

**NAPAVINE SCHOOL DISTRICT  
CAPITAL FACILITIES PLAN**

**2008-2025**

**BOARD OF DIRECTORS**

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**December 2008**

## SECTION 1 INTRODUCTION

### **A. Purpose of the Capital Facilities Plan**

The Washington State Growth Management Act (the "GMA") includes schools in the category of public facilities and services. School districts have adopted capital facilities plans to satisfy the requirements of the GMA and to identify additional school facilities necessary to meet the educational needs of the growing student populations anticipated in their districts.

The Napavine School District (the "District") has prepared this Capital Facilities Plan (the "CFP") to provide the City of Napavine (the "City") with a schedule and financing plan for capital improvements over the next six years.

In accordance with the Growth Management Act, and the Napavine School Impact Fee Ordinance, this CFP contains the following required elements:

- 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 forecasts for each grade span (elementary, middle, and high schools).
- 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 within projected funding capacities, which clearly identifies sources of public money for such purposes. The financing plan separates projects and portions of projects which add capacity from those which do not, since the latter are generally not appropriate for impact fee funding.
- A calculation of impact fees to be assessed and supporting data substantiating such fees.

In developing this CFP, the District followed the following guidelines:

- The District uses information from recognized sources. School districts may generate their own data if it is derived through reliable sources with logical methodologies.
- The CFP must comply with the GMA.
- The methodology used to calculate impact fees must comply with the GMA and the criteria in formulas established by Lewis County and the City of Napavine.

### **B. Overview of the Napavine School District**

The Napavine School District is situated along the Interstate 5 corridor in Lewis County, halfway between Seattle and Portland. It encompasses unincorporated Lewis County and the City of Napavine, a community that is experiencing accelerating growth. Napavine is bordered by six other school districts: Evaline, Adna, Winlock, Chehalis, Onalaska, and Toledo.

The district serves approximately 739 students in grades K-12. The district consists of one elementary school grades K-6, one middle school grades 7-8, and a high school grades 9-12. The middle school is housed in portable classrooms and shares multiple facilities with the high school.

The most significant issues facing the District in terms of providing classroom capacity to accommodate existing and projected demands are:

- K-12 facility needs have been projected for the short term. The recently remodeled and expanded elementary facility can accommodate all but 18 additional students forecast for the next six years. The middle school grades 7-8 are housed in four-double classroom portables. Significant growth is forecast at the middle school. The high school has limited capacity to serve students and must add classrooms to serve the growth that is forecast for the next six years.
- The District needs to provide a permanent facility for middle school students and reconfigure the grades so K-5 students attend the elementary school and grades 6-8 attend the middle school.
- The district is expected to experience the most rapid growth in the City of Napavine. The City of Napavine has approved preliminary plats for many homes. It is unclear when the home will be constructed and occupied. When the homes are occupied they will house students that will impact the District's facilities. Additional growth is also anticipated in the county.
- The District has a limited history of passing capital project bond election to address the needs of the growing student population. A \$4 million bond was passed in 1999 to address the unhoused elementary students. The bond passed after four attempts that failed over an eight-year period 1991-99.

## **SECTION 2 DISTRICT 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 needed to 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 the rigorous standards of these state required programs.
- Library/Media services (research, technology, collaboration) and space must be provided for students to achieve the rigors in the core program. In 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.

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, 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 programs, including Title 1 Reading and Math, Highly Capable, Bilingual, are limitedly funded. These resources do not include the expense of adding facilities to support them.
- Early Childhood programs, such as all 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 require spaces that are specialty designed and equipped also need specific attention. As student populations increase, adequately calculating space needs for this core service is crucial to the overall planning of the 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 growing transportation needs.
- Maintenance support facilities must also be considered and are often overlooked as core support services.
- Administrative support facilities must also be considered and are often overlooked as core support services.

## ***B. Elementary Educational Program Standards***

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

- Class size for grades K-3 are targeted not to exceed 25 students per class.
- Class size for grades 4-6 is targeted not to exceed 25 students per class.
- When a new middle school facility is constructed classes will be reconfigured so grades K-5 attend the elementary school.
- Music will be provided in separate classrooms.
- Physical education instruction must be provided in a full size area.
- Special education services are provided in a self-contained classroom for some children, while others need highly specialized services.
- The elementary school classroom utilization standard is set at a factor of 85% (based on a regular school day).
- Chapter I and LAP programs require specialized areas similar to regular classrooms.
- All elementary schools will have a library/media resource center, which includes space for a technology lab.
- Computer labs will be available for all students.
- A specialized science lab for grades 4-6 will be available.
- Kindergarten is a full-day program, as opposed to the state funded ½ day program.

