

- c. How many additional parking spaces would the completed project or non-project proposal have? How many would the project or proposal eliminate? [\[help\]](#)

This is a nonproject action. Inventories of parking spaces located at the sites of the projects included in the Capital Facilities Plan and the impacts of specific projects on parking availability have been or will be conducted during project-level environmental review when appropriate.

- d. Will the proposal require any new or improvements to existing roads, streets, pedestrian, bicycle or state transportation facilities, not including driveways? If so, generally describe (indicate whether public or private). [\[help\]](#)

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

- e. Will the project or proposal use (or occur in the immediate vicinity of) water, rail, or air transportation? If so, generally describe. [\[help\]](#)

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

- f. How many vehicular trips per day would be generated by the completed project or proposal? If known, indicate when peak volumes would occur and what percentage of the volume would be trucks (such as commercial and nonpassenger vehicles). What data or transportation models were used to make these estimates? [\[help\]](#)

This is a nonproject action. The traffic impacts of the projects included in the Capital Facilities Plan have been or will be addressed during project-level environmental review when appropriate.

- g. Will the proposal interfere with, affect or be affected by the movement of agricultural and forest products on roads or streets in the area? If so, generally describe. [\[help\]](#)

This is a nonproject action. The potential impact of any project proposed in the Capital Facilities Plan on the movement of agricultural or forest products on roads and streets has been or will be addressed during project-level environmental review when appropriate.

- h. Proposed measures to reduce or control transportation impacts, if any: [\[help\]](#)

This is a nonproject action. The mitigation of traffic impacts associated with the projects included in the Capital Facilities Plan has been or will be addressed during project-level environmental review when appropriate.

15. Public Services [\[help\]](#)

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

This is a nonproject action. However, the District does not anticipate that the projects identified in the Capital Facilities Plan will significantly increase the need for public services.

b. Proposed measures to reduce or control direct impacts on public services, if any. [\[help\]](#)

This is a nonproject action. New school facilities have been or will be built with automatic security systems, fire alarms, smoke alarms, heat sensors, and sprinkler systems. The mitigation of impacts to public services associated with the projects included in the Capital Facilities Plan has been or will be addressed during project-level environmental review when appropriate.

16. **Utilities** [\[help\]](#)

a. Circle utilities currently available at the site: [\[help\]](#)
electricity, natural gas, water, refuse service, telephone, sanitary sewer, septic system,
other _____

This is a nonproject action. Electricity, natural gas, water, refuse service, telephone, and sewer are or can be made available at the known sites of the projects included in the Capital Facilities Plan. The types of utilities available at specific project sites have been or will be addressed in more detail during project-level environmental review when appropriate.

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

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

C. Signature [\[help\]](#)

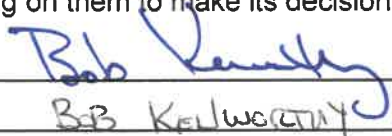
The above answers are true and complete to the best of my knowledge. I understand that the lead agency is relying on them to make its decision.

Signature: _____

Name of signer _____

Position and Agency/Organization _____

Date Submitted: _____


BOB KELLWORTHY

ASSISTANT DIRECTOR OF CAPITAL PROJECTS

AUBURN SCHOOL DISTRICT #408

5/27/21

D. supplemental sheet for nonproject actions [\[help\]](#)

(IT IS NOT NECESSARY to use this sheet for project actions)

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

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

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

To the extent the Capital Facilities Plan makes it more likely that school facilities will be constructed, some of these environmental impacts may be more likely. Additional impermeable surfaces, such as roofs, access roads, and sidewalks could increase stormwater runoff, which could enter surface or ground waters. Heating systems, emergency generators, and other school equipment that is installed pursuant to the Capital Facilities Plan could result in air emissions. The projects identified in the Capital Facilities Plan should not require the production, storage, or release of toxic or hazardous substances, with the possible exception of the storage of diesel fuel or gasoline for emergency generating equipment. The District does not anticipate a significant increase in the production of noise from its facilities, with the possible exception of noise production due to short-term construction activities or the presences of additional students on a site. Construction impacts related to noise and air would be short term and are not anticipated to be significant.

Proposed measures to avoid or reduce such increases are:

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

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

The Capital Facilities Plan itself will have no impact on these elements of the environment. The projects included in the Capital Facilities Plan may require clearing plants off of the project sites and a loss to animal habitat. These impacts have been or will be addressed in more detail during project-level environmental review when

appropriate. The projects included in the Plan are not likely to generate significant impacts on fish or marine life.

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

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

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

While the CFP is a nonproject planning document, the construction of the projects identified in the Capital Facilities Plan will require the consumption of energy.

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

The projects included in the Capital Facilities Plan will be constructed in accordance with applicable energy efficiency standards and requirements.

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

The Capital Facilities Plan and individual projects contained therein should have no impact on these resources. Specific review will be conducted, however, during project-level environmental review when the scope of each project is defined.

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

No specific measures are being proposed at this time. Appropriate measures have been or will be proposed during project-level environmental review when appropriate. Updates of this Plan will be coordinated with King County and the cities of Algonia, Auburn, Black Diamond, Kent, and Pacific as part of the Growth Management Act process, one of the purposes of which is to protect critical areas. To the extent the District's facilities planning process is part of the overall growth management planning process, these resources are more likely to be protected. Future projects would comply with permitting regulations regarding environmentally sensitive areas.

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

The Capital Facilities Plan will not have any impact on land or shoreline use that is incompatible with existing comprehensive plans, land use codes, or shoreline management plans. The District does not anticipate that the Capital Facilities Plan or the projects contained therein will affect land and shoreline uses in the area served by the District in any manner not currently permitted or designated for the intended use.

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

No measures to avoid or reduce land use impacts resulting from the Capital Facilities Plan or the projects contained therein are proposed at this time. As necessary when a scope for a specific project identified in the CFP is defined, the District will identify any appropriate measures.

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

While the CFP is a nonproject planning document, the school construction projects identified in the Capital Facilities Plan may create temporary increases in the District's need for public services and utilities. The new school facilities will increase the District's demands on transportation and utilities. These increases are not expected to be significant.

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

No measures to reduce or respond to such demands are proposed at this time. As necessary when a scope for a specific project identified in the CFP is defined, the District will identify any appropriate measures.

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

As a nonproject planning document, the Capital Facilities Plan will not conflict with any laws or requirements for the protection of the environment. Ongoing or proposed projects included in the Capital Facilities Plan have or will comply with all applicable environmental laws and regulations. The Washington Growth Management Act (the GMA) outlines 13 broad goals, including adequate provision of necessary public facilities and services. Schools are among these necessary facilities and services. The Capital Facilities Plan satisfies the requirements of RCW 36.70A.070, and to identify additional school facilities necessary to meet the educational needs of the growing student populations anticipated in the District.

POLICY/TEXT AMENDMENT (P/T) #2
INCORPORATE DIERINGER SCHOOL DISTRICT #343
CAPITAL FACILITIES PLAN 2021-2027



Dieringer School District
Capital Facilities Plan
2021-2027

Board Adopted June 2021

DIERINGER SCHOOL DISTRICT NO. 343

1320-178th Avenue East
Lake Tapps, Washington 98391
(253) 862-2537

BOARD OF DIRECTORS

Megan Bearor

Greg Garrison

Greg Johnson

Scott Reisnouer

Chelsea Steiner

Mr. Michael Farmer, Superintendent

Dieringer

Educating every child for

Confidence today and

Contribution tomorrow

Dieringer School District No. 343

An Overview

Established in 1890, Dieringer School District consolidated with Lake Tapps School District in 1936. The District's three schools, Lake Tapps Elementary School, Dieringer Heights Elementary School and North Tapps Middle School, provide K through 8th grade education, and serve as hubs for community activities as well. Dieringer School District #343 is located in unincorporated Pierce County, bounded on the east by the White River, on the west by the Stuck River, on the north by the city of Auburn, and on the south by the cities of Bonney Lake and Sumner. The District surrounds the northern two-thirds of Lake Tapps and covers approximately 5.5 square miles.

The current student enrollment is approximately 1,360 students in grades kindergarten through eight. Students in grades first through third are housed at Lake Tapps Elementary, constructed in 2005 as a replacement project. Construction was completed on an addition in September 2017. Dieringer Heights Elementary opened in the fall of 2000 and is home to students in kindergarten, fourth and fifth grade. An addition was completed in 2010. Originally constructed in 1992 and added on to in 1998 and 2009, North Tapps Middle School houses students in grades six-eight. The District supports an additional 534 high school students who may select to attend any public high school. The majority chose to attend Auburn Riverside, Sumner and Bonney Lake High Schools.

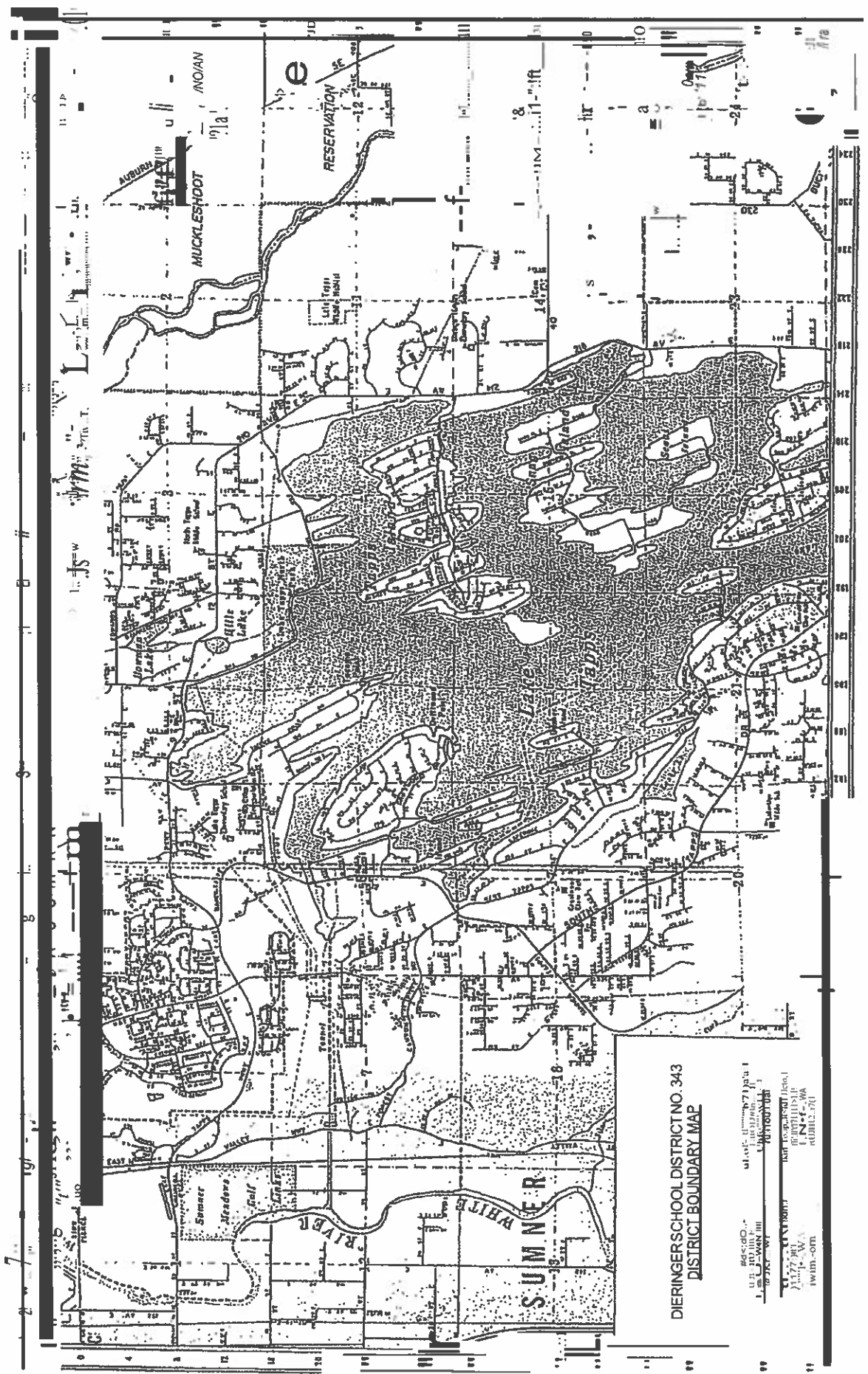
The District has a long-standing history of providing high quality education for all our students. Our goal is for our students to gain the skills that will allow them to become successful, confident, contributing members of society. Dieringer is composed of students who come to school well-prepared and eager to learn. Parents are concerned with student success and provide outstanding support for their children and the Dieringer School District. The PTA and many volunteers contribute countless hours and resources to our schools and students. The community supports the schools through the passage of funding issues to support bus acquisition, student access to current technology and the construction of school facilities. Impact fees, including interest, are held in reserve until used to meet District identified needs for site acquisition, additional facilities and improvements and/or technology capital expenditures.

DIERINGER SCHOOL DISTRICT NO. 343

Capital Facilities Plan Update, 2021

Current Facilities Inventory of Public Schools

NAME	CAPACITY	LOCATION
Lake Tapps Elementary	439	1320-178th Ave E., Lake Tapps
Dieringer Heights Elementary	565	21727 –34th St. E., Lake Tapps
North Tapps Middle School	518	20029- 12th St., E., Lake Tapps
High School	0	
TOTAL	1,401	



DIERINGERSCHOOL DISTRICT NO. 343
DISTRICT BOUNDARY MAP

Scale: 1 inch = 1 mile
Projection: UTM
Datum: NAD 83
Elevation: 100 feet
Contour Interval: 20 feet
Map Date: 1990
Map Author: [Name]

Dieringer School District Proposed Housing Potential Enrollment Increase June 2021

Proposed Housing Units:

Single Family- 163 x .429 generation factor = 70 students K-8

Enrollment Impact:

70 students K-8

Estimated 11.6 students a year over the period 2021-2027

Potential enrollment increase = 7.5% (based on 1,530 enrollment 5/19)

Increase per grade level = 7.8 students (based on 9 grade bands)

Approximately students per school: LTES 14; NTMS 24; DHES 32

District enrollment based on 5/19 and potential growth = 1,600 students

District program capacity* = 1,401 students

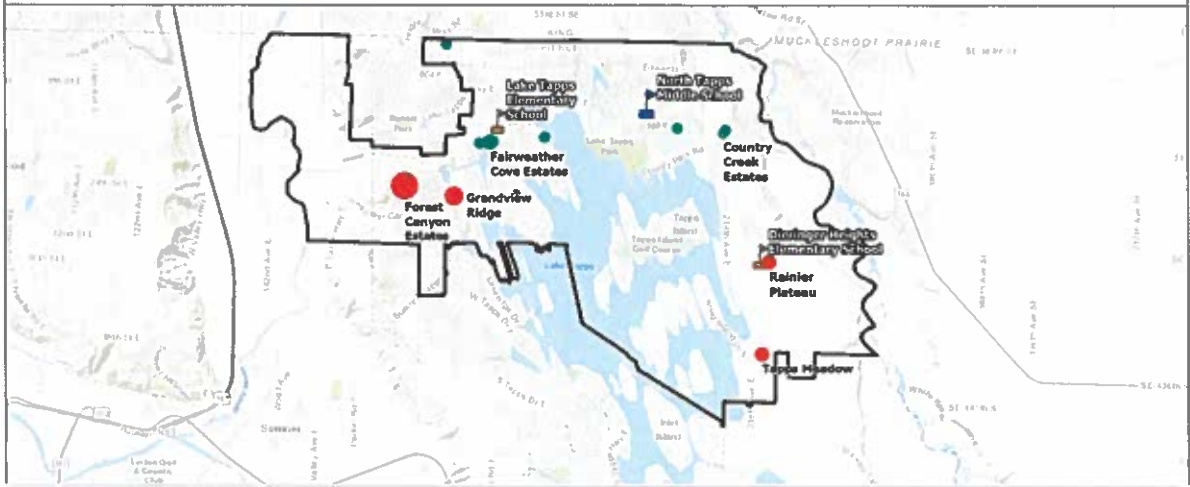
Student Generation Rates

Jurisdiction	K-12 Students per Single-family (SF) Unit	K-12 Students per Single-family (SF) Unit (Highest Used)	K-12 Students per Single-family (SF) Unit (Lowest Used)
District-wide	0.40	0.63	0.30

Student generation rates per housing type used in new housing development. While overall average student generation rates used in preparing these forecasts were 0.40 K-12 students per SF unit, the specific rates used for each development were determined on an individual basis. Broadly speaking, as much available information as possible is considered when preparing rates to apply to each development, including:

- 1) Student generation data provided by the District
- 2) Existing students/housing unit for SF and MF for individual neighborhoods (U.S. Census block groups)
- 3) Development-specific expectations provided by planners (e.g., larger units for families)
- 4) Educated assumptions about trends specific to new housing development

Development Data



Housing type is an important indicator of the number of students that a housing unit can be expected to yield. For instance, on average, SF housing generate more students per unit than MF housing. Factors that contribute to student generation rates (or yields) include the size of housing units, the number of bedrooms, housing costs, and neighborhood demographics. We assessed residential housing units throughout the district and determined that, of students enrolled in district schools in 2019–20, 74.8 percent reside in SF housing units and 25.1 percent in MF housing units.

