

Chapter 3
Section 304
Study and Survey Report
Stevenson-Carson School District



Students will thrive in an environment where staff, parents, and community partner to nurture a passion for lifelong learning. Through these relationships, students will grow academically and experience success in school and beyond.

July 2019 (Updates March 2020)

STEVENSON-CARSON SCHOOL DISTRICT

Study & Survey

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INTRODUCTION

Executive Summary

A. Purpose of the Capital Facilities Plan

The Stevenson-Carson School District has prepared this Capital Facilities Plan to provide the School Board and the residence of Skamania County with the District's recommended capital facility needs, schedule, and financing plan for those improvements over the next 5-30 years.

The Capital Facilities Plan will guide the district with improvements on existing buildings as much as possible through grant funding and community support for levies and bonds. The District realizes that it now has limited resources to maintain their aging facilities and urgency to have a comprehensive plan for the next 5-30 years. These improvements are to provide a safe, healthy, comfortable and productive environment for teachers and students in sustainable, high performing buildings.

B. Overview of the Stevenson-Carson School District

The Stevenson-Carson School District is located in the heart of the Columbia River Gorge, in Skamania County. We are one of three district that is entirely within the county and the only one with a comprehensive high school. Students from both Skamania (District 2) and Mill-A (District 31) feed into Stevenson High School. The district encompasses the communities of Carson, Home Valley, North Bonneville, North Woods, Stable, and Stevenson.

The District serves a population of 909 students (Head Count October 2019) with a primary elementary grades PreK (39) K-2 (211 students), an intermediate elementary grades 3-6 (293 students) and a middle/high school grades 7-12 (405 students).

C. Long Range Facilities Planning Committee

To follow, is the results of an extensive Long-Range Planning Process by the Planning Committee formed as a select group of individuals that would appropriately represent the Community, Businesses, Staff, and Government, while offering a broad scope and perspective. These 20 individuals, volunteered for over 36 hours to provide an exceptional plan for the School District. The Process lead the Planning Committee through an extensive review, analysis, and assessment of the District's current conditions, goals, needs and the perceivable projected forecast, leading to this proposed Long-Range Plan. These recommendations are offered to the School Board for their acceptance as the appropriate School District Facility Improvement Plan.

D. Final Recommendation

The Long Range Facilities Planning Committee recommends that the District moves to the configuration of Elementary PreK-5 (472) located on the Wind River Education Center Campus, Middle School 6-8 (216) on the Stevenson Elementary School Campus and High School 9-12 (260) on the current high school campus. This configuration is most cost effective, will provide efficient use of our staff, our buildings, and are in grade bands that are supported by common practice and curriculum. It will also provide sufficient space for future growth in the district. The Carson Elementary School will be retained in its current state and leased/rented to the community for use by Head Start, Youth Athletics, Preschools, and other possible community use.

All buildings are in desperate need of improvement to bring them up to meet the State's high performance goals. This includes but not limited to improvements to energy efficiencies, safety equipment, fire suppression, fire detection/alarms, seismic improvement, technology upgrades, windows, flooring, ventilation, cooling, intrusion (lock down) notification, communication, and insulation. All improvements will focus on providing the best (health and safety) instructional environment possible, efficiencies, flexibility, and sustainability for many years to come.

The final concepts are to use the WREC building in Carson to house the PreK-5, Stevenson Elementary to house the Middle School (6-8) and Stevenson High School continue to house grades 9-12. The existing WREC building would be renovated into 12 classrooms with new construction of 16 classrooms, cafeteria, kitchen, administrative and support areas. Bringing the facility up to current codes, HVAC efficiencies and instructional standards. Stevenson Elementary would require minimum renovations to the classroom, restrooms and HVAC system. Additional space would be added to accommodate locker rooms, a larger cafeteria and 3 additional classrooms. The high school would see renovation to the entire building, including windows, flooring, and HVAC. All these improvements will bring the buildings up to standards that will improve instruction, air quality and safety for our staff and students. These concepts anticipate future growth in the district and need for additional instructional space. The committee will continue to evaluate the district's current and future needs to find the financial balance.

CHAPTER 1

CAPITAL FACILITIES INVENTORY & ANALYSIS

The facilities inventory serves to establish a baseline for determining the facilities necessary to meet the needs of the District’s educational programs. This section provides an inventory and condition of capital facilities owned and operated by the District including schools and support facilities.

A. Schools

The District maintains a Primary school (Pre-k-2), Intermediate school (3-6) and a Secondary school (7-12) and Wind River Education Center, where space is leased to Head Start and other community programs. District and community athletic programs also use space at the WREC.

School capacity is determined based on the number of teaching stations within each building and space requirements of the District’s current educational program. It is this capacity calculation that is used to establish the District’s baseline capacity and to determine future needs.

Teaching stations are determined by spaces that are used for regular instruction. They do not include pullout programs; music room, Physical Education spaces, computer labs, special education classrooms, intervention rooms or library/media centers at the elementary schools but music and PE are counted at the secondary schools as teaching stations. Student capacity is determined by the number of teachings stations along with the District’s standard of service as described in Chapter 2 of this document.

Primary School Stevenson Elementary (pre K-2)

Location	Acres	Building Area (Square Feet)	Teaching Stations	Student Capacity
100 NW School Street Stevenson, WA 98648	9.50	38,135	12	267

Stevenson Elementary houses our Kindergarten – second grade students along with our special education/community Preschool, which is in one large teaching station. Currently, one of the originally designed coop space is being used for a teaching station along with half of the designed staff room. The other coop space houses a computer lab for district testing and classroom use.

Stevenson was totally renovated in 2002 to meet the District’s Educational Program standards at the time. At that time, the district identified the need for 10 Teaching Stations, for k-6 students, two Co-op spaces and pullout/intervention spaces. Since that renovation, the district has reconfigured building grade bands, k-2 and the state has funded full day kindergarten,

reduced the class size requirements, forcing us to convert some spaces to teaching stations to accommodate our program standards.

**Intermediate School
Carson Elementary (3-6)**

Location	Acres	Building Area (Square Feet)	Teaching Stations	Student Capacity
351 Hot Springs Ave Carson, WA 98610	23	49,183	12	288

Carson houses our third-sixth grade population and has two computer labs to accommodate state and district assessments along with classroom instruction and enrichment. Future technology advances may reduce the need for dedicated computer lab spaces. One and half classrooms are utilized for the large special needs population, which includes both self-contained and pull out programs.

The southern portion of Carson Elementary was built in the early 1950's with the rest built in the 1960's. In 2002, the lighting was upgraded to energy efficient bulbs and in 2008 the heating, domestic water and electrical panels were upgraded. Many other systems in the building are beginning to fail. The building continues to have drain line issues and is on a septic system that is currently functioning, but has had recent issues. The lower half of the building is poorly insulated and there are single pane windows throughout. All Teaching Stations that are available in the building are in use. Future growth or changes to the program standards will push it over its capacity.

**Secondary schools
Wind River Middle School and Stevenson High School (7-12)**

Location	Acres	Building Area (Square Feet)	Teaching Stations	Student Capacity
390 NW Gropper Rd Stevenson, WA 98648	26.5	77,139	18	572
Vocational Building		17,428	4	

The secondary school currently houses seventh – twelfth grades, has three computer labs, with a fourth set up in the learning center. The labs are utilized for state and district assessments, online learning (Apex) and classroom projects. Two and half classrooms are utilized for their large special needs population.

The main portion of the building was constructed in 1954, with a major addition in 1961. There have been renovations to the office in 1996 and the learning center in 2004 along with the two computer labs. The kitchen, heating system and electrical panels were upgraded in 2008.

The building has single pain windows throughout and poor ventilation in most classrooms. The building is currently being fully utilized to support our 7-12 student population.

Wind River Education Center

Location	Acres	Building Area (Square Feet)	Teaching Stations	Student Capacity
441 Hot Springs Ave. Carson, WA 98610	23	63,617	13	312

The building has been used by a variety of groups, Clark College, Columbia Gorge Alternative program, Cross Fit, Head Start, District Preschool, as well as middle school athletics, over the past 7 years since the Middle School students were moved to Stevenson High School in 2012. Previously the middle school housed approximately 140 student in grades 7-8. A portions of the building is currently being leased to Head Start, and accommodates middle school athletics.