## ***C. Middle and High School Program Standards***

The district education programs standards, which directly affect middle school and high school capacity include:

- Class sizes for grades 6-8 are targeted not to exceed 25 students per class, with the exception of PE, music, or choir. However, the District strives to meet an average of 25 students in core classrooms.
- When a new middle school is constructed the grades will be reconfigured so grades 6-8 attend the middle school.
- 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 25 students in the core classrooms with the exception of PE, music, and choir.
- The middle and high school classroom utilization standard is set at a factor of 85% (based on a regular school day).
- Special education services are provided in a self-contained classroom for some children, while others need highly specialized spaces.
- Students will also be provided other programs in classrooms designated as follows:
- Specialty rooms (computer labs, individual and large group study rooms, practice labs, production rooms).
- Media Central/Library
- Vocational education requires specialized spaces suited to the curriculum.

## **SECTION 3 CAPITAL FACILITIES INVENTORY**

The facilities inventory serves to establish a baseline for determining the facilities necessary to accommodate future demand (student enrollment) 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.

**A. Schools**

The District maintains one elementary school, one middle school in portables, and one high school. The elementary school accommodates grades K-6, middle school serves grades 7-8 and the high school serves grades 9-12. This CFP anticipates construction of a permanent middle school that will service grades 6-8, at which time the elementary school will serve grades K-5. The inventory of current facilities and their capacity is based on the existing grade configuration.

School capacity is determined based on the number of permanent teaching stations within each building and the 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 capacity needs based on projected student enrollment. The school capacity inventory is summarized in Tables 1, 2, and 3.

**Table 1 – Elementary School Inventory**

Elementary School	Location	Acres	Building Area (Square Feet)	Teaching Stations	Permanent Capacity	Year Built/ Last Remodeled
Napavine Elementary School	413 E. Park St., Napavine, WA 98565	43.25*	50,434	19**	404***	1951/2001

\* The elementary school occupies a site along with the middle school and high school. The entire site area is 43.25 acres and is not divided into separate lots.

\*\* The music room, special ed room, LAP room, library, computer lab and science room are not counted as teaching stations in the elementary school because they are pull-out programs.

\*\*\* Permanent capacity is calculated by multiplying the number of teaching stations times the students/classroom defined in the educational standards, times the 85% efficiency factory.

**Table 2 – Middle School Inventory (Currently Housed in Portables)**

Middle School	Location	Acres	Building Area (Square Feet)	Teaching Stations	Permanent	Year Built/ Last Remodeled
Napavine Middle School	413 E. Park St., Napavine, WA 98565	43.25*	6,800	6	0**	1991, 1993, 1999

\* The middle school occupies a site along with the elementary school and high school and consists of portable classrooms. The entire site area is 43.25 acres and is not divided into separate lots.

\*\* Students attending classes in the 7<sup>th</sup> and 8<sup>th</sup> grade attend classes in portables, which is not counted as permanent capacity.

**Table 3 – High School Inventory**

High School	Location	Acres	Building Area (Square Feet)	Teaching Stations	Permanent Capacity	Year Built/ Last Remodeled
Napavine HS	413 E. Park St., Napavine, WA 98565	43.25*	55,633	12**	255	1955/1965

\* The high school occupies a site along with the elementary school and middle school. The entire site area is 43.25 acres and is not divided into separate lots.

\*\* The resource room and computer lab not counted as teaching stations in the high school because they are pull-out programs.

\*\*\* Permanent capacity is calculated by multiplying the number of teaching stations times the students/classroom defined in the educational standards, times the 85% efficiency factory.

