CHEHALIS SCHOOL DISTRICT NO. 302
CAPITAL FACILITIES PLAN

2009-2015

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Adopted by the Chehalis School Board
_____, 2009

SECTION 1
EXECUTIVE SUMMARY

The purpose of this Plan is to identify the District's future enrollment growth and to develop a list of capital facilities needed in order to serve the new growth in a timely manner. Also included in this plan are those major capital repairs/improvements needed to maintain existing facilities.

In the past, the District has experienced difficulty in gaining local resident's approval on bond issues. The last bond issue, 1999, was run three times before the voters approved the measure. The 1999 bond issue addressed the issue of leaking roofs, transportation enclosure, electrical upgrades, plumbing replacements and technology. M & O Levy measures are experiencing similar difficulties as districts across the state.

Impact fees and/or mitigation payments may be a financing option for Chehalis School District to help pay a portion of the cost for school facilities that are needed to serve forecast growth, if the City of Chehalis or Lewis County adopts measures to collect impact fees or mitigation payments. Given the limited financial resources to pay for schools, the District may request impact fees in an amount recommended by the board and supported by this plan.

This Capital Facilities Plan is designed to provide the necessary information concerning the capital facilities needs of the District and will be used to support the imposition of school impact fees and/or mitigation payments.

The Plan consists of the following key elements which satisfy Growth Management Act (GMA) Requirements:

- The District's standard of service, which is based on program year, class size by grade span, number of classrooms, types of facilities and other factors identified by the District.
- Future enrollment projections.
- An inventory of existing capital facilities owned by the District, showing the locations and capacities of the facilities, based on the District's standard of service.
- A forecast of the future needs for capital facilities and school sites based on the District's enrollment projections.
- The proposed capacities of expanded or new capital facilities over the next six years based on the inventory of existing facilities and the standard of service.
- A six-year plan for financing capital facilities, which identifies sources of public money for such purposes. The financing plan separates projects and portions of projects add capacity from those which do not, since the latter are generally not appropriate for impact fee funding.
- A calculation of impact fees.

In developing this Plan, the District followed these guidelines:

- The District used information from reliable sources and used logical methodologies
- The Plan must comply with the GMA
- The methodology to calculate the impact fees must comply with the GMA and a common school impact fee formula being proposed for adoption by Lewis County.

This Plan differs from a "State Study and Survey" in that it identifies the District's standard of service and the District's capital needs using growth management and land use planning principles. The Plan also serves as the basis for imposing school impact fees or mitigation payments.

This Plan is intended to guide the District in providing new capital facilities to serve projected increases in student enrollment. The Plan will be reviewed at least once every other year and updated based on new enrollment data, facility needs, and projected financing.

SECTION 2
EDUCATIONAL PROGRAM STANDARDS

School facility and student capacity needs are dictated by the types and amounts of space required to accommodate the District's adopted educational program. The role that quality education plays in growing a strong local economy is vital. In order to accomplish the community value of having a strong local economy, schools must have quality facilities. These facilities serve as the supporting space for developing the whole child within a community to prepare them for a 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 and scheduling requirements.

In addition to student population, other factors such as collective bargaining agreements, government mandates, and community expectations affect classroom space requirements. Space is necessary for regular classrooms, the fine and performing arts, physical education, special education, Title I, Highly Capable, bilingual education, technological applications, computer labs, preschool and daycare programs, and other specialized programs. Space must be provided for common areas such as media centers, cafeterias, kitchens, 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 expects all spaces to be well utilized during the school day and available after the school day for public use.

A. District Educational Program Standards

Core program includes the following:

- Core Classroom space for all curriculum areas which includes space for group learning, directed instruction, and individual student work to meet the rigors set forth in state standards.
- Science classroom space that supports advanced coursework (including water, sinks, gas, hoods, safety equipment). Students must achieve rigorous state mandated science standards. This requires specialty space that is not met by adding portables. High school and middle school science lab space is a high priority.
- Physical education space is also needed for students to meet rigorous health and fitness standards. This includes covered areas, fields, gymnasiums, and other multi-use spaces.
- Technological competency is expected for all students. Space must be allocated for technological 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, and theatre arts spaces are critical to the core program for students. Spaces are necessary to adequately meet student needs in these programs.
- Library/Media services (research, technology, collaboration) and space must be provided for students to achieve the rigors in the core program. In an information driven environment, student access to information through appropriately sized library/media spaces is essential.
- Extra-curricular activities need adequate space in order to safely support program activities.
- Career and technical education programs are an integral part of the districts programs and require significant space, particularly at the high school.