The main portion of the building was built in 1970 consisting of 53,660 sq. ft. There was an addition constructed in 1984 of 9,957 sq. ft. When the building was constructed, it was designed as an open concept building and was later divided into 11 teacher stations. Lighting throughout the building was upgraded in 2002 to energy efficient bulbs. In 2018 the obsolete controls for the forced air heating and ventilation system was upgraded with the use of an energy grant.

B. Portables

The District currently has no portable in the district.

C. Support Facilities

The District has a number of support facilities in the community.

Facility	Building Area	Site Location
Swimming Pool	12,000	330 NW Gropper Rd. Stevenson, WA 98648
District office	5,266	350 Bulldog Dr. Stevenson, WA 98648
Bus Garage	6,205	350 Bulldog Dr. Stevenson, WA 98648
Warehouse	3,395	351 Hot Springs Ave. Carson, WA 98610
Stadium	3,780	390 NW Gropper Rd. Stevenson, WA 98648
Maintenance Shop	2,100	390 NW Gropper Rd. Stevenson, WA 98648

Swimming Pool – The pool is a 6-lane pool that supports community use. It has an update boiler and controls but uses a chlorine based filtration system.

District Office – is a two-story building, which houses all the district level personnel, the Board Room (which is also used for trainings), record storage and district’s mail.

Bus Garage – has inside parking for eight buses, a maintenance bay, staff room and office. It has an inverted flat roof, which has had load issues in the past. The maintenance bay does not

have proper clearance to lift a bus for maintenance purposes. There is a carport to park the district motor pool.

Warehouse – is divided in half for food service, dry/cold/frozen storage and district maintenance equipment storage.

Stadium – a third of the space under the grandstands is currently used for district maintenance equipment. The rest of the space is concessions, restroom and athletic storage.

Maintenance Shop - is for storage of materials, tools and construction items.

D. Land Inventory

The district does not have any additional land holdings for future development.

Appendix A-1 – Stevenson-Carson Site Inventory (report 3) (9-9-19)

Appendix A-2 - Stevenson-Carson Inventory of Sites and Buildings (9-9-19)

Appendix A-3 - Stevenson-Carson Facility Drawings

Appendix A-4 - Stevenson-Carson Detail Condition Assessment by Building (9-9-19)

Appendix A-5 - SCSD Building Summary Narratives (Feb 2020)

Appendix B – SCSD Site Photos

CHAPTER 2

Long Range Educational Plan

The District is committed to the idea that quality school programs and facilities are fundamental to the economic growth and development of Skamania County. People gravitate to communities with great schools, and businesses thrive in communities where there is pride and accomplishment associated with educational opportunity. The role that quality education plays in growing a strong local economy is vital.

According to the Collaborative for High-Performance Schools (CHPS) “Good teachers and motivated students can overcome inadequate facilities and perform at a high level almost anywhere, but well-designed facility can truly enhance performance and make education more enjoyable and rewarding.” School Facilities needs are dictated not only by student enrollment, but also by the space required to accommodate the District’s adopted educational program, which includes special programs. Facilities serve as the supporting space necessary for achieving educational goals established by the Board of Directors. The educational program standards, which typically drive needs for educational space for students, include grade configuration, scheduling requirements, and collective bargaining agreements. Spaces are necessary for regular classrooms, the fine and performing arts, physical education, STEAM (Science, Technology, Engineering, Art and Math), Special Education, Title I, LAP, Highly Capable, Bilingual Education, technology applications, computer labs, preschool, intervention programs and other specialized programs. Space must be provided for common areas such as media centers, cafeterias, kitchens, gyms and auditoriums. Space is needed for groups of students/staff to work together. These programs can have a significant impact on the available student capacity within school facilities. Further, the community expect all spaces to be well utilized during the school day and many available after the school day for public use.

DISTRICT GOALS:

- A. In support of positive district culture, it is expected students will receive ongoing recognition of academic and positive achievement in our schools. In order to allow our students to receive recognition from families and the broader community, we will ensure that this type of recognition is shared publicly no less than four times each year by each school.*

Facility Long-range Planning Application:

- Welcoming space for the school community to gather for recognitions and events
- Spaces, showcases, reader boards, walls, for student to be recognized and show off their achievements.
- A warm, welcoming and safe environment when entering a building.

B. Continue to collaborate with area early learning partners and families to refine the understanding of kindergarten readiness indicators. This collaboration will develop a plan to support all community children with access to resources. These resources will help children acquire kindergarten readiness skills before school entry.

Facility Long-range Planning Application:

- Provide access to underused space for early learning partners and families.
- Spaces that would accommodate group play time and meetings between learning partners.
- Family event nights for educational activities of all ages

C. Utilize PLC/staff development time at each grade level and every content area to implement and align instruction to the Washington State Standards, prepare for the Smarter Balanced Assessment and improve instruction for all students to improve our student performance. Each cohort will show sufficient growth each year, closing the gap with the state and to meet or exceed the state average on the state assessment by 2020. We believe test scores are one of many indicators of a quality education.

Facility Long-range Planning Application:

- Suitable computer space for students to take State and District online assessments, interim and summative.
- Space for teachers to collaborate in small groups and large group that is conducive to lifelong learning.
- Collaborative spaces for students to work together to enrich the curriculum
- Instructional spaces that enrich the learning experience using technology and an environment that is safe and healthy.

D. Increase the on time graduation for continuously enrolled high school students to 100% by 2023 and the overall on-time graduation rate to exceed the state average each year and just as important, is that our graduates are well-rounded citizens and lifelong learners.

Facility Long-range Planning Application:

- Flexible spaces that can be adapted for the changing career needs
- Rich environment that shows the importance of education along with Career and post-secondary preparedness.

E. Maintain the number of graduating seniors who are accepted to post-secondary institutions to 80% or higher because we believe all students should be prepared with college/career readiness skills and barriers to accessing college/career should be reduced.

Facility Long-range Planning Application:

- Space that recognizes students' post-secondary accomplishments.
- Space dedicated to college/career support.

F. The communication received by parents and community stakeholders will increase in quantity and there will be evidence of three improvements based on the recommendation made in the survey from Spring 2018.

Facility Long-range Planning Application:

- School signage and communication tools, such as directional signs and reader boards should be clear, visible and well kept.
- Reader boards will be visible to parents while waiting for student pick up and drop off.
- Traffic patterns will be well identified to parents for each building.

G. Reduce chronic absenteeism by 10% or more at each school.

Facility Long-range Planning Application:

- The facilities will be welcoming and a place where students want to be
- Space will be made available for community services to meet with students to provide support.

A. District Education Program Standards:

Core programs include the following:

- Classroom spaces for all curriculum areas need to include space for group learning, direct instruction, integration of technology and individual student work to meet the rigors set forth in the state standards.
- Science classroom space that supports advanced coursework (including water, sinks and safety equipment). Students must achieve rigorous state mandated science standards. High school and middle school science lab space is a high priority (including gas and hoods).
- With the added emphasis on STEAM (Science, Technology, Engineering, Art and Math) education, there is a need to offer flexible classroom space where project based labs and classroom instruction can happen in adjacent classrooms.
- Physical education space is needed for student to meet rigorous health and fitness standards. This includes covered areas outdoors, fields, gymnasium, and other multi-use spaces.
- Technology competency is expected for all students. Space must be allocated for technology equipment and applications in classrooms and specialty spaces. Square footage for this equipment and its infrastructure is not calculated in current state allowances, but must be provided.

- Art, music, band and theatre spaces are critical to the core program for the whole student. Spaces are necessary to adequately meet the rigorous standards of these state required programs for graduation.
- Library/Media services and collaboration space must be provided for students to successfully meet the District's academic programs. In an information-driven environment, students' access to information through appropriately sized library/media spaces is essential.
- Extra-curricular activities need adequate space in order to safely support program activities.

Special services are essential to meet the needs of special populations.