Enrollment Projections

The Dieringer School District is located in an area that continues to experience growth. This growth can be noted by reviewing the following indicators: enrollment trend data, proposed housing development, and the mitigation impact fees received for new construction.

The District continues to experience steady growth in student enrollment. This has slightly exceeded the Pierce County and Puget Sound Educational Service District (PSESD) enrollment growth over the same period. A review of proposed construction within the borders of the Dieringer School District indicates that the growth trend can be expected to continue over the next four years and beyond. This growth trend was slowed in recent years by economic conditions, but has started to pick up again. There are 195 single family residents slated for construction within the next five years. These projects, together with individual lots and general in-migration, are anticipated to generate an additional 88 students in kindergarten through eighth grade.

Information from Pierce County Planning & Land Services indicates that there is space and zoning for approximately 1,200 additional housing lots in the western portion of the district. This creates a potential for 542 additional students, kindergarten through eighth grade that are not included in the above numbers.

To partially address this growth, the District passed a 2006 bond issue to construct an additional five classrooms at Dieringer Heights Elementary. Those classrooms were completed and occupied in 2009. The bond issue also provided for the addition of an auxiliary gym, health and fitness classroom, and four science rooms at North Tapps Middle School. Those projects were completed in 2009 and the new instructional spaces are in use. At Lake Tapps Elementary School the construction of 3 new classrooms was completed in September 2017.

Standard of Service

The Dieringer School District houses children in elementary schools serving students preschool through fifth grade and a middle school that houses grades six through eight. High school students, grades nine through twelve, attend adjacent high schools, primarily in the Auburn and Sumner School Districts.

Dieringer School District follows a traditional school calendar beginning in early September and completing in mid-June. The daily school schedules begin between 7:45 and 8:45 a.m. and end between 2:15 and 3:15 p.m.

The Dieringer School District standard of service is based on class size and program decisions adopted by the Dieringer School District Board of Directors. Based on the legislative funding regarding class size and at the preference of the Board of Directors, the targeted number of students per classroom kindergarten is through third grade is 19, fourth through sixth grade 27 and seventh through eighth grade 28. The capacity target for self-contained Special Education classes is 14. These class sizes have an impact on facilities and the permanent capacity of each school reflects these class sizes.

In the District, rooms designated and assigned for special use are not counted as capacity classrooms. At the elementary level students are provided music instruction, physical education and art instruction in separate, non-capacity classrooms. Computer labs are provided to each school as non-capacity spaces. Special education and remedial programs are provided as pullout programs and do not provide capacity. At the middle school level, instruction is organized around a six-period day; classrooms are calculated as providing 5/6 capacity to accommodate teacher planning time in the instructional space.

DIERINGER SCHOOL DISTRICT NO. 343

Capital Facilities Plan Update, 2021

Dieringer School District Service Standards Public School Facilities (Square Feet Per Student)

Elementary School	120
Middle School	189
Junior High	NA
High School	NA

Dieringer School District Individual Capacity Projects (2021-2027)

Elementary School No. 3	400
North Tapps Middle School Classroom Addition	112
High School	NA

DIERINGER SCHOOL DISTRICT NO. 343

**PERMANENT CAPACITY PROJECTS
MASTER SCHEDULE
June, 2021**

<u>Name</u>	<u>Current Capacity</u>	<u>6 - Year Capacity</u>	<u>Total Capacity</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>	<u>2024</u>	<u>2025</u>	<u>2026</u>
Lake Tapps Elementary (LTES Replacement)	439		439						
Dieringer Heights Elem.	565		565						
Elementary School No. 3		400	400						
North Tapps MS Incl NTMSAdditions 2009	517	112	629						
<hr/>									
TOTALS	1521	512	1939						

DIERINGER SCHOOL DISTRICT NO. 43

CIP Projects and Financing Plan - Source and Uses of Funds

Source of Funds	
Existing Revenue	
Reserve	\$5,031,000
Existing Revenue	
Bonds, Levies, Fees, State Matching Funds, Dedications, Mitigations	\$68,245,000
Total Sources	\$73,276,000
Uses of Funds	
Early Learning Center	(\$24,148,000)
North Tapps Middle School Classroom Addition	(\$3,014,000)
Non-Capacity Projects	
School Site and Facility Improvements	(\$41,258,000)
Total Uses	(\$68,420,000)
BALANCE	\$4,856,000

Dieringer Finance Plan 2021-2026

	Estimated Cost	Unsecured Source of Funds			Secured Source of Funds		
		Estimated Levy Bond Amount	Estimated Unrestricted Amount	Impact Fees	Levy Bond Amount	Unrestricted Amount	Impact Fees
Early Learning Center	\$24,148,125	\$23,977,375	\$5,000	\$10,000	\$0	\$0	\$155,750
NTMS Classroom Addition	\$3,013,686	\$2,986,936	\$2,500	\$5,000	\$0	\$0	\$19,250
Total Capacity Projects	\$27,161,811	\$26,946,311	\$7,500	\$15,000	\$0	\$0	\$175,000
Non-Capacity Projects							
Site & Facilities Improvements	\$41,258,449	\$41,258,449	\$0	\$0	\$0	\$0	\$0
Board Approved Projects	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Non-Capacity Projects	\$41,258,449	\$41,258,449	\$0	\$0	\$0	\$0	\$0
TOTAL PROJECTS	\$68,420,260	\$68,222,760	\$7,500	\$15,000	\$0	\$0	\$175,000

DIERINGER SCHOOL DISTRICT NO. 343

Capital Facilities Plan Update, 2021

Capital Facilities Requirements to 2027

Time Period	Student Population	Student Capacity	Net Reserve Or (Deficiency)	Total Cost (Cost/Student X Net Deficiency)
2020 Actual	1530	1401	(129)	
20121-2027 Growth	70	612	413	

Dieringer School District Cost Per Student

(2020 Dollars)

<u>Elementary Schools</u>	<u>Middle Schools</u>	<u>Junior High Schools</u>	<u>High Schools</u>
\$57,639	\$64,467	NA	NA

School Impact Fee Calculation 6/21						DISTRICT	Dieringer School District				
School Site Acquisition Cost:											
(AcresxCost per Acre /Facility Capacity)x Student Generation Factor											
		Facility		Cost/	Facility	Student		Student			
		Acreage		Acre	Capacity	Factor		Factor		Cost/	Cost/
						SFR		MFR		SFR	MFR
Elementary	#3	12		\$438,613	400	0.322		0.172		\$3,909	\$2,091
Middle						0.13		0.07			
								TOTAL		\$3,909	\$2,091
School Construction Cost:											
(Facility Cost/Facility Capacity)xStudent Generation Factor)x(permanent/Total Sq Ft)											
				Facility Cost	Facility	Student		Student			
					Capacity	Factor		Factor		Cost/	Cost/
						SFR		MFR		SFR	MFR
Elementary #3				\$24,148,125	400	0.322		0.172		\$19,439	\$10,384
						0.13		0.07			
NTMS Classroom Addition				\$3,013,686	112	0.322		0.172			
						0.13		0.07		\$3,498	\$1,884
								TOTAL		\$22,937	\$12,267
Temporary Facility Cost:											
(Facility Cost/Facility Capacity)xStudent Generation Factor)x(Temporary/Total Square Feet)											
		%Temp/		Facility	Facility	Student		Student		Cost/	Cost/
		Total Sq.F		Cost	Size	Factor		Factor		SFR	MFR
						SFR		MFR			
Elementary						0		0.322		0.172	
Middle						0		0.13		0.07	
								TOTAL		\$0	\$0
State Matching Credit:											
Boeckh Index X SPI Square Footage X District Match % X Student Factor											
		Boeckh		SPI	District	Student		Student			
		Index		Footage	Match %	Factor		Factor		Cost/	cost/
						SFR		MFR		SFR	MFR
Elementary											
Middle											
								TOTAL		\$0	\$0
Tax Payment Credit:											
Average Assessed Value 2020								SFR			MFR
Capital Bond Interest Rate (est 5/20)									\$653,162		\$480,235
Net Present Value of Average Dwelling									0.40%		0.40%
									\$6,390,194		\$4,698,367
									10		10
Property Tax Levy Rate					2020				\$2.25		\$2.25
		Present Value of Revenue Stream							\$14,352		\$10,553
		Fee Summary:				Single		Multiple			
						Family		Family			
		Site Acquisition Costs				\$3,909.23		\$2,090.76			
		Permanent Facili				\$22,937		\$12,267			
		Temporary Facility Cost				\$0.00		\$0.00			
		State Match Credit				\$0.00		\$0.00			
		Tax Payment Credit				(\$14,352.00)		(\$10,553)			
		FEE				\$12,494		\$3,805			
		FEE WITH DISCOUNT OF 50%				\$6,247					
		FEE WITH DISCOUNT OF 50%						\$1,903			

SOURCES AND USES OF IMPACT FEES
Reporting Period 2020-2021

School District: Dieringer

Reporting Official: Yelena Parovenko

I. Source of Impact Fees

A. Impact Fee Account Beginning Cash	\$ <u>231,263</u>
B. Impact Fees Received this Reporting Period-Auburn	\$ <u>77,290</u>
B. Impact Fees Received this Reporting Period-Pierce County	\$ <u>316,605</u>
C. Interest Earned on Impact Fees this Reporting Period - Auburn	\$ <u>51</u>
C. Interest Earned on Impact Fees this Reporting Period - Pierce County	\$ <u>408</u>
Total Cash Resources Available (A+B+C)	\$ <u>625,616</u>

II. Uses of Impact Fees

A. Public Improvement Expenditures- Auburn Impact Fees

<u>LTES Building Remodel and Addition</u>	\$ <u>-</u>
---	-------------

B. Public Improvement Expenditures- Pierce County Impact Fees

<u>LGO Bond Interest used to for LTES Addition</u>	\$ <u>36,880</u>
--	------------------

<u>New School Site</u>	\$ <u>35,015</u>
------------------------	------------------

C. Total Refunds Issued	\$ <u>-</u>
-------------------------	-------------

Total Cash Expended (A+B)	\$ <u>71,895</u>
---------------------------	------------------

Total Cash Remaining in the Impact - Auburn	77340.63
---	----------

Total Cash Remaining in the Impact - Pierce County	476,381
--	---------

Fee Accounts (I - II)	\$ <u>553,722</u>
-----------------------	-------------------

C. Amount Encumbered but not yet Paid	\$ <u>-</u>
---------------------------------------	-------------



DIERINGER SCHOOL DISTRICT No. 343

Educating every child for

Confidence today and

Contribution tomorrow

August 24, 2021

Jeff Tate
Director of Planning
City of Auburn
25 West Main Street
Auburn, WA 98001-4998

Subject: Dieringer School District – Mitigation Impact Fees

Dear Mr. Tate:

The Dieringer School District has completed the Dieringer School District Capital Facilities Plan for 2020-2021 to 2029-2030. In preparing the updated Capital Facilities Plan the District once more reviewed the question of the School Impact Fee Calculation. Based on the analysis of the District's site acquisition and permanent facility costs, the Dieringer School District Board of Directors has determined that the appropriate mitigation impact fee for the permitting of a single family residence is \$4,176 and \$789 per unit for a multiple family residence.

A review of the fees collected by the City of Auburn, on behalf of other school districts within the city, serves to support the validity of the Dieringer requested fee of \$4,176 and \$789 per unit for a multiple family residence.

The property values within the boundaries of the Dieringer School District are the highest in Pierce County; this causes site acquisition to be expensive and contributes to overall higher construction costs than other school districts experience. Therefore, it is most appropriate for the mitigation impact fees collected on behalf of the Dieringer School District to be adjusted to more closely approximate the fees collected for other local school districts.

The Dieringer School District requests that the City of Auburn adjust the mitigation impact fees collected on behalf of the District to the \$4,176 and \$789 per unit for a multiple family residence established in the Capital Facilities Plan for 2020-2021 to 2029-2030. Please let me know if you need further information by contacting me at (253) 862-2537.

Sincerely,

Michael Farmer
Superintendent

DRAFT - DETERMINATION OF NONSIGNIFICANCE

for

Dieringer School District No. 343

2021 Capital Facilities Plan

Issued with a 14-day comment and appeal period

Description of Proposal:

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

1. The adoption of the Dieringer School District Amended 2021 Ten-Year Capital Facilities Plan by the Dieringer School District for the purposes of planning for the facilities needs of the District.
2. The amendment of the Pierce County Comprehensive Plan to include the Dieringer School District Amended 2021 Capital Facilities Plan as a part of the Capital Facilities Plan Element of the Pierce County Comprehensive Plan.
3. The amendment of the Comprehensive Plan of the City of Auburn to include the Dieringer School District's Amended 2021 Capital Facilities Plan as part of the Capital Facilities Plan Element of the Comprehensive Plans of the City of Auburn.
4. The amendment of the Comprehensive Plan of the City of Sumner to include the Dieringer School District's Amended 2021 Capital Facilities Plan as part of the Capital Facilities Plan Element of the Comprehensive Plans of the City of Sumner.

Proponent: Dieringer School District No. 343

Location of the Proposal:

The Dieringer School District includes an area of approximately 5.5 square miles. Portions of the cities of Auburn and Sumner fall within the District's boundaries, as do parts of unincorporated Pierce County.

Lead Agency:

Dieringer School District No. 343 is the lead agency pursuant to WAC 197-11-926.

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

This Determination of Nonsignificance (DNS) is issued under WAC 197-11-340(2). The lead agency will not act on this proposal for 14 days from the date of issue. Comments must be submitted by 4:00 p.m., September 9, 2021. The responsible official will reconsider the DNS based on timely comments and may retain, modify, or, if significant adverse impacts are likely, withdraw the DNS. If the DNS is retained, it will be final after the expiration of the comment deadline.

Responsible Official:



Michael Farmer
Superintendent
Dieringer School District No. 343

Telephone: (253) 862-2537

Address: 1320 178th Ave E.
Lake Tapps, Washington 98391

Appeals of this determination are governed by Board Policy No. 6890 which can be obtained from Michael Farmer, Superintendent, Dieringer School District No. 343, 1320 178th Ave E., Lake Tapps, Washington 98391 and pursuant to WAC 680 and RCW 43.21 C.075.

Date of Issue: August 24, 2021

Date Published: August 30, 2021

ENVIRONMENTAL CHECKLIST

WAC 197-11-960 Environmental Checklist.

Purpose of Checklist:

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

Instructions for Applicants:

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

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

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

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

Use of checklist for nonproject proposals:

Complete this checklist for nonproject proposals, even though questions may be answered "does not apply." In addition, complete the Supplemental Sheet for nonproject actions (part D).

