relatively stable over the next decade or so, fluctuating up or down in a given year, relative to the amount of new home construction. This assumption is based on the fact that the District's share has averaged about 23% for the past 10 years, taking into account years in which the District saw a lot of new housing growth and years in which it saw very little.

It is possible that the District's share of future kindergarten students and other grades as well could increase in the coming decade. Whether it will or not depends largely on trends in new home construction and sales and the number of students that enroll from these homes relative to construction in other areas of the county.

Population, Housing and Enrollment

Data from the 2000 Census and from estimates created by the State of Washington Office of Financial Management (OFM) data shows that the District's resident population increased by over 6000 in the past decade with an average annual growth rate of 1.2%. During this same time period the District added over 2800 housing units. This means that, on average, the District saw its housing stock increase by about 288 units a year, over the past 10 years.

In addition to looking at specific developments, a comparison was also made between new home construction in the past decade and forecasts of new home construction for the next two decades (2010 to 2020 and 2020 to 2030). This comparison provides a way to see if enrollment growth from new home construction in the coming years will be about the same as in the past decade, or whether it will be significantly lower or higher. This comparison is used to estimate the effect of housing construction and population growth on future enrollment trends.

The permit data cited earlier suggests that about 200 new single family homes were built annually over the past 5 years and about 71 multi-family units (though this number is a little high due primarily to one large project). In addition, the State of Washington data indicates that about 288 new housing units were added annually over the past 10 years, although there is no distinction provided between single and multi-family. There are also indications from the State data that the District may have seen a larger average in the past 5 years (300 units per year), than in the period between 2000 and 2005. These various estimates provide information about past new home sales and construction. But what about the future?

There are several different ways to get a handle on future housing construction. Forecasts from the Thurston Regional Planning Council (TRPC) indicate that the District could see 500 or more new housing units built annually between 2010 and 2020 and between 2020 and 2030. This number is higher, however, than what has occurred in the past decade and it is higher than we might expect given what we know about projects that are currently planned within the District.

Development data collected from the City and County shows that there are currently over 2300 single family units and almost 2100 multi-family units in some stage of development. Some projects are in process and others are still getting started. And still others may be put on hold, or even abandoned. Although we cannot know for sure, it is likely that the majority of these projects

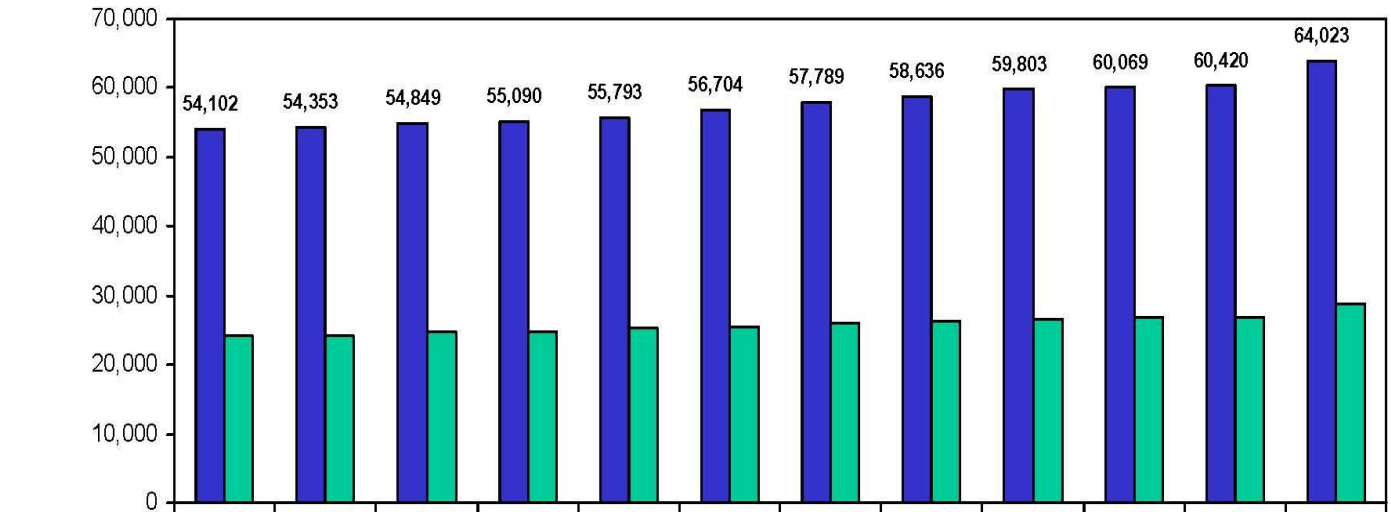
will be completed over the next 5-7 years. On the other hand, the earlier analysis suggests that the District may not see all of the students from these homes in the initial years of completion. As a result, it is likely that the full impact of these projects on enrollment will be felt over the next 10 years. If so the District would be impacted by an average of approximately 440 new housing units annually (230 single family and 210 multi-family). This estimate is lower than the assumptions of the TRPC forecast for the District. But it is also higher than the averages the District has seen over the past estimates for that decade (based on State estimates--- final numbers will not be available until the most recent Census data is released).

This District forecast is based on the assumption that the District will see about 300 new homes built annually between now and 2025. This number is in line with the recent 5 year estimated trend from the State, but below the assumption of more than 500 new homes per year that is assumed by the TRPC forecast. It is also below the 440 or so units per year we can estimate from the District's own tracking of future development. It is worth considering, however, that estimates from the State suggest that in the past decade, it was only in 2004 where the number of housing units added exceeded 400 (Table C). And this was a period in which the region and the nation experienced a housing bubble with construction and development far exceeding the historical averages. The average since 2005 has been for an addition of 289 housing units annually. It seems unlikely that the 2004 conditions will repeat themselves, so a slightly lower estimate of future housing development seems warranted at this time. The estimate of 300 assumes slightly better growth than the past 2 years and slightly better than the average of 2005-2010, but it also allows for the fact that some of the planned developments may be abandoned or not completed.

If the District sees about 300 new housing units annually in the coming decade, then it is likely that the growth trends by grade level (the number moving in or out) will be about the same as the past 5 years. The difference is that the District will see better kindergarten enrollments due to greater numbers of births. This means that enrollment should grow more in the next decade than in the previous decade.

It is also possible that the District could see lower or higher housing and population growth in the next 15 years than in the previous decade. The TRPC forecast, after all, assumes more than 500 new housing units per year. And the earlier cited estimates from the permit data show a lower average number of units between 2005 and 2009 (approximately 250-270 new housing units a year). Since we have differing estimates, a low and high range forecast was created in addition to the medium recommended forecast. The CFP, however, is based on the medium forecast.

Olympia School District
Housing Population Estimates
2001-2010 State Estimates



	Census 2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	Forecast TRPC (2010)
Population	54,102	54,353	54,849	55,090	55,793	56,704	57,789	58,636	59,803	60,069	60,420	64,023
Housing Units	24,110	24,250	24,611	24,838	25,258	25,626	25,977	26,290	26,661	26,833	26,993	28,946

Forecasts
A low, medium, and high range forecast by grade level was produced for the District. The medium forecast is recommended at this time. The following details the different assumptions of the 3 forecasts.

Low Forecast: Assumes the addition of 250 new housing units annually and population growth of about 8-tenths of a percent annually between now and 2025. This is slightly below the trends of the past decade.

Medium Forecast: This forecast assumes the addition of 300 new housing units annually and population growth of about 1% a year between now and 2025. The population and housing growth estimates are similar to the average trends of the past decade.

High Forecast: This forecast assumes the addition of over 500 new housing units annually and population growth of over 1.5% annually between now and 2025. These figures are derived from the housing forecast numbers provided by the Thurston Regional Planning Council for the Olympia School District. The population and housing growth estimates are higher than the trends of the past decade.

Methodology and Forecasts
The current enrollment for the Olympia School District was extrapolated into the future based on the trends of the past decade. This was done using the cohort survival averages presented earlier. These numbers were then adjusted to account for projected changes in housing and population growth assumed in the different forecasts. At kindergarten, the number of live births (2006 to 2009) and the forecast of county births (2010 to 2020) for each year was multiplied by the District's average share of this population over the past decade (23%). In the medium forecast, this average was assumed to be relatively constant, consistent with the trend of the past decade. In the low and high range forecast the average was assumed to trend down or up slightly in line with the assumed changes in population and housing.

Student Generation Rates and School Forecasts
Forecasts were also created for schools. This involved allocating the District medium projection to schools based on assumptions of differing growth rates in different service areas. Two sources of information were used for this forecast. First, development information by service area, provided by the City and County, was used to forecast school enrollments between 2011 and 2017. Student generation rates are based on City and County permits and enrollment data, 2005-2009.

Student Generation Rate Outcomes

Olympia Only (Griffin permits not included in totals)

Based on Cumulative File 2005-2009 Permits

Single Family

				Rate by Level					
Year	Permits	Students	Rate	K-5	6-8	9-12	K-5	6-8	9-12
2005	340	169	0.50	75	33	61	0.221	0.097	0.179
2006	272	94	0.35	43	27	24	0.158	0.099	0.088
2007	181	45	0.25	19	10	16	0.105	0.055	0.088
2008	96	19	0.20	10	5	4	0.104	0.052	0.042
2009	134	30	0.22	18	9	5	0.134	0.067	0.037
Totals	1023	357	0.35	165	84	110	0.161	0.082	0.108
Avg. / Year	205	71							
% by Level				46.2%	23.5%	30.8%			

Multi-Family

				Rate by Level					
Year	Units	Students	Rate	K-5	6-8	9-12	K-5	6-8	9-12
2005	26	4	0.15	2	2	0	0.080	0.080	0.000
2006	64	7	0.11	2	3	2	0.030	0.050	0.030
2007	205	2	0.01	1	1	0	0.000	0.000	0.000
2008	32	4	0.13	2	2	0	0.060	0.060	0.000
2009	105	6	0.06	5	1	2	0.050	0.010	0.000
Totals	432	23	0.05	12	9	110	0.028	0.021	0.005
Avg. / Year	86	5							

Based on this data, the District enrolls about 35 students for every 100 single family homes permitted over a 5-year period. The rate is highest in the most mature developments (50 per 100 units for homes built in 2005). The rates are lowest in the most recent years because it is likely that the District has not yet seen all the students. It is reasonable to assume that the District could see an average of 40 students per 100 homes once the real estate market starts to recover, but this assumption is not used in the school forecasts.

Again using the above data, the District enrolls about 5 students for every 100 multi-family units, but the rate varies considerably from year to year (most likely due to the type of

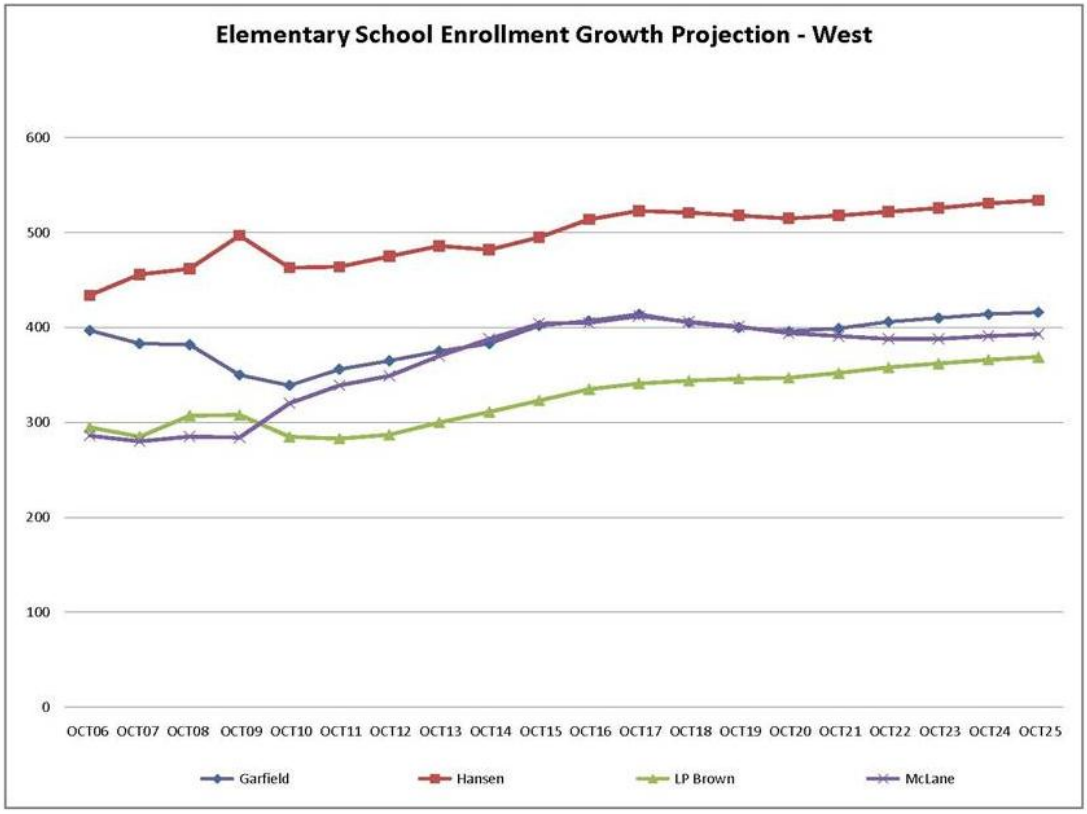
development – rental, condo, townhome and the number of bedrooms of each). Utilizing the 5-year average is probably best practice because it includes enough units and types to provide a reliable measure of growth from multi-family homes. This analysis suggests that the effect of multi-family development on enrollment is minimal unless there are a large number of units being developed.