- Special Education services are delivered at each of the schools within the District. Program standards and services vary based on the handicapping conditions of the students and their individual education plan (IEP). Implementing each student's IEP often requires large and small specialty spaces, which the district must provide. Program standards change as a result of various external or internal influences. External influences include changing federal mandates, funding changes, the introduction of new technological applications, which meet the needs of the students, and what students enter the district. Internal influences include modification to the program year, class size, grade configuration, and specialized facilities.
- Special populations receive additional support through Federal, State, and Levy funding, including Title 1 Reading and Math, State Learning Assistance Program (LAP) for Reading and Math, Highly Capable, and bilingual. Funding for these programs does not include the expense of adding facilities to support them.
- Early Childhood programs, such as preschool programs, are essential to develop early childhood literacy skills, and are vital to the community. The programs require specialty space, which is not funded by the state.
- Supplementary services programs including Career and Technical education (CTE) and online learning provide multiple pathways to prepare students for a broader range of post-secondary learning opportunities. These programs require additional spaces that have not been calculated in current state square footage allowance formulas.

Support Services are often overlooked and are essential to a quality educational program.

- Food service deliveries, storage, preparation, and service, require spaces that are specially designed and equipped. As student population changes, adequately calculating space requirements for this core service is crucial to the overall

planning of a facility. Adequacy in planning for this space has significant impacts on the overall learning environment for students if not done appropriately.

- Transportation support centers are required to handle the transportation need and maintaining the motor pool.
- Maintenance support facilities and access to equipment must also be considered in the overall facility needs and are often over looked.
- Administrative support facilities must also be considered and are often overlooked.

B. Elementary Education Program Standards

The district educational program standards, which directly affect elementary school capacity, include:

- Class size for Kindergarten are targeted not to exceed 20 students.
- Class size for first through third grade are targeted not to exceed 22 students.
- Class size for grades 4-6 are targeted not to exceed 24
- Music and Band will be provided separate classrooms if necessary
- Physical Education must be provided in a gym or multi-purpose space.
- Special Education services are provided in regular education classrooms, self-contained classroom for some children while others may need highly specialized spaces.
- All elementary schools will have a library/media resource center.
- All elementary schools will have at least one computer lab or appropriate space/technology. Grades 3-6 will have access to multiple labs or other appropriate spaces/methods to accommodate state and district testing.

C. Middle and High School Program Standards

The district educational program standards, which directly affect secondary school capacity, include:

- Class sizes for the secondary program are targeted to not exceed an average of 26 students per class period or 32 students in any one classroom, with the exception of P.E., band, choir, and theatre.
- Special Education services are provided in regular education classroom, self-contained classroom for some children while others may need highly specialized spaces.
- Students will also be provided programs in designate classrooms to support their specific work:
 - Science labs and other specialized STEAM spaces
 - Media Center/Library
 - Music, theatre, CTE programs (wood and metal shops)
 - A minimum of two computer labs or other appropriate spaces/methods to accommodate state/district testing and to support the academic program.



CHAPTER 3

Stevenson-Carson School Enrollment Forecast

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October 2018





Purpose of the Study

- ❖ Evaluate residential development trends
- ❖ Analyze factors that influence enrollment levels
- ❖ Incorporate Comprehensive Plan Population Forecast
- ❖ Provide student enrollment projections



Influencing Factors

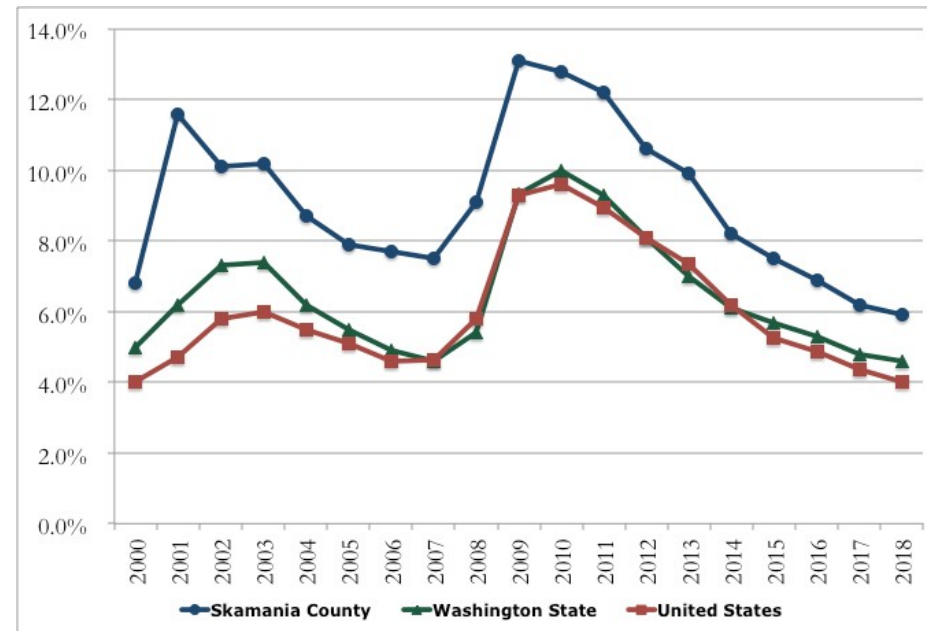
- ❖ School District Enrollments are Influenced by:
 - ✓ Local & Regional Economic Conditions
 - ✓ Local & State Land Use Policies
 - ✓ Residential Development Trends
 - ✓ Quality of Life
 - ✓ Family Age Population
 - ✓ Birth Rates
 - ✓ Alternative Education Programs

Economic Conditions

- ❖ Regional economic cycles closely follow statewide and national trends.
- ❖ Historically, Federal policy has had a significant influence on the local economy.
- ❖ Local residents tend to commute outside of Skamania County for employment.
- ❖ Skamania County tends to have unemployment rates averaging 40%-60% greater than Statewide and National rates.

Source: Washington State Employment Security.

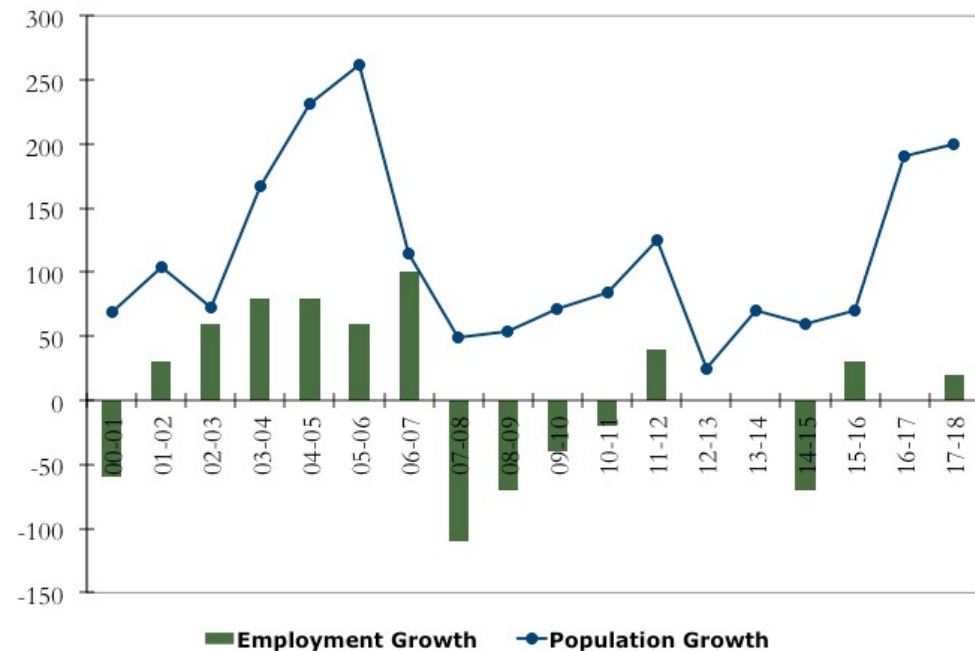
Unemployment Rates (2000-2018)



Economic Conditions Cont'd

- ❖ Traditionally, changes in population growth within Skamania County closely follow changes in employment, except in recent years.
- ❖ Population growth is becoming tied more to regional economic conditions.
- ❖ Employment adjustments are a direct result of changes in tourism and recreation.