**B. Portables**

Portable classrooms are used on an interim basis to house students until funding can be secured to construct permanent classrooms. As shown in Table 4, the District currently uses 4 portables (8 classrooms) for Middle School students

**Table 4 – Portables Inventory**

School	Portable Classrooms	Interim Capacity
Napavine Middle School	8 (6 teaching stations)	127

**C. Support Facilities**

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

**Table 5- Support Facility Inventory**

Building	Building Area	Site Location
Administration Office	2,176	413 E. Park St., Napavine, WA 98565
Bus Barn	7,680	413 E. Park St., Napavine, WA 98565
Stadium	400 seats	413 E. Park St., Napavine, WA 98565
Covered Play Shed	2,000	413 E. Park St., Napavine, WA 98565
Covered Batting Cage	4,680	413 E. Park St., Napavine, WA 98565

**D. Land Inventory**

The District owns the 43.25 acre site at 413 E. Park St., Napavine, WA 98565, where the current facilities are located.

**SECTION 4  
STUDENT ENROLLMENT PROJECTIONS**

**A. Projected Student Enrollment**

The District's 2008-2014 enrollment forecast is based on the enrollment forecast from the Office of the Superintendent of Public Instruction ("OSPI"). OSPI forecasts enrollment using the Cohort methodology. The Cohort methodology is based on live births, a regression line for kindergarten students, and the average survival percentage for each grade, each year. It uses the weighted average of the most recent years to project future enrollment. The forecast is conservative and does not predict growth based on development patterns. It is most accurate in the initial years. In addition to Cohort enrollment forecasts, the District has prepared long-range enrollment forecasts using housing data and the district's student generation rate.

**Table 6 – 2008-2014 Enrollment Forecast  
Cohort Methodology**

Facility	Current Enrollment*	2009	2010	2011	2012	2013	2014
Elementary (K-6)	410	418	440	457	465	485	509
Middle (7-8)	117	128	138	134	155	159	146
High (9-12)	235	243	242	247	251	260	290
<b>Total</b>	<b>762</b>	<b>789</b>	<b>820</b>	<b>838</b>	<b>871</b>	<b>904</b>	<b>945</b>

\*October 2008 Headcount

In addition to a six-year (short term) enrollment forecast, the District has estimated the student population in 2025. The long term forecast is based on county population data that is the basis of the Lewis County and City of Napavine Comprehensive Land Use Plans. The student population forecast for 2025 looks at the percentage of the current Lewis County population that is enrolled in the District, which is 6.0%. The 2025 population forecast assumes the same percentage of students compared to the total forecast population will be enrolled in the year 2025. Using that approach, the student enrollment in 2025 based on population assumptions is 1,029.

The District will also be looking at the number of housing units Lewis County and City of Napavine anticipate will be built between now and the year 2025. When the forecast number of anticipated houses is known they will be multiplied by the average number of students that live in a housing unit in the District to estimate an increase in student enrollment. **The District will prepare a long range enrollment and facility need appendix to supplement this CFP when the housing data is available.**

## SECTION 5 CAPITAL FACILITIES NEEDS

### **A. Facility Needs**

Available facility capacity is derived by subtracting the existing student enrollment from the existing school capacity (excluding portable classrooms).

As shown in Table 7 below, the District will have approximately 18 unhoused elementary school students in 2014, if a new middle school facility is constructed to serve grades 6-8. In addition, the District will have approximately 35 unhoused high school students.

Table 7 shows the current enrollment, capacity and existing needs and the forecast enrollment in 2014 and facility needs, assuming the grades are reconfigured in 2014.

**Table 7 – Short Term Enrollment, Capacity and Needs**

Current Facilities	Current Enrollment	Current Capacity	Current Needs	2014 Facilities	2014 Enrollment*	2014 Needs
Elementary (K-6)	410	404	6	Elementary (K-5)	422	18
Middle (7-8)	117	0 (portables)	117	Middle (6-8)	233	233 (existing need of 117)
High School (9-12)	235	255	0	High (9-12)	290	35
<b>Total</b>	<b>762</b>	<b>659</b>	<b>123</b>		<b>945</b>	<b>286</b>

\*Based on new grade configurations.

As reflected in Table 7, approximately 117 middle school and six elementary school students must attend classes in portables or overcrowded classrooms. To alleviate this, the District will configure the grades so K-5 students attend the elementary school and 6<sup>th</sup> grade is moved to the middle school. In 2014 with reconfigured grades, there will be 422 K-5 students and 233 middle school students.