Special services that 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, and the introduction of new technological applications which meet the needs of students. Internal influences include modifications to the program year, class size, grade configurations, and facility changes.
- Special populations receive special support. Specialty space is essential to delivery of this support. Federal and state program, including Title I Reading and Math, Highly Capable and Bilingual receive limited funds.
- Early Childhood programs, such as half-day kindergarten and preschool are essential educational programs to develop early childhood literacy skills, and vital to the community. These programs require specialty space which is not funded by the state.
- Supplementary services in core academic areas (tutoring, on-line learning) and providing multiple pathways to prepare students for a broader range of post-secondary learning opportunities require additional spaces that have not been calculated in current state square footage allowance formulas.

Support services are often overlooked core services, and are essential to a quality educational program.

- Food service delivery, storage, preparation, and service space. As student populations increase, adequately calculating space needs for this service is crucial to the overall planning of the facility. Adequacy in planning for this space has significant impacts of the overall learning environment for students if not done appropriately.
- Transportation support centers are required to handle growing transportation needs.
- Maintenance support facilities must also be considered.
- Administrative support facilities also are necessary.

B. Elementary Educational Program Standards

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

- Class size for Kindergarten is targeted not to exceed 23 students per class.
- Class size for grades 1-3 is targeted not exceed 24 students per class.
- Class size for grades 4-5 are targeted not to exceed 27 students per class.
- Music should be provided in separate classrooms.

- Physical education instruction should be provided in a full size area.
- Special education services are provided in a self-contained classroom for some children, resource classrooms for others which some need highly specialized services.
- The elementary school classroom utilization standard is set at a factor of 100% (based on a regular school day).
- Chapter I and LAP Programs require specialized area similar to regular classrooms.
- All elementary schools will have a library/media resource center.
- Kindergarten was a full-day program for 100% of the district's students, but is transitioning to a full-day program for some of the students with half-day for others.

C. Middle and High School Educational Program Standards

The District education program standards, which directly affect middle school and high school capacity include:

- Class sizes for grades 6-8 are targeted to average 30 students per class, with the exception of PE, music, and choir.
- Class sizes for high school grades 9-12 have various targets depending on various program and safety needs. However, the District strives to meet an average of 30 students in the core classrooms.
- The middle and high school classroom utilization standard is set at a factor of 85% (based on a regular school day) to account for teacher planning purposes for approximately one period a day.
- Special education services are provided in a self-contained classroom for some children, resource classrooms for others, while some need highly specialized spaces.
- Students will also be provided other programs in classrooms designated as specialty rooms (computer labs, individual and large group study rooms, vocation rooms, practice labs, production rooms, etc.)

SECTION 3
CAPITAL FACILITIES INVENTORY

The facilities inventory establishes the baseline for determining the existing capacity in the school facilities and the need for additional capacity to serve future growth at acceptable levels of service. This section provides an inventory of capital facilities owned and operated by the District including schools, portables, undeveloped land and support facilities. School facility capacity was inventoried based on the space required to accommodate the District's educational program standards discussed in Section 2.

A. Schools

The District currently maintains three elementary schools one middle school, and one high school. Cascade Elementary School accommodates grades K-1, R.E. Bennett Elementary School grades 2-3, Olympic Elementary School grades 4-5, the Chehalis Middle School serves grades 6-8 and W.F. West High School serves grades 9-12. The following tables show the location, size and capacity of the existing schools.