Population & Employment Growth Trends

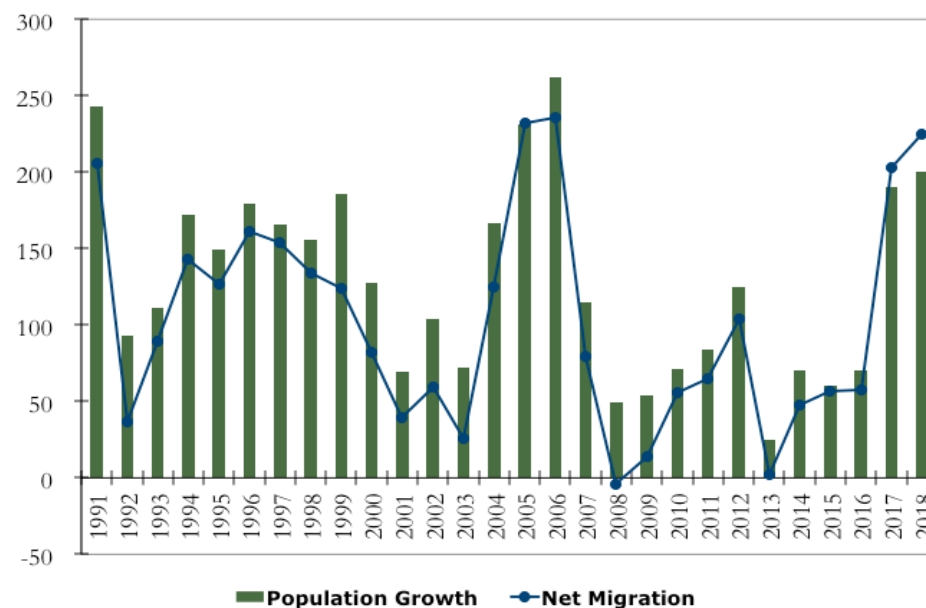


Source: Washington State Employment Security and Office of Financial Management.

Population Growth

- ❖ Population growth is driven primarily by new residents vs. internal growth.
- ❖ Historically, new residents moving in have accounted on average for 70% of population growth.
- ❖ Over the last two years internal natural growth has actually declined.

Skamania County Population Trends



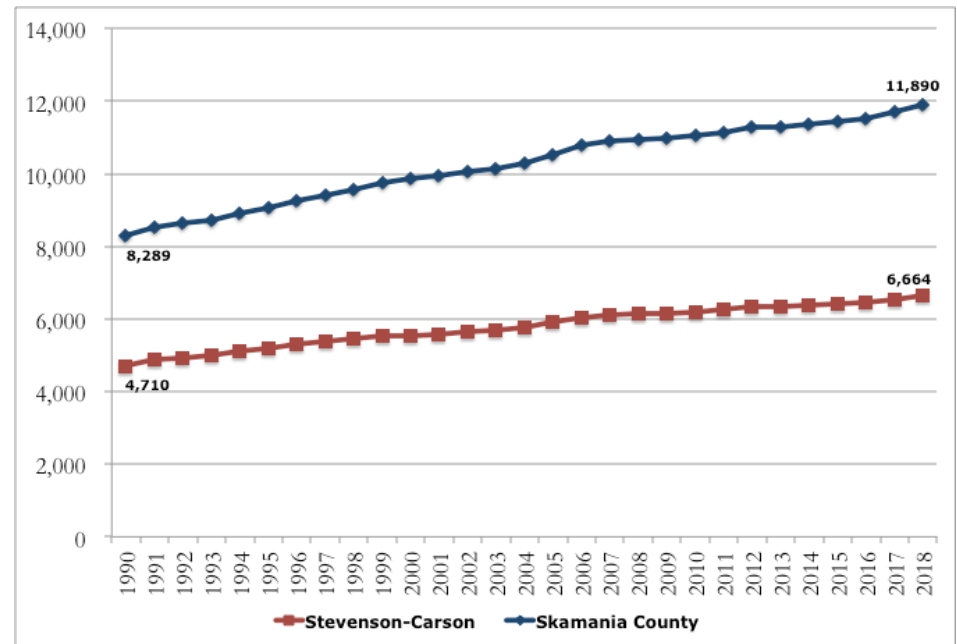
Source: Washington State Office of Financial Management



Population Comparison

- ❖ Population trends within the Stevenson-Carson School District are *reflective of countywide trends*.
- ❖ Residents living within the School District account for 56% of all residents in the County.
- ❖ Annual population growth had been between 30-40 residents. In 2017, population growth tripled to 100 new residents and 116 in 2018.

School District vs. County Population Trends



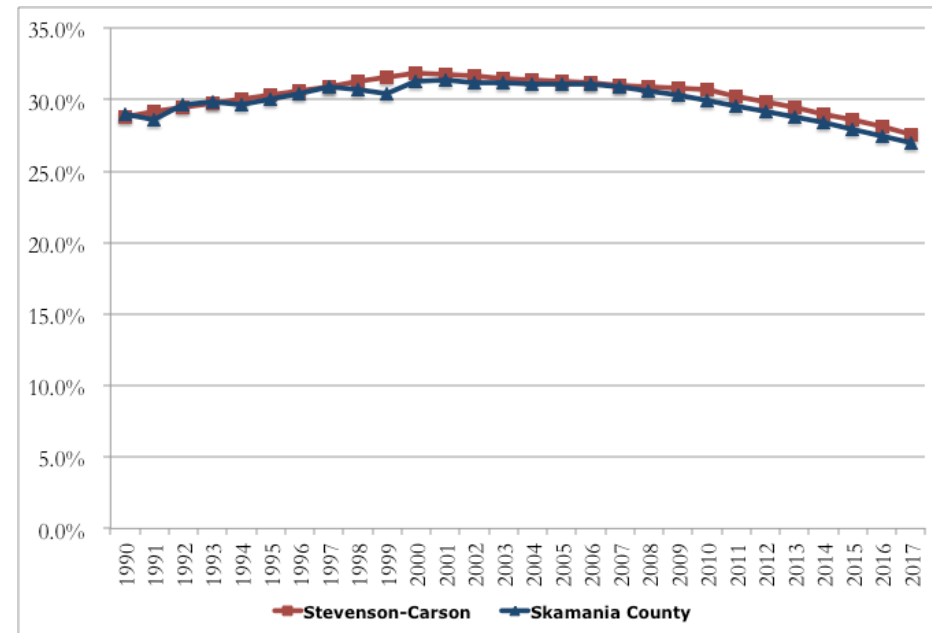
Source: Washington State Office of Financial Management.



School District Female Age Comparison

- ❖ Age composition, especially the number of women in the prime child bearing ages, has a significant effect on school enrollments.
 - ✓ Countywide, the proportion of the population that are women in their prime child bearing years had increased from 29 to 31%% until 2001, but has steadily fallen to 27% by 2017.
 - ✓ The Stevenson-Carson School District has closely followed countywide trends.

Female Age Comparison (% of Total Pop)



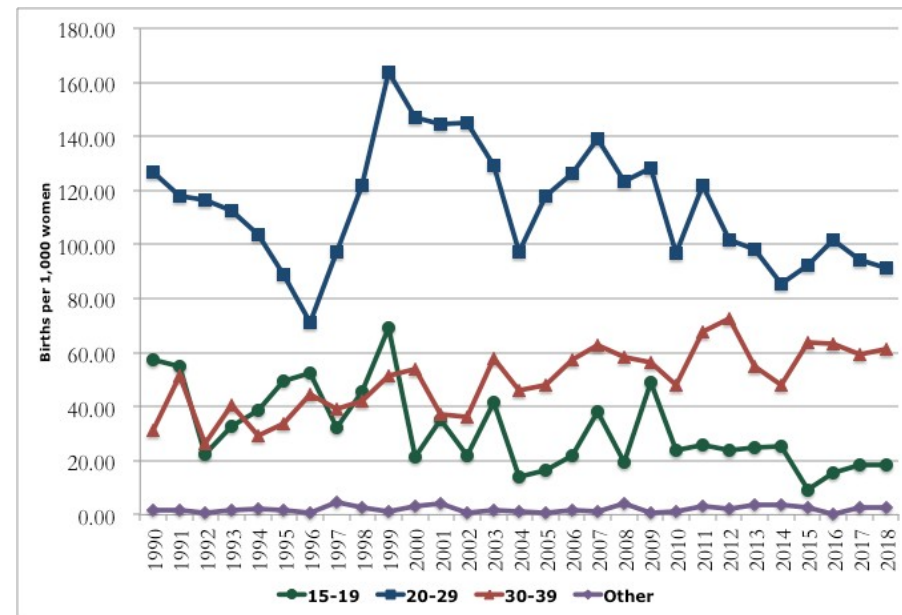
Source: U.S. Census and Washington State Office of Financial Management.