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

A. BACKGROUND

1. Name of proposed project, if applicable

The adoption of a ten-year Capital Facilities Plan by the Dieringer School District. The Comprehensive Plans of Pierce County, City of Auburn and City of Sumner have been and/or will be amended to include the Dieringer School District 2021 Capital Facilities Plan in the Capital Facilities Plan Element of each jurisdiction's Comprehensive Plan. A copy of the District's Plan is available for review in the District Office.

2. Name of applicant:

Dieringer School District No. 343

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

Dieringer School District No. 343
1320 178th Ave E.
Lake Tapps, WA 98391

Contact Person: Michael Farmer, Superintendent

Telephone: (253) 862-2537

4. Date checklist prepared: August 24, 2021.

5. Agency requesting checklist:

Dieringer School District No. 343

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

The 2021 Dieringer School District Capital Facilities Plan was adopted in August 16, 2021 and forwarded to Pierce County, Cities of Auburn and Sumner for possible inclusion in each jurisdiction's Comprehensive Plan. The Capital Facilities Plan will be updated annually. Site-specific projects have been or will be subject to project-specific environmental review.

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

The Capital Facilities Plan reviews the purchase of additional property and the construction of a new elementary school.

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

The above-referenced projects will undergo environmental review at the time of formal proposal.

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

If yes, explain.

No.

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

Pierce County and Cities of Auburn and Sumner will review and approve the Capital Facilities Plan for the purposes of impact fee ordinances and will need to adopt the Plan as an amendment to the Capital Facilities Plan element of the Comprehensive Plans of Pierce County and Cities of Auburn and Sumner.

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

This is a non-project action. This proposal involves the adoption of the Dieringer School District 2021 Capital Facilities Plan for the purpose of planning the facilities needs of the District and for inclusion in the Capital Facilities Plan element and possible amendment of the Comprehensive Plans for Pierce County, City of Auburn and City of Sumner. A copy of the Capital Facilities Plan may be viewed at the Dieringer School District Office.

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

The 2021 Capital Facilities Plan will affect the Dieringer School District. The District includes an area of approximately 5.5 square miles. Portions of the City of Auburn and the City of Sumner, and parts of unincorporated Pierce County, fall within the District's boundaries.

B. ENVIRONMENTAL ELEMENTS

1. Earth

a. General description of the site (circle one): Flat, rolling, hilly, steep slopes, mountainous, and more than 2/3 of Lake Tapps.

The Dieringer School District is comprised of a variety of topographic land forms and gradients, including all of those listed. Specific topographic characteristics will be identified during the planning and permit process for each capital project.

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

Specific slope characteristics will be identified during the planning and permit process for each capital project.

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

Specific soil types will be identified during the planning and permit process for each capital project.

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

Unstable soils may exist within the Dieringer School District. Specific soil limitations on individual project sites will be identified at the time of environmental review.

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

Individual projects included in the Capital Facilities Plan will be subject to project specific environmental review and local approval at the time of proposal. Proposed grading projects, as well as the purpose, type, quantity, and source of fill materials will be identified as appropriate to each project.

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

It is possible that erosion could occur as a result of construction projects currently proposed in the Capital Facilities Plan. Individual projects and their erosion impacts will be evaluated on a site-specific basis. Individual projects will be subject to environmental review and local approval at the time of proposal.

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

Percentage of impervious cover will vary with each capital facilities project and will

be addressed during project-specific environmental review.

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

Erosion potential on individual project sites will be addressed during project-specific environmental review. Relevant erosion reduction and control requirements will be met.

2. Air

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

Various emissions, many construction-related, may result from individual projects. Air-quality impacts will be evaluated during project-specific environmental review. Please see the Supplemental Sheet for Nonproject Actions.

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

Off-site sources and necessary mitigation will be addressed during project-specific environmental review.

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

Plans for individual projects included in the Capital Facilities Plan have been or will be subject to environmental review and relevant local approval processes, including obtaining of any necessary air quality permits, at the time individual projects are formally proposed. Please see the Supplemental Sheet for Nonproject Actions.

3. Water

a. Surface:

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

There is a network of surface water bodies within the Dieringer School District. The surface water regimes and flow patterns have been or will be researched and incorporated in the design of each individual project.

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

Some projects may require work near these described waters. Individual projects in the Capital Facilities Plan will be subject to environmental review and local approval requirements at the time the project is formally proposed.

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

Information with respect to placement or removal of fill or dredge material will be addressed at the time of project-specific environmental review. Applicable local regulations have been or will be satisfied.

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

Any surface water withdrawals or diversions have been or will be addressed during project-specific environmental review.

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

Each capital facilities project, if located in a floodplain area, will be required to meet applicable local regulations for flood areas.

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

Specific information regarding discharges of waste materials, if any, will be addressed during project-specific environmental review. Please see the Supplemental Sheet for Nonproject Actions.

b. Ground:

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

Individual projects included in the Capital Facilities Plan may impact ground water resources. Each project will be evaluated during project-specific environmental review. Applicable local regulations have been or will be satisfied. Please see the Supplemental Sheet for Nonproject Actions.

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

Impacts of discharged waste material, if any, have been or will be addressed during site-specific, project-level environmental review.

c. Water Runoff (including storm water):

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

Individual projects included in the Capital Facilities Plan may have varying storm water runoff consequences. Each project will be subject to environmental review and applicable local regulations.

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

Individual projects included in the Capital Facilities Plan will have varying environmental impacts and will be subject to appropriate review and local regulations prior to construction. Information regarding waste materials will be presented at the time of such review. Please see the Supplemental Sheet for Nonproject Actions.

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

Specific measures to reduce or control runoff impacts have been or will be developed on a project-specific basis in cooperation with the appropriate jurisdiction.

4. Plants:

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

- ☐ deciduous tree: alder, maple, aspen, other
- ☐ evergreen tree: fir, cedar, pine, other
- ☐ shrubs
- ☐ grass
- ☐ pasture
- ☐ crop or grain
- ☐ wet soil plants: cattail, buttercup, bulrush, skunk cabbage. Other
- ☐ other water plants: water lily, eelgrass, milfoil, other
- ☐ other types of vegetation

There are various vegetative zones within the Dieringer School District. An inventory of species has been or will be produced as part of project-specific environmental review.

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

Impacts on vegetation will be determined at the time of project-specific environmental review at the time the project is formally proposed. Please see the Supplemental Sheet for Nonproject Actions.

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

Specific impacts to these species from individual projects has been or be determined at the time of project proposal and will be addressed during site-specific, project-level environmental review.

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

Individual projects included in the Capital Facilities Plan will be subject to environmental review and local approval at the time of project proposal.

5. Animals:

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

birds: hawk, heron, eagle, songbirds, other:

mammals: deer, bear, elk, beaver, other:

fish: bass, salmon, trout, perch, crappies, tiger muskies other:

An inventory of species observed on or near sites has been or will be developed during project-specific environmental review.

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

Specific impacts to these species from individual projects will be determined at the time of project proposal and will be reviewed in cooperation with the affected jurisdictions.

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

Impacts on migration routes, if any, will addressed during site-specific, project-level environmental review.

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

Appropriate measures to preserve or enhance wildlife have been or will be determined at the time of site-specific, project-level environmental review.

6. Energy and Natural Resources:

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

The State Board of Education requires a life-cycle cost analysis of all heating,

lighting, and insulating systems prior to allowing specific projects to proceed. Energy needs will be decided at the time of specific engineering and site design planning. Please see the Supplemental Sheet for Nonproject Actions.

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

Individual projects of this Capital Facilities Plan will be evaluated as to their impact on the solar potential of adjacent projects during environmental review.

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

Energy conservation measures will be considered at the project-specific design phase and environmental review.

7. Environmental Health

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

Please see the Supplemental Sheet for Nonproject Actions.

1) Describe special emergency services that might required.

Please see the Supplemental Sheet for Nonproject Actions.

2) Proposed measures to reduce or control environmental health hazards, if any:

Proposed projects will comply with all current codes, standards, and rules and regulations. Individual projects have been or will be subject to environmental review and local approval at the time of formal submittal.

b. Noise:

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

A variety of noises exist within the Dieringer School District. Specific noise sources have been or will be identified during project-specific environmental review.

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

Normal construction noises would exist on a short-term basis during school construction. There could be an increase in traffic or operations-related noise

which would be addressed during project specific environmental review. Please see the Supplemental Sheet for Nonproject Actions.

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

Project noise impacts have been or will be evaluated and mitigated during the project-specific environmental review. Each project is or will be subject to applicable local regulations.

8. Land and Shoreline Use:

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

There are a variety of land uses within the Dieringer School District, including residential, commercial, industrial, institutional, utility, agricultural, forestry, open space, recreational, etc.

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

This question will be addressed during site-specific, project-level environmental review.

c. Describe any structures on the site.

Structures located on proposed sites have been or will be identified and described during project-specific environmental review when appropriate.

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

Structures to be demolished, if any, will be identified as part of the project-specific environmental review process.

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

There are a variety of zoning classifications within the Dieringer School District. Site specific zoning information has been or will be identified during project-specific environmental review.

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

An inventory of comprehensive plan designations has been or will be completed during project-specific environmental review.

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

Any shoreline master program designations have been or will be identified during project-specific environmental review.

h. Has any part of the site been classified as an "environmentally sensitive"

area? If so, specify.

Environmentally sensitive areas, if any, will be identified during project-specific environmental review.

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

This information has been or will be provided at the time of project-specific environmental review.

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

It is not anticipated that proposed projects will displace any people. Displacement of people, if any, will be evaluated during project-specific environmental review.

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

Individual projects included in the Capital Facilities Plan will be subject to project specific environmental review and local approval at the time the project is formally proposed.

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

Compatibility of the proposal and specific projects with existing uses and plans have been or will be assessed as part of the comprehensive planning process and during project-specific environmental review.

9. Housing

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

No housing units would be provided.

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

Any impact of project proposals on existing housing have been or would be evaluated during project-specific environmental review procedures.

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

Measures to reduce or control any housing impacts have been or will be addressed during site-specific, project-level environmental review.

10. Aesthetics:

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

Aesthetic impacts have been or will be determined at the time of site-specific, project-level environmental review.

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

Aesthetic impacts have been or will be determined at the time of site-specific, project-level environmental review.

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

Appropriate measures to reduce or control aesthetic impacts have been or will be determined at the time of project-specific environmental review.

11. Light and Glare:

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

Light or glare impacts have been or will be determined at the time of project-specific environmental review.

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

Light or glare impacts have been or will be determined at the time of the project-specific environmental review.

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

Off-site sources of light or glare have been or will be evaluated at the time of project specific environmental review.

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

Mitigation of light and glare impacts have been or will be addressed during project specific environmental review.

12. Recreation:

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

There are a variety of formal and informal recreational facilities within the Dieringer School District.

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

Recreational impacts have been or will be addressed during project specific environmental review. Projects in the Capital Facilities Plan may enhance recreational opportunities and uses.

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

Any adverse effects on recreation stemming from individual project proposals have been or will be subject to mitigation during the environmental review procedure. A school site usually provides recreational facilities to the community in the form of additional play fields and gymnasiums.

13. Historic and Cultural Preservation:

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

The existence of historic and cultural resources will be determined at the time of project-specific environmental review.

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

An inventory of historical sites has been or will be conducted as part of project specific environmental review.

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

Appropriate measures have been or will be proposed on a project-specific basis.

14. Transportation:

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

Impact on public streets and highways has been or will be assessed during project specific environmental review.

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

The relationship between specific projects and public transit has been or will be assessed during project-specific environmental review.

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

An inventory of parking spaces and the impacts of specific projects on parking spaces has been or will be conducted during project-specific environmental review.

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

The development of new schools may require new access roads or streets. This issue will be fully addressed during project-specific environmental review.

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

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

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

Each project proposal has been or will be separately evaluated as to traffic impacts.

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

Mitigation of impacts on transportation has been or will be addressed during project specific environmental review.

15. Public Services:

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

The District does not anticipate that the projects identified in the Capital Facilities Plan will substantially increase the need for other public services. Impacts have been or will be evaluated on a project-specific basis.

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

Schools are built with automatic security systems, fire alarms, smoke alarms, heat sensors and sprinkler systems.

16. Utilities

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

Utilities available at project sites have been or will be identified during project specific environmental review.

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

Utility revisions and construction needs will be identified during project-specific environmental review.

C. Signature

The above answers are true and complete to the best of my knowledge. I understand that the lead agency is relying on them to make its decision.

Signature:

A handwritten signature in black ink, appearing to read "Michael Farmer", followed by a long horizontal line.

Michael Farmer

Date Submitted: August 24, 2021

D. SUPPLEMENTAL SHEET FOR NONPROJECT ACTIONS

(do not use this sheet for project actions)

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

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

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

To the extent this Plan makes it more likely that school facilities will be constructed, and/or renovated or remodeled, some of these environmental impacts will be more likely. Additional impermeable surfaces, such as roofs, parking lots, sidewalks, access roads and playgrounds will increase storm water runoff, which could enter surface or ground water. Emissions to air could result from heating systems, emergency generators and other equipment, and from additional car and bus trips to and from the school for students and faculty. Any emissions resulting from this Plan should not require the production, storage, or release of toxic or hazardous substances, with the possible exception of storage of diesel fuel or gasoline for emergency generating equipment. Noise may result from additional traffic and from concentrating several hundred children at a new facility, especially before and after school and during recesses.

To the extent this proposal allows additional residential development to occur, these impacts would also increase somewhat, but it is not possible to quantify those impacts at this time. The impacts would depend on the type, location and distribution of housing, for example, whether single or multiple family and the location of the school.

Proposed measures to avoid or reduce such increases are:

Facilities implementing the Plan have been or will be evaluated at the project specific level and impacts will be mitigated accordingly. Storm water detention and runoff will meet applicable County and/or City requirements and, depending on the date of actual construction, may be subject to a National Pollutant Discharge Elimination

System ("NPDES") permitting requirements. Discharges to air will be minimal, and will meet any applicable requirements of the Puget Sound Air Pollution Control Authority. Fuel oil will be stored according to local and state requirements.

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

The Plan itself will have no impact on these elements of the environment. Depending on the particular site, construction of facilities may require clearing sites of plants and loss of animal habitat. To the extent residential development is allowed, additional area may be cleared and eliminated as habitat for animals. There are not likely to be any impacts on fish or marine life, although some water quality degradation in streams and rivers could occur due to increased residential development. These impacts have been or will be addressed in more detail during project-specific environmental review when appropriate.

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

Individual projects will be evaluated and mitigated appropriately on a project-specific basis, but specific mitigation proposals cannot be identified at this time.

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

Any actual projects resulting from this Plan would consume heating fuel and electrical energy. Increased traffic resulting from the construction of additional facilities would consume petroleum based fuels. Reduced traffic resulting from construction of another neighborhood school may also reduce amounts of fuel consumed, but it is not possible to quantify such reduction in consumption at this time. These impacts have been or will be addressed in more detail during project-specific environmental review when appropriate.

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

Facilities would be constructed in accordance with applicable energy efficiency standards.

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

The Plan and facilities constructed pursuant to the Plan should have no impact on these resources. It is not possible to predict whether other development made possible by this Plan would affect sensitive areas.

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

No specific measures are being proposed at this time. Appropriate measures have been or will be proposed during project-specific review. Annual updates of this Plan

will be coordinated with Pierce County, City of Auburn and City of Sumner as part of the Growth Management Act process, one of the purposes of which is to protect environmentally sensitive areas. To the extent the School District's facilities planning process is part of the overall growth management planning process, these resources are more likely to be protected.

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

The Plan will not have any impact on land or shoreline use that is incompatible existing comprehensive plans, land use codes, or shoreline management plans.

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

None are proposed at this time. Actual facilities constructed to implement the Plan will be sited and constructed to avoid or reduce land use impacts.