TABLE 1 – Elementary School Inventory

Elementary School	Location	Classrooms*	Permanent Capacity	Enrollment**
Cascade Elementary (K-1)	89 SW 3rd Street, Chehalis, WA 98532	15	353	355
R.E. Bennett (2-3)	233 S. Market Blvd. Chehalis, WA 98532	13	312	374
Olympic Elementary (4-5)	2057 SW Salsbury Ave. Chehalis, WA 98532	17	459	426
Total		45	1,124	1,155

* Rooms such as music room, special-ed room, LAP room, library, computer lab and science room are not counted as teaching stations in the elementary schools because they are special/pull-out programs.
** October 2008 certified headcount

TABLE 2 – Middle School Inventory

Middle School	Location	Teaching Stations	Permanent Capacity	Enrollment**
Chehalis Middle School (6-8)	1060 SW 20th Street, Chehalis, WA 98532	24	612	635

*Rooms that are used for special education are not counted as teaching stations.
** October 2008 certified headcount

TABLE 3 – High School Inventory

High School	Location	Teaching Stations	Permanent Capacity	Enrollment**
W.F. West High School (9-12)	342 SW 16th Street, Chehalis, WA 98532	49	1,018	938

*22 of the 49 teaching stations are specialty rooms and are used for vocational program, advanced placement, special education, music and art. Specialty rooms provide less capacity than regular teaching stations.
** October 2008 certified headcount

B. Portables

Portable classrooms are being used primarily for special programs but also are used on an interim basis as temporary classrooms.

TABLE 4 – Portable Classroom Inventory

School	Portables
R.E. Bennett Elementary (2-3)	3
Olympic Elementary (4-5)	1
Chehalis Middle School (6-8)	4

C. Support Facilities

In addition to schools, the District owns and operates additional facilities which provide operational support functions to schools. An inventory of these facilities is provided in Table 5.

TABLE 5 – Support Facility Inventory

Building	Location
District Office/Student Support	1265 SW Pacific, Chehalis WA 98532
Transportation Facility	261 SW 3rd Street, Chehalis WA 98532
Maintenance Facility	166 W William, Chehalis WA 98532

SECTION 4
STUDENT ENROLLMENT

A. Projected Student Enrollment

The District considered information from various sources in forecasting its enrollment.

The District prepared a short-term enrollment forecast based on cohort survival. The cohort survival forecast is determined by looking at the number of live births in the county and historical grade progression. It is a conservative forecasting methodology that does not take into account land supply and local development. Cohort survival is less reliable the further out in time it forecasts enrollment.

Given the limitations associated with the cohort survival methodology, the District forecast its student enrollment for the year 2025 by using the percentage of the Lewis County population that is currently enrolled in K-12 schools in the District and the 2025 population the County allocated to the urban and rural areas in the District. The 2025 student enrollment forecast based on population allocations assumes the same percentage of the population that is currently enrolled will be enrolled in 2025.

The District also considered the number of students that would be generated from new housing that can be built on urban and rural residential land out to the year 2025. Currently, there are .362 students living in new houses that are built in the District. The 2025 student forecast based on forecast housing assumes the same number of students will be living in new houses built between now and the year 2025.

Table 6 shows the low, medium, and high enrollment forecasts based on the above information for the six-year planning period.

TABLE 6 – Enrollment Forecast

Current Enrollment	2015 Low	2015 Medium	2015 High	Forecast Growth
2,728	2,818	3,361	3,793	Low: 90 Med: 633 High: 1,065

As reflected above, the District is forecasting an increase of between 90 to 1,065 students. To adequately plan for forecast growth, the District Capital Facility Plan is based on the medium forecast growth, or 3,361 students for a net increase of 633 K-12 students. The forecast assumes population and housing the County is planning for will occur at an equal and consistent rate between now and 2025.

Table 7 below shows the District's current enrollment, current capacity, current needs, 2015 forecast enrollment and 2015 needs. As shown in the table, the District currently has the capacity to meet existing enrollment, however the District may need to add capacity for 584 additional students by the year 2015.