Countywide Birth Rates

- ✓ Women age 20-29 have the highest birth rate averaging between a high of 164 births per 1,000 women in their age group to a current 100 per 1,000.
- ✓ Teenage females (age 15-19) have fallen to a current rate of 15 per 1,000.
- ✓ Birth rates for women age 30-39 have increased from 31 to 63 births per 1,000.
- ✓ Women of other child bearing ages
 - have 0-5 births per 1,000

Fertility Rate by Age of Mother



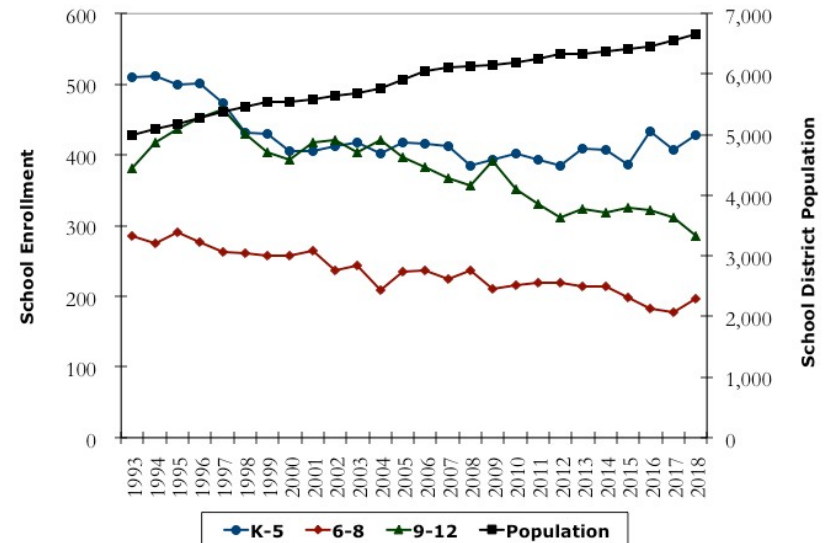
Source: Washington State Office of Financial Management and Department of Health.



Enrollment Trends

- ❖ Changes in enrollment have not followed population trends.
 - ✓ K-5 declined rapidly between 1993 and 2000, appeared to plateau somewhat thereafter until 2016. Enrollment over last three years appears to be on the increase.
 - ✓ Middle School has steadily declined since 1993, but experienced an uptick of 20 students in 2018, as a result of recent increases at K-5.
 - ✓ High School enrollment continues to decline but is expected to rebound based upon trends within the lower grade levels.

Enrollment vs. Population Trends



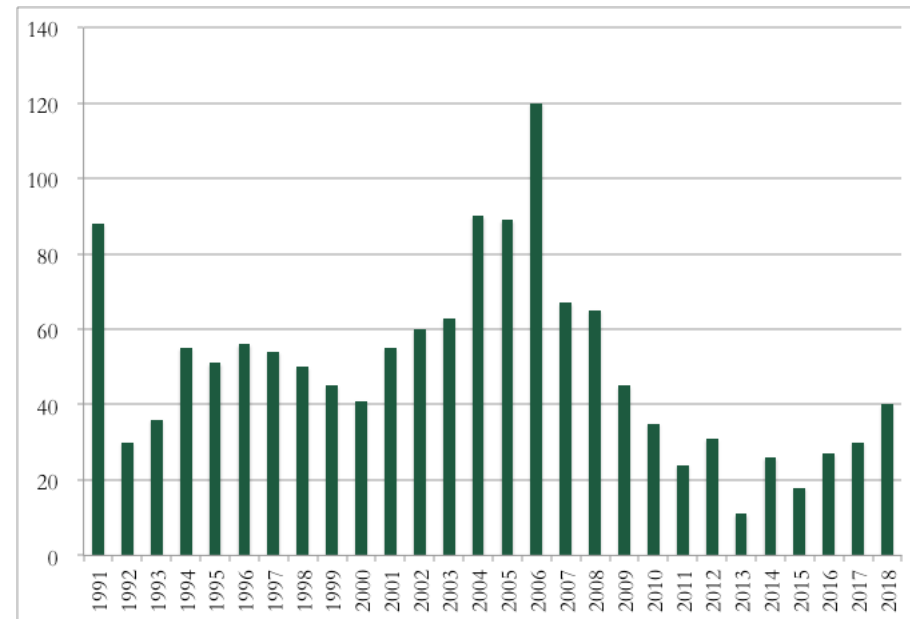
Source: Washington State Office of Financial Management and Stevenson-Carson School District.



Residential Development Patterns

- ❖ Over 1,400 units were constructed from 1991 to 2018.
- ❖ Approximately 120 housing units were constructed in 2006 (peak year).
- ❖ An average of 50 units were constructed per year over the last 28 years. Housing construction had been on the decline until 2014. The number of new units has been increasing over the last five years.

Housing Construction (1991-2018)



Source: Cascade Planning Group using information provided by US Census and Washington State Office of Financial Management.



Forecast Factors

❖ Factors Incorporated into the Forecast Model:

- ✓ Local Population & Employment Forecasts
- ✓ Comp Plan changes
- ✓ Residential Development Patterns and Housing Capacity
- ✓ Changing Demographics
- ✓ Birth Rates (Kindergarten Forecast)
- ✓ Historic Cohort Survival Rates
(Grades 1-12 forecast)



Forecast Methodology

- ❖ Forecasting enrollment occurs through a multi-step process that examines local enrollment trends versus residential growth and changing demographics.
- ❖ Kindergarten enrollment is derived by applying age group birth rates from 5 years prior to current number of women within corresponding age group. An adjustment ratio is developed by comparing the projected kindergarteners with actual attendance. This ratio is used to adjust the future kindergarten estimates.
- ❖ Population is projected by multiplying the Washington State's OFM population forecast for Skamania County by school district average representation for last 10 years, as growth within the school district closely follows growth countywide. Forecasts are also compared to proposed changes in regards to long term land use plans.
- ❖ Enrollments in grades 1 through 12 are projected by analyzing changes in historic enrollment versus changes in historic population. A cohort survival rate is developed by creating a ratio between current year enrollment of a particular grade versus current year population and dividing it by the ratio of last year's enrollment in the prior grade to last years population. Cohort survival rates that are positive indicate enrollment within the school district is growing faster than population.



Major “Baseline” Forecast Assumptions

- ❖ Population is estimated to increase at a modest rate over the five years (60-70 new residents per year), but taper off longer term due to land development constraints.
- ❖ District will be attractive for families, but average household size on the aggregate will remain below 2.0 persons per household.
- ❖ Birth rates are tied to state forecasts for the local/Skamania County area.
- ❖ Apply experience-based average cohort survival rate for each grade.

Overall Results: Baseline enrollment up by only 165 students in 20 years (or 8 students per year). Fastest growth numerically is @ K-5 levels, but @ 6- 8 grades in percentage terms. Enrollment in 2018 was initially forecast to remain at 2017 levels. However, enrollment increased by 16 students.

Greatest difference was Kindergarten (17 more students than forecast) and 12th grade (10 fewer students). Other grades were relatively close.