To serve the forecast 233 middle school students, the District needs to construct a permanent middle school facility with eleven regular teaching stations and the required common/accessory areas. These improvements are shown in Table 8. The improvements will provide additional capacity for 116 middle school students from forecast growth.

The District has capacity to serve 255 high school students. Between now and 2014, the number of high school students is expected to increase to 290. To serve the additional 35 high school students, the District needs to add two regular teaching stations and improve/expand the common areas at the high school. These improvements are shown in Table 8.

When the improvements identified in Table 8 are constructed, the District will have sufficient capacity to serve the short term forecast growth. The improvements will add capacity for 275 middle and high school students. A portion of this added capacity (116 of the 233 middle school seats and all 42 high school seats) is available for growth with the balance being needed to serve existing unhoused students.

The District's current capacity, its educational programs, standard of service and enrollment forecast is used to determine its current and short term facility needs. The facility needs and costs are set out in Table 8 below.

**Table 8 – Facility Needs and Cost**

Needed Facility Improvements	Total Capacity 2014	Added Capacity for Growth	Total Cost	Cost to Add Capacity for Growth
Construct Permanent 6-8 Facility with Additional Capacity	233*	116	\$9,844,250	\$4,901,000
Expand 9-12 Facility	297**	42	\$2,129,400	\$2,129,400
<b>Totals</b>	<b>530</b>	<b>158</b>	<b>\$11,973,650</b>	<b>\$7,030,400</b>

\* Assumes a permanent facility with 11 classrooms is constructed, all 11 classrooms are available to serve 25 students and there is a teacher planning period when the classroom is not used.

\*\* Assumes two classrooms are added to the high school and both classrooms serve 25 students and there is a teacher planning period when the classroom is not used.

In 2014, the enrollment forecast projects that the District will be serving 945 students, an increase of 183 students. Because of the existing need and increased enrollment at the middle school, this CFP anticipates construction of improvements at the middle school first, followed by improvements at the high school. If there is sufficient bond capacity and anticipated state match to construct all of the improvements together, the District may construct all the improvements with proceeds from one bond measure, state match and impact fees. Otherwise there will be two bond measures to generate the funds to construct all the needed improvements.

Facility needs are expressed in terms of "unhoused students" or students that cannot be housed in permanent (brick/mortar) facilities and therefore attend basic education classes in portable classrooms. In order to serve the "unhoused students" on a short-term and immediate basis, the District will need to serve a portion of the enrolled students in portable classrooms. The District may need to purchase and utilize portable classrooms. This CFP incorporates those facilities. The cost of the portables is not included in the impact fee calculation; however, impact fee revenue can be available to fund portable facilities if they are needed to serve growth.

## **SECTION 6 CAPITAL FACILITIES FINANCING PLAN**

### ***A. Planned Improvements***

Planned improvements include the construction of the following facilities:

1. Construct a permanent middle school with at least eight classrooms to serve existing and forecast 6<sup>th</sup> and 8<sup>th</sup> grade students.
2. Expand the 9-12 facility, adding two classrooms and improving support facilities.

### ***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. The District must pass a bond since it is the primary source of funding for the capital improvements listed in this plan. There also is a limit on the amount of bond debt the District can carry. The bond debt cap for the District is over \$10 million.

#### ***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 may be eligible for state match funds at a level of approximately 70%. However, due to various expenses that are not eligible for state match, districts statewide have found state match only pays about 35% of the total capital improvement project costs.

### 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 cover a small portion (less than state match or bonds) of the total capital improvement project costs.

### 4. Six-Year Financing Plan

Tables 9A and 9B demonstrates how the District intends to fund new construction and improvements to school facilities for the years 2008-2014. The financing components include a bond issue, state match funds, and impact fees. The cap on the District's bonded debt and eligibility requirements for state match may require the District to construct the improvements in two phases. If the improvements are constructed in two phases, the District anticipates constructing the middle school first and the high school improvements second. Projects and portions of projects which remedy existing deficiencies (constructing permanent classrooms to replace the existing portable classrooms at the middle school) are not appropriate for impact fee funding. Thus, impact fees will not be used to finance projects or portions of projects which do not add capacity.