TABLE 7 – Enrollment, Capacity and Needs

Facility	Current Enrollment	Current Capacity	Current Needs*	2015 Forecast Enrollment**	2015 Needs ***
Elementary	1,155	1,124	31	1,421	297
Middle	635	612	23	787	175
High	938	1,018	0	1,153	135
TOTAL	**2,728**	**2,754**	**54**	**3,361**	**607**

* Current needs equal current enrollment minus current capacity
**2015 needs equals 2015 enrollment minus current capacity.
***Applying the same percentage of total enrollment that is enrolled in K-5, 6-8, and 9-12 in 2008 to determine grade levels for 2015 forecast enrollment.

B. Long Range Forecast

In addition to forecasting an enrollment of 3,361 students by the year 2015, the District has forecast enrollment out to the year 2025. Using county population data, in 2025 the District expects an enrollment of approximately 4,800 students, or an increase of approximately 1,500 students. The forecast is based on average growth using population and housing data to forecast student enrollment.

SECTION 5
CAPITAL FACILITY NEEDS

A. Facility Needs

The District's current capacity, it educational programs, standard of service and enrollment forecast is used to determine its facility needs. More specifically, the facility needs to serve growth are determined by subtracting 2008 capacity from current and forecast enrollment. The capacity in 2008 is shown in Tables 1, 2, and 3. Enrollment is shown in Table 6. Table 7 lists the District's enrollment, capacity and needs. As shown in the Table, the District needs to add capacity to serve an additional 607 students by 2015 to serve forecast growth.

In addition to adding capacity to serve forecast growth, the District needs to rebuild Cascade Elementary, which is over 80 years old. Significant improvements and redesign is also needed at R.E. Bennett Elementary. A more comprehensive list of the capital improvements that are needed to remedy existing conditions is in Appendix B. The legal description of the District boundaries is in Appendix C and the history of the District's school facilities is in Appendix D.

B. Planned Improvements

To serve forecast growth and make needed repairs at two elementary schools, the District needs to rebuild and improve Cascade and R.E. Bennett Elementary schools, adding six classrooms and expanding the core facilities at both schools. Depending on the enrollment at each grade level, use of the elementary schools may need to be reconfigured. If the twelve classes serve an average of 25 students, this will add capacity for 300 elementary students, enough to serve the forecast elementary student growth.

After the elementary schools are improved and expanded, the District will need to add capacity at the middle and high schools. Because of the current slowdown in the economy and the range of forecast growth, this Plan does not include expansions at the middle and high school. Expansions at the middle and high school will be addressed in the next update to this Plan, at which time the District will have updated enrollment and growth information. Impact fees in this Plan are limited to the cost to build elementary school capacity to serve forecast growth.

TABLE 8 – Facility Improvements and Cost

Facility Improvements	Additional Capacity	Capacity for Growth*	Cost**	Cost Attributed to Growth ***
Rebuild Cascade	150	148	$13,413,319	$3,946,662
Improve and Expand R.E. Bennett	150	62	$4,999,996	$1,653,331
Existing Capital Improvement Needs Appendix B	0	0	TBD	$0
Portables	0	0	$280,000	$0
Total	**300**	**210**	**$18,693,315**	**$5,599,993**

*Capacity for growth equals the total additional capacity minus the current need (unhoused students)

**The cost is an estimate based on the average construction cost per square foot that was paid for school modernization projects in 2008 times x 110 sq ft per student plus 30% for soft costs. The total cost at RE Bennett assumes $1,000,000 will be spent modernizing and improving the school separate from the cost to add classrooms. Prior to construction of the improvements in this Plan, the District will have a study and survey done and will work with an architect who will refine and update the project costs.

***Cost attributed to growth is the proportionate share of the total cost that is being incurred to serve the growth.

Facility needs are expressed in terms of "unhoused students" or students that cannot be housed in permanent (brick/mortar) facilities under the Districts program standards. Unhoused students receive basic education in portable classrooms. In order to serve "unhoused students" on a short-term and immediate basis to serve growth, the District will need to purchase and utilize portable classrooms. The cost of portables is not included in the impact fee calculation, however, impact fee revenue can be available to fund portable facilities if these facilities are need to serve growth.

