

Chapter 2
LONG RANGE EDUCATION AND FACILITIES PLAN
Stevenson-Carson School District



Students with 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.

February 2019

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, optimum facility size, class size, educational program offerings, supplemental program offerings, specialty spaces, classroom utilization, scheduling requirements and government mandates.

DISTRICT GOALS:

- 1. 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.
- 2. 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

- 3. 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.

- 4. 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.

- 5. 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.

- 6. 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.

7. *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.

**STEVENSON-CARSON SCHOOL DISTRICT 303
CAPITAL FACILITIES PLAN
2019-2024**

BOARD OF DIRECTORS

Brad Liedtke, Board Chair

David Allen

Farley Dudley

Sandy Vigil

Larry Karppinen

SUPERINTENDENT

Karen Douglass

2019

SECTION 1

INTRODUCTION

A. Purpose of the Capital Facilities Plan

The Stevenson-Carson School District has prepared this Capital Facilities Plan to provide Skamania County with the District's anticipated capital facility needs and the District's 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 through community support for levies and bonds. The District realizes that it now has limited resources to maintain their aging facilities and need 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 911 students (Head Count October 2018) with a primary elementary grades PreK-2 (240 students), an intermediate elementary grades 3-6 (281 students) and a middle/high school grades 7-12 (415 students).

The District is in need to make major renovation/reconfiguration of our existing buildings to meet the instructional needs of our current and future students. The District has done well at maintaining the basic infrastructure and doing renovations as funds would allow. After that work that has been completed, there are still a large portions of our buildings date that back to the 1950's and 60's. We are at the point that we need a Capital Facilities plan to address the needs of the District as we move forward.

SECTION 2

DISTRICT EDUCATIONAL PROGRAM STANDARDS

School facilities and student capacity needs are dictated by the types and amount of space required to accommodate the District's adopted educational programs. Our facilities need to provide the necessary spaces for nurturing the development of the whole child and successfully preparing all children in our community for an increasingly competitive global economy. The educational program standards, which typically drive needs for educational space for students, include grade configuration, optimum facility size, class size, educational program offerings, supplemental program offerings, specialty spaces, classroom utilization, scheduling requirements and government mandates.

In addition to student population, other factors such as collective bargaining agreements and community expectations affect classroom space requirements. Space is necessary for regular classrooms, the fine and performing arts, physical education, STEM, 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.

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 STEM 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. 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 a 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. Grades 3-6 will have access to multiple labs 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 a 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 STEM spaces
 - Media Center/Library
 - Music, theatre, CTE programs (wood and metal shops)
 - A minimum of two computer labs to accommodate state/district testing and to support the academic program.

SECTION 3

CAPITAL FACILITIES INVENTORY

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. When the school facilities are improved as contemplated in this plan, the District will consider alternate configurations.

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 as teaching stations at the elementary 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 above.

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 special education/community Preschool in one large teaching station. Currently the one of the originally designed coop space is being used for a teaching station along with half of the 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, two Co-op spaces and pullout/intervention spaces. Since that renovation, the district has reconfigured building grade bands and the state has 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 has two computer labs to accommodate state and district assessments along with classroom instruction and enrichment. One and half classrooms are utilized for the large special needs population.

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 the building 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 has two computer labs, with a third set up in the learning center. The labs are utilized for state and district assessments, online learning 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 renovation to the office are 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 6 years since the Middle School students moved to Stevenson High School. Previously the middle school housed approximately 140 student in grades 7-8. It currently leases portions of the building 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 controls for the forced air heating and ventilation system was upgrade with the use of an energy grant to replace the obsolete controls.

B. Portables

The District currently had no portable in the district.

C. Support Facilities

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

Facility	Building Area	Site Location
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

District Office – is a two-story building, which houses all the district level personnel, the Board Room, 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 room, 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.

SECTION 4

STUDENT ENROLLMENT PROJECTIONS

A. Existing Enrollment

October 2018 Headcount

K	1	2	3	4	5	6	7	8	9	10	11	12
78	61	76	68	72	73	68	65	64	62	87	63	74

Total Headcount – 911

October 2018 FTE

K	1	2	3	4	5	6	7	8	9	10	11	12
78	61	76	68	72	72.05	68	64.28	63.28	62	86.77	59.87	71.53

Total FTE – 902.78

B. Projected Student Enrollment 2018-2040

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	80	81	80	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

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	79	68	65	60	62	64	66	66	73	73	85	85	86	85	87	84	91	91	86	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	99	99	100	98	101	101
Eleventh	83	65	88	62	76	77	82	85	83	83	93	80	76	71	73	75	77	77	85	99	99	100	98	98
Twelfth	79	84	67	91	62	76	77	82	86	83	83	93	80	76	71	73	75	77	77	85	99	99	100	98
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

Complete Stevenson-Carson School Enrollment Forecast can be found at <http://scsd303.ss14.sharpschool.com/common/pages/DisplayFile.aspx?itemId=6539991>

CAPITAL FACILITES NEEDS

A. Facility Needs

The Long Range Facilities Planning Committee, with community input has decided to move forward with reconfiguring our district in three buildings. Stevenson Elementary PreK-5 (406), Wind River Education Center 6-8 (221) and Stevenson High School 7-12 (307). This configuration will provide efficient use of our staff, our buildings, and are in grade bands that are supported by the curriculum. It will also provide sufficient space for future growth in the district.

All buildings are in need for security, fire, energy, HVAC and safety upgrades to current standards. This includes but not limited to fire suppression, seismic improvement, windows, flooring, ventilation, intrusion (lock down) notification, communication, and insulation.

Stevenson Elementary will need additional classroom to accommodate current enrollment and the addition of grades 3-5. That will be an addition of 16 classrooms, gym space, cafeteria and auditorium. The current building already is equipped with sprinkler.

Carson Elementary is in need of major renovation and has been deem not to be cost effective to renovate at this time. The space can be partitioned to provide support for community programs like Head Start, other early learning programs, community sports and meetings.

Stevenson High is currently close to capacity, is our largest buildings and has seen the most renovation in the last 23 years. The office, learning center and kitchen are all in excellent shape. It is in need of renovation to many crucial systems and spaces.

Wind River Education Center is our second newest building and with its original open concept design, provides a less expensive structure to renovate. The original conceptual drawing provide potential insight to the addition of teaching spaces, which will be needed with the addition of a grade level and updated educational standards.

B. Planned Improvements

Stevenson High School will be brought up to fire, safety, energy efficiency and educational standards.

Stevenson Elementary will be expanded to accommodate Pre-K -5th grade. That includes additional instructional spaces to accommodate 240 new students. The existing building will be brought up to safety and energy efficiency standards.

Wind River Educational Center will be renovated and additional instructional spaces will be added to accommodate the additional student population. The building will be energy efficient.

SECTION 6

CAPITAL FACILITES FINANCING PLAN

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 at \$ TBD.

B. 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 TBD%. 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.

SECTION 7
SCHOOL IMPACT FEES

Not applicable for Skamania County.