“Baseline” Forecast by Grade

Grade	Actual	Baseline Enrollment Forecast																						
	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040
Kindergarten	63	61	55	57	60	61	61	68	68	77	78	78	78	79	77	84	84	77	78	87	81	79	73	71
First	75	65	62	56	58	61	62	62	69	69	78	79	79	79	80	78	85	85	78	79	88	82	80	74
Second	67	75	65	62	56	58	61	62	62	68	68	77	78	78	78	79	77	84	84	77	78	87	81	79
Third	66	66	73	63	61	55	56	59	60	60	66	66	75	76	76	76	77	75	82	82	75	76	84	79
Fourth	68	67	67	74	64	62	55	56	59	60	60	66	66	76	77	76	76	77	75	82	82	75	76	84
Fifth	69	73	71	71	78	68	66	58	59	62	63	63	70	70	80	81	80	80	81	79	86	86	79	80
Sixth	62	66	69	67	67	74	64	62	55	56	58	59	59	66	66	75	76	75	75	76	74	81	81	74
Seventh	62	64	68	71	69	69	76	66	64	57	58	60	61	61	68	68	77	78	77	77	78	76	83	83
Eighth	53	65	67	71	74	72	72	79	69	66	59	60	62	63	63	70	70	80	81	80	80	81	79	86
Ninth	85	59	72	74	78	82	79	79	87	76	73	65	66	68	69	69	77	77	88	89	88	88	89	87
Tenth	64	85	58	71	73	77	81	78	78	86	75	72	64	65	67	68	68	76	76	87	88	87	87	88
Eleventh	83	65	85	58	71	73	77	81	78	78	86	75	72	64	65	67	68	68	76	76	87	88	87	87
Twelfth	79	84	65	85	58	71	73	77	81	78	78	86	75	72	64	65	67	68	68	76	76	87	88	87
All Grades	896	895	877	880	867	883	883	887	889	893	900	906	905	917	930	956	982	1,000	1,019	1,047	1,061	1,073	1,067	1,059
K-5	408	407	393	383	377	365	361	365	377	396	413	429	446	458	468	474	479	478	478	486	490	485	473	467
6-8	177	195	204	209	210	215	212	207	188	179	175	179	182	190	197	213	223	233	233	233	232	238	243	243
9-12	311	293	280	288	280	303	310	315	324	318	312	298	277	269	265	269	280	289	308	328	339	350	351	349

Note: Forecasts may vary from actual conditions. Estimates are total headcount. Source: Cascade Planning Group.



Major “High Growth” Forecast Assumptions

- ❖ Population is estimated to increase at a more robust pace than “baseline conditions”, assuming stronger residential growth in line with last couple of years. Population is expected to increase by 90-95 residents per year on average over the long term. Household sizes will increase modestly, reflecting attraction of families seeking rural lifestyle. Total district population is estimated at 8,740 by 2040.
- ❖ Continued attraction of families, following forecasted “Baseline” trends.
- ❖ Birth rates are held consistent with “Baseline” assumptions.
- ❖ Use average cohort survival rate for each grade.

Overall Results: Enrollment increases by 300 in 20 years (or 15 students per year). Fastest growth numerically is K-5 and percentage wise 6-8 levels.



“High Growth” Forecast by Grade

Grade	Actual	High Growth Enrollment Forecast																						
	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040
Kindergarten	63	61	56	61	64	66	66	73	73	85	85	86	86	88	85	92	93	87	88	97	91	90	82	79
First	75	65	64	59	62	65	67	67	74	74	86	86	87	87	89	86	93	94	88	89	98	92	91	83
Second	67	75	67	66	59	62	65	67	67	74	74	86	86	87	86	88	85	92	93	87	88	97	91	90
Third	66	66	75	67	64	58	61	63	65	65	72	72	84	84	85	84	86	83	90	90	85	86	94	89
Fourth	68	67	69	78	68	65	59	62	64	66	66	73	73	85	85	86	85	87	84	91	91	86	87	95
Fifth	69	73	73	75	83	72	69	63	66	68	70	70	77	77	90	90	91	90	92	89	96	96	91	92
Sixth	62	66	71	71	71	79	68	65	60	62	64	66	66	73	73	85	85	86	85	87	84	91	91	86
Seventh	62	64	70	75	73	73	82	70	67	62	64	66	68	68	75	75	88	88	89	87	90	86	94	94
Eighth	53	65	69	75	78	76	76	85	73	70	65	67	69	71	71	78	78	91	91	92	90	93	89	98
Ninth	85	59	74	78	83	86	84	84	94	81	77	72	74	76	78	78	86	86	100	100	101	99	102	98
Tenth	64	85	60	76	77	82	85	83	83	93	80	76	71	73	75	77	77	85	85	99	99	100	98	101
Eleventh	83	65	88	62	76	77	82	85	83	83	93	80	76	71	73	75	77	77	85	85	99	99	100	98
Twelfth	79	84	67	91	62	76	77	82	86	83	83	93	80	76	71	73	75	77	77	85	85	99	99	100
All Grades	896	895	903	934	920	937	941	949	955	966	979	993	997	1,016	1,036	1,067	1,099	1,123	1,147	1,178	1,197	1,214	1,209	1,203
K-5	408	407	404	406	400	388	387	395	409	432	453	473	493	508	520	526	533	533	535	543	549	547	536	528
6-8	177	195	210	221	222	228	226	220	200	194	193	199	203	212	219	238	251	265	265	266	264	270	274	278
9-12	311	293	289	307	298	321	328	334	346	340	333	321	301	296	297	303	315	325	347	369	384	397	399	397

Note: Forecasts may vary from actual conditions. Estimates are total headcount. Source: Cascade Planning Group.



OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION
 School Facilities and Organization
 Old Capitol Building
 PO BOX 47200
 OLYMPIA WA 98504-7200
 (360) 725-6265 TTY (360) 664-3631

ESD	CO	DIST
112	30	303

ENROLLMENT COUNT 2018-19

School District Stevenson-Carson

1. ENROLLMENT REPORT AS OF LATEST OCTOBER 1 COUNT

Enter the number of students with disabilities (as reported on actual October headcount enrollment) who are assigned to a specially designated self-contained classroom for at least 100 minutes per school day. Enter pre-kindergarten students with disabilities at 50 percent of the actual headcount enrollment.

Grade	October Enrollment per above definition
Pre-Kindergarten	8
Kindergarten	4
1	1
2	3
3	1
4	0
5	2
6	4
7	1
8	3
9	3
10	2
11	1
12	1
Total	34

Return to: School Facilities and Organization
 Office of Superintendent of Public Instruction
 Old Capitol Building
 PO BOX 47200
 OLYMPIA WA 98504-7200

 SIGNATURE OF SUPERINTENDENT/DESIGNEE

 DATE

Fax Number: (360) 586-3946

CHAPTER 4

Funding

A. Finance Plan

Funding for the planned improvements will come from a few sources including voter approved bonds, state match funds, and grants. The total estimated cost of the capital improvements is estimated between \$48,813,750-\$60,997,500.

B. Assessed Value

The 2019 Bond Assessed Value was at \$953,444,783. That is an estimated growth of 2.9%. The 10-year CAGR (Compound Annual Growth Rate) for 2008-2018 was 2.70%.

C. Bond Capacity

The bond capacity of the district is 5% of the assessed value of the district. Using the preliminary 2019 assessed value that would limit our capacity to \$47,672,239.

D. Funding Sources

1. General Obligation Bonds

Bonds are typically used to fund construction of schools and other capital improvement projects. A 60% voter approval is required to approve the issuance of bonds. Bonds are then retired through collection of property taxes. The district must pass a bond since it is the primary source of funding for capital improvements listed in this plan.

2. State Match Funds

State match funds come from the Common School Construction Fund. Bonds are sold on behalf of the Fund, and then retired from revenues accruing predominantly from the sale of timber from the common school lands. If these sources are insufficient, the Legislature can appropriate funds or the State Board of Education can change the standards. School districts may qualify for state match funds for specific capital projects based on a prioritization system. Based on the District's assessed valuation per student and the formula in the state regulations, the District is currently eligible for state match funds for the project at a level of approximately 54.75% of the qualifying square footage. State match funds may only be used to cover a portion of the actual construction costs.

3. Grants

The district will continue to seek grants that will pay for portions of the project. Grants are available through the state, federal and utilities for safety, renewable energy and efficiency improvements. We will continue to look for resources to support this project outside the normal means.

4. Capital Projects Levy

Capital Project Levies can pay costs to construct, modernize or remodel school facilities. They are a one to six year collection cycle and need a simple majority (50%+1) voter approval to begin collecting property tax.

CHAPTER 5

Housing Emergency

At this point, all of our facilities are operational and there is no unusable spaces. We do not have a "Housing Emergency".