C. Planned Capacity

The District has the capacity to serve 2,754 students. When the elementary schools are rebuilt, improved and expanded, the District will have the capacity to serve 3,054 students. The District's forecast enrollment is 3,361. The District will update this Plan and will increase its capacity at the middle and high school if needed to serve the additional 300 students that may be unhoused if growth continues at the medium rate forecast in this Plan. If growth occurs at the low rate, the additional capacity provided at the elementary schools will be adequate.

SECTION 6
CAPITAL FACILITIES FINANCING PLAN

A. Planned Improvements

Planned improvements for growth include reconstruction of Cascade Elementary with the addition of six classrooms and modernization and improvements at RE Bennett, with the addition of six classrooms. These improvements are expected to cost at least $18,400,000.

B. Financing for Planned Improvements

1. General Obligation Bonds

Bonds are typically used to fund construction of new 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.

2. State Match Funds

State match funds come from the Common School Construction Fund ("the 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 new schools based on the unhoused students at a level of 60.49%.

3. Impact Fees

Impact fees are a means of supplementing traditional funding sources for construction of public facilities needed to accommodate new development. School impact fees are generally collected by the permitting agency at the time plats are approved or building permits are issued. Impact fees in this Plan are based solely on the cost to add capacity at the elementary school, however, to the extent the District needs to expand its middle school, high school and may add portables. This Plan contemplates use of impact fees for these improvements as they will be used to serve growth.

4. Six-Year Financing Plan

Table 9 demonstrates how the District intends to fund new construction and improvements to school facilities for the next six years. The District does not have any secured capital project funds for the improvements. The unsecured financing plan includes a bond issue, state match funds, and impact fees. Projects and portions of projects which remedy existing deficiencies are not appropriate for impact fee funding. Thus, impact fees will not be used to finance projects or portions or projects which do not add capacity.

Table 9 - Capital Facilities Financing Plan

Total Cost	Secured Financing			Unsecured Financing		
	Bonds	State Match	Impact Fees	Bonds	State Match**	Impact Fees*
$18,693,315	$0	$0	$0	$11,521,975	$6,204,140	$967,200

*Assumes approximately 1,200 houses are built and pay $807 in an impact fee over the six year planning period.
** Assumes the District receives state match for 35% of the total project costs.

SECTION 7
SCHOOL IMPACT FEES

The GMA authorizes jurisdictions to collect impact fees to supplement funding of public facilities that are available or needed to accommodate new development. Impact fees cannot be used for the operation, maintenance, repair, alteration, or replacement of existing capital facilities used to meet existing service demands.

A. School Impact Fees

To collect school impact fees the District must prepare and adopt a CFP meeting the specifications of the GMA and county or city ordinances that implement the GMA. The impact fees are calculated in accordance with a local jurisdiction's formula, which are based on school facility costs that are incurred to serve new growth and that are contained in the District's CFP.

B. Methodology and Variables Used to Calculate School Impact Fees

The District's impact fees have been calculated utilizing the widely used formula that includes credits for state match and property taxes as well as a 15% discount to ensure new development does not pay more than its fair share of the cost for schools that serve the development. The resulting figures in the attached Appendix A are based on the District's cost to build schools, per dwelling unit, using the District's student generation rate.

C. Amount of Calculated and Recommended Impact Fees

The amount of the calculated school impact fees is:

Single Family: $ 807
Multi Family $ 3,017

The Chehalis School District Board of Directors is not currently requesting imposition of school impact fees.

APPENDIX B
CAPITAL IMPROVEMENT PROJECTS

1. Facility Needs: New and modernization and improvements

2. We have attempted to identify possible projects in the future.

Elementary Schools:

Project Title:	Cascade Elementary School
Description:	Replacement of existing facility
Capacity:	Same, or to accommodate the combined capacity of R.E. Bennett and Cascade Elementary Schools
Status:	No current plan to replace the facility. Cascade Elementary School is over 80 years old. This building is beyond its life cycle. Electrical, plumbing and lighting systems are satisfactory; however the heating system would need complete replacement. Current heating system does not provide for required air exchange. Building is marginally adequate for ADA student requirements (i.e., stairs, restrooms).