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

This proposal should not create substantial new demands for transportation. The projects included in the Capital Facilities Plan may create an increase in traffic near new District facilities but also reduce traffic by creating the opportunity for more students to walk to a closer school. The construction of the facilities included in the Capital Facilities Plan may result in minor increases in the demand for public services and utilities, such as fire and police protection, and water, sewer, and electric utilities. None of these impacts are likely to be significant. The impacts on transportation and public services and utilities of the projects included in the Capital Facilities Plan will be addressed during project-level review when appropriate.

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

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

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

The Dieringer School District Capital Facilities Plan will not conflict with any laws or requirements for the protection of the environment.

Sponsored by: Councilmember Derek Young
Requested by: County Council

ORDINANCE NO. 2021-111

An Ordinance of the Pierce County Council Amending Section 4A.30.030 of the Pierce County Code, "School Impact Fee Schedule," to Adjust School Impact Fees for 2022 Based Upon Changes in the Construction Cost Index; and Setting an Effective Date.

Whereas, school impact fees in Pierce County are calculated according to the formulas in Section 4A.30.020 of the Pierce County Code (PCC), then the fee is "capped" by a "Maximum Fee Obligation" (MFO) which changes annually based upon changes in the Construction Cost Index (20-City Average) published by the Engineering News Record; and

Whereas, the annual adjustment must be adopted by Ordinance following the adoption of the Capital Facilities Plan and any review of impact fees; and

Whereas, it has been the practice of the Pierce County Council (Council) to only adjust impact fees in increments of five dollars, rounding up to the nearest five-dollar increment; and

Whereas, school impact fees are collected for residential development in the unincorporated County for school districts that meet the requirements in Title 4A PCC; and

Whereas, pursuant to PCC 4A.30.020, the Construction Cost Index for February 2017 is the base value from which changes are calculated; and

Whereas, the Construction Cost Index for February 2017 was calculated to be 10,559; for September 2021 it is 12,464 which is an increase of 18.04 percent from the base year; and

Whereas, the MFO for school districts effective February 1, 2021, and adopted in Ordinance No. 2020-124 is \$3,890 for single-family dwelling units, and \$2,065 for each multi-family dwelling unit; and

Whereas, after adjusting for changes to the Construction Cost Index through October 2021 and rounding up to the nearest five-dollar increment, the adjusted school MFOs are \$4,200 for single-family dwelling units and \$2,230 for multi-family dwelling units, an increase of \$310 and \$165, respectively from the 2021 rates; and



1 **Whereas**, pursuant to PCC 4A.10.130 and 4A.30.010 C., the County has
2 reviewed the relevant School Districts' Capital Facilities Plans, County Comprehensive
3 Plan Amendments, and Title 4A PCC; **Now Therefore**,

4
5 **BE IT ORDAINED by the Council of Pierce County:**
6

7 Section 1. Section 4A.30.030 of the Pierce County Code, "School Impact Fee
8 Schedule," is hereby amended as shown in Exhibit A, which is attached hereto and
9 incorporated herein by reference.

10
11 Section 2. The effective date of this Ordinance shall be February 1, 2022.

12
13
14 **PASSED this _____ day of _____, 2021.**

15
16 ATTEST:

17 **PIERCE COUNTY COUNCIL**
18 Pierce County, Washington

19
20
21 _____
22 **Denise D. Johnson**
23 Clerk of the Council

24
25 _____
26 **Derek Young**
27 Council Chair

28 _____
29 **Bruce F. Dammeier**
30 Pierce County Executive
31 Approved _____ Vetoed _____, this
32 _____ day of _____,
33 2021.

34 Date of Publication of
35 Notice of Public Hearing: _____

36 Effective Date of Ordinance: _____



Only those portions of Section 4A.30.030 that are proposed to be amended are shown.
Remainder of text, tables, maps and/or figures is unchanged.

4A.30.030 School Impact Fee Schedule.

	PER SINGLE-FAMILY DWELLING UNIT		PER MULTI-FAMILY DWELLING UNIT	
SCHOOL DISTRICT	School District Fee Calculation	Impact Fee (Maximum Fee Obligation is \$4,200 \$3,890)	School District Fee Calculation	Impact Fee (Maximum Fee Obligation is \$2,230 \$2,065)
Bethel	\$17,082 \$17,181	\$3,890 \$4,200	\$0 (\$1,042)	\$0
Carbonado	\$4,446 \$5,771	\$3,890 \$4,200	\$1,138 \$1,520	\$1,138 \$1,520
Dieringer	\$4,176	\$3,890 \$4,176	\$789	\$789
Eatonville	\$13,185 \$17,652	\$3,890 \$4,200	\$3,414 \$3,596	\$2,065 \$2,230
Fife	\$4,715 \$4,541	\$3,890 \$4,200	\$1,426 \$822	\$1,426 \$822
Franklin Pierce	\$16,212 \$13,420	\$3,890 \$4,200	\$4,893 \$2,012	\$2,065 \$2,012
Orting	\$16,552 \$17,571	\$3,890 \$4,200	\$6,982 \$7,899	\$2,065 \$2,230
Peninsula	\$4,529 \$4,340	\$3,890 \$4,200	\$2,351 \$2,143	\$2,065 \$2,143
Puyallup	\$12,978	\$3,890 \$4,200	\$5,651	\$2,065 \$2,230
Steilacoom	\$8,104	\$3,890 \$4,200	\$0	\$0
Sumner-Bonney Lake	\$22,613 \$32,126	\$3,890 \$4,200	\$2,535 \$3,862	\$2,065 \$2,230
White River	\$11,391	\$3,890 \$4,200	\$4,001	\$2,065 \$2,230
Yelm	\$6,417 \$4,500	\$3,890 \$4,200	\$14,490 \$1,900	\$2,065 \$1,900



**POLICY/TEXT AMENDMENT (P/T) #3
INCORPORATE FEDERAL WAY PUBLIC SCHOOLS
#210, 2022 CAPITAL FACILITIES PLAN**



FEDERAL WAY PUBLIC SCHOOLS

Each Scholar: A voice. A dream. A **BRIGHT** future.



Lake Grove Elementary School



Mirror Lake Elementary School



Wildwood Elementary School



Thomas Jefferson High School



Star Lake Elementary School



Totem Middle School

CAPITAL FACILITIES PLAN 2022

FEDERAL WAY PUBLIC SCHOOLS
2022
CAPITAL FACILITIES PLAN
June 29, 2021

BOARD OF EDUCATION

Trudy Davis
Hiroshi Eto
Dr. Jennifer Jones
Geoffery McAnallo
Luckisha Phillips

SUPERINTENDENT

Dr. Tammy Campbell

Prepared by: Sally D. McLean, Chief Finance & Operations Officer
Jennifer Thomas, Student & Demographic Forecaster

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INTRODUCTION

In response to the requirements of the State of Washington Growth Management Act (SHB) 2929 (1990) and ESHB 1025 (1991)), and under the School Impact Fee Ordinances of King County Code 21A, City of Federal Way Ordinance No. 95-249 effective December 21, 1995 as amended, City of Kent Ordinance No. 4278 effective June 2018, revised January 2020, and the City of Auburn Ordinance No. 5078 effective 1998, Federal Way Public Schools has updated its Capital Facilities Plan as of May 2021.

This plan is scheduled to be submitted for consideration to each of the jurisdictions located with the Federal Way Public Schools' service area: King County, the City of Kent, City of Federal Way and the City of Auburn and is incorporated in the Comprehensive Plans of each jurisdiction by reference. This plan is requested to be included in the Facilities Plan element of the Comprehensive Plans of each jurisdiction. To date, the City of Des Moines has not adopted a school impact fee ordinance. The City of Des Moines collects school impact fees as part of the SEPA process. The District has plans for beginning discussions with the City of Milton to adopt an ordinance for school impact fees for parcels located within the Federal Way School District's service area is in process.

The Growth Management Act requires the County to designate Urban Growth areas within which urban growth can be encouraged. The Growth Management Planning Council adopted and recommended to the King County Council for Urban Growth Area Line Maps with designations for urban centers. A designation was made within the Federal Way planning area, which encompasses Federal Way Public Schools boundaries. King County will encourage and actively support the development of Urban Centers to meet the region's need for housing, jobs, services, culture, and recreation. This Plan's estimated population growth is prepared with this underlying assumption.

This Capital Facilities Plan will be used as documentation for any jurisdiction, which requires its use to meet the needs of the Growth Management Act. This plan is not intended to be the sole planning tool for all of the District needs. The District may prepare interim plans consistent with Board policies or management need.

During the 2016-17 school year the District formed a 100 member Facilities Planning Committee consisting of parents, community members and staff. The Committee was tasked with developing a recommendation to the Superintendent regarding Phase 2 of the District's plan for school construction, remodeling, and/or modernization for voter consideration in November 2017. The voters passed this \$450M bond authorization with a 62% YES vote reflecting a commitment to invest in the modernization of our infrastructure. Through the committee's work a determination was made to rebuild Thomas Jefferson High School, Illahee Middle School, Totem Middle School, Lake Grove Elementary, Mirror Lake Elementary, Olympic View Elementary, Star Lake Elementary, and Wildwood Elementary. In addition to the school projects, the committee included a plan to modernize Memorial Stadium, which currently supports athletic activities for all schools. The rebuilding of the schools will create additional capacity for students at the elementary and high school levels.

INTRODUCTION, continued

The District continues to monitor factors that may have an impact on enrollment and capacity at our schools, including new single-family and multi-family residential developments and any impacts due to the COVID-19 stay home order. In accordance with the McCleary decision, the State has provided funding to reduce K-3 class size to 17 and 4-12 class size to 25. Beginning in 2019-20 the legislature expects compliance with this funding adding pressure to the need for elementary capacity. In response to this need the district has acquired the former Devry building renovating it into 42 elementary classrooms to provide permanent additional capacity.

SECTION 1 - THE CAPITAL FACILITIES PLAN

The State Growth Management Act requires that several pieces of information be gathered to determine the facilities available and needed to meet the needs of a growing community.

This section provides information about current facilities, existing facility needs, and expected future facility requirements for Federal Way Public Schools. A Financial Plan that shows expected funding for any new construction, portables and modernization listed follows this.

INVENTORY OF EDUCATIONAL FACILITIES

ELEMENTARY SCHOOLS (K-5)

Adelaide	1635 SW 304 th St	Federal Way	98023
Brigadoon	3601 SW 336 th St	Federal Way	98023
Camelot	4041 S 298 th St	Auburn	98001
Enterprise	35101 5 th Ave SW	Federal Way	98023
Green Gables	32607 47 th Ave SW	Federal Way	98023
Lake Dolloff	4200 S 308 th St	Auburn	98001
Lake Grove	303 SW 308 th St	Federal Way	98023
Lakeland	35827 32 nd Ave S	Auburn	98001
Mark Twain	2450 S Star Lake Rd	Federal Way	98003
Meredith Hill	5830 S 300 th St	Auburn	98001
Mirror Lake	625 S 314 th St	Federal Way	98003
Nautilus (K-8)	1000 S 289 th St	Federal Way	98003
Olympic View	2626 SW 327 th St	Federal Way	98023
Panther Lake	34424 1 st Ave S	Federal Way	98003
Rainier View	3015 S 368 th St	Federal Way	98003
Sherwood Forest	34600 12 th Ave SW	Federal Way	98023
Silver Lake	1310 SW 325 th Pl	Federal Way	98023
Star Lake	4014 S 270 th St	Kent	98032
Sunnycrest	24629 42 nd Ave S	Kent	98032
Twin Lakes	4400 SW 320 th St	Federal Way	98023
Valhalla	27847 42 nd Ave S	Auburn	98001
Wildwood	2405 S 300 th St	Federal Way	98003
Woodmont (K-8)	26454 16 th Ave S	Des Moines	98198

MIDDLE SCHOOLS (6-8)

Federal Way Public Academy (6-10)	34620 9 th Ave S	Federal Way	98003
Illahee	36001 1 st Ave S	Federal Way	98003
Kilo	4400 S 308 th St	Auburn	98001
Lakota	1415 SW 314 th St	Federal Way	98023
Sacajawea	1101 S Dash Point Rd	Federal Way	98003
Sequoyah	3450 S 360 th ST	Auburn	98001
Totem	26630 40 th Ave S	Kent	98032
TAF @ Saghalie (6-12)	33914 19 th Ave SW	Federal Way	98023

HIGH SCHOOLS (9-12)

Decatur	2800 SW 320 th St	Federal Way	98023
Federal Way	30611 16 th Ave S	Federal Way	98003
Thomas Jefferson	4248 S 288 th St	Auburn	98001
Todd Beamer	35999 16 th Ave S	Federal Way	98003
Career Academy at Truman	31455 28 th Ave S	Federal Way	98003

ADDITIONAL SCHOOLS

Internet Academy (K-12)	31455 28 th Ave S	Federal Way	98003
Employment Transition Program (12+)	33250 21 st Ave SW	Federal Way	98023
Federal Way Open Doors	31455 28 th Ave S	Federal Way	98003
Former DeVry Property (K-5)	3600 S 344 th Way,	Federal Way	98001

CURRENT INVENTORY NON-INSTRUCTIONAL FACILITIES

Developed Property

Central Kitchen	1214 S 332 nd	Federal Way	98003
Federal Way Memorial Field	1300 S 308 th St	Federal Way	98003
Educational Services Center	33330 8 th Ave S	Federal Way	98003
Support Services Center	1211 S 332 nd St	Federal Way	98003

Leased Property

Early Learning Center at Uptown Square	1066 S 320 th St	Federal Way	98003
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Undeveloped Property

Site #	Location
75	SW 360th Street & 3rd Avenue SW – 9.2 Acres
65	S 351st Street & 52nd Avenue S – 8.8 Acres
60	E of 10th Avenue SW - SW 334th & SW 335 th Streets - 10.04 Acres
73	N of SW 320 th and east of 45 th PL SW – 23.45 Acres
71	S 344th Street & 46th Avenue S - 17.47 Acres
82	1 st Way S and S 342 nd St – Minimal acreage
96	S 308 th St and 14 th Ave S – .36 Acres

Notes:

Not all undeveloped properties are large enough to meet school construction requirements. Properties may be traded or sold depending on what locations are needed to house students in the District.

NEEDS FORECAST - EXISTING FACILITIES

PHASE	EXISTING FACILITY	FUTURE NEEDS	ANTICIPATED SOURCE OF FUNDS
As needed	Purchase and Relocate Portables	Interim Capacity	Anticipated source of funds is Impact Fees.
II	Thomas Jefferson High School	Replace Existing Building, Increase Capacity	Voter Approved Capital bond
II	Illahee Middle School	Replace Existing Building	Voter Approved Capital bond
II	Totem Middle School	Replace Existing Building	Voter Approved Capital bond
II	Lake Grove Elementary	Replace Existing Building, Increase Capacity	Voter Approved Capital bond
II	Mark Twain Elementary	Replace Existing Building, Increase Capacity	TBD, pending SCAP funding
II	Mirror Lake Elementary	Replace Existing Building, Increase Capacity	Voter Approved Capital bond
II	Olympic View K-8 School	Replace Existing Building, Increase Capacity	Voter Approved Capital bond
II	Star Lake Elementary	Replace Existing Building, Increase Capacity	Voter Approved Capital bond
II	Wildwood Elementary	Replace Existing Building, Increase Capacity	Voter Approved Capital bond
II	Memorial Stadium	Replace Existing Facility	Voter Approved Capital bond
II	DeVry Property	Temp Swing School Increase Capacity	SCAP and K-3 Class size reduction funding
III	Decatur High School	Replace Existing Building, Increase Capacity	TBD
III	Kilo Middle School	Replace Existing Building	TBD
III	Sacajawea Middle School	Replace Existing Building	TBD
III	Adelaide Elementary	Replace Existing Building, Increase Capacity	TBD
III	Brigadoon Elementary	Replace Existing Building, Increase Capacity	TBD
III	Camelot Elementary	Replace Existing Building, Increase Capacity	TBD
III	Lake Dolloff Elementary	Replace Existing Building, Increase Capacity	TBD
III	Nautilus K-8 School	Replace Existing Building, Increase Capacity	TBD
III	Twin Lakes Elementary	Replace Existing Building, Increase Capacity	TBD
III	Woodmont K-8 School	Replace Existing Building, Increase Capacity	TBD

As part of the multi-phase modernization and replacement plan, the District intends to increase capacity for elementary and high school students with expansion at the Thomas Jefferson, Lake Grove, Mirror Lake, Olympic View, Star Lake, and Wildwood sites. Only projects in Phase II with plans to increase capacity are included in the impact fee calculation for this plan.