CHAPTER 6
Racial Balance
October 2017 Counts

Race/Ethnicity	District	K-2 SES	3-6 CES	7-8 WRMS	9-12 SHS
American Indian/Alaskan Native	1.6%	1%	1.1%	2.6%	1.9%
Asian	0.4%	0%	0.4%	0%	1%
Black/African American	0.4%	0%	0%	0.9%	1%
Hispanic/Latino of any race	14.1%	14%	13.9	22.6	13.8
Native Hawaiian/Other Pacific Islander	1%	0%	0%	0%	0%
White	77.4%	77%	78.6%	72.2%	75.6%
Two or more races	5.9%	7%	6%	1.7%	6.8%
Enrollment	915	223	266	115	311

CHAPTER 7

New facilities Required

The following are recommendations for facility improvements based on the existing buildings conditions assessment and as a result of the Long-Range Facility Planning Committee process. These recommendations are intended to inform the School Board, School District and OSPI of the intended improvement direction that the Long-Range Facility Planning Committee Recommends as a result of the committee's more than a year-long review, assessment, discussions and analysis of all required and appropriate aspects for the School District's Long Range Facility Plan development.

A. Facility Needs

The recommendation is that we move to the configuration of Elementary PreK-5 (406), Middle School 6-8 (221) and High School 9-12 (307). This configuration will provide efficient use of our staff, our buildings, and are in grade bands that are supported by common practice and curriculum. It will also provide sufficient space for future growth in the district.

All buildings are in desperate need of improvement to bring them up to meet the State's high performance goals. This includes but not limited to improvements to energy efficiencies, safety equipment, fire suppression, fire detection/alarms, seismic improvement, technology upgrades, windows, flooring, ventilation, cooling, intrusion (lock down) notification, communication, and insulation. All improvements will focus on providing the best (health and safety) instructional environment possible, efficiencies, flexibility, and sustainability for many years to come.

Carson Elementary is in need of major renovation and due to the cost for the work necessary to upgrade the building to meet the current health, safety and efficiency standards, the building appears to have reached the end of its useful life as an Elementary School. There are portions of the Facility that can remain useful to support district and community use by programs like Head Start, other early learning programs, community sports, meetings and other possible purposes.

Wind River Education Center is our second newest building and with its original open concept design, it provides a less expensive structure to renovate. This building will be the foundation for our Prek-5 program, which will allow our Prek-5 staff to collaborate as well as efficient use of support staff for the elementary program. The existing classrooms will be reconfigured into 12 classrooms with an additional 18 new classrooms. It will include flexible learning spaces that can be accessed for cooperative learning between classes or specific learning activities at a grade level. A full service kitchen will need to be built to serve this large population of students as well as a multi-purpose/cafeteria that will accommodate both meals and the physical education program. There will be a number of specialized programs (Title 1, LAP, ELL) that will be offered in these grade levels that will require small group spaces. The current Carson

Elementary playground space will be available to these students; an additional playground will need to be added to accommodate the larger population and developmental range of these students. This building currently has fire suppression and will be expanded to the new spaces. The HVAC system will be replaced with an energy efficient system, such as heat pumps and heat exchangers to provide optimal air quality and thermal comfort. Solar and battery backup will be designed into the building for efficiencies and emergencies. Natural lighting will be utilized as much as possible in all spaces to provide an optimum learning environment.

Stevenson Elementary will need some additions to accommodate grades 6-8. The cafeteria will need to be expanded to accommodate this student population eating in one space, currently most students eat in their classrooms. The kitchen will continue to operate as a satellite kitchen of the high school, so no expansion is necessary. Locker rooms will need to be added to accommodate physical education and the athletic programs. Seating in the gym will need modification to accommodate spectator seating for middle school competition. Additional classrooms may be necessary to accommodate special programs such as CTE, science or STEAM. The air quality and thermal comfort will be improved with updated air handlers and chiller on the HVAC system. The building is in need of a security review and updates as needed. The close proximity to the high school will allow the sharing of specialty staff to provide a diverse educational opportunities for our students.

Stevenson High is currently close to capacity as a 7-12 program, is our largest buildings and has seen the most renovation in the last 25 years. The office, commons, learning center and kitchen are all in excellent shape. The remaining building is in need of renovation to many crucial systems and spaces. The air quality is in desperate need of improvement as well as the thermal comfort in the classroom in the spring and fall. A majority of the classrooms only have radiator heat and no exhaust/air handling capabilities. Only the recently renovated spaces have cooling capabilities. There is no fire suppression in the building and there is a need for sprinklers and an updated fire alarm system. The gym roof has been patched and sealed for many years and is in desperate need to be stripped, insulated and replaced. The classroom windows are single pane aluminum frame, original to the building. They need to be replaced with thermal windows and the window area reduced to provide more sheer strength to the structure. The locker rooms, primarily the boys, needs a complete overhaul, with drain lines being repaired, tiles replaced and lockers installed. This is for health and safety reasons as it cannot be properly maintained in its current state. All of our athletic facilities need to be reviewed for improvements to health and safety concerns.

The support facilities are also in need of some upgrades. The bus garage is not long enough to park our fleet indoors or in a secured location. There is not the capacity in the current maintenance bay to properly lift a bus or be able to safely work on newer busses. Food service currently uses part of the warehouse to store commodities for the district on shelving for dry goods, as well as freezer and cooler space. This storage arrangement requires staff to regularly

transport items to all the buildings. If additional space was designed into the working kitchens, it would make the program more staff efficient with receiving and distributing items.

B. Planned Improvements

Wind River Educational Center

- Renovate existing space to provide for a better instructional spaces and efficient use of the space.
- Addition of 18 classrooms to accommodate current and future growth 450-600 students
- Add a full service kitchen
- Add a cafeteria/multi-purpose space for meals and additional P.E. instructional space
- Upgrades to the existing HVAC system to provide improved air quality and thermal comfort in the most efficient manner.
- Design in the safest and most user-friendly security system to keep students and staff safe at all times.
- Integrate in natural light and solar power to provide for efficiencies as well as emergency shelter for the community
- Additional playground space that is developmentally appropriate.
- Parking to accommodate parents when dropping off or picking up their students.

Stevenson Elementary

- Renovated to accommodate grades 6-8.
- Addition of locker rooms,
- Expansion of the cafeteria,
- Additional classrooms for specialty programs
- Seating in the gym.
- Air quality and thermal comfort
- Security and safety upgrades
- Roofing
- Phones upgrade

Stevenson High School

- Locker rooms upgrades
- HVAC – improve air quality and thermal comfort
- Roofing – gym roof (tear off and replace), replace hall 30-40 single ply roof
- Fire sprinklers throughout the building
- Fire alarm/detectors upgrades
- Thermal window replacement
- Seismic upgrades
- Security and safety improvements
- Pavement around the building
- Clocks, intercom systems, phones
- Athletic facilities improvements

C. Phases of improvements

Grants

- The district will seek grant opportunities to make improvements on Stevenson High and Elementary Schools. These improvements will take place as funds become available. Projects may be based upon the focus of the grants but will target improvements on thermal comfort (windows, HVAC), safety (fire suppression) and additional energy savings (lighting).

Major Construction

- The updated configuration will require that construction at the Wind River Educational Center occur first to provide educational space. This space is currently not being used for instruction. This will provide construction access to the space during the school year without interfering with student learning. At the point when this space can be occupied, construction of the necessary space at Stevenson Elementary can occur without interfering with instruction. This phase would be target to be completed the fall, one-three years after funding has been secured.

Next Phase

- Upon completion of these updates, this Long Range Plan would be updated to identify a clear maintenance and upgrade schedule through local levy dollars and continued grant applications. We would continue to support access to Carson Elementary for community use until system failure results in the building being unsafe for occupancy or the property is needed for additional instructional space for the District.

CHAPTER 8

Cost Benefit Analysis

Appendix D – complete cost benefit analysis for all options reviewed. (7-16-19)

Appendix D-1 - Bldg Concepts - Initial

Appendix D-2 - Bldg Concepts - Round 1

Appendix D-3 - Final Concepts

Appendix D-4 - SES and WREC Final Concepts Potential Costs (2-12-20)

CHAPTER 9

Deferred Maintenance

- A.** Asphalt – pavement throughout the district has been breaking up for years. The potholes have been filled with patch material as needed. A few areas have deteriorated enough to require sections to be replaced.