Project Title:	R.E. Bennett Elementary School
Description:	Relocation of main office of school to current lunch room area. Main entrance to be relocated to 3rd Street. Card Lock System – for exterior doors to control access by outside groups that use the facility – limited to agree times and days.

Middle School: N/A

High School: N/A

All School Buildings:

Project Title:	Locks for Safety and Security
Description:	Convert the door locks in all classrooms and offices, in all school buildings, to the type that can be locked from inside the room by pushing a button.

Carpet Replacement:

Chehalis Middle School	Office	2008
Delta Base Center	Classrooms	2008
R.E. Bennett	Classrooms as identified by Principal	2011
Cascade	Classrooms as identified by Principal (partial)	2014
Chehalis Middle School	Classrooms, Commons	2011

Tile Replacement:

Olympic	Classroom and kitchen (asbestos)	2011
Chehalis Middle School	Nurse Office, Kitchen	2008

Parking Lot Repairs:

All parking lots	Reseal and/or crack seal	2009
W.F. West High School	Resurface parking lot	2011
Olympic	Resurface parking lot	2009

Sidewalk Repairs:

Olympic	Repair/replace sidewalk sections	2009
W.F. West High School	Repair/replace sidewalk sections	2008
R.E. Bennett	Repair/replace sidewalk sections	2008

Plumbing Considerations:

R.E. Bennett	Replace boiler and convert to hot water instead of steam
Olympic	Replace univents (obsolete and parts hard to locate)
	Re-plumb cold/hot piping in 4th grade wing
	Re-plumb cold/hot piping in 5th grade wing

Grounds:

W.F. West High School	Tennis court repairs and resurfacing	2012
Chehalis Middle School	Upgrade practice field (top dress and irrigation)	TBD
Olympic	Play field improvements (drainage and backstops)	TBD

Ancillary Facilities:

Maintenance Department:

Two-yard dump truck
Combine Grounds and Maintenance Shops into one new shop (to improve work areas and add storage)
Replace vans
Asbestos removal, as needed

Miscellaneous:

Chehalis Middle School	Sand and re-line basketball courts	2012
R.E. Bennett	Sand and re-line basketball courts	2009
W.F. West High School	Replace old set of bleachers	TBD
	Resurface grandstand bleachers at football field	TBD

TABLE H
PAINTING SCHEDULE

Building	Interior	Year Due	Exterior	Year Due
W.F. West High School	¼ of classrooms*	Annually	Every 15 years	2004/ To be done in 2008
Chehalis Middle School	¼ of classrooms*	Annually	Every 15 years	2016
Cascade Elementary	Complete Paint in 2002	2008	7-year reseal with Elastomeric	2008
R.E. Bennett Elementary	Complete Paint in 2002	2008	7-year reseal with Elastomeric	2009
Student Services	Complete Paint in 2002	2009	Every 15 years	2016
Olympic Elementary	¼ of classrooms*	Annually	15 years	2016

*Principals and staff determine which rooms need painting on an annual basis. Some classrooms get painted every year, and some only need to be touched up.

Standard interior paint and color is “White Shoulders” from Parker Paint.