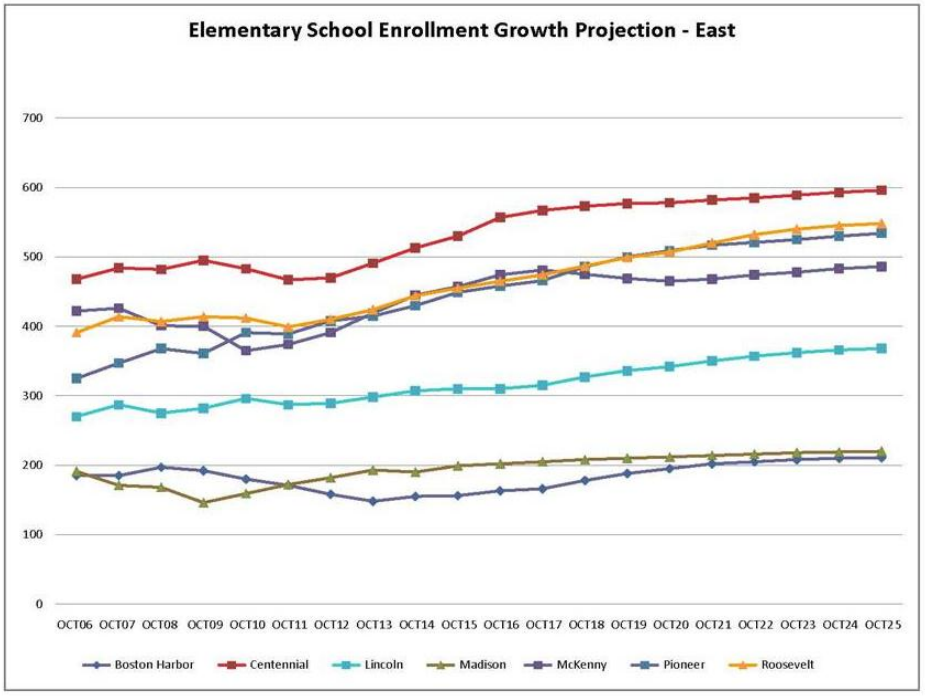
Once the students generated by development were calculated, the average enrollment trends by grade were then extrapolated into the future for each school. For the period between 2017 and 2025 adjustments to the school trends were based on housing forecasts by service area obtained from the Thurston Regional Planning Council.

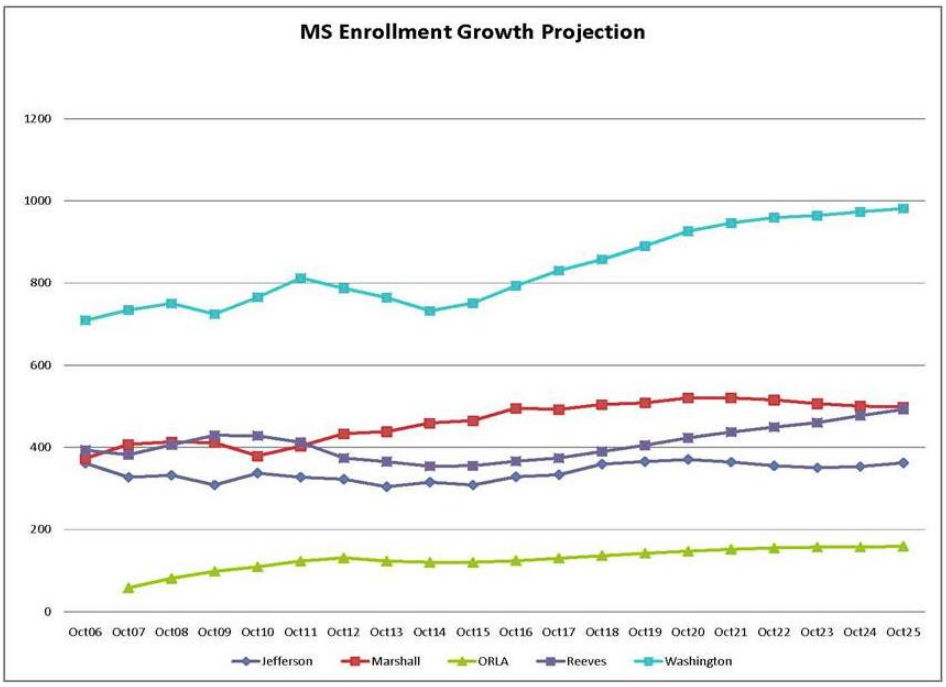
For secondary schools, the entry grade enrollment forecasts (grade 6 and 9) were based on enrollment trends and housing, as well as estimates of how students feed from elementary into middle school and middle into high school. For alternative schools and programs it was assumed that their share of future enrollment would be consistent with recent trends. This means that ORLA, for example, would increase its enrollment over time, consistent with the overall growth in the district's enrollment.

In all cases, the final numbers were balanced to the District medium projection which is assumed to be most accurate. This analysis by school allows the District to look at differential growth rates for different parts of the District and plan accordingly. Summary enrollment forecasts by school are charted on the following pages. Elementary schools are grouped into east and west elementary school locations.

Note: The generation rates used for the enrollment forecast are presented on page 14. The calculation of impact fees uses updated student generation rates, which are presented on page 42. The updated student generation rates will be incorporated into the 15-year enrollment forecast once this forecast is updated in 2015.


Elementary School Enrollment Growth Projection - West
600
500
400
300
200
100
0
OCT06 OCT07 OCT08 OCT09 OCT10 OCT11 OCT12 OCT13 OCT14 OCT15 OCT16 OCT17 OCT18 OCT19 OCT20 OCT21 OCT22 OCT23 OCT24 OCT25
Garfield
Hansen
LP Brown
McLane


Elementary School Enrollment Growth Projection - East
700
600
500
400
300
200
100
0
OCT06 OCT07 OCT08 OCT09 OCT10 OCT11 OCT12 OCT13 OCT14 OCT15 OCT16 OCT17 OCT18 OCT19 OCT20 OCT21 OCT22 OCT23 OCT24 OCT25
Boston Harbor
Centennial
Lincoln
Madison
McKenny
Pioneer
Roosevelt


MS Enrollment Growth Projection
1200
1000
800
600
400
200
0
Oct06 Oct07 Oct08 Oct09 Oct10 Oct11 Oct12 Oct13 Oct14 Oct15 Oct16 Oct17 Oct18 Oct19 Oct20 Oct21 Oct22 Oct23 Oct24 Oct25
Jefferson
Marshall
ORLA
Reeves
Washington

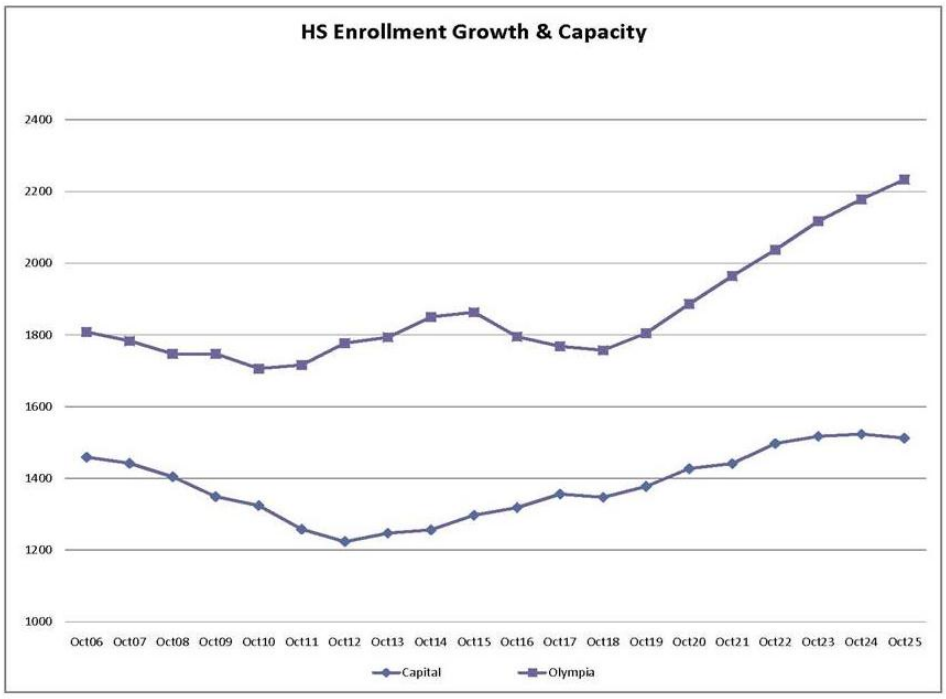

HS Enrollment Growth & Capacity
2400
2200
2000
1800
1600
1400
1200
1000
Oct06 Oct07 Oct08 Oct09 Oct10 Oct11 Oct12 Oct13 Oct14 Oct15 Oct16 Oct17 Oct18 Oct19 Oct20 Oct21 Oct22 Oct23 Oct24 Oct25
Capital
Olympia

Table C
Olympia School District Enrollment Projections (Calculated in 2010)

		Oct-12	Oct-13	Oct-14	Oct-15	Oct-16	Oct-17	Oct-18	Oct-19	Oct-20	Oct-21	Oct-22	Oct-23	Oct-24	Oct-25
K		684	707	727	713	719	730	734	748	745	771	773	775	775	775
1		695	720	745	766	751	757	769	773	788	785	812	814	816	817
2		699	709	735	760	782	767	773	785	789	804	801	829	831	833
3		662	709	719	746	771	793	778	785	797	800	816	813	841	843
4		680	675	723	733	760	786	808	793	799	812	816	832	829	857
5		626	689	684	732	743	770	796	819	803	810	823	826	842	839
6		654	617	679	674	721	732	759	784	807	792	798	810	814	830
7		701	665	626	689	684	733	743	770	797	819	804	810	823	827
8		692	712	675	636	700	695	744	755	783	809	832	817	823	836
9		838	864	888	842	794	874	867	929	942	977	1010	1039	1019	1027
10		773	836	862	887	841	792	872	865	927	940	975	1008	1037	1017
11		797	754	816	841	865	820	773	850	844	904	917	951	983	1011
12		791	785	743	804	828	852	808	761	838	832	891	903	937	968
		9292	**9442**	**9622**	**9823**	**9959**	**10101**	**10224**	**10417**	**10659**	**10855**	**11068**	**11227**	**11370**	**11480**
Change		96	149	180	201	137	142	123	193	240	196	212	159	143	111
% of Change		1.0%	1.6%	1.9%	2.1%	1.4%	1.4%	1.2%	1.9%	2.3%	1.8%	1.9%	1.4%	1.3%	1.0%

Table D
OSD October Headcount Enrollment History
October 2013

Grade	Oct-00	1-Oct	2-Oct	3-Oct	4-Oct	5-Oct	6-Oct	7-Oct	8-Oct	9-Oct	10-Oct	11-Oct	12-Oct	13-Oct
K	556	571	552	581	600	591	559	563	600	598	631	618	645	633
1	580	596	574	572	600	633	614	609	603	659	643	644	649	685
2	594	577	591	586	585	617	633	674	642	621	665	646	662	655
3	680	610	597	604	589	583	622	681	671	662	615	661	661	674
4	654	696	608	601	611	609	599	660	699	697	664	620	682	670
5	668	681	685	634	597	624	637	628	673	686	699	663	653	694
6	688	676	659	656	623	605	599	643	635	671	675	675	668	638
7	680	702	662	678	671	629	610	639	662	635	695	688	695	684
8	674	703	710	669	682	671	632	632	686	666	648	693	687	697
9	852	855	871	878	842	851	867	837	805	802	817	816	837	833
10	861	851	832	863	869	857	854	884	856	807	804	806	814	850
11	864	837	839	819	832	865	848	841	848	832	795	782	764	773
12	793	824	811	837	813	829	831	836	854	864	836	796	800	782
Total	**9144**	**9179**	**8991**	**8978**	**8914**	**8964**	**8905**	**9127**	**9234**	**9200**	**9187**	**9108**	**9217**	**9268**
Change		35	-188	-14	-63	50	-59	222	107	-34	-13	-79	109	51
% of Change		0.4	-2.0	-0.1	-0.7	0.6	-0.7	2.5	1.2	-0.4	-0.1	-0.9	1.2	0.6

III. Six-Year Planning and Construction Plan

History and Background

In September of 2010 Olympia School District initiated a Long Range Facilities Master Planning endeavor to look 15 years ahead at trends in education for the 21st century, conditions of District facilities, projected enrollment growth, utilization of current schools and the capacity of the district to meet these future needs. The 15 year planning horizon enabled the District to take a broad view of the needs of the community, what the District is doing well, the challenges the District should anticipate and some solutions to get started on.