**Table 9A- Capital Facilities Financing Plan**

Project	Location	Total Added Capacity	Added Capacity for Growth	Total Cost*	Cost Added Capacity**
Napavine Middle School (7-8)	413 E. Park St., Napavine, WA 98565	233	116	\$9,844,250	\$4,901,000
Napavine High School (9-12)	413 E. Park St., Napavine, WA 98565	42	42	\$2,129,400	\$2,129,400
<b>Totals</b>		<b>255</b>	<b>158</b>	<b>\$11,973,650</b>	<b>\$7,030,400</b>

\* Total cost is based on the average cost to build a new middle school in 2008 using OSPI data and 130 sq ft per student and the average cost to add on to an existing high school in 2008 using OSPI data and 150 sq ft per student.

\*\* The cost for added capacity is the cost per student to construct the facility multiplied by the number of students the improvements will serve after the existing need is met.

**Table 9B- Anticipated Funding Sources**

Project	Unsecured Financing			Secured Financing		
	Bonds	State Match**	Impact Fees*	Bonds	Impact Fees	State Match
Napavine Middle School (7-8)	\$4,807,283	\$2,588,537	\$2,422,574	0	0	0
Napavine High School (9-12)	\$1,055,257	\$568,215	\$531,784	0	0	0
<b>Totals</b>	<b>\$5,862,540</b>	<b>\$3,156,752</b>	<b>\$2,954,358</b>	<b>0</b>	<b>0</b>	<b>0</b>

\* This number is an estimate that assumes enough houses are built to produce 124 students and each house pays an impact fee in the amount set forth in appendix A of the CFP.

\*\*This number assumes the District will receive state match and the amount of the state match will fund 35% of the total costs the district incurs for the middle and high school improvements. It also assumes 50% of the state match will fund the middle school improvements and 50% will fund the high school improvements.

**SECTION 7  
SCHOOL IMPACT FEES**

The GMA authorizes jurisdictions to collect impact fees to supplement funding of additional public facilities 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**

The City's impact fee program requires the school district to prepare and adopt CFPs meeting the specifications of the GMA. Impact fees are calculated in accordance with a standard formula that the City has adopted. The formula is based on projected school facility costs necessitated by new growth which are contained in the District's CFP. It allocates a portion of the cost to build the new facilities to the housing that creates the demand.

**B. Methodology and Variables Used to Calculate School Impact Fees**

The District's impact fees have been calculated utilizing the formula in the City of Napavine Impact Fee Ordinance. The resulting figures in the attached Appendix A are based on the District's cost per dwelling unit to expand the elementary school and middle school to add capacity that is needed to serve new development. The construction costs in the impact fee calculation do not include the cost to convert the portable middle school classrooms to permanent classrooms and do not include the cost to expand the capacity at the high school because the high school improvements may not be funded until additional bond debt capacity exists. The high school improvements and costs will be included in future updates to the CFP and impact fees. Credits have been applied in the formula to account for future state match funds the District could receive and projected future property taxes that will be paid by the owner of the dwelling unit.

**C. Proposed Napavine School District Impact Fee Schedule**

The District requests collection of school impact fees for single family homes in the amount calculated under the formula, and for multi-family units, the District requests collection of a discounted school impact fee in an amount that equals the amount paid for single family homes. The District is not requesting impact fees for multi-family units because there is not sufficient recent multi-family development in the District and no known immediate plans to construct multi-family development. When new multi-family development is constructed, the District will update this CFP and request multi-family fees based on the impacts associated with the multi-family development.

The District's fee recommendations, which are supported by the CFP and fee calculation in Appendix A, are:

Single Family:           \$ 3,479.61

Multi-Family:           \$ 3,678.86

**NAPAVINE SCHOOL DISTRICT**  
**Impact Fee Calculation**

**APPENDIX A**

$$SIF = \left[ CS(SF) - (SM) - \left( \frac{(1+i)^{10} - 1}{i(1+i)^{10}} \times AAV \times TLR \right) \right] \times A - FC$$

**Single Family Residence:**

Elementary	Middle School	High School
\$0.00	\$4,901,000.00	\$2,129,400.00
1	116	42
\$0.00	\$42,250.00	\$50,700.00
0.153	0.093	0.093
<b>\$0.00</b>	<b>\$3,929.25</b>	<b>\$4,715.10</b>
\$168.79	\$168.79	\$168.79
90.00	117.00	130.00
0.00%	77.57%	77.57%
\$0.00	\$1,424.65	\$1,582.95
<b>\$0.00</b>	<b>\$2,504.60</b>	<b>\$3,132.15</b>
		<b>\$5,636.75</b>
		0.0503
		0.6335546
		0.082167796
		7.710497637
		\$147,130.18
		1134446.91
		0.00136
		<b>\$1,542.85</b>
		<b>\$4,093.90</b>
		\$614.08
		<b>\$3,479.81</b>