APPENDIX C
CHEHALIS SCHOOL DISTRICT BOUNDARIES

Beginning at the SW corner of Section 26, Township 14 North, Range 3 West, and running North ½ mile, East 1 mile, North 1 mile, and East approximately ¾ mile to the main channel of the Chehalis River; thence in a Northeasterly direction along said river to a point in Section 19, Township 14 North, Range 2 West, which is ½ mile East of the West line of said Section 19; thence East ¼ mile, South approximately ¼ mile and East ¼ mile to the mid-point of the East line of the aforesaid Section 19; thence East ¼ mile, South ¼ mile, East ¾ mile, North ¾ mile and East 1 mile to the NE corner of Section 21, Township 14 North, Range 2 West; thence South ½ mile, East ½ mile, South 1 mile, East 1 ½ miles, South ½ mile; East 5 miles, and north 2 miles to the Northwest corner of Section 23, Township 14 North, Range 1 West; thence East 1 mile, North 1 mile East 3 miles and North 4 miles to the Lewis-Thurston County line at the Northwest corner of Section 28, Township 15 North, Range 1 East; thence East 1 mile along said county boundary line, South 2 miles, East 1 mile, South 6 miles, West 4 ½ miles, South 1 mile and West ½ mile to the Southeast corner of Section 2, Township 13 North, Range 1 West; thence South 2 miles, West 3 miles; thence South 1 ½ miles; thence West ¼ mile; thence South 1 ½ miles, West ¼ mile, South ¼ mile,; thence North 53 degrees, 30' West 112.5 feet; thence South 36 degrees, 30' West 640 feet; thence North 53 degrees, 30' West 420 feet; thence West 1765.3, North 810.2 feet, west 810 feet to the West Section line, Section 5, Township 12 North, Range 1 West; thence North ¾ mile; thence West ½ mile to center of Section 31, Township 13 North, Range 1 West; thence North ½ mile, West 1 1/4 , North ¾ mile, West ¼ mile, and North ¾ mile to the mid-point of the West line of Section 24, Township 13 North, Range 2 West; thence West 1 ¼ miles, North ¼ mile, west ½ mile, South ¾ mile and West ¼ mile to the Southwest corner of Section 22, Township 13 North, Range 2 West; thence north to the point of intersection with the Eastern boundary of the right-of-way of the Northern Pacific, Great Northern, and Union Pacific Railroads; thence North and Northwesterly along said right-of-way to the point of intersection with the North line of Section 21, Township 13 North, Range 2 West; thence West ½ mile, more or less, to the Southwest corner of Section 16, Township 13 North, Range 2 West; thence South ½ mile, West ½ mile, North ¼ mile, West ½ mile, North, ¼ mile to the Southwest corner of Section 17, Township 13 North, Range 2 West; thence West 1 ½ miles, North ¼ mile, West ½ mile, and North ¾ mile to the Southwest corner of Section 12, Township 13 North, Range 3 West; thence West ¼ mile, North ¾ mile, West ½ mile, North 1 mile, West ½ mile, North ¼ mile, and East ¼ mile to the Southwest corner of Section 35, Township 14 North, Range 3 West; thence North ¼ mile, West ¼ mile, North ¼ mile, West ¼ mile, North ¼ mile, and East ½ mile to the point of beginning.

HISTORY OF EXISTING FACILITIES

Cascade Elementary: The old Cascade School was moved June 1909. The old Cascade School was called East Side School before it was moved to the present site of the present Cascade School; the old location of the Old Cascade School was the block where Coburn's Store is at the present time. The Old Cascade School was torn down in 1924. At a Board meeting August 19, 1924, H.C. Talbott was given a contract to tear down and remove the Old Cascade School building, on condition he pay the district 15% of the gross receipts from the sale of materials, remove all debris and fill the basement level with surrounding grounds.

Deed was recorded on July 9, 1909 showing that the Henderson Land Co. for consideration of $1.00 sold to the District the lots 1, 2, 3, 4, 5, 6, 7, 8, 17, 18, 19, 20, 21, 23, 24 of Block 21, McFadden 2nd Addition. These lots face Cascade Avenue and are between 2nd and 3rd Streets. Deed was recorded May 23, 1911 showing that Joe and Jennie Gabel and C. and Anna Rush sold the District lots numbered 9, 10, 11, 12, 13, 14 and 15 of Block 21, McFadden 2nd Addition for $2,000. These lots face Cascade Avenue and are between 2nd and 3rd Streets. This sale was the remainder of the block between 2nd and 3rd Streets and between Cascade and McFadden Avenues. These purchases together encompassed Cascade athletic field. Voters authorized the purchase of 36 city lots between McFadden and Market and between 2nd and 3rd Streets for $10,000 on September 24, 1920 with a vote of 342 for and 64 against the purchase.

The current Cascade School was planned in 1920 and built in 1922.