The Planning Advisory Committee (PAC), consisting of parents and interested community citizens, was convened in October of 2010 and met regularly through July 2011. They made their presentation of development recommendations to the Olympia School Board on August 8th, 2011. During the course of the master plan process the following activities were conducted as part of the whole endeavor:

- 12 meetings of the Planning Advisory Committee
- 2 community forums (December 15, 2010 & February 16, 2011)
- 2 sessions with school district leadership (at General Administration meetings)
- Interviews with district departmental leaders and community partner institutions
- Community Survey, with participation by nearly 900 people
- Website on Wikispaces to share planning resources and communication among committee members
- School board study session and a subsequent presentation

PAC Recommendations

The Planning Advisory Committee reviewed and ranked the following master plan development recommendations to best meet those needs over the first half of the 15 year planning horizon:

- Build a New Centennial Elementary/Intermediate School
- Replace Garfield ES due to deteriorating conditions
- Full Modernization of three "Prototype" Schools; Centennial, McLane & Roosevelt ES
- Build a New Facility for Olympia Regional Learning Academy (ORLA)
- Expand Avanti High School into the entire Knox Building, relocate District Administration
- Replace 10 portables at Olympia HS with a Permanent Building
- Capital HS Improvements to support Advanced Programs and continued renovations
- Remodel a portion of Jefferson MS to support the new Advanced Middle School
- Small works and minor repairs for remaining schools

Development recommendations in the master plan are major projects that address the most critical needs in the District with respect to building conditions, ability to accommodate projected growth and support for choices in educational models offered by the District. Schools not included in the development recommendations may have minor improvements needed, could contribute to accommodating projected growth and offer well received alternatives in educational models. The Planning Advisory Committee chose a group of development recommendations that

best meet the identified needs for the next 15 years. The PAC assumed a substantial small works investment to address systems modernizations necessary at other schools.

Each of these development recommendations represent single or multiple projects that bundled together would constitute a capital bond package.

The administration has largely agreed with the PAC recommendations. The one exception is that new information leads us to conclude that Garfield ES does not need to be wholly replaced. The gym and possibly the cafeteria must be replaced and the remainder of the school can be modernized and sufficiently address the deterioration identified in 2011. The administration has developed the specifics of the small works roster as the PAC only identified the need for a substantial investment in small works. In the remainder of the CFP the Garfield project scope is for modernization, not full replacement; the administration small works roster is assumed.

The following is a description of each of the capital projects:

New Centennial Elementary/Intermediate School
Enrollment projections show that over the next 15 years, enrollment in the elementary schools and the middle school in the southeast quadrant of the District will exceed the capacity of the schools. The growth in the Centennial boundary is the largest. Solutions need to be found for both elementary school and middle school students. Enrollment at Centennial, McKenny and Pioneer Elementary schools is projected to increase 313 students by 2020. Washington Middle School enrollment is projected to increase 161 students by 2020. In the Washington Middle School enrollment area the projection is for an additional 474 students over 2010 enrollments. Roughly 60% of the elementary school enrollment growth is projected to occur by 2016. Middle school growth occurs primarily in the years between 2016 and 2020. The amount of over enrollment projected at Washington Middle School would not be enough to justify a new middle school. And the elementary over enrollment projections won't generate a new elementary school.

To accommodate projected growth beyond capacity in the Washington Middle School enrollment area, a new Elementary/Intermediate School is recommended to serve fifth thru eighth grade students coming from Centennial Elementary School. The new facility would be located on district-owned property contiguous with Centennial Elementary. The new school will be sized to provide enough capacity to receive the students from Centennial ES who would have attended Washington MS and to house fifth grade students who would otherwise attend Centennial. That enrollment change would give Washington MS capacity to accommodate its own projected growth receiving fifth graders from McKenny and Pioneer ES when growth in those schools occurs. Existing Centennial Elementary would become a PK-4 school with enough room for the projected enrollment growth there.

Partial Remodel at Jefferson Middle School—Completed 2012
The Master Planning Advisory Committee also considered building conditions, utilization and fitness for future models of education for all of the District's schools. The building conditions at Jefferson Elementary are some of the worst in the District, but many issues were addressed in

the recent Capital Levy. The investment to modernize the whole school building in the context of other needs reviewed by the committee was not given a high enough priority to recommend such a large expenditure at this time. The school enrollment is relatively low, and a variety of special programs are housed at Jefferson Middle School. A new program, beginning in the fall of 2011 is Jefferson Advanced Math and Science (JAMS), which focuses on science, technology, math and engineering subjects as the core of a challenging and engaging curriculum. Enrollment in the new program is promising and the committee recommends remodeling a portion of Jefferson Middle School to accommodate these instructional needs.

In this recommendation, the northern portion of the school which houses home economics, shop, art and undersized science labs would be remodeled to provide properly sized science labs, upgrade the shop, potentially repurpose the home economics area and upgrade the learning technology in the classrooms and labs.

The remodel should also consider the future educational needs of students reviewed in the master plan, like these:

- More collaborative hands on projects so students learn how to work in teams and respect others,
- Place for hands-on, project based learning,
- Work with personal mobile technology that individualizes their learning,
- Creating settings for students to work independently,
- Meeting the needs of a diverse range of learning styles and abilities,
- Places for students to make presentations and display their work,
- Teacher planning and collaboration, and
- Fostering media literacy among students and teachers,

The total area of the remodel would be approximately 21,000 square feet. The remodel would be focused in the interior of the building and not upgrade major systems. Some systems upgrades are included in the small works plan.

Prototype Schools: Centennial, Garfield, McLane & Roosevelt Elementary School Modernizations

The four "prototype" schools built in the late 1980's have some of the worst building condition ratings in the District. The 2009 facility condition survey and interviews with leaders of the schools identified problems with heating and cooling, inconsistent technology, poor air quality, parking and drop off/pick up issues, poor drainage in the playfields, security at the front door and the multiple other entries, movable walls between classrooms that don't work, a shortage of office space for specialists, teacher meeting space that is used for instruction, security at the perimeter of the site, storage and crowded circulation through the school. We have also learned about the frequent use of the pod's shared area outside the classrooms; while it's heavily used, there isn't quiet space for small group or individual activities. These schools also lack a stage in the multipurpose room. The 2010 Capital Levy made improvements to some of these conditions, but a comprehensive modernization of these schools is required to extend their useful life another 20-30 years and make improvements to meet contemporary educational needs.

The master plan is proposing a comprehensive modernization of Centennial, McLane & Roosevelt Elementary Schools to improve all of these conditions. The intent of these projects is to do so as much as is feasible within the footprint of the school. The buildings are not well configured for additions. The exterior finishes of the schools will be refurbished; exterior windows and doors replaced as needed. Interior spaces will be reconfigured to enhance security, efficiency and meet a greater range of diverse needs than when the schools were first designed. Major building systems will be replaced and updated. Site improvements would also be made.

Recent discoveries in the building conditions at Garfield Elementary have led to the recommendation of replacing the existing gym and cafeteria, and modernizing the remainder of the building. The modernized school should include three additional classrooms in permanent space to replace the portables currently on site.

The modernization and replacement projects should also consider aspects of the future educational vision outlined in the master plan, such as these:

- Accommodate more collaborative hands on projects, so children learn how to work in teams and respect others,
- Work with personal mobile technology that individualizes their learning,
- Creating settings for students to work independently,
- Meeting the needs of a diverse range of learning styles and abilities,
- Places for students to make presentations and display their work,
- Teacher planning and collaboration,
- Fostering media literacy among students and teachers,
- Make the building more conducive to community use, while reducing the impact on education and security,
- Support for music/art/science.

Olympia Regional Learning Academy (ORLA)

Founded in 2006, the Olympia Regional Learning Academy offers unique programs that are strongly supported by the District and have been growing. ORLA comprises three programs growing in various ways, with a fourth emerging. The current programs are: Homeschool Connect, iConnect Academy and ORLA Montessori. An emerging program is a concept for ORLA to be the "hub" for eLearning district-wide. Historically the programs at ORLA have drawn students and their families from neighboring school districts. The proportion of Olympia School District students has surpassed those from outside the District and is expected to continue to grow within the District.

Homeschool Connect serves 388 students (322 FTE). On a peak day 270 kids are on site, with 160 parents and 33 staff and community specialists. Homeschool Connect currently uses 17 classrooms, shared by all K-12 students. 20 classrooms are projected to serve future needs.

iConnect Academy currently serves 103 students, many of them are enrolled part time at other schools, so the student count translates to 50 FTE. Students come to the school building for mentoring and testing a couple of times per week for a few hours. Most of their work is done online, so the students don't create a strong physical presence. ORLA is looking at a hybrid model where students would spend more time at the school and less online. ORLA has intentions to grow the program to support 140 – 180 students in the near future. Through scheduling alternatives space in the school could be shared with Homeschool Connect.

The Montessori program is relatively new. The school served 25 Montessori students in the 2010-11 school year, and will serve up to 90 in the 2011-12 school year, with plans to add 30 per year after that as space allows. Ultimately, the plan is to serve 240 students in preschool through 5th grade. In the current facility there are 4 only classrooms available for the Montessori. Future plans are for 8 classrooms total: 2 classrooms with combined preschool/K, 3 classrooms for combined 1-3 multi-grade classes and 3 classrooms for combined 4/5 multi-grade classes.

The "hub" for eLearning district-wide is an initiative to support online learning in all of the District's schools and to support professional development among teachers to take advantage of new modes of meeting students' individual learning styles and aptitudes. ORLA would be the center for that professional development and production of online educational resources for use in the schools.

The growth of ORLA is bounded by the current facility. Future enrollment plans for the different programs are as follows:

- Montessori: ultimately 240 onsite at a time
- Homeschool Connect: 320+ on site at a time, 400 total
  (200 parents, 40 staff and community specialists)
- iConnect Academy: 80 students on site at a time
  (may blend with Homeschool or come later in the day)

Facility Considerations

For Homeschool Connect and iConnect Academy, the ORLA facility should provide shared amenities and learning settings they can't get at home or online. Most of these shared amenities can be made accessible to act as a community center, encouraging the public to see the learning that is going on in the school. The facility could include:

- Science/applied technology labs
- Social/collaborative learning (place to work on team projects)
- Study/conference areas for work in small groups and with teachers
- Music, art and technology studios
- Theater/presentation area
- Fitness/recreation
- Library/media literacy services
- District-wide eLearning resources

iConnect Academy has been the catalyst for thinking about these services to students in schools around the District. ORLA can be the "hub" for eLearning across the District. These are some of the thoughts that came out of conversations in the master plan process:

- Record live instruction for students online, could be a district center for online media production
- Sharing instructional personnel across the District, professional development for teachers
- Need place for parents in online and preschool, curriculum resource center, big manipulatives, tech lab and computer check out, students move from class to class like a community college
- Include gym, art, science, theater: spaces that support activities that are hard to replicate at home
- Online learning offers greater flexibility at the secondary level to reach kids. Satellite campuses that offer more mobile learning, learning out in the community. 9th and 10th graders are biding time, waiting to get into running start. They are waiting to get out of the comprehensive situation
- Demonstrate a place for 21st century learning
- Retain students who are leaving for alternative programs at college or skills centers
- Provide a multimedia production/online broadcast center for ORLA and other teachers in the District to record and broadcast classes, also used by students who choose to do the same
- Students learn through projects that encourage them to make contributions toward solving real problems.

New Building for ORLA

ORLA happens to be housed in the facility with the worst building condition rating, the Old Rogers Elementary School. It can only support planned growth of the current programs for a few more years. It was clear to the Planning Advisory Committee that a new facility for ORLA is the

right solution. The OSD Board of Directors determined that ORLA should be built on the former McKinley Elementary School site at Boulevard and 15th Ave SE.

Each of the ORLA programs has particular considerations with respect to location within the District:

- Homeschool Connect parents are with their children at school, they drive and they will go anywhere in the District for the program.
- Many iConnect Academy students don't have cars or come to the school after work and would benefit from a central location tied to Intercity Transit routes. At the current Rogers site the bus comes only once per hour.
- ORLA Montessori draws students from across the District and would benefit parents with a more central location.

Other site considerations include:

- Outdoor amenities such as play equipment like an elementary, a field big enough to play soccer, a trail around the perimeter, separate play area for preschool and for kindergarten.
- Outdoor gathering areas and a garden.
- Parking for up to 160 parents and 40 staff, area for food service delivery and service vehicles.

A preliminary model of the spaces to include in the new building for ORLA demonstrates the need for a 66,278 square foot facility. This can serve a total of 667 students at a time. Because of the varied schedules of the programs and that iConnect Academy students are on site a more limited time (sharing space with Homeschool Connect) the facility can serve many more students than it has capacity for at any given time.