Formula
Facility Cost
Additional Capacity
Cost per Student (CS)
Student Factor (SF)
<b>CS x SF</b>
Boeck Index
OSPI Sq Ft
State Match Eligibility %
State Match Credit (SM)
<b>CS x SF - SM</b>
<b>Cost per Single Family Residence</b>
Average Interest Rate
Tax Credit Numerator
Tax Credit Denominator
Tax Credit Multiplier (TCM)
Average Assessed Value (AAV)
TCM x AAV
Tax Levy Rate (TLR)
<b>TCM x AAV x TLR = (TC)</b>
<b>Cost per Single Family Residence - Tax Credit</b>
15% reduction (A)
<b>Single Family Fee Amount</b>

**Multi-Family Residence:**

Elementary	Middle School	High School
\$0.00	\$4,901,000.00	\$2,129,400.00
1	116	42
\$0.00	\$42,250.00	\$50,700.00
0.213	0.047	0.095
\$0.00	\$1,985.75	\$4,816.50
\$168.79	\$168.79	\$154.22
90.00	117.00	130.00
0.00%	77.57%	77.57%
\$0.00	\$719.99	\$1,477.41
<b>\$0.00</b>	<b>\$1,265.76</b>	<b>\$3,339.09</b>
		<b>\$4,604.85</b>
		0.0503
		0.6335546
		0.082167796
		7.710497637
		\$26,395.00
		203518.59
		0.00136
		<b>\$276.79</b>
		<b>\$4,328.07</b>
		\$649.21
		<b>\$3,678.86</b>

Formula
Facility Cost
Additional Capacity
Cost per Student (CS)
Student Factor (SF)
<b>CS x SF</b>
Boeck Index
OSPI Sq Ft
State Match Eligibility %
State Match Credit (SM)
<b>CS x SF - SM</b>
<b>Cost per Multi-Family Residence</b>
Average Interest Rate
Tax Credit Numerator
Tax Credit Denominator
Tax Credit Multiplier (TCM)
Average Assessed Value (AAV)
TCM x AAV
Tax Levy Rate (TLR)
<b>TCM x AAV x TLR = (TC)</b>
<b>Cost per Multi-Family Residence - Tax Credit</b>
15% reduction (A)
<b>Multi-Family Fee Amount</b>



# Napavine School District No. 14

## Resolution No. 08-09-07

### ADOPTION OF THE 2008-2025 NAPAVINE SCHOOL DISTRICT CAPITAL FACILITIES PLAN AND SCHOOL IMPACT FEES

**WHEREAS**, the Growth Management Act (GMA) requires counties and cities to adopt a comprehensive land use plan that, among other things, addresses the provision of public services for future growth and development;

**WHEREAS**, public schools are one of the public services that, with assistance from school districts, the counties and cities must plan for;

**WHEREAS**, the Napavine School District desires to work with Lewis County and City of Napavine in implementing the GMA through the adoption of the Napavine School District Capital Facilities Plan and school impact fees;

**WHEREAS**, the GMA authorizes Lewis County and the City of Napavine to collect school impact fees from residential development in order to ensure that school facilities are available to serve new growth and development;

**WHEREAS**, the District's student enrollment is projected to increase over the next six years due to growth in unincorporated Lewis County and the City;

**WHEREAS**, the District will need to build new facilities to add capacity to serve the increased enrollment;

**WHEREAS**, existing funding sources are not sufficient to fund the new facilities that are needed to serve the increased enrollment;

**WHEREAS**, the District requests that Lewis County and the City of Napavine supplement their Comprehensive Land Use Plans to address the school facility needs reflected in the 2008-2025 Napavine School District Capital Facility Plan; and

**WHEREAS**, the District requests that Lewis County and the City of Napavine collect school impact fees in an amount set forth in the 2008-2025 Capital Facility Plans;

**NOW THEREFORE, BE IT RESOLVED** that the 2008-2025 Napavine School District Capital Facilities Plan (CFP) is hereby adopted. The District shall submit

this CFP to Lewis County and the City of Napavine for adoption as a supplement to the County's and City's Comprehensive Land Use Plans and take any actions that are necessary to support the County's and City's adoption of school impact fees.