NEEDS FORECAST - ADDITIONAL FACILITIES

NEW FACILITY	LOCATION	ANTICIPATED SOURCE OF FUNDS
--------------	----------	-----------------------------

No current plans for additional facilities.

Six Year Finance Plan

Secured Funding

Sources	
Impact Fees (1)	\$1,066,016
Land Sale Funds (2)	(\$597,828)
Bond or Levy Funds (3)	\$138,160,768
K3-CSR & TAFE unclaimed expenditures (4)	\$9,924,730
School Construction Assistance Program (SCAP) (5)	(\$5,291,681)
TOTAL	\$143,262,005

Projected Revenue

Sources	
School Construction Assistance Program (SCAP) (6)	\$94,839,867
K-3 Class Size Reduction (7)	\$2,879,870
Bond Funds (8)	\$115,000,000
Land Fund Sales (9)	\$0
Impact Fees (10)	\$1,800,000
TOTAL	\$214,519,737

Actual and Planned Expenditures

Total Secured Funding and Projected Revenue	\$357,781,742
--	----------------------

NEW SCHOOLS	Estimated and Prior Years	Budget 2021-22	2021 2022-23	2022 2023-24	2023 2024-2025	2024 2025-2026	2026 2026-2027	2027 2027-2028	Total 2021-2028	Total Cost
MODERNIZATION AND EXPANSION										
Lake Grove Elementary (11)	\$42,858,000								\$0	\$42,858,000
Mirror Lake Elementary (11)	\$44,490,000								\$0	\$44,490,000
Star Lake Elementary (11)	\$28,920,000	\$11,180,000							\$11,180,000	\$40,100,000
Wildwood Elementary (11)	\$42,778,000								\$0	\$42,778,000
Olympic View K-8 School (11)	\$2,338,000	\$16,362,000	\$27,500,000						\$43,862,000	\$46,200,000
Thomas Jefferson High School (11)	\$119,983,000	\$17,617,000							\$17,617,000	\$137,600,000
Totem Middle School (11)	\$49,060,000	\$17,840,000							\$17,840,000	\$66,900,000
Illahee Middle School (11)	\$0	\$5,200,000	\$30,900,000	\$36,900,000					\$73,000,000	\$73,000,000
Memorial Stadium (11)	\$302,000			\$1,500,000	\$25,100,000				\$26,600,000	\$26,902,000
									\$0	\$0
									\$0	\$0
SITE ACQUISITION										
Former DeVry/ES 24 (12)	\$19,351,750	\$1,424,750	\$1,421,500	\$1,421,000	\$1,423,000	\$1,422,250	\$1,423,750	\$1,422,250	\$9,958,500	\$29,310,250
TEMPORARY FACILITIES										
Portables (13)		\$200,000	\$200,000	\$200,000	\$200,000	\$200,000	\$200,000	\$200,000	\$1,400,000	\$1,400,000
TOTAL	\$350,080,750	\$69,823,750	\$60,021,500	\$40,021,000	\$26,723,000	\$1,622,250	\$1,623,750	\$1,622,250	\$201,457,500	\$551,538,250

NOTES:

1 These fees are currently being held in a King County, City of Federal Way, City of Auburn, and City of Kent impact fee account, and will be available for use by the District for system improvements. This is year end balance on 12/31/20.

2 This is year end balance on 12/31/20.

3 This is the 12/31/20 balance of bond funds and capital levy funds. This figure includes interest earnings.

4 This represents the K3-CSR & TAFE unclaimed expenditures

5 This represents the balance of SCAP funding.

6 This is the balance of authorized and anticipated SCAP for the projects authorized by the voters in 2017.

7 This is a secured K-3 Class size reduction grant.

8 In November 2017, the District passed a \$450M bond measure. The amount included in the finance plan is for projects that will create additional capacity. Only the costs associated with increasing capacity are included in school impact fee calculations.

9 There are no projected sale of surplus properties.

10 These are projected fees based upon anticipated residential developments in the District, \$25,000 per month over the next 6 years.

11 Project budgets are updated as of April 2021 and reflective of actual Guaranteed Price Maximums and total project budgets for Lake Grove, Mirror Lake, Wildwood, Thomas Jefferson, Star Lake, Totem, and DeVry.

12 A former private university campus located in Federal Way was purchased in 2019 to provide up to 43 additional permanent elementary classrooms. Prior to creating new permanent capacity this location will be used as a temporary housing. These costs are excluded from impact fee calculations.

13 These fees represent the cost of purchasing and installing new portables. The portable expenditure in future years may replace existing portables that are not functional. These may not increase capacity and are not included in the capacity summary.

SECTION 2 - MAPS

Federal Way Public Schools has twenty-one elementary schools (grades K-5), two schools with a K-8 grade configuration, six middle school schools (grades 6-8), four high schools (grades 9-12) and four small secondary schools. The Federal Way Public Academy serves students in grades 6-10. The programs at Open Doors and Career Academy at Truman High School serves students in grades 9-12. In addition to these programs, TAF@Saghalie serves students in grades 6-12 who reside within the service area and the Employment and Transition Program (ETP) at the Norman Center serves 18-21 year old scholars.

The Growth Management Act requires that a jurisdiction evaluate if the public facility infrastructure is in place to handle new housing developments. In the case of most public facilities, new development has its major impact on the facilities immediately adjacent to that development. School districts are different. If the district does not have permanent facilities available, interim measures must be taken until new facilities can be built or until boundaries can be adjusted to match the population changes to the surrounding facilities.

It is important to realize that a single housing development does not require the construction of a complete school facility. School districts are required to project growth throughout the district and build or adjust boundaries based on growth throughout the district, not just around a single development.

Adjusting boundaries requires careful consideration by the district and is not taken lightly. It is recognized that there is a potential impact on students who are required to change schools. Boundary adjustments impact the whole district, not just one school.

The final map included represents the city and county boundaries which overlap with the district's service areas.

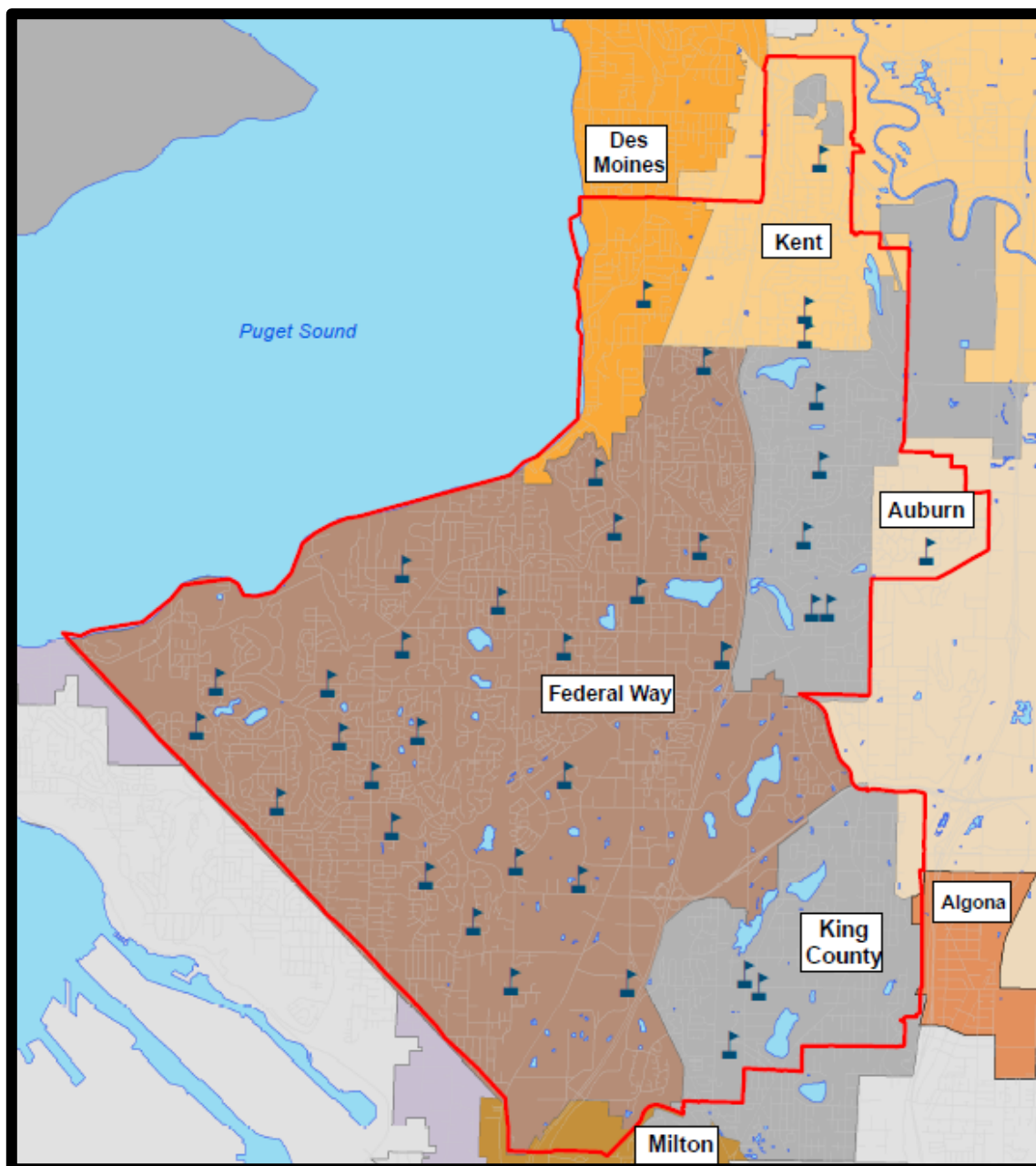
- City of Algona
- City of Auburn
- City of Des Moines
- City of Federal Way
- City of Kent
- City of Milton
- Unincorporated King County

MAP – CITY AND COUNTY JURISDICTIONS



**FEDERAL WAY
PUBLIC SCHOOLS**

Each Scholar: A voice. A dream. A **BRIGHT** future.



0 0.5 1 2 Miles

**City and County
Jurisdictions**

FWPS boundaries is 100% Urban Growth Area

SECTION 3 - SUPPORT DOCUMENTATION

Building Capacities - The Education Program

Portable Locations

Student Forecast – 2022 through 2028

BUILDING CAPACITIES

This Capital Facilities Plan establishes the District’s “standard of service” in order to ascertain the District’s current and future capacity. The Superintendent of Public Instruction establishes square footage guidelines for capacity, but these guidelines do not take into consideration the education program needs.

In general, the District’s current target class size provides that the average class size for a standard classroom for grades K through 3 should be 17 students to comply with current legislation. In grades 4-5 the target is 25 students. For grades 6 to 12 the target class size is 26 students. Classrooms for students with Individualized Education Program (Special Education) needs are calculated at 12 seats per classroom.

Historically, the District has used the OSPI square footage calculation as a baseline for capacity calculation and made adjustments for specific program needs. The District will continue to use this calculation for determining capacity at our middle and high schools. However, for elementary schools capacity will be calculated based on the number of classroom spaces and the number of students assigned to each classroom.

Class Size Guidelines	FWPS Historical “Standard of Service”	HB2661/SHB2776 Enacted Law	Square Footage Guideline
Kindergarten	18.9	17	25-28
Grades 1-2	18.9	17	25-28
Grade 3	18.9	17	28
Grades 4-5	25	25	28

For the purposes of determining student capacity at individual schools, the following list clarifies adjustments to classroom spaces and the OSPI calculation.

Special Education Resource Rooms:

Each middle school requires the use of a standard classroom(s) for special education students requiring instruction to address specific disabilities.

English as a Second Language Programs:

Each middle school and high school requires the use of a standard classroom for students learning English as a second language.

Middle School Computer Labs:

Each middle school has computer labs, except Totem Middle School. Wireless access has been installed at all secondary schools. If additional classroom space is needed, these computer labs may be converted to mobile carts.

BUILDING CAPACITIES, continued**High School Career Development and Learning Center (Resource) Room:**

Each high school provides special education resource room and career development classrooms for students requiring instruction to address specific disabilities.

Preschool/ECEAP/Headstart

Our district currently offers preschool programs at multiple locations across the district. These programs decrease K-12 capacity. Early Childhood Education is an expanding need.

Alternative Learning Experience:

Federal Way offers students the opportunity to participate in an Alternative Learning Experience through our Internet Academy. These students have never been included in the capacity calculation of unhoused students. Due to COVID 19 and school closures many families elected to enroll in IA. We believe this is a temporary increase. This plan was prepared using historical IA data.

IA Headcount	Elem	MS	HS	Total
Nov-19	12	59	205	276
Nov-20	159	147	250	556
Temp Increase	147	88	45	280

1418 Youth Reengagement:

Federal Way offers students the opportunity to participate in 1418 Youth Reengagement Open Doors program. These students are housed at the Truman campus and have not been previously included in the capacity calculation of unhoused students. However, we have prepared this plan including approximately 25% of Open Doors enrollment.

FEDERAL WAY PUBLIC SCHOOLS 2022 CAPITAL FACILITIES PLAN

BUILDING CAPACITIES, continued

ELEMENTARY BUILDING PROGRAM CAPACITY

School Name	Headcount	¹ Preschool
Adelaide	353	30
Brigadoon	299	30
Camelot	277	30
Enterprise	345	15
Green Gables	401	
Lake Dolloff	400	
³ Lake Grove	600	
Lakeland	371	
Mark Twain	430	
Meredith Hill	375	30
³ Mirror Lake	600	
Nautilus (K-8)	466	
Olympic View	353	
Panther Lake	347	
Rainier View	405	30
Sherwood Forest	390	6
Silver Lake	400	
Star Lake	337	
Sunnycrest	405	
Twin Lakes	341	30
Valhalla	406	
³ Wildwood	600	30
Woodmont (K-8)	357	
TOTAL	9,258	231

Elementary Average	403	
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MIDDLE SCHOOL BUILDING PROGRAM CAPACITY

School Name	Headcount
Illahee	855
Kilo	779
Lakota	786
Sacajawea	694
Sequoyah	585
Totem	795
TAF @ Saghalie	598
Federal Way Public Academy	183
TOTAL	5,275

*Middle School Average	727
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HIGH SCHOOL BUILDING PROGRAM CAPACITY

School Name	Headcount
Decatur	1243
Federal Way	1684
Thomas Jefferson	1224
Todd Beamer	1085
TAF @ Saghalie	155
Truman Campus (Career Academy and Open Doors)	159
Federal Way Public Academy	116
Employment Transition Program	48
TOTAL	5,714

²High School Average	1,309
--	--------------

Notes:

¹Preschool enrollment reduces capacity for K-5 students. 15 preschool students in one classroom.

²Federal Way Public Academy, Career Academy at Truman High School, and Employment Transition Program and TAF @ Saghalie for the high school school grade span (9-12) are non-boundary schools. These schools are not used in the calculated averages.

³Lake Grove and Wildwood opened January 2021; Mirror Lake and TJHS are scheduled to open September 2021

PORTABLE LOCATIONS

The Washington State Constitution requires the State to provide each student a basic education. It is not an efficient use of District resources to build a school with a capacity for 500 students due to lack of space for 25 students when enrollment fluctuates throughout the year and from year to year.

Portables are used as interim measures to house students when increasing population impacts a school attendance area. Portables may also be required to house students when new or changing programs require additional capacity. They also provide housing for students until permanent facilities can be financed and constructed. When permanent facilities become available, the portable(s) is either used for other purposes such as storage or child care programs, or moved to another school for an interim classroom. Some portables may not be fit to move due to age or physical condition. In these cases, the District may choose to buy new portables and surplus these unfit portables.