Site work for the new construction will begin in August 2013, with construction beginning in fall 2013.

Avanti High School

Through the master plan process, the District affirmed the importance of Avanti High School and directed that the master plan include options for the future of the school. Avanti has changed its intent in recent years to provide an arts-based curriculum delivery with an entrepreneurial focus. Enrollment will be increased to 250 students with greater outreach to middle school students in the District who may choose Avanti as an alternative to the comprehensive high schools, Olympia and Capital High Schools. The school appreciates its current location, close proximity to the arts & business community downtown and the partnership with Madison Elementary School.

The six classrooms in the building are not well suited to the Avanti curriculum as it is developing and hinder the growth of the school. The settings in the school should better reflect the disciplines being taught through "hands on" learning. The school integrates the arts as a way to get the basics. Avanti creates a different learning culture through personalizing education, keeping students' interest and using their minds well. Avanti focuses on depth over breadth.

Students form good habits of the heart and mind. They don't gear up for summative assessments; formative assessments are provided, students must demonstrate their mastery. Students come together in seminars, so space is needed for "town hall" sessions. The auditorium is too one directional; while it works well for some activities the school needs more options.

Facility Options Considered:

- Take over the Knox Center, move administration to another location
- Expand on the Knox Center site in the District warehouse space, move warehouse to the transportation site
- Find a new site for the school, either in leased space or on district owned property somewhere

Twelve learning settings were identified as an appropriate compliment of spaces with the intent for them all to support teaching visual and performing arts:

1. Drama (writing plays, production) - renovate existing stage/auditorium
2. Music/recording studio (writing songs) - look at renovation of warehouse space
3. Dance (math/rhythm) - look at renovation of warehouse space
4. Painting/drawing
5. Three dimensional art (physical & digital media, game design)
6. Photography/video/digital media (also support science & humanities)
7. Language arts
8. Humanities

9/10. Math/math

11/12. Science/science – need shop space to build projects, a blend of art and science, look at warehouse space

Additional support spaces: special needs, library, independent study, food service, collaborative study areas, administration/counselors, community partnerships.

This development recommendation proposes that Avanti High School move into the entire Knox Building, including the District warehouse space. Light renovation of the buildings would create appropriate space of the kind and quality that the curriculum and culture of the school need.

District administration would move to a facility where the office environment can be arranged in a more effective and space efficient manner. The Knox Building would return to full educational use. This option was seen by the Planning Advisory Committee to be the most cost effective alternative.

The long-term growth of Avanti High School is also seen as a way, over time, to relieve the pressure of projected enrollment growth at Olympia High School.

Olympia High School: Replace Portables with a Permanent Building

While there are still many physical improvements that need to be made at Olympia High School (HS), one of the greatest needs that the Planning Advisory Committee (PAC) identified is the replacement of 10 portables with permanent space. District policy states that 1,800 students is the desired maximum enrollment that Olympia HS should serve. These 10 portables are part of the high school's capacity for that many students. The PAC's recommendation is that these portables should be replaced with a new permanent building and they considered some options with respect to the kinds of spaces that new permanent area should include:

1. Replicate the uses of the current portables in new permanent space
2. Build new area that operates somewhat separate from the comprehensive HS to offer a new model
3. Build new area that is complimentary to the comprehensive high school, but a distinction from current educational model (if the current educational model has a high proportion of classrooms to specialized spaces, build new area with primarily specialized spaces)

Following some of the themes the PAC considered for future learning environments, these are potential considerations they reviewed for the replacement of portables at Olympia HS with a new building:

- Demonstrate a place for 21st century learning
- Retain students who are leaving for alternative programs at college or skills centers
- Partner with colleges to deliver advanced services
- Create a culture that equalizes the disparity between advanced students and those still needing remediation without holding either group back
- Individualized and integrated assisted by personal mobile technology, a social, networked and collaborative learning environment
- A place where students spend less of their time in classes, the rest in small group and individual project work that contributes to earning course credits.
- All grades, multi grade classes
- Art and science blend?
- Convert traditional shops to more contemporary educational programs, environmental science, CAD/CNC manufacturing, health careers, biotechnology, material science, green economy/energy & waste, etc.
- More informal learning space for work done on computers by small teams and individuals
- Collaborative planning spaces, small conference rooms with smart boards
- A higher percentage of specialized spaces to classroom/seminar spaces
- Focus on labs (research), studios (create) and shops (build) learn core subjects through projects in these spaces. (cross-credit for core subjects)
- Blend with the tech center building and curriculum
- Consider the integration of specialized "elective" spaces with general education. All teachers contribute to integrated curriculum.
- Provide a greater proportion of area in the school for individual and small group project work.
- Support deep exploration of subjects and crafting rich material and media, support inquiry and creativity.

Music and science programs are strong draws to Olympia High School, which also offers an AP curriculum. Conversation with school leaders found support for the idea of including more specialized spaces in the new building. Some of the suggested programs include:

- More science, green building, energy systems, environmental sciences
- Material sciences and engineering
- Art/technology integration, music, dance, recording
- Stage theater, digital entertainment,
- Need place for workshops, presentations, poetry out loud

An idea that garnered support was to combine the development of a new building with the spaces in the school's Tech Building, a relatively new building on campus, detached from the rest of the school. The Tech Building serves sports medicine, health career technician, biotechnology and microbiology. It also has a wood shop that is used only two periods/per day and an auto shop that is not used all day so alternative uses of those spaces should be considered.

A new building could be added onto the east side of the Tech Building to form a more diverse combination of learning settings that blend art and science.

Enrollment projections show that Olympia High School will exceed 1,800 students in the future by more than 400 students later in the 15 year planning horizon. A new building could serve alternative schedules, morning and afternoon sessions to double the number of students served by the building. ORLA at Olympia HS is already a choice many students are taking advantage of. A hybrid online arrangement could serve more students in the Olympia HS enrollment area without needing to serve more than 1,800 students on site at any given time.

If the combination of the Tech Building and this new addition was operated somewhat autonomously from the comprehensive high school, alternative education models could be implemented that would draw disaffected students back into learning in ways that engage them through more "hands on" experiential education.

The development recommendation proposed by the Planning Advisory Committee is a 20,000 square foot addition onto the Technology Building with four classrooms, four science labs, one shop and one studio, with collaborative learning spaces that support all of the specialized learning settings. The addition would be placed on the field to the east of the Tech Building.

Capital High School Modernization and JAMS Pathway

Capital High School has received three major phases of improvements over the last 15 years, but more improvements remain, particularly on the exterior of the building. The majority of the finishes on the exterior are from the original construction in 1975, approaching 40 years ago. Most of the interior spaces and systems have seen improvements made, but some changes for contemporary educational considerations can still bring improvement.

One of the primary educational considerations the Planning Advisory Committee (PAC) explored is driven by the creation of the new Jefferson Advanced Math and Science (JAMS) program,

which is centered around Science, Technology, Engineering and Math (STEM) programs, and the need to provide a continuing pathway for JAMS students in that program who will later attend Capital HS. Relatively small improvements can be made to Capital HS that relate to STEM education and also support Capital High School's International Baccalaureate (IB) focus as well.

The conversations with the PAC and leaders in the school focused on 21st century skills like creative problem solving, teamwork and communication, proficiency with ever changing computing, networking and communication/media technologies.

Offering an advanced program at the middle school was the impetus for the new JAMS program. Career and Technical Education (CTE) is changing at Capital HS to support STEM education and accommodate the students coming from Jefferson. Math and science at Capital HS would benefit from more integration. Contemporary CTE programs are transforming traditional shop programs like wood and metal shop into engineering, manufacturing and green building technologies. Employers are looking for graduates who can think critically and problem solve; mapping out the steps in a process and knowing how to receive a part, make their contribution and hand it off to the next step in fabrication. Employers want good people skills; collaborating and communicating well with others. Increasingly these skills will be applied working with colleagues in other countries and cultures. Global awareness will be important. JAMS at the middle school level, and STEM and IB at high school level can be a good fit in this way.

The JAMS curriculum is a pathway into IB. The school is adjusting existing programs to accommodate IB programs. The JAMS program supports the Capital HS IB program through the advanced nature of the curriculum. 60 students are currently enrolled in IB and it was recently affirmed as a program the District would continue to support. The advanced nature of the JAMS program could increase enrollment in the Capital HS IB program. Leaders in the school intend that all students need to be part of this science/math focus.

At Jefferson, there will be a block schedule for JAMS in the morning, and afternoon will be open for electives. Jefferson students will come to Capital with the integrated /curriculum/learning and it may not be there for them otherwise when they get to Capital HS. Capital High School can start with a math/science block (Olympia HS has humanities block) and grow it over time. The program will start with freshmen and add grades over time.

Capital High School is intentional about connecting to employers and to folks from other cultures through distance learning. The District is working with Intel as a partner, bringing engineers in and having students move out to their site for visits and internships. Currently there is video conferencing in Video Production studio space. College courses can be brought into the high school, concentrating on courses that are a pathway to the higher education. The District is already partnering with universities on their engineering and humanities programs to provide university credits; like with St. Martins University on CADD and Robotics. The University of Washington is interested in offering university credit courses at the high school in foreign language, social studies and English. Comcast is on the advisory committee for communication technologies.

The development recommendation for Capital High School is to remodel the classroom pods to bring back the open collaborative learning areas in the center of each pod. The more mobile learning assistive technologies like laptops and tablet computers, with full time access to a network of information and people to collaborate with are changing the way students can engage with the course material, their teachers and their peers. Further development is also recommended in the shops and adjacent media/technology studios. Minor renovations in these

spaces can greatly enhance their fitness for supporting the contemporary JAMS initiatives. The building area of these interior renovations is estimated to be 10% of the total building area.

Extensive renovation of the original exterior walls, windows, doors and roof areas that have not been recently improved is the other major component of this development recommendation.

Future Small Works Roster

The small works roster is summarized below. The roster represents the facilities projects that must be undertaken in the near future. While we have attempted to plan for a six year small-works list, the new items may be identified during the life of the CFP.

	Proposed Items	*Projected Cost*
1	Electrical service and new fire alarm systems at up to 10 schools	$1,951,830
2	Replace controls and/or HVAC at up to 10 schools	$1,924,810
3	8 Emerging projects	$1,406,600
4	Interior and/or classroom improvements at 6 schools	$1,283,305
5	Replace transformers at ORLA and Capital HS	$1,041,000
6	Flooring at 7 schools	$713,575
7	Renewable energy projects	$630,000
8	Failed drainage and irrigation controls at 5 schools/sites	$628,188
9	Emergency generators at 3 sites	$573,750
10	Ingersoll concrete, roof, and track maintenance	$563,500
11	Parking lots and paving at 5 schools	$533,429
12	Re-roof of 1 school	$324,000
13	Security cameras at up to 4 schools	$123,750
14	All other	$107,542
	Total	**$11,681,929**

Utilization of Portables as Necessary

The enrollment projections that serve as the basis of this CFP identify that 9 of 11 elementary schools will experience enrollment growth beyond current capacity. Further, the enrollment growth does not reach a critical mass in any one or two adjacent boundary areas to make building a new elementary school feasible. As such, portable facilities will be used as necessary to address capacity needs at individual schools throughout the District.

At this time, the district expects to invest in 7 portables at the elementary level during the period covered by this CFP. Additional portables may be necessary at the high school levels. (The need for middle school portables is unlikely.)

Middle School Grades 5-8

Project Name: Centennial Elementary/Intermediate School
New Facility

Location: 2825 SE 45th Ave, Olympia

Site: 15.11 acres

Capacity: 450 students (113 new student capacity for 5th grade level and 337 new student capacity for grades 6-8)
(Current Utilization Standard)

Square Footage: 65,000 s.f.

Cost: Total project: $34.4 million ($6.4 million new student capacity costs)

Project Description: A new intermediate/middle school to support matriculating students from Centennial Elementary School. This facility will be built on property adjacent to Centennial Elementary forming a comprehensive K-8 grade campus.

Status: The District anticipates this facility will be available within the time frame of this CFP.

Middle School Grades 6-8

Project Name: Jefferson Middle School
Remodel

Location: 2200 Conger Ave NW, Olympia

Site: 25 acres

Capacity: 599 students (no new student capacity)
(Current Utilization Standard)

Square Footage: 94,151 s.f.

Cost: Total project: $4,074,000 million

Project Description: Remodel existing wing of school to accommodate the new Advanced Math and Science program, as well as support educational trends.

Status: The District anticipates this facility will be available in 2012.

Alternative Learning Campus — Grades K-12

Project Name: Olympia Regional Learning Academy (ORLA)
New Facility

Location: 1412 Boulevard Road SE, Olympia

Site: 8.6 acres

Capacity: 677 students (152 new student capacity)
(Current Utilization Standard)

Square Footage: 66,278 s.f.

Cost: Total project: $28 million ($6.5 million new student capacity costs)

Project Description: Build a new facility for ORLA in order to serve the iConnect Academy, Home School Connect, and Montessori programs. This facility will be built on property that was the Old McKinley Elementary School site on Boulevard Road.