Bids for the construction of the Cascade School were opened on September 30, 1921. Bids received were for from a high of $89,917 to a low of $76,352. The balance in the building fund was $65,000, so all bids were rejected. The original bid call was for 14 classrooms which was reduced to 11 classrooms and omitting the interior finish of the gym. Second bid opening was held on October 3, 1921 at 2 p.m. A contract was awarded for $61,869. The school was only partially finished at a cost of $68,496.25. To be installed at a later date were the auditorium-gymnasium, stage, lockers and showers with heating, plumbing and ventilation to be provided first.

A special school election was held Saturday, May 3, 1924, to vote on a levy of eight mills; four for current expense and four to complete two rooms and the basement at Cascade School as originally planned. Two new classrooms were completed for a cost of $8,500, and by September 5, 1924 the Bee-Nugget reported the two new rooms added, were now filled to capacity.

In September 1924, the school district was described as being in splendid financial condition. Total district enrollment was 1,320; with 400 in the High School, 490 at Cascade School and 420 at Westside School.

The Cascade School auditorium-gymnasium was completed during the 1924-25 school year. The heating system was improved by the addition of a 10-hp motor. Construction began May 22, 1925 on a new four-room addition on the 2nd Street wing and a 60' x 90' basement at Cascade for a cost of $16,000.

In 1952, the composition shingles on all of the hip roof area were replaced.

In 1953, three coats of roofing paper were installed on the flat portion of the roof on the 3rd Street wing.

In 1954, the gymnasium roof was repaired with two coats of roofing.

In 1955, nine classroom sinks were installed, the hot water tank was replaced, the return pump on the heating plan was replaced and drainage tile around the 2nd Street wing was installed to keep the basement dry.

Also in 1955, new lights and acoustic Celotex were installed at a cost of $24,267.81.

In 1956 a four classroom (each 42' x 23'½") addition with toilet facilities was completed. Additionally, asphalt tile floors, remodeling of two existing restrooms, painting throughout the inside and outside, and water proofing by "tuck-pointing" the outside brick walls was completed at a cost of $127,799.58.

In 1987 new windows were installed.

In 1999 Lupo roofing completely replaced the roof.

R.E. Bennett School: R.E. Bennett School is a three-story building. The main school was built in 1928, with a gymnasium and band room being added in 1935. Bid on the Junior High School in 1927 was $130,000. From 1928 through 1950-51, this building housed a junior high school. In 1951 it was used for grades 5 through 8.

A new Cleaver-Brooks steam boiler was installed in 1972. The locker rooms were remodeled in 1974, and some stopgap measures were taken in 1987 when new windows were installed.

The roofs are hot-mop, built-up roofs. A small amount of roof repair was done in 1994, when composition shingles were applied over the library area and some maintenance work was done. In 1999 Queen City Roofing and Sheet Metal installed a new complete bitumin built-up roof over the entire flat part of the building. Metal siding was added to part of the exterior of the auditorium. The gym skylights were removed and a new roof installed.

During Christmas break of 2003, the top row of windows on the 3rd Street side of the building were replaced at a cost of $25,000. The window replacement project was undertaken on the recommendation of engineers who identified water leaks in that area of the building. A complete replacement was designed by the engineers to address the leakage problem.

Olympic Elementary School: The earliest section was built in 1961 with a west wing addition that was constructed in 1971.

The Olympic addition in 1971 was built at an approximate cost of $684,818. The addition consisted of 29,434 square feet, this translated to per square foot cost of approximately $23.27. The addition was designed to house an additional 300 students.

Middle School: Ground breaking for the new Chehalis Middle School was scheduled for September 7, 1987. The original estimated cost of construction alone was $5,747,264. The estimated total project cost (including land acquisition, furnishings and other costs associated with opening the building) was $7,268,395.

High School: The Old High School, which has now been razed, was built in 1909. Manual Training Addition to the Old High School was built in 1913. The Agriculture, Music and Art annex was built onto the Old High School in 1937 as a WPA Project.

New High School classroom and shop units at 16th Street were completed in 1951. The music-gymnasium unit was completed in March of 1954.

December 1, 1990, the Chehalis School District sold $5,700,000 in general obligation bonds to make improvements to WF West High School. The project included modernizing and reconstructing the mechanical, electrical and plumbing systems. Also included in the project were roof improvements and new additions, including new classroom spaces and window improvements.