With the launch of construction of new schools, a number of portables will be relocated, decommissioned, or sold.

The following page provides a list of the location of the portable facilities, used for educational facilities by Federal Way Public Schools.

PORTABLE LOCATIONS

PORTABLES LOCATED AT ELEMENTARY SCHOOLS

	INSTRUCTIONAL	NON INSTRUCTIONAL*
Adelaide	2	1
Brigadoon		1
Camelot		1
Enterprise	3	
Green Gables	1	
Lake Dolloff	5	
Lake Grove		
Lakeland		
Mark Twain	3	
Meredith Hill	3	
Mirror Lake		
Nautilus	5	
Olympic View	2	
Panther Lake	4	
Rainier View	5	
Sherwood Forest	4	
Silver Lake		4
Star Lake		
Sunnycrest	6	
Twin Lakes		3
Valhalla	4	
Wildwood		
Woodmont	3	
TOTAL	50	10

PORTABLES LOCATED AT HIGH SCHOOLS

	INSTRUCTIONAL	NON INSTRUCTIONAL
Decatur	8	1
Federal Way		
Thomas Jefferson		
Todd Beamer	8	
TOTAL	16	1

PORTABLES LOCATED AT SUPPORT FACILITIES

MOT	
TDC	9
Former TAFA	
TOTAL	9

DISTRICT PORTABLES IN USE FOR ECEAP AND/OR HEADSTART

Sherwood Forest	2
Totem	
Total	2

PORTABLES LOCATED AT MIDDLE SCHOOLS

	INSTRUCTIONAL	NON INSTRUCTIONAL
Illahee	2	1
Kilo	1	6
Lakota		
Sacajawea	5	
Sequoyah	2	
Totem		
TAF@ Saghalie	4	
TOTAL	14	7

STUDENT FORECAST

Student enrollment projections are a basic component of budget development. Enrollment projections influence many of the financial estimates that go into budget preparation. The majority of staffing requirements are derived directly from the forecasted number of students. Allocations for instructional supplies and materials are also made on the basis of projected enrollment. Other expenditures and certain revenue projections are directly related to enrollment projections.

Enrollment projections are completed annually in the Business Services Department. Projections must be detailed at various levels, district total, school-building totals, grade level and program level to include vocational and special education students.

The basis of projections has been cohort survival analysis. Cohort survival is the analysis of a group that has a common statistical value (grade level) as it progresses through time. In a stable population the cohort would be 1.00 for all grades. This analysis uses historical information to develop averages and project the averages forward. This method does not trace individual students; it is concerned with aggregate numbers in each grade level. The district has used this method with varying years of history and weighted factors to study several projections. Because transfers in and out of the school system are common, student migration is factored into the analysis as it increases or decreases survival rates. Entry grades (kindergarten) are a unique problem in cohort analysis. The district collects information on birth rates within the district's census tracts and treats these statistics as a cohort for kindergarten enrollment in the appropriate years.

The Federal Way School District is using various statistical methods for projecting student enrollments. The resultant forecasted enrollments are evaluated below.

The first method is a statistical cohort analysis that produces ten distinct forecasts. These are forecast of enrollment for one year. The projections vary depending on the number of years of historical information and how they are weighted.

A second method is a projection using an enrollment projection software package that allows the user to project independently at school or grade level and to aggregate these projections for the district level. The Enrollment Master™ software provides statistical methods including trend line, standard grade progression (cohort) and combinations of these methods. This software produces a five-year projection of school enrollment.

In February 2018, the District contracted a demographer to develop projections for the Federal Way School District. The report was complete in March 2018. The model used to forecast next year's enrollment uses cohort survival rates to measure grade to grade growth, assumes market share losses to private schools (consistent with county-wide average), assumes growth from new housing or losses due to net losses from migration. This forecast was provided as a range of three projections. The long-range forecast provided with this report used a model with cohort survival rates and growth rates based on projected changes in the 5-19 age group for King County.

STUDENT FORECAST, continued

Most of the methods used for long range enrollment reporting assume that enrollment is a constant percent of something else (e.g. population) or that enrollment will mirror some projected trend for the school-age population over time. The report included 5 different calculations to provide a range of possible projections for the District to the year 2026. This model produces a projection that is between 21,500 and 25,000 when applied to the low, medium and high range modes. This provides a reasonable range for long-range planning and is consistent with estimates from various models.

Long-range projections that establish the need for facilities are a modification of the cohort survival method. The cohort method of analysis becomes less reliable the farther out the projections are made. The Federal Way School District long-range projections are studied annually. The study includes information from the jurisdictional demographers as they project future housing and population in the region. The long-range projections used by Federal Way Public Schools reflect a similar age trend in student populations as the projections published by the Office of Financial Management for the State of Washington.

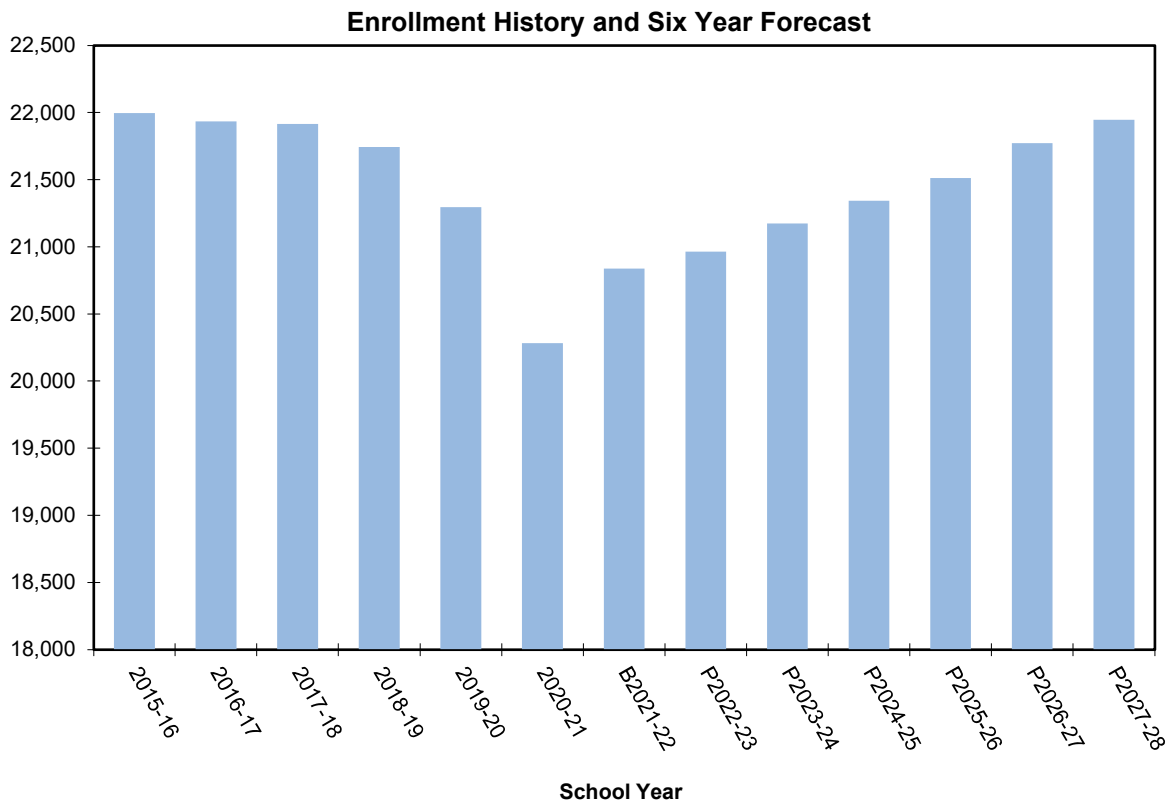
Near term projections assume some growth from new housing, which is offset by current local economic conditions. The District tracks new development from five permitting jurisdictions. Long range planning assumes a student yield from proposed new housing consistent with historical growth patterns.

Growth Management requires jurisdictions to plan for a minimum of twenty years. The Federal Way School District is a partner in this planning with the various jurisdictions comprising the school district geography. These projections create a vision of the school district community in the future.

Federal Way like many districts experienced a decline in enrollment particularly at the early elementary grades due to COVID-19. We anticipate our student forecast about a 50% recovery in the coming year. The balance of the forecast is based on previous growth indicators.

October 1 Head Count Enrollment History and Projections

Calendar Yr	School Year	Elementary	Middle School	High School	Total K -12	Percent Change
2016	2015-16	10,206	5,094	6,695	21,995	
2017	2016-17	10,424	5,033	6,476	21,933	-0.3%
2018	2017-18	10,418	5,159	6,338	21,915	-0.1%
2019	2018-19	10,233	5,124	6,386	21,743	-0.8%
2020	2019-20	10,046	5,413	5,836	21,295	-2.1%
2021	2020-21	9,324	5,173	5,786	20,283	-5.0%
2022	B2021-22	9,450	5,191	6,197	20,838	2.7%
2023	P2022-23	9,507	5,222	6,234	20,963	0.6%
2024	P2023-24	9,602	5,274	6,297	21,173	1.0%
2025	P2024-25	9,679	5,317	6,347	21,342	0.8%
2026	P2025-26	9,756	5,359	6,398	21,513	0.8%
2027	P2026-27	9,873	5,423	6,474	21,771	1.2%
2028	P2027-28	9,952	5,467	6,526	21,945	0.8%
		<i>Elementary K-5 Middle School 6-8 High School 9-12</i>				



SECTION 4 – KING COUNTY, CITY OF FEDERAL WAY, AND CITY OF KENT
IMPACT FEE CALCULATIONS

Capacity Summaries

Site & Construction Costs Allocations

Student Generation Rates

Impact Fee Calculations

Reference to Impact Fee Calculations

CAPACITY SUMMARIES

All Grades, Elementary, Middle School, and High Schools

The Capacity Summaries combine Building Capacity information, Portable Capacity information and the Student Forecast information. The result demonstrates the requirements for new or remodeled facilities and why there is a need for the District to use temporary facilities or interim measures.

The District has recently adjusted its capacity calculation method for Elementary schools to better show capacity needed to comply with the K-3 Class Size Reduction. This adjustment is also shown in the portable capacity calculation. In order to allow for flexibility in portable usage the District will use an average class size calculation of 21 for each Elementary portable and an average class size of 25 for each Middle and High School portable.

The information is organized with a page summarizing the entire District, and then evaluating capacity vs. number of students at elementary, middle school, and high school levels individually.

The notes at the bottom of each spreadsheet provide information about what facilities are in place each year.

CAPACITY SUMMARY - ALL GRADES

CAPACITY		Budget	-- Projected --					
	Calendar Year	2022	2023	2024	2025	2026	2027	2028
	School Year	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
BUILDING PROGRAM								
HEADCOUNT CAPACITY		20,005	20,242	20,380	20,992	20,992	20,992	20,992
Add Capacity		237	138	612	0	0	0	0
Adjusted Program Headcount Capacity		20,242	20,380	20,992	20,992	20,992	20,992	20,992

ENROLLMENT

Basic Headcount Enrollment	20,838	20,963	21,173	21,342	21,513	21,771	21,945
Internet Academy Headcount Enrollment ¹	(255)	(255)	(255)	(255)	(255)	(255)	(255)
Basic FTE Enrollment without Internet Academy	20,583	20,708	20,918	21,087	21,258	21,516	21,690

SURPLUS OR (UNHOUSED)							
PROGRAM FTE CAPACITY	(341)	(328)	74	(95)	(266)	(524)	(698)

RELOCATABLE CAPACITY

Current Portable Capacity	2,050	1,800	1,800	1,758	1,708	1,708	1,708
Add/Subtract Portable Capacity	(250)	0	(42)	(50)	0	0	0
Adjusted Portable Capacity	1,800	1,800	1,758	1,708	1,708	1,708	1,708

SURPLUS OR (UNHOUSED)							
PROGRAM AND RELOCATABLE							
CAPACITY	1,459	1,472	1,832	1,613	1,442	1,184	1,010

CAPACITY SUMMARY - ELEMENTARY SCHOOLS

CAPACITY		Budget	-- Projected --					
	Calendar Year	2022	2023	2024	2025	2026	2027	2028
	School Year	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
BUILDING PROGRAM								
HEAD COUNT CAPACITY		9,016	9,016	9,154	9,766	9,766	9,766	9,766
Add/Subtract capacity total		0	138	612	0	0	0	0
Add capacity at ¹ :								
<i>Star Lake</i>			138					
<i>De Vry</i>				612				
<i>Olympic View K-8</i>				0				
Adjusted Program Headcount Capacity		9,016	9,154	9,766	9,766	9,766	9,766	9,766

ENROLLMENT

Basic Headcount Enrollment	9,450	9,507	9,602	9,679	9,756	9,873	9,952
Internet Academy Headcount ²	(20)	(20)	(20)	(20)	(20)	(20)	(20)
Basic Headcount Enrollment without Internet Academy	9,430	9,487	9,582	9,659	9,736	9,853	9,932

SURPLUS OR (UNHOUSED)							
PROGRAM CAPACITY	(414)	(333)	184	107	30	(87)	(166)

RELOCATABLE CAPACITY³

Current Portable Capacity	1,050	1,050	1,050	1,008	1,008	1,008	1,008
Add/Subtract portable capacity	0	0	(42)	0	0	0	0
Add portable capacity at:							
Subtract portable capacity at:							
<i>Lake Grove</i>							
<i>Mirror Lake</i>							
<i>Star Lake</i>							
<i>Wildwood</i>							
<i>Olympic View K-8</i>			(42)				
Adjusted Portable Capacity	1,050	1,050	1,008	1,008	1,008	1,008	1,008

SURPLUS OR (UNHOUSED)							
PROGRAM AND RELOCATABLE							
CAPACITY	636	717	1,192	1,115	1,038	921	842

NOTES:

- ¹ Capacity increases are projected based on a design to accommodate 525 students. Increased capacity is currently stated as the difference between current calculated capacity and the projected design. In order to reduce elementary class size, Devry capacity is calculated at 17 scholars per classroom.
- ² Internet Academy students are included in projections but do not require full time use of school facilities. This represents historic enrollment.
- ³ Relocatable Capacity is based on the number of portables available and other administrative techniques which can be used to temporarily house students until permanent facilities are available. This is a calculated number only based on class size capacity of 21. The actual number of portables that will be used will be based on actual student population needs.

CAPACITY SUMMARY - MIDDLE SCHOOLS

CAPACITY		Budget	-- Projected --					
	Calendar Year	2022	2023	2024	2025	2026	2027	2028
	School Year	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
BUILDING PROGRAM								
HEADCOUNT CAPACITY		5,275	5,275	5,275	5,275	5,275	5,275	5,275
Add/Subtract capacity		0	0	0	0	0	0	0
Add capacity at:								
<i>Totem¹</i>								
<i>Illahee</i>								
Adjusted Program Headcount Capacity		5,275	5,275	5,275	5,275	5,275	5,275	5,275

ENROLLMENT

Basic Headcount Enrollment	5,191	5,222	5,274	5,317	5,359	5,423	5,467
Internet Academy ²	(55)	(55)	(55)	(55)	(55)	(55)	(55)
Basic Enrollment without Internet Academy	5,136	5,167	5,219	5,262	5,304	5,368	5,412

SURPLUS OR (UNHOUSED)							
PROGRAM CAPACITY	139	108	56	13	(29)	(93)	(137)

RELOCATABLE CAPACITY³

Current Portable Capacity	350	350	350	350	300	300	300
Add/Subtract portable capacity	0	0	0	(50)	0	0	0
<i>Totem Middle School</i>							
<i>Sacajawea Middle School</i>							
<i>Illahee Middle School</i>				(50)			
Adjusted Portable Capacity	350	350	350	300	300	300	300

SURPLUS OR (UNHOUSED)							
PROGRAM AND RELOCATABLE CAPACITY	489	458	406	313	271	207	163

NOTES:

- 1 Totem and Illahee Middle Schools currently have capacity for 800 & 850 students respectively, so no new capacity is anticipated with the rebuild of these older buildings.
- 2 Internet Academy students are included in projections but do not require full time use of school facilities. This represents historic enrollment.
- 3 Relocatable Capacity is based on the number of portables available and other administrative techniques which can be used to temporarily house students until permanent facilities are available. This is a calculated number only based on class size capacity of 25. The actual number of portables that will be used will be based on actual student population needs.