Status: The District anticipates this facility will be available in 2015 or 2016.

Elementary School Modernization / Addition — Grades K-5

Project Name: Garfield Elementary School
Modernization / Addition

Location: 325 Plymouth Street NW, Olympia

Site: 7.7 acres

Capacity: 469 students (63 new student capacity)
(Current Utilization Standard)

Square Footage: 57,105 s.f.

Cost: Total project: $21.3 million ($2.4 million new student capacity costs)

Project Description: Demolition of existing gymnasium, cafeteria, and adjacent covered walkways. Replacement of gymnasium and cafeteria areas, major modernization of remaining existing school facility. Modernization work will include all new interior finishes and fixtures, furniture and equipment, as well as exterior finishes.

Status: The District anticipates this facility will be available in 2014 or 2015.

Elementary School Modernization Grades K-4

Project Name: Centennial Elementary School Modernization

Location: 2637 45th Ave SE, Olympia

Site: 11.8 acres

Capacity: *(Current Utilization Standard)* 479 students (no new student capacity)

Square Footage: 45,345 s.f.

Cost: Total project: $12.2 million

Project Description: Major modernization of existing school facility. Modernization work will include all new interior finishes and fixtures, furniture and equipment, as well as exterior finishes.

Status: Subject to bond approval, the District anticipates this facility will be available in 2017.

Elementary School Modernization Grades K-5

Project Name: McLane Elementary School Modernization

Location: 200 Delphi Road SW, Olympia

Site: 8.2 acres

Capacity: *(Current Utilization Standard)* 349 students (no new student capacity)

Square Footage: 45,715 s.f.

Cost: Total project: $16.8 million

Project Description: Major modernization of existing school facility. Modernization work will include all new interior finishes and fixtures, furniture and equipment, as well as exterior finishes.

Status: Subject to bond approval, the District anticipates this facility will be available in 2018.

Elementary School Modernization Grades K-5

Project Name: Roosevelt Elementary School Modernization

Location: 1417 San Francisco Ave NE , Olympia

Site: 6.4 acres

Capacity: *(Current Utilization Standard)* 439 students (no new student capacity)

Square Footage: 47,616 s.f.

Cost: Total project: $16.6 million

Project Description: Major modernization of existing school facility. Modernization work will include all new interior finishes and fixtures, furniture and equipment, as well as exterior finishes.

Status: Subject to bond approval, the District anticipates this facility will be available in 2018.

High School Modernization Grades 9-12

Project Name: Capital High School Modernization

Location: 2707 Conger Ave NW, Olympia

Site: 40 acres

Capacity: *(Current Utilization Standard)* 1,496 students (no new student capacity)

Square Footage: 254,772 s.f.

Cost: Total project: $19.7 million

Project Description: Modify classroom pod areas and other portions of the existing school in order to support educational trends and students matriculating from the Jefferson Advanced Math and Science program. Replace older failing exterior finishes and roofing.

Status: Subject to bond approval, the District anticipates this facility will be available in 2018.

High School Addition Grades 9-12

Project Name: Olympia High School
Addition / portable replacement

Location: 1302 North Street SE, Olympia

Site: 40 acres

Capacity: will limit to 1,811 students (expected to add 70 new student capacity)
(Current Utilization Standard)

Square Footage: 233,960 s.f.

Cost: Total project: $11.9 million

Project Description: Provide additional permanent building area to replace ten portable classrooms. Support educational trends with these new spaces.

Status: Subject to bond approval, the District anticipates this facility will be available in 2018.

High School Addition/Admin. Center Grades 9-12

Project Name: Avanti High School
Addition & Modernization & Re-location of District Administrative Center

Location:
Avanti HS:
1113 Legion Way SE, Olympia (currently located on 1st floor of District Administrative Center

District Administrative Center:
To be determined

Site: Avanti HS: 7.5 acres

Capacity:
(Current Utilization Standard)
Avanti HS: Will limit to 250 students

District Administrative Center: To be determined

Square Footage:
Avanti HS**:** 78,000 s.f.

District Administrative center: To be determined

Cost:
Avanti HS : Total project: $8.5 million
District Administrative Center: Estimated $5.3 million

Project Descriptions:
Avanti HS:
Expand Avanti High School by allowing the school to occupy all three floors of the District Administrative Center. Expanding the school will allow additional programs and teaching and learning options that might not be available at the comprehensive high schools.

District Administrative Center: Provide a new location for administrative offices somewhere in the downtown vicinity.

Status: Subject to bond approval, the District anticipates this facility will be available in 2018.

IV. Finance Plan

Capital Levy Revenue
During the fall of 2008, the Board of Directors authorized the formation of a Facility Advisory Committee (FAC) to analyze the Districts' facility needs. This committee assessed the physical condition of the existing facilities, and surveyed the educational program needs for all three levels; elementary school, middle school, and high school. The FAC brought forward its recommendation to the Board of Directors in November of 2009. The committee indicated their priorities by dividing recommendations into an A, B, and C set of investments.

Major capital improvements were recommended for Capital High School (structural upgrades required by the building department to meet current building code), Jefferson Middle School modernization work, and a three-classroom addition to Pioneer Elementary School. Other system improvements and upgrades were recommended for a variety of other schools in the District and included measures that will make all our facilities safe, dry, and conducive to teaching and learning.

The Board of Directors placed a levy measure on the February 2010 ballot in order to secure local funding for this new capital improvement program. The ballot measure was designed to reach the "A" list projects, as prioritized by the FAC. The ballot measure passed and resulted in authorized local funding for these projects. The total proposed funding for this capital improvement was set to come from two sources:

Facility Levy Funding	$15.5 million
School Impact and Mitigation Fees	$1.0 million
Total Revenue	$16.5 million

Funding for these levy capital projects does not include state assistance funds because none of the projects were eligible under state guidelines.

Insurance Reimbursement
In June of 2010, the District learned from our insurance carrier that the required structural upgrades at Capital High School will be covered by the insurance carrier. The levy included $5.5 million in funding since it was not clear if insurance was going to provide any funding for these repairs and upgrades. The scope of work has grown since the levy was passed; the current cost estimate for this work at Capital High School is in the range of $9 to $10 million. However, the original $5.5 million included in the levy for the structural work can be re-purposed to other projects of urgent nature and allowable by state law to the levy fund source.

Eligibility for OSPI Funding Assistance
A calculation of area within the district school inventory that is eligible for state funding assistance, based on the age and size of the schools, was provided to the District by the Office of the Superintendent of Public Instruction in February 2011. They estimated 200,000 square feet

of eligible area for elementary and middle schools (K-8) and 25,000 square feet for the high schools (9-12).

Three factors need to be factored into the equation after determining the eligible area. The 2013 Construction Cost Allowance (CCA) of $194.26, 2013 State Funding Assistance Percentage (SFAP) for Olympia School District of 49.23% and an 80% multiplier that is applied to funding that will be used for projects qualifying for state match. The state formula would generate a potential for $15,659,454 in state funding assistance.

Projects implemented from the master plan would need to total the eligible area to get the full amount potentially available. For example, Garfield and ORLA would be eligible for the square footage of the existing buildings that are being replaced, even though the new buildings will be larger. Projects involving the replacement of buildings at the high school level are not part of the development recommendations. The 9-12 funding assistance can be applied to modernization projects for area that has not been previously improved with state funding assistance. The nature of the projects implemented from the master plan will have an impact on the ability of the district to receive the full potential amount of eligible funding assistance.

If we forecast to a 2014 CCA of $198.08 and keep the SFAP constant, we get a potential amount of $16,821,463. These amounts are projections and the actual CCA and SFAP will be provided by OSPI at the time state assistance is applied for.

Bond Revenue

The primary source of school construction funding is voter-approved bonds. Bonds are typically used for site acquisition, construction of new schools, modernization of existing facilities and other capital improvement projects. A 60% super-majority voter approval is required to pass a bond. Bonds are then retired through the collection of local property taxes. Proceeds from bond sales are limited by bond covenants and must be used for the purposes for which bonds are issued. They cannot be converted to a non-capital or operating use. As described earlier, the vast majority of the funding for all District capital improvements since 2003 has been local bonds.

The projects contained in this plan exceed available resources in the capital fund, anticipated additional capital levy revenue, and anticipated School Impact and Mitigation Fee revenue. The Board of Directors sold bonds in June 2012, allowing an additional $82 million in available revenue for construction projects.

Further, the amount of the requested 2012 bond will not fully cover the anticipated projects through 2019, described above. The Board of Directors will likely submit an additional Bonding Authority request during the period covered by this CFP, but the time is not yet specified. The Board will carefully watch enrollment pressure for district high schools, and may adjust the Avanti, Capital and Olympia High Schools project plans if the anticipated enrollment pressure is delayed, which would reduce the second bond request.

Impact Fees

Impact fees are utilized to assist in funding capital improvement projects required to serve new development. For example, local bond monies from the 1990 authority and impact fees were used to plan, design, and construct Hansen Elementary School and Marshall Middle School. The District paid part of the costs of these new schools with a portion of the impact fees collected. Using impact fees in this manner delays the need for future bond issues and/or reduces debt service on outstanding bonds. Thurston County, the City of Olympia and the City of Tumwater all collect school impact fees on behalf of the District.

Impact fees must be reasonably related to new development and the need for public facilities. While some public services use service areas or zones to demonstrate benefit to development, there are four reasons why the use of zones is inappropriate for school impact fees: 1) the construction of a new school benefits residential developments outside the immediate service area because the new school relieves overcrowding in other schools; 2) some facilities and programs of the District are used by students throughout the District (Special Education, Options and PATS programs); 3) school busing is provided for a variety of reasons including special education students traveling to centralized facilities and transportation of students for safety or due to distance from schools; 4) uniform system of free public schools throughout the District is a desirable public policy objective.

The use of zones of any kind, whether municipal, school attendance boundaries, or some other method, conflict with the ability of the school board to provide reasonable comparability in public school facilities. Based on this analysis, the District impact fee policy shall be adopted and administered on a district-wide basis.

Current impact fee rates, current student generation rates, and the number of additional single and multi-family housing units projected over the next six year period are sources of information the District uses to project the fees to be collected.

These fees are then allocated for capacity-related projects as recommended by a citizens' facilities advisory committee and approved by the Board of Directors.

The District's planned projects that will yield more capacity by fall 2017 include: New ORLA facility (K-12), new intermediate/middle school adjacent to Centennial ES, addition at Garfield Elementary School, and nine portables across 11 elementary schools. For purposes of the impact fee calculation included in this Capital Facilities Plan, the District has chosen to use only the construction related costs of the above projects (rather than the total project costs).

Student Generation Rates

To effectively plan for future capacity needs, the District reviews the location and number of proposed new housing developments within the District's service area. Typically, the enrollment model will incorporate historic trends and other factors for long-term projections. In addition, the District reviews upcoming housing starts to project for more immediate needs that may need to be addressed by temporary needs, such as placing portable (temporary) classrooms. In determining the number of new students that may result from new development, the District has

developed "student generation rates" that calculate new student impacts on existing school facilities for each level (elementary, middle, and high schools).

The rates below are based on an updated study in August 2013. The rates are generated using all territory within the boundaries of the Olympia School District. The analysis is based on projects constructed in calendar years 2008 through 2012; the addresses of all students were compared with the addresses of each residential development. Those which matched were aggregated to show the number of students in each of the grade groupings for each type of residential development. A total of 865 single family units were counted between the survey periods; 446 students were generated from these units. A total of 598 multiple family units were counted; and 127 students were associated with these units.

Based on this information, the resulting student generation rates are as follows:

	Single-Family	Multi-Family
Elementary Schools (K-5)	**0.274**	**0.077**
Middle Schools (6-8)	**0.101**	**0.065**
High Schools (9-12)	**0.141**	**0.070**
Total	**0.516**	**0.212**

Based on this data, for each 100 single family homes built in the district each year, 51 students will enroll and needs facility space; for each 100 multiple family homes built, 21 students will enroll. About half of the enrollment will be at the elementary level and half at the secondary level. (In contrast, multiple family homes tend to generate more secondary students than elementary students.)

The 2013 student generation rates are notably higher than those prepared in 2012. The District is uncertain as to whether this result is an anomaly or an indication of an emerging pattern. Given this uncertainty, the District is taking a cautious approach in this update and using an average of the 2013 student generation rate and the student generation rate used in last year's Capital Facilities Plan for purposes of the impact fee calculation. This method results in student generation rates are as follows:

	Single-Family	Multi-Family
Elementary Schools (K-5)	**0.203**	**0.050**
Middle Schools (6-8)	**0.078**	**0.038**
High Schools (9-12)	**0.096**	**0.039**
Total	**0.377**	**0.127**

The District plans to revisit the student generation rate calculation in future updates to the Capital Facilities Plan.

Finance Plan Summary

The following table represents preliminary estimates of revenue associated with each group of projects.