The Stevenson-Carson School District has taken great pride in maintaining our facilities to high standards. Many contractors over the years have complemented our buildings condition, especially when told the age of the building. We continue to work hard at maintaining our buildings but with reduced funds, are challenged with the ongoing costs of supporting older facilities.

Upon review of our facilities and required Capital Projects, none can be described as being the result of deferred maintenance. Any project anticipate are the result of programmatic changes, required code, ADA upgrades or replacement of systems due to age.

CHAPTER 10

Projected Timeline

A. Long Range Facilities Planning Committee

The committee was formed in April 2018 to begin the process of developing a long range facilities plan for the district. The committee was formed with 22 members with different backgrounds and demographics. There are contractors, business people, city and county representatives, School Board, teachers, administrators, staff, parents, community members. They represent the communities of North Bonneville, Stevenson, Carson, Home Valley, Stabler, Mill-A. We began by evaluation our current facilities and moved on to look at all the possible configurations of grades and facilities. After 18 meetings, more than 36 hours of work, we came to a consensus of a PreK-5 campus in Carson (Wind River Education Center site), 6-8 campus at Stevenson Elementary site and 9-12 will remain in the Stevenson High School facility. We will continue to meet and finalize our building configuration and long range plan.

B. Grants

We have, are currently and will continue to seek grants that will pay for portions of our long-range plan. There are a number of project at Stevenson High School and Stevenson Elementary that meet grant requirements and are identified in our plan. Our hope is that much of the work at these two facilities will be completed over the next couple of years and will not need to be funded through local taxpayers.

C. Bond Issue

We are in beginning stages of conversation with financial planners on the best timing for seeking community financial support of facilities. Consideration of our M & O levy and community support for the program will be taken into consideration. The community has never been presented with a bond election, as all past improvements have come from Federal Forest Funds, which are no longer available to support our community. Our plan would be to seek support for a Bond in the next one to three years.

D. Design

We currently have finalized the concept drawings for the WREC and Stevenson Elementary. We are reviewing those drawings to identify parts that could be targeted and alternatives to bring the overall cost down without compromising the current needs of the district. Once the bond passes, the architects and engineers will spend up to a year finalizing drawings and specification for our new facilities. This will include a symposium to provide additional community input to develop the highest performing building possible for our location.

E. Construction

It is our intention to have the main project on the Wind River Education Center campus to begin as soon as design work is completed and bids are accepted. Construction could begin or continue during the school year, as the site is not currently occupied, with the goal of the building being ready at the beginning of a school year. Work at the Stevenson Elementary site would take place the summer prior to the opening of the main building in Carson. This would allow the preparation of both buildings to be ready for students on the first day of school.

F. Project Completion

Our target is that the project would be completed in the fall, one to three year after the passage of the bond measure.

G. Board Acceptance

H. Long Term Construction Phases

CHAPTER 11

Neighboring Facilities Inventory

The following neighboring school districts have been contacted about available spaces.

White Pass School District
516 Silverbrook Road
Randal, WA 98377
360-497-3791

Trout Lake School District
P.O. Box 488
Trout Lake, WA 98650
509-395-2571

Mill A School District #31
1142 Jessup Rd
Cook, WA 98605
509-538-2522

Skamania School District #2
122 Butler Loop Road
Skamania, WA 98648
509-427-8239

White Salmon Valley School District
171 NW Washington Street
White Salmon, WA 98672
509-493-1500

We have received responses to 4 out of the 5 requests. White Pass did not respond to our requests but their district is not accessible from our district during the winter months without a 158 mile/3 hour drive each way. The only space in our area that was available is a portable classroom, in poor condition and not ADA accessible.



June 7, 2019

Doug Dearden
Trout Lake School District
P.O. Box 488
Trout Lake, WA 98650
509-395-2571 d.dearden@tllschool.net

RE: Inventory of School Facilities in Neighboring School Districts
For Stevenson-Carson School District

Dear Superintendent

Our School District is developing a long-range plan for our Districts 2019 Study & Survey and District Capitol Facilities Plan. As required by WAC 180-25 our study includes an inventory of accessible unused or underutilized school facilities in neighboring districts and their physical conditions. If you can please see that the information requested below is provided and returned to our office at the earliest convenience it would be greatly appreciated.

The Stevenson-Carson School District will need the following types of facilities:

Prek-5 Elementary School and 6-8 Middle School

Does your School District have the above facilities vacant and available for use now or within the next two years?

Yes _____ No

If yes, please provide the information requested on the attached form.

Person Completing this form: Signature: Crystal Lane
Name: Crystal Lane
Title: Superintendent
Date: 6-24-19



June 7, 2019

Ralph Pruitt
Skamania School District #2
122 Butler Loop Road
Skamania, WA 98648
509-427-8239 pruitt@skamania.k12.wa.us

RE: Inventory of School Facilities in Neighboring School Districts
For Stevenson-Carson School District

Dear Superintendent:

Our School District is developing a long-range plan for our District's 2019 Study & Survey and District Capital Facilities Plan. As required by WAC 180-25 our study includes an inventory of accessible unused or underutilized school facilities in neighboring districts and their physical conditions. If you can please see that the information requested below is provided and returned to our office at the earliest convenience it would be greatly appreciated.

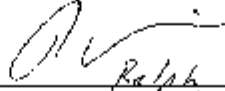
The Stevenson-Carson School District will need the following types of facilities:

Pre-K-5 Elementary School and 6-8 Middle School

Does your School District have the above facilities vacant and available for use now or within the next two years?

Yes No

If yes, please provide the information requested on the attached form.

Person Completing this form: Signature: 
Name: Ralph Pruitt
Title: Superintendent
Date: 6.24.19



Karen Dougless, Superintendent | PO Box 550 | Stevenson, WA 98648 | PH 509.427.5674 | FAX 509.427.4025 | www.stsd303.org

June 7, 2019

Dr. Jerry Lewis
White Salmon Valley School District
171 NW Washington Street
White Salmon, WA 98672
509-493-1500 jerry.lewis@whitesalmonschools.org

RE: Inventory of School Facilities in Neighboring School Districts
For Stevenson-Carson School District

Dear Superintendent

Our School District is developing a long-range plan for our Districts 2019 Study & Survey and District Capitol Facilities Plan. As required by WAC 180-25 our study includes an inventory of accessible unused or underutilized school facilities in neighboring districts and their physical conditions. If you can please see that the information requested below is provided and returned to our office at the earliest convenience it would be greatly appreciated.

The Stevenson-Carson School District will need the following types of facilities:

Prek-5 Elementary School and 6-8 Middle School

Does your School District have the above facilities vacant and available for use now or within the next two years?

Yes _____ No X _____

If yes, please provide the information requested on the attached form.

Person Completing this form: Signature: Jerry Lewis
Name: Jerry Lewis
Title: Superintendent
Date: 6-24-19



Karen Douglass, Superintendent | PO Box 850 | Stevenson, WA 98648 | PH 509.427.5674 | FAX 509.427.4328 | www.stcd.org

June 7, 2019

Bob Rogers
Mill A School District #31
1142 Jessup Rd
Cook, WA 98605
509-538-2522 brogers@millaschool.org

RE: Inventory of School Facilities in Neighboring School Districts
For Stevenson-Carson School District

Dear Superintendent

Our School District is developing a long-range plan for our Districts 2019 Study & Survey and District Capital Facilities Plan. As required by WAC 180-25 our study includes an inventory of accessible unused or underutilized school facilities in neighboring districts and their physical conditions. If you can please see that the information requested below is provided and returned to our office at the earliest convenience it would be greatly appreciated.

The Stevenson-Carson School District will need the following types of facilities:

Prek-5 Elementary School and 6-8 Middle School

Does your School District have the above facilities vacant and available for use now or within the next two years?

Yes

No

If yes, please provide the information requested on the attached form.

Person Completing this form: Signature: [Signature]
Name: Bob Rogers
Title: Superintendent
Date: 6/10/19

CHAPTER 12

Boundary Adjustment

The Stevenson-Carson School District has one set of external boundaries. Therefore, no boundary adjustments are available to us at this time.