CAPACITY SUMMARY - HIGH SCHOOLS

CAPACITY		Budget	-- Projected --					
	Calendar Year	2022	2023	2024	2025	2026	2027	2028
	School Year	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
BUILDING PROGRAM								
HEADCOUNT CAPACITY		5,714	5,951	5,951	5,951	5,951	5,951	5,951
Add/Subtract capacity		237	0	0	0	0	0	0
<i>Thomas Jefferson High School</i> ⁴		237						
Adjusted Program Headcount Capacity		5,951	5,951	5,951	5,951	5,951	5,951	5,951

ENROLLMENT

Basic Headcount Enrollment	6,197	6,234	6,297	6,347	6,398	6,474	6,526
Internet Academy ¹	(180)	(180)	(180)	(180)	(180)	(180)	(180)
Basic Ed without Internet Academy	6,017	6,054	6,117	6,167	6,218	6,294	6,346

SURPLUS OR (UNHOUSED)							
PROGRAM CAPACITY	(66)	(103)	(166)	(216)	(267)	(343)	(395)

RELOCATABLE CAPACITY²

Current Portable Capacity	650	400	400	400	400	400	400
Add/Subtract portable capacity	(250)	0	0	0	0	0	0
<i>Thomas Jefferson High School</i> ⁴	(250)						
Adjusted Portable Capacity	400	400	400	400	400	400	400

SURPLUS OR (UNHOUSED)							
PROGRAM AND RELOCATABLE							
CAPACITY³	334	297	234	184	133	57	5

NOTES:

- ¹ Internet Academy students are included in projections but do not require full time use of school facilities. This represents historic enrollment.
- ² Relocatable Capacity is based on the number of portables available and other administrative techniques which can be used to temporarily house students until permanent facilities are available. This is a calculated number only based on class size capacity of 25. The actual number of portables that will be used will be based on actual student population needs.
- ³ Capacity for unhoused students will be accommodated with traveling teachers and no planning time in some classrooms.

STUDENT GENERATION

Single Family Student Generation

	Number of	Number of	Number of	Number of	Elementary	Middle School	High School	Total
	Single Family	Elementary	Middle School	High School	Student	Student	Student	Student
DEVELOPMENT	Dwellings	Students	Students	Students	Factor	Factor	Factor	Factor
19-Pacific Heights	63	3	0	0	0.0476	0.0000	0.0000	0.0476
19-Havenwood Park	71	4	1	2	0.0635	0.0159	0.0317	0.0986
18-Retreat Meadows	56	8	9	11	0.1270	0.1429	0.1746	0.5000
18-Wyncrest II	41	6	0	1	0.0952	0.0000	0.0159	0.1707
18-Soundview Manor	21	0	0	0	0.0000	0.0000	0.0000	0.0000
17-Eagle Manor	12	4	2	1	0.0635	0.0317	0.0159	0.5833
17-Lakehaven Estates	13	0	1	0	0.0000	0.0159	0.0000	0.0769
17-Hibbford Glen	15	4	6	4	0.0635	0.0952	0.0635	0.9333
17-Vista Pointe	105	26	4	5	0.4127	0.0635	0.0794	0.3333
Total	397	55	23	24				
Student Generation*					0.1385	0.0579	0.0605	0.2569

Multi-Family Student Generation - City of Federal Way

	Number of	Number of	Number of	Number of	Elementary	Middle School	High School	Total
	Multi Family	Elementary	Middle School	High School	Student	Student	Student	Student
DEVELOPMENT	Dwellings	Students	Students	Students	Factor	Factor	Factor	Factor
21-Watermark	135	18	7	5	0.1333	0.0519	0.0370	0.2222
17-Uptown Square	308	122	75	89	0.3961	0.2435	0.2890	0.9286
17-Kitt's Corner	216	154	79	60	0.7130	0.3657	0.2778	1.3565
Total	659	294	161	154				
Student Generation*					0.4461	0.2443	0.2337	0.9241

* Student Generation rate is based on totals.

IMPACT FEE CALCULATIONS

Single and Multi-Family Residences

Each jurisdiction that imposes school impact fees requires that developers pay these fees to help cover a share of the impact of new housing developments on school facilities.

To determine an equitable fee throughout unincorporated King County, a formula was established. This formula can be found in King County Code 21A and was substantially adopted by the City of Auburn, Federal Way and Kent. The formula requires the District to establish a "Student Generation Factor" which estimates how many students will be added to a school district by each new single or multi-family unit and to gather some standard construction costs, which are unique to that district.

Impact Fee Calculation

On page 30, the 2021 variables for the calculation of the Impact Fee for single family and multi-family units based on King County Code 21A and the Growth Management Act, generate the results below:

	<i>Plan Year 2021</i>	Plan Year 2022
Single Family Units	\$3,243	\$1,845
Multi-Family Units	\$16,003	\$15,073
Mixed-Use Residential ¹	\$8,001	\$7,536

Impact Fee Calculation - King County Code 21A

The Impact Fees have changed as a result of changes in several factors. The updates made to the variables in the Impact Fee calculation, generate a change in the Impact Fee between the 2021 Capital Facilities Plan and the 2022 Capital Facilities Plan. A summary of these changes can be found on page 32 and a year over year comparison of formula variables can be found on page 33.

¹ In accordance with the City of Federal Way Ordinance No. 95-249.

2022 IMPACT FEE

School Site Acquisition Cost:

	Facility Acreage	Cost / Acre	Facility Capacity	Student Factor SFR	Student Factor MFR	Cost/ SFR	Cost/ MFR
Elementary	11.97	\$384,077	697	0.1385	0.4461	\$914	\$2,942
Middle School				0.0579	0.2443	\$0	\$0
High School				0.0605	0.2337	\$0	\$0
TOTAL						\$914	\$2,942

School Construction Cost:

	% Perm Fac./ Total Sq Ft	Facility Cost	Facility Capacity	Student Factor SFR	Student Factor MFR	Cost/ SFR	Cost/ MFR
Elementary	95.40%	\$44,267,128	709	0.1385	0.4461	\$8,250	\$26,571
Middle School	97.25%			0.0579	0.2443	\$0	\$0
High School	98.79%	\$15,171,887	237	0.0605	0.2337	\$3,823	\$14,780
TOTAL						\$12,073	\$41,351

Temporary Facility Cost:

	% Temp Fac. Total Sq Ft	Facility Cost	Facility Capacity	Student Factor SFR	Student Factor MFR	Cost/ SFR	Cost/ MFR
Elementary	4.60%			0.1385	0.4461	\$0	\$0
Middle School	2.75%			0.0579	0.2443	\$0	\$0
High School	1.21%			0.0605	0.2337	\$0	\$0
TOTAL						\$0	\$0

School Construction Assistance Program Credit Calculation:

	Construction Cost Allocation/Sq Ft	Sq. Ft. Student	State Match	Student Factor SFR	Student Factor MFR	Cost/ SFR	Cost/ MFR
Elementary	\$238.22	90	65.59%	0.1385	0.4461	\$1,948	\$6,273
Middle School	\$238.22			0.0579	0.2443	\$0	\$0
High School	\$238.22	130	65.59%	0.0605	0.2337	\$1,228	\$4,747
Total						\$3,176	\$11,020

Tax Payment Credit Calculation

	SFR	MFR
Average Assessed Value (April 2020)	\$378,910	\$193,630
Capital Bond Interest Rate (February 2021)	2.44%	2.44%
Net Present Value of Average Dwelling	\$3,326,551	\$1,699,925
Years Amortized	10	10
Property Tax Levy Rate	\$1.84	\$1.84
Present Value of Revenue Stream	\$6,121	\$3,128

	Single Family Residences	Multi-Family Residences	Mixed-Use Residential ¹
Mitigation Fee Summary			
Site Acquisition Cost	\$ 914	\$ 2,942	\$ 2,942
Permanent Facility Cost	\$ 12,073	\$ 41,351	\$ 41,351
Temporary Facility Cost	\$ -	\$ -	\$ -
State Match Credit	\$ (3,176)	\$ (11,020)	\$ (11,020)
Tax Payment Credit	\$ (6,121)	\$ (3,128)	\$ (3,128)
Sub-Total	\$ 3,690	\$ 30,145	\$ 30,145
50% Local Share	\$ 1,845	\$ 15,073	\$ 15,073
Calculated Impact Fee	\$ 1,845	\$ 15,073	\$ 7,536
City of Kent Impact Fee²	\$ 1,845	\$ 9,450	

¹In accordance with the City of Federal Way Ordinance No. 95-249

²In accordance with the City of Kent Ordinance No. 4278, rev 11/20

Consistent with the capacity calculations described earlier, the District uses the OSPI square footage calculation for determining capacity at our secondary schools. Based on this methodology, the following construction costs for Thomas Jefferson High School are allocated as the proportionate share:

REFERENCES TO IMPACT FEE CALCULATIONS, continued

Square Footage	Capacity at approx. 131 sq. ft.
Current: 179,119	1378
Planned: 210,000	1600
Increased Capacity	237
Increase as %	16.11%
GMP	\$94,176,828
Proportionate Share	\$15,171,887

The District will use the above formulas created as a base for future Capital Facilities Plans during the life of the current bond authorization. The capacity of these schools may vary from year to year as programs are added or changed and construction cost may increase over time.

FACILITIES CAPACITY

Permanent Facility Capacity:

Changes to the Building Program Capacities calculation are found on page 15.

Capacity Summaries:

The changes in the Capacity Summary are a reflection of the changes in the capacities and student forecast. New schools and increased capacity at current buildings are shown as increases to capacity. Capacity Summaries are found on pages 22-26.

Student Generation Factor Analysis:

Federal Way Public Schools student generation factor was determined separately for single-family units and multi-family units. The factors used in the 2021 Capital Facilities Plan were derived using actual generation factors from single-family units and multi-family units that were constructed in the District in the last five (5) years and can be found on the next page

Temporary Facility Cost:

The list of portables reflects the movement of portables between facilities or new portables purchased. Portable Locations can be found on pages 16 and 17.

REFERENCES TO IMPACT FEE CALCULATIONS

SCHOOL ACQUISITION COST

The district purchased the former Devry Technical School building to house displaced scholars during school construction then will provide permanent capacity for Early Childhood Education programs.

SCHOOL CONSTRUCTION COST

With voter approval of the \$450,000,000 bond package, design work is underway for six of the approved projects. Anticipated construction budgets (based on the Guaranteed Maximum Price or GMP) have been updated to reflect the final construction contracts, plus amendments. In addition, a credit for the cost of new construction is incorporated to recognize the K-3 Class Size Reduction Grant obtained by Federal Way Public Schools. The following table outlines the facility cost included in the impact fee calculation:

Elementary Schools	Lake Grove	Mirror Lake	Star Lake	Wildwood	Elementary TOTAL
Permanent Capacity	353	404	387	472	1616
New Capacity	600	600	525	600	2325
Increased Capacity as %					43.9%
GMP	\$31,475,730	\$33,007,391	\$30,163,111	\$32,609,529	\$127,255,761
Proportionate Share					\$ 55,865,279
K-3 Class Size Credit					(\$ 11,598,151)
Net Proportionate Share					\$ 44,267,128

Two additional projects are within this horizon, but not yet included – Olympic View K-8 and Mark Twain Elementary. These costs will be incorporated into future Capital Facilities Plans. Current Middle School capacity calculations do not reflect unhoused students, so no costs associated with Illahee Middle School or Totem Middle School are included.

<u>Item</u>	<u>From/To</u>	<u>Comment</u>
Percent of Permanent Facilities	96.11% to 95.86%	Report #3 OSPI
Percent Temporary Facilities	3.89% to 4.24%	Updated portable inventory
Average Cost of Portable Classrooms	\$189,941 to \$169,579	Updated 5-yr rolling average of portables purchased and placed by 2016.
Construction Cost Allocation	\$238.22 to \$238.22	Change effective July 2020
State Match	64.71% to 65.59%	Change effective July 2020
Average Assessed Value		Per King County Assessor's Office
SFR-	\$383,189 to \$378,910	SFR: Single-family residences and Mobile Homes
MFR-	\$156,304 to \$193,630	MFR: Apartments and Condos
Capital Bond Interest Rate	2.44% to 2.44%	Market Rate
Property Tax Levy Rate	\$1.86 to \$1.84	King County Treasury Division
Student Generation Factors		Updated Housing Inventory
Single-Family		<i>Note: Student generation factors for our single family units are based on new developments constructed within the District over the last five (5) years prior to the date of the fee calculation.</i>
Elementary	.1809 to .1385	
Middle School	.0691 to .0579	
High School	.0987 to .0605	
Multi-Family		<i>Student generation factors for are multi-family units are based on new developments constructed within the District over the last five (5) years prior to the date of the fee calculation.</i>
Elementary	.5064 to .3946	
Middle School	.2523 to .2161	
High School	.2523 to .2067	
Impact Fee		
SFR-	\$3,243 to \$1,845	SFR based on the updated calculation
MFR -	\$16,003 to \$15,073	MFR based on the updated calculation
City of Kent		
SFR-	\$3,243 to \$1,845	SFR based on the updated calculation
MFR -	\$9,193 to \$9,450	MFR maximum per City of Kent Ordinance No. 4278, rev 11/20

June 29, 2021

Jeff Dixon
Principal Planner
City Of Auburn
25 West Main Street
Auburn WA 98001-4998

Dear Mr. Dixon,

On behalf of Dr. Campbell, Superintendent of Federal Way Public Schools, attached is a copy of the Federal Way Public Schools' 2022 Capital Facilities Plan. The Federal Way Public Schools' Board of Education adopted this plan on June 29, 2021.

The Federal Way Public Schools' Board of Education Resolution No. 2021-14 directs the Superintendent to submit the adopted Federal Way Public Schools' 2021 Capital Facilities Plan to the City of Auburn. A copy of the resolution is attached for your files.

The Federal Way Public Schools' Board of Education requests the City of Auburn to decrease the 2021 impact fee to \$1,845 for each single-family development and decrease the impact fee to \$15,073 for each multi-family development unit.

The expenditure report for the 2020 calendar year is also attached.

Please let me know if you have any questions about the changes in the CFP for Federal Way Public Schools. You may contact Jen Thomas at (253)945-2071 or by email at jthomas@fwps.org.

Sincerely,



Sally McLean
Chief Financial and Operations Officer

CC: Dr. Tammy Campbell
Dr. Dani Pfeiffer
Ashley Murphy
Mike Benzien
Jennifer Thomas

Attachments: 3

Each Scholar: A Voice. A Dream. A BRIGHT Future.

WAC 197-11-970 Determination of Nonsignificance (DNS).

DETERMINATION OF NONSIGNIFICANCE

Description of proposal

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

1. The adoption of the Federal Way Public Schools' 2022 Capital Facilities Plan by the Federal Way Public Schools for the purposes of planning for the facilities needs of the District.
2. The amendment of the King County Comprehensive Plan by King County to include the Federal Way Public Schools' 2022 Capital Facilities Plan as part of the Capital Facilities Plan Element of the King County Comprehensive Plan.
3. The amendment of the Comprehensive Plans of the City of Federal Way, City of Kent and the City of Auburn to include the Federal Way Public Schools' 2022 Capital Facilities Plan as part of the Capital Facilities Plan Element of the City of Federal Way's, City of Kent's, and the City of Auburn's Comprehensive Plan.

Proponent: Federal Way Public Schools

Location of proposal, including street address, if any:

The Federal Way Public Schools District includes an area of approximately 35 square miles. Areas of the cities of Federal Way, Kent, Des Moines, Milton, Algona, and Auburn fall within the District's boundaries, as do parts of unincorporated King County.