	Revenue Source		Amount
1	Capital Levy Revenue Balance Available	$	6,773,347
2	Impact and Mitigation Fees Already Collected	$	1,691,000
3	Impact Fees and Mitigation Fees Collected 2011-2017	$	909,000
4	Bond Financing, Phase I (2012)	$	97,800,000
5	Bond Financing, Phase II (Election Year Not Yet Determined)	$	95,000,000
6	State Funding Assistance	$	15,300,757
7	Other Miscellaneous Capital Fund Balances	$	3,864,000
8	Total Revenue	$	221,338,104

V. Appendix--Inventory of Unused District Property

Future School Sites

The following is a list of potential future school sites currently owned by the District. Construction of school facilities on these sites is not included in the six-year planning and construction plan.

- ***Boulevard and 15th Avenue SE (Old McKinley) Site***

  This site is an 8.9 acre parcel that once served as the site for McKinley Elementary School. The building was replaced in 1989 by Centennial Elementary School located at 2637 45th Avenue SE, Olympia. The existing building was demolished in June 1991. The site is currently undeveloped. Future plans include the construction of a facility for the Olympia Regional Learning Academy, which is currently located in the old John Rogers Elementary School building.

- ***Mud Bay Road Site***

  This site is a 16.0 acre parcel adjacent to Mud Bay Road and Highway 101 interchange. The site is currently undeveloped. Future plans include the construction of a new school depending on growth in the student enrollment of adjoining school service areas.

- ***Muirhead Site***

  This is a 14.92 acre undeveloped site directly adjacent to Centennial Elementary School, purchased in 2006. Future plans include the construction of a new Intermediate/Middle school.

Other District Owned Property

- ***Henderson Street and North Street (Tree Farm) Site***

  This site is a 2.25 acre parcel across Henderson Street from Pioneer Elementary School and Ingersoll Stadium. The site is currently undeveloped. Previously, the site was used as a tree farm by Olympia High School's vocational program. The District has no current plans to develop this property.

Future Site Acquisition

The District is seeking additional properties for use as future school sites. Construction of school facilities for these sites is not included in the six year planning and construction plan. The District has identified the following priorities for acquisition:

- New west side elementary school site - approximately 10 acres
- New east side elementary school site—approximately 10 acres

Impact fees calculations below are based on preliminary 2013 assessed value.

SCHOOL IMPACT FEE CALCULATIONS

DISTRICT	Olympia School District						
YEAR	2014 - SF and MF Residence						
School Site Acquisition Cost:							
((AcresxCost per Acre)/Facility Capacity)xStudent Generation Factor							
	Facility Acreage	Cost/ Acre	Facility Capacity	Student Factor SFR	Student Factor MFR	Cost/ SFR	Cost/ MFR
Elementary	10.00	$ -	400	0.203	0.050	$0	$0
Middle	20.00	$ -	600	0.078	0.038	$0	$0
High	40.00	$ -	1,000	0.096	0.039	$0	$0
					TOTAL	$0	$0
School Construction Cost:							
((Facility Cost/Facility Capacity)xStudent Generation Factor)x(permanent/Total Sq Ft)							
	%Perm/ Total Sq.Ft.	Facility Cost	Facility Capacity	Student Factor SFR	Student Factor MFR	Cost/ SFR	Cost/ MFR
Elementary	99.00%	$ 12,368,285	258	0.203	0.050	$9,634	$2,373
Middle	99.00%		210	0.078	0.038	$0	$0
High	99.00%	$ 3,015,350	70	0.096	0.039	$4,094	$1,663
					TOTAL	$13,728	$4,036
Temporary Facility Cost:							
((Facility Cost/Facility Capacity)xStudent Generation Factor)x(Temporary/Total Square Feet)							
	%Temp/ Total Sq.Ft.	Facility Cost	Facility Size	Student Factor SFR	Student Factor MFR	Cost/ SFR	Cost/ MFR
Elementary	1.00%	$ -	25	0.203	0.050	$0	$0
Middle	1.00%	$ -	0	0.078	0.038	$0	$0
High	1.00%	$ -	0	0.096	0.039	$0	$0
						$0	$0
State Matching Credit:							
Boeckh Index X SPI Square Footage X District Match % X Student Factor							
	Boeckh Index	SPI Footage	District Match %	Student Factor SFR	Student Factor MFR	Cost/ SFR	Cost/ MFR
Elementary	$ 194.26	90	49.23%	0.203	0.050	$1,747	$430
Junior	$ 194.26	108	0.00%	0.078	0.038	$0	$0
Sr. High	$ 194.26	130	0.00%	0.096	0.039	$0	$0
						$1,747	$430
Tax Payment Credit:						SFR	MFR
Average Assessed Value						$307,909	$94,505
Capital Bond Interest Rate						4.53%	4.53%
Net Present Value of Average Dwelling						$2,432,807	$746,690
Years Amortized						10	10
Property Tax Levy Rate						$2.0740	$2.0740
	Present Value of Revenue Stream					$5,046	$1,549
	Fee Summary:			Single Family	Multi-Family		
	Site Acquistion Costs			$0	$0		
	Permanent Facility Cost			$13,728	$4,036		
	Temporary Facility Cost			$0	$0		
	State Match Credit			($1,747)	($430)		
	Tax Payment Credit			($5,046)	($1,549)		
	FEE (AS CALCULATED)			$6,935	$2,057		
	FEE (AS DISCOUNTED 15%)			$5,895	$1,749		

Impact fees calculations below are based on preliminary 2013 assessed value.

SCHOOL IMPACT FEE CALCULATIONS					
DISTRICT	Olympia School District				
YEAR	2014 - Downtown Multi-Family Residence				
School Site Acquisition Cost:					
((AcresxCost per Acre)/Facility Capacity)xStudent Generation Factor					
				Student	
	Facility	Cost/	Facility	Factor	Cost/
	Acreage	Acre	Capacity		MFR
Elementary	10.00	$ -	387	0.017	$0
Middle	20.00	$ -	210	0.009	$0
High	40.00	$ -	97	0.020	$0
				TOTAL	$0
School Construction Cost:					
((Facility Cost/Facility Capacity)xStudent Generation Factor)x(permanent/Total Sq Ft)					
				Student	
	%Perm/	Facility	Facility	Factor	Cost/
	Total Sq.Ft.	Cost	Capacity	0	MFR
Elementary	99.00%	$ 12,368,285	258	0.017	$807
Middle	99.00%	$ -	210	0.009	$0
High	99.00%	$ 3,015,350	70	0.020	$853
				TOTAL	$1,660
Temporary Facility Cost:					
((Facility Cost/Facility Capacity)xStudent Generation Factor)x(Temporary/Total Square Fee					
				Student	Cost/
	%Temp/	Facility	Facility	Factor	MFR
	Total Sq.Ft.	Cost	Size	0	
Elementary	1.00%	$ -	25	0.017	$0
Middle	1.00%	$ -	0	0.009	$0
High	1.00%	$ -	0	0.020	$0
					$0
State Matching Credit:					
Boeckh Index X SPI Square Footage X District Match % X Student Factor					
				Student	
	Boeckh	SPI	District	Factor	Cost/
	Index	Footage	Match %	0	MFR
Elementary	$ 194.26	90	49.23%	0.017	$146
Junior	$ 194.26	117	0.00%	0.009	$0
Sr. High	$ 194.26	130	0.00%	0.020	$0
					$146
Tax Payment Credit:					MFR
Average Assessed Value					$84,834
Capital Bond Interest Rate					4.53%
Net Present Value of Average Dwelling					$682,970
Years Amortized					10
Property Tax Levy Rate					$2.0740
	Present Value of Revenue Stream				$1,416
	Fee Summary:			**Multi-**	
				Family	
	Site Acquistion Costs			$0	
	Permanent Facility Cost			$1,660	
	Temporary Facility Cost			$0	
	State Match Credit			($146)	
	Tax Payment Credit			($1,416)	
	FEE (AS CALCULATED)			**$0**	

WAC 197-11-960 - ***Environmental checklist.***

ENVIRONMENTAL CHECKLIST – OLYMPIA SCHOOL DISTRICT - CAPITAL FACILITIES PLAN 2014-2019

Purpose of checklist:

The State Environmental Policy Act (SEPA), chapter 43.21C RCW, requires all governmental agencies to consider the environmental impacts of a proposal before making decisions. An environmental impact statement (EIS) must be prepared for all proposals with probable significant adverse impacts on the quality of the environment. The purpose of this checklist is to provide information to help you and the agency identify impacts from your proposal (and to reduce or avoid impacts from the proposal, if it can be done) and to help the agency decide whether an EIS is required.

Instructions for applicants:

This environmental checklist asks you to describe some basic information about your proposal. Governmental agencies use this checklist to determine whether the environmental impacts of your proposal are significant, requiring preparation of an EIS. Answer the questions briefly, with the most precise information known, or give the best description you can.

You must answer each question accurately and carefully, to the best of your knowledge. In most cases, you should be able to answer the questions from your own observations or project plans without the need to hire experts. If you really do not know the answer, or if a question does not apply to your proposal, write "do not know" or "does not apply." Complete answers to the questions now may avoid unnecessary delays later.

Some questions ask about governmental regulations, such as zoning, shoreline, and landmark designations. Answer these questions if you can. If you have problems, the governmental agencies can assist you.

The checklist questions apply to all parts of your proposal, even if you plan to do them over a period of time or on different parcels of land. Attach any additional information that will help describe your proposal or its environmental effects. The agency to which you submit this checklist may ask you to explain your answers or provide additional information reasonably related to determining if there may be significant adverse impact.

Use of checklist for Non-project proposals:

Complete this checklist for Non-project proposals, even though questions may be answered "does not apply." IN ADDITION, complete the SUPPLEMENTAL SHEET FOR NON-PROJECT ACTIONS (part D).

For Non-project actions, the references in the checklist to the words "project," "applicant," and "property or site" should be read as "proposal," "proposer," and "affected geographic area," respectively.

A. BACKGROUND

1. Name of proposed project, if applicable:

The adoption of the Olympia School District's (OSD) 2014-2019 Capital Facilities Plan (CFP) for the purposes of planning for the District's facilities needs. The City of Olympia and the City of Tumwater will incorporate the District's CFP into their Comprehensive Plans. Thurston County may also incorporate this Plan into the County's Comprehensive Plan. A copy of the District's CFP is available for review in the District's offices.

2. Name of applicant: **Olympia School District No. 111**

3. Address and phone number of applicant and contact person:

Timothy Byrne
Capital Planning & Construction
Olympia School District
1113 Legion Way SE
Olympia, WA 98501

4. Date checklist prepared: **September 9, 2013**

5. Agency requesting checklist: **Olympia School District is Lead Agency**

6. Proposed timing or schedule (including phasing, if applicable):

The CFP is scheduled to be adopted by the District in October, 2013. After adoption, the District will forward the

CFP to the City of Olympia and the City of Tumwater for inclusion in the Comprehensive Plans for these jurisdictions. The District will also forward the CFP to Thurston County for possible inclusion in the County's Comprehensive Plan. The District will continue to update the CFP annually. The projects included in the CFP have been or will be subject to project-level environmental review when appropriate.

7. Do you have any plans for future additions, expansion, or further activity related to or connected with this proposal? If yes, explain.

The CFP sets forth the capital improvement projects that the District plans to implement over the next six years. This includes a new Intermediate Middle School, a new Alternative Learning facility for K-12 graders, a Modernized Elementary School and several "small works" projects at schools across the District.

8. List any environmental information you know about that has been prepared, or will be prepared, directly related to this proposal.

The projects included in the CFP have undergone or will undergo additional environmental review, when appropriate, as they are developed.

9. Do you know whether applications are pending for governmental approvals of other proposals directly affecting the property covered by your proposal? If yes, explain.

None known of.

10. List any government approvals or permits that will be needed for your proposal, if known.

The District anticipates that the City of Olympia and the City of Tumwater will adopt the CFP into the Comprehensive Plans for these jurisdictions. Thurston County may also adopt the CFP into its Comprehensive Plan.

11. Give brief, complete description of your proposal, including the proposed uses and the size of the project and site. There are several questions later in this checklist that ask you to describe certain aspects of your proposal. You do not need to repeat those answers on this page. (Lead agencies may modify this form to include additional specific information on project description.)

This is a non-project action. This proposal involves the adoption of the OSD CFP 2014-2019 for the purpose of planning the District's facilities needs. The District's CFP will be incorporated into the Comprehensive Plans of the City of Olympia and the City of Tumwater. Thurston County may also incorporate the CFP into its Comprehensive Plan. The projects included in the CFP have been or will be subject to project-level environmental review when appropriate. A copy of the CFP may be viewed at the District's offices.

12. Location of the proposal. Give sufficient information for a person to understand the precise location of your proposed project, including a street address, if any, and section, township, and range, if known. If a proposal would occur over a range of area, provide the range or boundaries of the site(s). Provide a legal description, site plan, vicinity map, and topographic map, if reasonably available. While you should submit any plans required by the agency, you are not required to duplicate maps or detailed plans submitted with any permit applications related to this checklist.

The CFP will affect the OSD. The District includes an area of approximately 80 square miles. The City of Olympia and parts of the City of Tumwater and unincorporated Thurston County fall within the District's boundaries. A detailed map of the District's boundaries can be viewed at the District's offices.