BE IT FURTHER RESOLVED that the District respectfully requests Lewis County and the City of Napavine impose and collect school impact fees on behalf of the District in the amount of \$3,479.61 per single family home and \$3,678.86 per multiple family residence.

ADOPTED THIS 20<sup>th</sup> day of January, 2009.

Kasey J. Studeman  
Board Chairman

Rich Lane  
Board Member

Robert B. Bensen  
Board Member

Cheryl S.  
Board Member

\_\_\_\_\_  
Board Member

ATTEST:

Margaret V. Skinn  
Secretary to the Board

**NAPAVINE SCHOOL DISTRICT  
Impact Fee Calculation**

**APPENDIX A**

$$SIF = \left[ CS(SF) - (SM) - \left( \frac{(1+i)^{10} - 1}{i(1+i)^{10}} \times AAV \times TLR \right) \right] \times A - FC$$

**Single Family Residence:**

Elementary	Middle School	High School
\$0.00	\$4,901,000.00	\$2,129,400.00
1	116	42
\$0.00	\$42,250.00	\$50,700.00
0.153	0.093	0.093
<b>\$0.00</b>	<b>\$3,929.25</b>	<b>\$4,715.10</b>
\$168.79	\$168.79	\$168.79
90.00	117.00	130.00
0.00%	77.57%	77.57%
\$0.00	\$1,424.65	\$1,582.95
<b>\$0.00</b>	<b>\$2,504.60</b>	<b>\$3,132.15</b>
		<b>\$5,636.75</b>
		0.0503
		0.6335546
		0.082167796
		7.710497637
		\$147,130.18
		1134446.91
		0.00136
		<b>\$1,542.85</b>
		<b>\$4,093.90</b>
		\$614.08
		<b>\$3,479.81</b>

**Formula**

Facility Cost  
Additional Capacity  
Cost per Student (CS)  
Student Factor (SF)  
**CS x SF**  
Boeck Index  
OSP I Sq Ft  
State Match Eligibility %  
State Match Credit (SM)  
**CS x SF - SM**  
**Cost per Single Family Residence**

Average Interest Rate  
Tax Credit Numerator  
Tax Credit Denominator  
Tax Credit Multiplier (TCM)  
Average Assessed Value (AAV)  
TCM x AAV  
Tax Levy Rate (TLR)  
TCM x AAV x TLR = (TC)  
**Cost per Single Family Residence - Tax Credit**

15% reduction (A)  
**Single Family Fee Amount**

**Multi-Family Residence:**

Elementary	Middle School	High School
\$0.00	\$4,901,000.00	\$2,129,400.00
1	116	42
\$0.00	\$42,250.00	\$50,700.00
0.213	0.047	0.095
\$0.00	\$1,985.75	\$4,816.50
\$168.79	\$168.79	\$154.22
90.00	117.00	130.00
0.00%	77.57%	77.57%
\$0.00	\$719.99	\$1,477.41
<b>\$0.00</b>	<b>\$1,265.76</b>	<b>\$3,339.09</b>
		<b>\$4,604.85</b>
		0.0503
		0.6335546
		0.082167796
		7.710497637
		\$26,395.00
		203518.59
		0.00136
		<b>\$276.79</b>
		<b>\$4,328.07</b>
		\$649.21
		<b>\$3,678.86</b>

**Formula**

Facility Cost  
Additional Capacity  
Cost per Student (CS)  
Student Factor (SF)  
**CS x SF**  
Boeck Index  
OSP I Sq Ft  
State Match Eligibility %  
State Match Credit (SM)  
**CS x SF - SM**  
**Cost per Multi-Family Residence**

Average Interest Rate  
Tax Credit Numerator  
Tax Credit Denominator  
Tax Credit Multiplier (TCM)  
Average Assessed Value (AAV)  
TCM x AAV  
Tax Levy Rate (TLR)  
TCM x AAV x TLR = (TC)  
**Cost per Multi-Family Residence - Tax Credit**

15% reduction (A)  
**Multi-Family Fee Amount**