B. ENVIRONMENTAL ELEMENTS

1. Earth

a. General description of the site (circle one): Flat, rolling, hilly, steep slopes, mountainous, other.

The OSD is comprised of a variety of topographic land forms and gradients. Specific topographic characteristics of the sites at which the projects included in the CFP are located have been or will be identified during project-level environmental review when appropriate.

b. What is the steepest slope on the site (approximate percent slope)?

Specific slope characteristics at the sites of the projects included in the CFP have been or will be identified during project-level environmental review.

c. What general types of soils are found on the site (for example, clay, sand, gravel, peat, muck)? If you know the classification of agricultural soils, specify them and note any prime farmland.

Specific soil types found at the sites of the projects included in the CFP have been or will be identified during project-level environmental review when appropriate.

d. Are there surface indications or history of unstable soils in the immediate vicinity? If so, describe.

Unstable soils may exist within the OSD. Specific soil limitations on individual project sites have been or will be identified at the time of project-level environmental review when appropriate.

e. Describe the purpose, type, and approximate quantities of any filling or grading proposed. Indicate source of fill.

Individual projects included in the CFP have been or will be subject, when appropriate, to project-level environmental review and local approval at the time of proposal. Proposed grading projects, as well as the purpose, type, quantity, and source of any fill materials to be used have been or will be identified at that time.

f. Could erosion occur as a result of clearing, construction, or use? If so, generally describe.

It is possible that erosion could occur as a result of the construction projects currently proposed in the CFP. The erosion impacts of the individual projects have been or will be evaluated on a site-specific basis at the time of project-level environmental review when appropriate. Individual projects have been or will be subject to local approval processes.

g. About what percent of the site will be covered with impervious surfaces after project construction (for example, asphalt or buildings)?

The construction projects included in the CFP have required or will require the construction of impervious surfaces. The extent of any impervious cover constructed will vary with each project included in the CFP. This issue has been or will be addressed during project-level environmental review when appropriate.

h. Proposed measures to reduce or control erosion, or other impacts to the earth, if any:

The erosion potential of the projects included in the CFP and appropriate control measures have been or will be addressed during project-level environmental review when appropriate. Relevant erosion reduction and control requirements have been or will be met.

2. Air

a. What types of emissions to the air would result from the proposal (i.e., dust, automobile, odors, industrial wood smoke) during construction and when the project is completed? If any, generally describe and give approximate quantities if known.

Various emissions, many construction-related, may result from the individual projects included in the CFP. The air-quality impacts of each project have been or will be evaluated during project-level environmental review when appropriate. Please see the Supplemental Sheet for Non-project Actions.

b. Are there any off-site sources of emissions or odor that may affect your proposal? If so, generally describe.

Any off-site sources of emissions or odor that may affect the individual projects included in the CFP have been or will be addressed during project-level environmental review when appropriate.

c. Proposed measures to reduce or control emissions or other impacts to air, if any:

The individual projects included in the CFP have been or will be subject to project-level environmental review and relevant local approval processes when appropriate. The District has been or will be required to comply with all applicable air regulations and air permit requirements. Proposed measures specific to the individual projects included in the CFP have been or will be addressed during project-level environmental review when appropriate. Please see the Supplemental Sheet for Non-project Actions.

3. Water

a. Surface:

1) Is there any surface water body on or in the immediate vicinity of the site (including year-round and seasonal streams, saltwater, lakes, ponds, wetlands)? If yes, describe type and provide names. If appropriate, state what stream or river it flows into.

There is a network of surface water bodies within the OSD. The surface water bodies that are in the immediate vicinity of the projects included in the CFP have been or will be identified during project level environmental review when appropriate. When necessary, the surface water regimes and flow patterns have been or will be researched and incorporated into the designs of the individual projects.

2) Will the project require any work over, in, or adjacent to (within 200 feet) the described waters? If yes, please describe and attach available plans.

The projects included in the CFP may require work near the surface waters located within the OSD. Applicable local approval requirements have been or will be satisfied.

3) Estimate the amount of fill and dredge material that would be placed in or removed from surface water or wetlands and indicate the area of the site that would be affected. Indicate the source of fill material.

Information with respect to the placement or removal of fill and dredge material as a component of the projects included in the CFP has been or will be provided during project-level environmental review when appropriate. Applicable local regulations have been or will be satisfied.

4) Will the proposal require surface water withdrawals or diversions? Give general description, purpose, and approximate quantities if known.

Any surface water withdrawals or diversions required in connection with the projects included in the CFP have been or will be addressed during project-level environmental review when appropriate.

5) Does the proposal lie within a 100-year floodplain? If so, note location on the site plan.

Each project included in the CFP, if located in a floodplain area, has been or will be required to meet applicable local regulations for flood areas.

6) Does the proposal involve any discharges of waste materials to surface waters? If so, describe the type of waste and anticipated volume of discharge.

Specific information regarding the discharge of waste materials that may be required as a result of the projects included in the CFP has been or will be provided during project-level environmental review when appropriate. Please see the Supplemental Sheet for Non-project Actions.

b. Ground:

1) Will ground water be withdrawn, or will water be discharged to ground water? Give general description, purpose, and approximate quantities if known.

Individual projects included in the CFP may impact groundwater resources. The impact of the individual projects included in the CFP on groundwater resources has been or will be addressed during project-level environmental review when appropriate. Each project has been or will be subject to applicable local regulations. Please see the Supplemental Sheet for Non-project Actions.

2) Describe waste material that will be discharged into the ground from septic tanks or other sources, if any (for example: Domestic sewage; industrial, containing the following chemicals. . . ; agricultural; etc.). Describe the general size of the system, the number of such systems, the number of houses to be served (if applicable), or the number of animals or humans the system(s) are expected to serve.

The discharges of waste material that may take place in connection with the projects included in the CFP have been or will be addressed during project-level environmental review.

c. Water runoff (including stormwater):

1) Describe the source of runoff (including storm water) and method of collection and disposal, if any (include quantities, if known). Where will this water flow? Will this water flow into other waters? If so, describe.

Individual projects included in the CFP may have stormwater runoff consequences. Specific information regarding the stormwater impacts of each project has been or will be provided during project-level environmental review when appropriate. Each project has been or will be subject to applicable local stormwater regulations.

2) Could waste materials enter ground or surface waters? If so, generally describe.

The projects included in the CFP may result in the discharge of waste materials into ground or surface waters. The specific impacts of each project on ground and surface waters have been or will be identified during project-level environmental review when appropriate. Each project has been or will be subject to all applicable regulations regarding the discharge of waste materials into ground and surface waters. Please see the Supplemental Sheet for Non-project Actions.

d. Proposed measures to reduce or control surface, ground, and runoff water impacts, if any:

Specific measures to reduce or control runoff impacts associated with the projects included in the CFP have been or will be addressed during project-level environmental review when appropriate.

4. Plants

a. Check or circle types of vegetation found on the site:

———— deciduous tree: alder, maple, aspen, other

———— evergreen tree**:** fir, cedar, pine, other

———— shrubs

———— grass

———— pasture

———— crop or grain

———— wet soil plants: cattail, buttercup, bullrush, skunk cabbage, other

———— water plants: water lily, eelgrass, milfoil, other

———— other types of vegetation

A variety of vegetative zones are located within the OSD. Inventories of the vegetation located on the sites of the projects proposed in the CFP have been or will be developed during project-level environmental review when appropriate.

b. What kind and amount of vegetation will be removed or altered?

Some of the projects included in the CFP may require the removal or alteration of vegetation. The specific impacts on vegetation of the projects included in the CFP have been or will be identified during project-level environmental review when appropriate.

c. List threatened or endangered species known to be on or near the site.

The specific impacts to these species from the individual projects included in the CFP have been or will be determined during project-level environmental review when appropriate.

d. Proposed landscaping, use of native plants, or other measures to preserve or enhance vegetation on the site, if any:

Measures to preserve or enhance vegetation at the sites of the projects included in the CFP have been or will be identified during project-level environmental review when appropriate. Each project is or will be subject to applicable local landscaping requirements.

5. Animals

a. Circle any birds and animals which have been observed on or near the site or are known to be on or near the site:

birds: hawk, heron, eagle, songbirds, other:
mammals: deer, bear, elk, beaver, other:
fish: bass, salmon, trout, herring, shellfish, other:

An inventory of species that have been observed on or near the sites of the projects proposed in the CFP has been or will be developed during project-level environmental review when appropriate.

b. List any threatened or endangered species known to be on or near the site.

Inventories of threatened or endangered species known to be on or near the sites of the projects included in the CFP have been or will be developed during project-level environmental review when appropriate.

c. Is the site part of a migration route? If so, explain.

The impacts of the projects included in the CFP on migration routes have been or will be addressed during project-level environmental review when appropriate.

d. Proposed measures to preserve or enhance wildlife, if any:

Appropriate measures to preserve or enhance wildlife have been or will be determined during project-level environmental review when appropriate.

6. **Energy and natural resources**

a. What kinds of energy (electric, natural gas, oil, wood stove, solar) will be used to meet the completed project's energy needs? Describe whether it will be used for heating, manufacturing, etc.

The State Board of Education requires the completion of a life-cycle cost analysis of all heating, lighting, and

insulation systems before it will permit specific school projects to proceed. The energy needs of the projects included in the CFP have been or will be determined at the time of specific engineering and site design planning when appropriate. Please see the Supplemental Sheet for Non-project Actions.

b. Would your project affect the potential use of solar energy by adjacent properties? If so, generally describe.

The impacts of the projects included in the CFP on the solar potential of adjacent projects have been or will be addressed during project-level environmental review when appropriate

c. What kinds of energy conservation features are included in the plans of this proposal?
List other proposed measures to reduce or control energy impacts, if any:

Energy conservation measures proposed in connection with the projects included in the CFP have been or will be considered during project-level environmental review when appropriate.

7. Environmental health

a. Are there any environmental health hazards, including exposure to toxic chemicals, risk of fire and explosion, spill, or hazardous waste, that could occur as a result of this proposal? If so, describe.

Please see the Supplemental Sheet for Non-project Actions.

1) Describe special emergency services that might be required.

Please see the Supplemental Sheet for Non-project Actions.

2) Proposed measures to reduce or control environmental health hazards, if any:
The projects included in the CFP comply or will comply with all current codes, standards, rules, and regulations. Individual projects have been or will be subject to project-level environmental review and local approval at the time they are developed, when appropriate.

b. **Noise**

1) What types of noise exist in the area which may affect your project (for example: traffic, equipment, operation, other)?

A variety of noises from traffic, construction, residential, commercial, and industrial areas exists within the OSD.The specific noise sources that may affect the projects included in the CFP have been or will be identified during project-level environmental review when appropriate.

2) What types and levels of noise would be created by or associated with the project on a short-term or a long-term basis (for example: traffic, construction, operation, other)? Indicate what hours noise would come from the site.

The projects included in the CFP may create normal construction noises that will exist on short-term bases only. The construction projects could increase traffic around the construction sites on a short-term basis. Because the construction of additional high school capacity will increase the capacity of the District's school facilities, this project may create a slight increase in traffic-related or operations-related noise on a long-term basis. Similarly, the placement of portables at school sites will increase the capacity of school facilities and may create a slight increase in traffic-related or operations-related noise. Neither of these potential increases is expected to be significant. Please see the Supplemental Sheet for Non-project Actions.

3) Proposed measures to reduce or control noise impacts, if any:

The projected noise impacts of the projects included in the CFP have been or will be evaluated and mitigated during project-level environmental review when appropriate. Each project is or will be subject to applicable local regulations.

8. Land and shoreline use

a. What is the current use of the site and adjacent properties?

There are a variety of land uses within the OSD, including residential, commercial, industrial, institutional, utility, open space, recreational, etc.

b. Has the site been used for agriculture? If so, describe.

The known sites for the projects included in the CFP have not been used recently for agriculture.

c. Describe any structures on the site.

The structures located on the sites for the projects included in the CFP have been or will be identified and described during project-level environmental review when appropriate.

d. Will any structures be demolished? If so, what?

The structures located on the sites for the projects included in the CFP have been or will be identified and described during project-level environmental review when appropriate.

e. What is the current zoning classification of the site?

The sites that are covered under the CFP have a variety of zoning classifications under the applicable zoning codes. Site-specific zoning information has been or will be identified during project-level environmental review when appropriate.

f. What is the current comprehensive plan designation of the site?

Inventories of the comprehensive plan designations for the sites of the projects included in the CFP have been or will be completed during project-level environmental review when appropriate.

g. If applicable, what is the current shoreline master program designation of the site?

Shoreline master program designations of the sites of the projects included in the CFP have been or will be identified during project-level environmental review when appropriate.

h. Has any part of the site been classified as an "environmentally sensitive" area? If so, specify.

Any environmentally sensitive areas located on the sites of the projects included in the CFP have been or will be identified during project-level environmental review.

i. Approximately how many people would reside or work in the completed project?

The OSD currently serves approximately 9,000 full-time equivalent (FTE) students. Enrollment is expected to continue to increase over the next 20 years. The District employs approximately 1,200 people.

j. Approximately how many people would the completed project displace?

Any displacement of people caused by the projects included in the CFP has been or will be evaluated during project-level environmental review when appropriate. However, it is not anticipated that the CFP, or any of the projects contained therein, will displace any people.

k. Proposed measures to avoid or reduce displacement impacts, if any:

Individual projects included in the CFP have been or will be subject to project-level environmental review and local approval when appropriate. Proposed mitigating measures have been or will be developed at that time, when necessary.

l. Proposed measures to ensure the proposal is compatible with existing and projected land uses and plans, if any:

The compatibility of the specific projects included in the CFP with existing uses and plans has been or will be assessed as part of the comprehensive planning process and during project-level environmental review when appropriate.

9. Housing

a. Approximately how many units would be provided, if any? Indicate whether high, middle, or low-income housing.

No housing units would be provided in connection with the completion of the projects included in the CFP.

b. Approximately how many units, if any, would be eliminated? Indicate whether high, middle, or low-income housing.

It is not anticipated that the projects included in the CFP will eliminate any housing units. The impacts of the projects included in the CFP on existing housing have been or will be evaluated during project-level environmental review when appropriate.

c. Proposed measures to reduce or control housing impacts, if any:

Measures to reduce or control any housing impacts caused by the projects included in the CFP have been or will be addressed during project-level environmental review when appropriate.

10. Aesthetics

a. What is the tallest height of any proposed structure(s), not including antennas; what is the principal exterior building material(s) proposed?

The aesthetic impacts of the projects included in the CFP have been or will be addressed during project-level environmental review when appropriate.

b. What views in the immediate vicinity would be altered or obstructed?

The aesthetic impacts of the projects included in the CFP have been or will be addressed during project-level environmental review when appropriate.

c. Proposed measures to reduce or control aesthetic impacts, if any:

Appropriate measures to reduce or control the aesthetic impacts of the projects included in the CFP have been or will be determined on a project-level basis when appropriate.

11. Light and glare

a. What type of light or glare will the proposal produce? What time of day would it mainly occur?

The light or glare impacts of the projects included in the CFP have been or will be addressed during project-level environmental review, when appropriate.

b. Could light or glare from the finished project be a safety hazard or interfere with views?

The light or glare impacts of the projects included in the CFP have been or will be addressed during project level environmental review when appropriate.

c. What existing off-site sources of light or glare may affect your proposal?

Off-site sources of light or glare that may affect the projects included in the CFP have been or will be evaluated during project-level environmental review when appropriate.

d. Proposed measures to reduce or control light and glare impacts, if any:

Proposed measures to mitigate light and glare impacts have been or will be addressed during project level environmental review when appropriate.

12. Recreation

a. What designated and informal recreational opportunities are in the immediate vicinity?

There are a variety of formal and informal recreational facilities within the OSD.

b. Would the proposed project displace any existing recreational uses? If so, describe.

The recreational impacts of the projects included in the CFP have been or will be addressed during project-level environmental review when appropriate. The projects included in the CFP, including proposed new school facilities, may enhance recreational opportunities and uses.

c. Proposed measures to reduce or control impacts on recreation, including recreation opportunities to be provided by the project or applicant, if any:

Adverse recreational effects of the projects included in the CFP have been or will be subject to mitigation during project-level environmental review when appropriate. School facilities usually provide recreational facilities to the community in the form of play fields and gymnasiums.

13. Historic and cultural preservation

a. Are there any places or objects listed on, or proposed for, national, state, or local preservation registers known to be on or next to the site? If so, generally describe.

There are no known places or objects listed on, or proposed for, such registers for the project sites included in the CFP. The existence of historic and cultural resources on or next to the sites has been or will be addressed in detail during project-level environmental review when appropriate.

b. Generally describe any landmarks or evidence of historic, archaeological, scientific, or cultural importance known to be on or next to the site.

An inventory of historical sites at or near the sites of the projects included in the CFP has been or will be developed during project-level environmental review when appropriate.

c. Proposed measures to reduce or control impacts, if any:

Appropriate measures will be proposed on a project-level basis when appropriate.

14. **Transportation**

a. Identify public streets and highways serving the site, and describe proposed access to the existing street system. Show on site plans, if any.

The impact on public streets and highways of the individual projects included in the CFP have been or will be addressed during project-level environmental review when appropriate.

b. Is site currently served by public transit? If not, what is the approximate distance to the nearest transit stop?

The relationship between the specific projects included in the CFP and public transit has been or will be addressed during project-level environmental review when appropriate.

c. How many parking spaces would the completed project have? How many would the project eliminate?

Inventories of parking spaces located at the sites of the projects included in the CFP and the impacts of specific projects on parking availability have been or will be conducted during project-level environmental review when appropriate.

d. Will the proposal require any new roads or streets, or improvements to existing roads or streets, not including driveways? If so, generally describe (indicate whether public or private).

The need for new streets or roads, or improvements to existing streets and roads has been or will be addressed during project-level environmental review when appropriate.

e. Will the project use (or occur in the immediate vicinity of) water, rail, or air transportation? If so, generally describe.

Use of water, rail, or air transportation has been or will be addressed during project-level environmental review when appropriate.

f. How many vehicular trips per day would be generated by the completed project? If known, indicate when peak volumes would occur.

The traffic impacts of the projects included in the CFP have been or will be addressed during project-level environmental review when appropriate.

g. Proposed measures to reduce or control transportation impacts, if any:

The mitigation of traffic impacts associated with the projects included in the CFP has been or will be addressed during project-level environmental review when appropriate.

15. Public services

a. Would the project result in an increased need for public services (for example: fire protection, police protection, health care, schools, other)? If so, generally describe.

The District does not anticipate that the projects identified in the CFP will significantly increase the need for public services.

b. Proposed measures to reduce or control direct impacts on public services, if any.

New school facilities have been or will be built with automatic security systems, fire alarms, smoke alarms, heat sensors, and sprinkler systems.

16. Utilities

a. Circle utilities currently available at the site: electricity, natural gas, water, refuse service, telephone, sanitary sewer, septic system, other.

Electricity, natural gas, water, refuse service, telephone, and sanitary sewer utilities are available at the known sites of

the projects included in the CFP. The types of utilitiesavailable at specific project sites have been or will be addressed in more detail during project-level environmental review when appropriate.

b. Describe the utilities that are proposed for the project, the utility providing the service, and the general construction activities on the site or in the immediate vicinity which might be needed.

Utility revisions and construction needs have been or will be identified during project-level environmental review when appropriate.

D.SUPPLEMENTAL SHEET FOR NON-PROJECT ACTIONS

(do not use this sheet for project actions)

Because these questions are very general, it may be helpful to read them in conjunction with the list of the elements of the environment.

When answering these questions, be aware of the extent the proposal or the types of activities likely to result from the proposal, would affect the item at a greater intensity or at a faster rate than if the proposal were not implemented. Respond briefly and in general terms.

1. How would the proposal be likely to increase discharge to water; emissions to air; production, storage, or release of toxic or hazardous substances; or production of noise?

To the extent the CFP makes it more likely that school facilities, including new high school, middle school, and elementary capacity, as well as several small works projects, will be constructed, some of these environmental impacts will be more likely. Additional impermeable surfaces, such as roofs, access roads, and sidewalks could increase stormwater runoff, which could enter surface or ground waters. Heating systems, emergency generators, and other school equipment that is installed pursuant to the CFP could result in air emissions. The projects included in the CFP should not require the production, storage, or release of toxic or hazardous substances, with the possible exception of the storage of diesel fuel or gasoline for emergency generating equipment. The District does not anticipate a significant increase in the production of noise from its facilities, although the projects included in the CFP will increase the District's student capacities.

Proposed measures to avoid or reduce such increases are:

Proposed measures to mitigate any such increases described above have been or will be addressed during project-level environmental review when appropriate. Stormwater detention and runoff will meet applicable County and/or City requirements and may be subject to National Pollutant Discharge Elimination System (NPDES) permitting requirements. Discharges to air will meet applicable air pollution control requirements. Fuel oil will be stored in accordance with local and state requirements.

2. How would the proposal be likely to affect plants, animals, fish, or marine life?

The CFP itself will have no impact on these elements of the environment. The projects included in the CFP may require clearing plants off of the project sites and a loss to animal habitat. These impacts have been or will be addressed in more detail during project-level environmental review when appropriate. The projects included in the CFP are not likely to generate significant impacts on fish or marine life.

Proposed measures to protect or conserve plants, animals, fish, or marine life are:

Specific measures to protect and conserve plants, animals, and fish cannot be identified at this time. Specific mitigation proposals will be identified, however, during project-level environmental review when appropriate.

3. How would the proposal be likely to deplete energy or natural resources?

The construction of the projects included in the CFP will require the consumption of energy.

Proposed measures to protect or conserve energy and natural resources are:

The projects included in the CFP will be constructed in accordance with applicable energy efficiency standards.

4. How would the proposal be likely to use or affect environmentally sensitive areas or areas designated (or eligible or under study) for governmental protection; such as parks, wilderness, wild and scenic rivers, threatened or endangered species habitat, historic or cultural sites, wetlands, floodplains, or prime farmlands?

The CFP and individual projects contained therein should have no impact on these resources.

Proposed measures to protect such resources or to avoid or reduce impacts are:

Appropriate measures have been or will be proposed during project-level environmental review when appropriate. Updates of the CFP will be coordinated with Thurston County and the Cities of Tumwater and Olympia as part of the Growth Management Act process, one of the purposes of which is to protect environmentally sensitive areas. To the extent the District's facilities planning process is part of the overall growth management planning process, these resources are more likely to be protected.

5. How would the proposal be likely to affect land and shoreline use, including whether it would allow or encourage land or shoreline uses incompatible with existing plans?

The CFP will not have any impact on land or shoreline use that is incompatible with existing comprehensive plans, land use codes, or shoreline management plans. The District does not anticipate that the CFP or the projects contained therein will directly affect land and shoreline uses in the area served by the District.

Proposed measures to avoid or reduce shoreline and land use impacts are:

No measures to avoid or reduce land use impacts resulting from the CFP or the projects contained therein are proposed at this time.

6. How would the proposal be likely to increase demands on transportation or public services and utilities?

The construction projects included in the CFP may create temporary increases in the District's need for public services and utilities. The new school facilities will increase the District's demands on transportation and utilities. These increases are not expected to be significant.

Proposed measures to reduce or respond to such demand(s) are:

No measures to reduce or respond to such demands are proposed at this time.

7. Identify, if possible, whether the proposal may conflict with local, state, or federal laws or requirements for the protection of the environment.

The CFP will not conflict with any laws or requirements for the protection of the environment.

DETERMINATION OF NONSIGNIFICANCE

Issued with a 14 day comment and appeals period

Description of Proposal:

This threshold determination analyzes the environmental impacts associated with the following actions, which are so closely related to each other that they are in effect a single course of action:

1.The adoption of the Olympia School District's Capital Facilities Plan 2014-2019 by the Olympia School District No. 111 for the purposes of planning for the facilities needs of the District;

2. The amendment of the Comprehensive Plans of the Cities of Tumwater and Olympia to include the Olympia School District's Capital Facilities Plan 2014-2019 as part of the Capital Facilities Element of these jurisdictions' Comprehensive Plans; and

3. The possible amendment of the Thurston County Comprehensive Plan by Thurston County to include the Olympia School District's Capital Facilities Plan 2014-2019 as part of the Capital Facilities Element of Thurston County's Comprehensive Plan.

Proponent: Olympia School District No. 111

Location of the Proposal:

The Olympia School District includes an area of approximately 80 square miles. The City of Olympia and parts of the City of Tumwater and parts of unincorporated Thurston County fall within the District's boundaries.

Lead Agency:

Olympia School District No. 111

The lead agency for this proposal has determined that the proposal does not have a probable significant adverse environmental impact on the environment. An environmental impact statement (EIS) is not required under RCW 43.21C.030(2)(c). This decision was made after a review of the completed environmental checklist and other information on file with the lead agency. This information is available to the public upon request.

This Determination of Nonsignificance (DNS) is issued under WAC 197-11-340(2). The lead agency will not act on this proposal for 14 days from the date of issue. Comments must be submitted before 12:01 p.m., September 24, 2013. The responsible official will reconsider the DNS based on timely comments and may retain, modify, or, if significant adverse impacts are likely, withdraw the DNS. If the DNS is retained, it will be final after the expiration of the comment deadline.

Responsible Official: Mr. Timothy Byrne, AIA
Supervisor, Capital Planning & Construction
Olympia School District No. 111

Telephone: (360) 596-8560

Address: 1113 Legion Way S.E.
Olympia School District, Room 300
Olympia, WA 98501

You may appeal this determination in writing before 12:01 p.m., September 24, 2013, to Mr. Timothy Byrne, Supervisor, Capital Planning & Construction, Olympia School District No. 111, 1113 Legion Way S.E., Olympia, WA, 98501.

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