Lead agency Federal Way Public Schools is the lead agency pursuant to WAC 197-11-926.

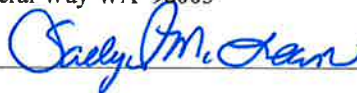
The lead agency for this proposal has determined that it does not have a probable significant adverse impact on the environment. An environmental impact statement (EIS) is not required under RCW 43.21C.030 (2)(c). This decision was made after review of a completed environmental checklist and other information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

This Determination of Nonsignificance (DNS) is issued under WAC 197-11-340(2). The lead agency will not act on this proposal for 14 days from the date of issue. Comments must be submitted by 4:30 p.m., June 25, 2021. The responsible official will reconsider the DNS based on timely comments and may retain, modify, or, if significant adverse impacts are likely, withdraw the DNS. If the DNS is retained, it will be final after the expiration of the comment deadline.

Responsible Official: Ms. Sally McLean
Chief Finance and Operations Officer
Federal Way Public Schools
Telephone: (253) 945-2042
Address: 33330 8th Avenue South
Federal Way WA 98003

Date: 6/10/21

Signature



You may appeal this determination in writing by 4:30 p.m., June 25, 2021 to Sally McLean, Federal Way Public Schools, 33330 8th Avenue South, Federal Way, WA 98003.

Date of Issue: June 9, 2021

Date Published: June 11, 2021 and June 18, 2021

SEPA ENVIRONMENTAL CHECKLIST

Purpose of checklist:

Governmental agencies use this checklist to help determine whether the environmental impacts of your proposal are significant. This information is also helpful to determine if available avoidance, minimization or compensatory mitigation measures will address the probable significant impacts or if an environmental impact statement will be prepared to further analyze the proposal.

Instructions for applicants:

This environmental checklist asks you to describe some basic information about your proposal. Please answer each question accurately and carefully, to the best of your knowledge. You may need to consult with an agency specialist or private consultant for some questions. You may use "not applicable" or "does not apply" only when you can explain why it does not apply and not when the answer is unknown. You may also attach or incorporate by reference additional studies reports. Complete and accurate answers to these questions often avoid delays with the SEPA process as well as later in the decision-making process.

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

Instructions for Lead Agencies:

Please adjust the format of this template as needed. Additional information may be necessary to evaluate the existing environment, all interrelated aspects of the proposal and an analysis of adverse impacts. The checklist is considered the first but not necessarily the only source of information needed to make an adequate threshold determination. Once a threshold determination is made, the lead agency is responsible for the completeness and accuracy of the checklist and other supporting documents.

Use of checklist for nonproject proposals:

For nonproject proposals (such as ordinances, regulations, plans and programs), complete the applicable parts of sections A and B plus the [SUPPLEMENTAL SHEET FOR NONPROJECT ACTIONS \(part D\)](#). Please completely answer all questions that apply and note that the words "project," "applicant," and "property or site" should be read as "proposal," "proponent," and "affected geographic area," respectively. The lead agency may exclude (for non-projects) questions in Part B - Environmental Elements –that do not contribute meaningfully to the analysis of the proposal.

A. Background

1. Name of proposed project, if applicable:

The adoption of a Federal Way Public Schools' 2022 Capital Facilities Plan by the Federal Way Public Schools No. 210 for the purposes of planning for the District's facilities needs. The King County, City of Federal Way, City of Kent and the City of Auburn's Comprehensive Plan will be requested to include the District's 2022 Capital Facilities Plan in the Capital Facilities Plan Element. This project may also

request the City of Des Moines to incorporate the District's 2022 Capital Facilities Plan into their Comprehensive Plans.

2. Name of applicant:

Federal Way School District No. 210.

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

Federal Way School District No. 210
33330 8th Avenue South
Federal Way WA 98003
(253) 945-2000

Contact Person: Ms. Jennifer Thomas
Student and Demographic Forecaster, Business Services
Telephone: (253) 945-2071
Email: jthomas@fwps.org

4. Date checklist prepared:

June 4, 2021

5. Agency requesting checklist:

Federal Way School District No. 210.

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

The Federal Way Public Schools' 2022 Capital Facilities Plan is scheduled to be adopted by the District in July 2021. The Capital Facilities Plan will be forwarded to King County, the City of Federal Way, City of Kent, and the City of Auburn for inclusion in the City's Comprehensive Plan. It will also be forwarded to the City of Des Moines and Muckleshoot Indian Tribe for consideration. The District will continue to update the Capital Facilities Plan annually. The projects included in the Capital Facilities Plan have been or will be subject to project-specific environmental review.

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

The Capital Facilities Plan sets forth the capital improvement projects that the District is currently implementing. This includes finishing construction on Federal Way High School and planning for several new voter-approved, Bond-funded projects. Additionally the plan covers the purchase and siting of temporary facilities at various locations.

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

The projects included in the Capital Facilities Plan will undergo additional environmental review, when appropriate, as they are developed.

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

This is a nonproject action. See Supplemental Sheet for Nonproject Actions.

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

The District will request that the following jurisdictions consider adopting the Federal Way Public Schools' 2022 Capital Facilities Plan as part of their respective Comprehensive Plan:

- King County,
- City of Federal Way,
- City of Kent,
- City of Auburn,
- City of Des Moines,
- City of Milton.

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

This is a non-project action. This proposal involves the adoption of the Federal Way Public Schools' 2022 Capital Facilities Plan for the purpose of planning the District's facilities needs. The projects included in the Capital Facilities Plan have been or will be subject to project-specific environmental reviews.

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

The Capital Facilities Plan will affect the Federal Way School District. The District includes an area of approximately 35 square miles. The City of Federal Way, parts of the cities of Kent, Des Moines and Auburn, parts of unincorporated King County, fall within the District's boundaries. A detailed map of the District's boundaries may be viewed at the District's main office.

B. Environmental Elements

1. Earth

a. General description of the site:

(circle one): Flat, rolling, hilly, steep slopes, mountainous, other _____

The Federal Way School District is comprised of a variety of topographic land forms and gradients. Specific topographic characteristics of the sites at which the projects included in the Capital Facilities Plan are located have been or will be identified during project-level environmental review when

appropriate.

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

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

- c. What general types of soils are found on the site (for example, clay, sand, gravel, peat, muck)? If you know the classification of agricultural soils, specify them and note any agricultural land of long-term commercial significance and whether the proposal results in removing any of these soils.

Specific soil types found at the sites of the projects included in the Capital Facilities Plan have been or will be identified during project-level environmental review when appropriate. Project-level environmental review for any projects identified in the Capital Facilities Plan will include identification of any agricultural soils and associated impacts.

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

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

- e. Describe the purpose, type, total area, and approximate quantities and total affected area of any filling, excavation, and grading proposed. Indicate source of fill.

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

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

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

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

The proposed renovation projects will require the construction of impervious surfaces. The extent of any impervious cover constructed will vary with each capital facilities project included in the Capital Facilities Plan. This issue has been or will be addressed during project-specific environmental review when appropriate.

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

The erosion potential of the projects included in the Capital Facilities Plan and appropriate control measures have been or will be addressed during project-specific environmental review when appropriate.

Relevant erosion reduction and control requirements will be met.

2. Air

- a. What types of emissions to the air would result from the proposal during construction, operation, and maintenance when the project is completed? If any, generally describe and give approximate quantities if known.

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

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

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

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

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

3. Water

- a. Surface Water:

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

There is a network of surface water bodies within the Federal Way School District. The surface water bodies that are in the immediate vicinity of the projects included in the Capital Facilities Plan have been or will be identified during project-specific environmental review when appropriate. When necessary, the surface water regimes and flow patterns have been or will be researched and incorporated into the designs of the individual projects.

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

The projects included in the Capital Facilities Plan may require work near the surface waters located within the Federal Way School District. Applicable local approval requirements have been or will be satisfied.

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

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

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

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

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

Each project included in the Capital Facilities Plan, if located in a floodplain area, will be required to meet applicable local regulations for flood areas.

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

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

b. Ground Water:

- 1) Will groundwater be withdrawn from a well for drinking water or other purposes? If so, give a general description of the well, proposed uses and approximate quantities withdrawn from the well. Will water be discharged to groundwater? Give general description, purpose, and approximate quantities if known.

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

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

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

c. Water runoff (including stormwater):

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

Individual projects included in the Capital Facilities Plan may have storm water runoff consequences. Specific information regarding the storm water impacts of each project has been or will be provided during project-specific environmental review when appropriate. Each project is or will be subject to applicable local storm water regulations.

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

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

3) Does the proposal alter or otherwise affect drainage patterns in the vicinity of the site? If so, describe.

Individual projects included in the Capital Facilities Plan may alter or otherwise affect drainage patterns in the vicinity of the site. Specific information regarding the drainage pattern impacts of each project has been or will be provided during project-specific environmental review when appropriate. Each project is or will be subject to applicable local drainage pattern regulations. Please see the Supplemental Sheet for Nonproject Actions.

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

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

4. *Plants*

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

- ☐ deciduous tree: alder, maple, aspen, other
- ☐ evergreen tree: fir, cedar, pine, other
- ☐ shrubs
- ☐ grass
- ☐ pasture
- ☐ crop or grain
- ☐ Orchards, vineyards or other permanent crops.
- ☐ wet soil plants: cattail, buttercup, bullrush, skunk cabbage, other
- ☐ water plants: water lily, eelgrass, milfoil, other
- ☐ other types of vegetation

A variety of vegetative zones are located within the Federal Way School District. Inventories of the vegetation located on the sites of the projects proposed in the Capital Facilities Plan have been or will be developed during project-specific environmental review when appropriate.

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

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

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

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

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

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

- e. List all noxious weeds and invasive species known to be on or near the site.

A variety of vegetative zones are located within the Federal Way School District. Inventories of the noxious weeds and invasive species known to be on or near the sites of the projects proposed in the Capital Facilities Plan have been or will be developed during project-specific environmental review when appropriate.

5. Animals

- a. List any birds and other animals which have been observed on or near the site or are known to be on or near the site.

Examples include:

birds: hawk, heron, eagle, songbirds, other:

mammals: deer, bear, elk, beaver, other:

fish: bass, salmon, trout, herring, shellfish, other _____

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

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

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

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

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

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

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

e. List any invasive animal species known to be on or near the site.

Inventories of any invasive animal species known to be on or near the sites of the projects included in the Capital Facilities Plan have been or will be developed during project-specific environmental review when appropriate.

6. Energy and Natural Resources

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

The State Board of Education requires the completion of a life cycle cost analysis of all heating, lighting, and insulation systems before it will permit specific school projects to proceed. The energy needs of the projects included in the Capital Facilities Plan have been or will be determined at the time of specific engineering and site design planning when appropriate. Please see the Supplemental Sheet for Nonproject Actions.

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

The impacts of the projects included in the Capital Facilities Plan on the solar potential of adjacent projects have been or will be addressed during project-specific environmental review when appropriate.

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

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

7. Environmental Health

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

Please see the Supplemental Sheet for Nonproject Actions.

- 1) Describe any known or possible contamination at the site from present or past uses.

The projects included in the Capital Facilities Plan that may have any known or possible contamination at the site from present or past uses have been or will be identified during project-specific environmental review when appropriate. Please see the Supplemental Sheet for Nonproject Actions.

- 2) Describe existing hazardous chemicals/conditions that might affect project development and design. This includes underground hazardous liquid and gas transmission pipelines located within the project area and in the vicinity.

The projects included in the Capital Facilities Plan that may contain existing hazardous chemicals/conditions that might affect project development and design have been or will be identified during project-specific environmental review when appropriate. Please see the Supplemental Sheet for Nonproject Actions.

- 3) Describe any toxic or hazardous chemicals that might be stored, used, or produced during the project's development or construction, or at any time during the operating life of the project.

Toxic or hazardous chemicals that might be stored, used or produced during the project's development or construction, or at any time during the operating life of the project have been or will be identified during project-specific environmental review when appropriate. Please see the Supplemental Sheet for Nonproject Actions.

- 4) Describe special emergency services that might be required.

Please see the Supplemental Sheet for Nonproject Actions.

- 5) Proposed measures to reduce or control environmental health hazards, if any:

The projects included in the Capital Facilities Plan will comply with all current codes, standards, rules, and regulations. Individual projects have been or will be subject to project-specific environmental review and local approval at the time they are developed when appropriate.

b. Noise

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

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

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

The projects included in the Capital Facilities Plan may create normal construction noises that will exist on a short-term basis only. The construction projects could increase traffic around the construction sites on a short-term basis. Please see the Supplemental Sheet for Nonproject Actions.

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

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

8. Land and Shoreline Use

- a. What is the current use of the site and adjacent properties? Will the proposal affect current land uses on nearby or adjacent properties? If so, describe.

There are a variety of land uses within the Federal Way School District, including residential, commercial, industrial, institutional, utility, open space, recreational, etc. Impacts on projects included in the Capital Facilities Plan on land uses on nearby or adjacent properties have been or will be identified and described during project-level environmental review when appropriate.

- b. Has the project site been used as working farmlands or working forest lands? If so, describe. How much agricultural or forest land of long-term commercial significance will be converted to other uses as a result of the proposal, if any? If resource lands have not been designated, how many acres in farmland or forest land tax status will be converted to nonfarm or nonforest use?

The project sites covered under the Capital Facilities Plan have not been used recently as working farmlands or working forest lands.

- 1) Will the proposal affect or be affected by surrounding working farm or forest land normal business operations, such as oversize equipment access, the application of pesticides, tilling, and harvesting? If so, how:

Any areas located on the sites of the projects included in the Plan that may affect or be affected by surrounding working farm or forest land normal business operations have been or will be identified and described during project-specific environmental review when appropriate.

- c. Describe any structures on the site.

The structures located on the proposed sites for the projects included in the Capital Facilities Plan have been or will be identified and described during project-specific environmental review when appropriate.

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

The remodeling and renovation projects in the Capital Facilities Plan will require the demolition of school structures. The structures that will be demolished as a result of the projects included in the Capital Facilities Plan have been or will be identified during project-specific environmental review when appropriate.

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

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

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

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

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

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

h. Has any part of the site been classified as a critical area by the city or county? If so, specify.

Any areas located on the sites of the projects included in the Plan that have been classified as a critical area by the city or county have been or will be identified during project-specific environmental review.

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

The Federal Way School District currently serves approximately 22,400 students. The student population is expected to increase to 23,800 by the year 2023. This projection has been adjusted to reflect the current economic conditions. The District employs approximately 3,200 people.

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

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

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

Individual projects included in the Capital Facilities Plan will be subject to project-specific environmental review and local approval when appropriate. Proposed mitigating measures will be proposed at that time, if necessary.

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

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

m. Proposed measures to reduce or control impacts to agricultural and forest lands of long-term commercial significance, if any:

The compatibility of the specific projects included in the Capital Facilities Plan with nearby agricultural and forest lands of long-term commercial significance have been or will be assessed as part of the comprehensive planning process and during project-specific environmental review when appropriate.

9. Housing

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

No housing units would be provided in connection with the completion of the projects included in the Capital Facilities Plan.

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

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

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

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

10. Aesthetics

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

The aesthetic impacts of the projects included in the Capital Facilities Plan have been or will be addressed during project-specific environmental review when appropriate.

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

The aesthetic impacts of the projects included in the Capital Facilities Plan have been or will be addressed during project-specific environmental review when appropriate.

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

Appropriate measures to reduce or control the aesthetic impacts of the projects included in the Capital Facilities Plan have been or will be determined on a project-specific basis when appropriate

11. Light and Glare

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

The light or glare impacts of the projects included in the Capital Facilities Plan have been or will be addressed during project-specific environmental review.

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

The light or glare impacts of the projects included in the Capital Facilities Plan have been or will be addressed during project-specific environmental review when appropriate

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

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

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

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

12. Recreation

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

There are a variety of formal and informal recreational facilities within the Federal Way School District.

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

The recreational impacts of the projects included in the Capital Facilities Plan have been or will be addressed during project-specific environmental review when appropriate. The projects included in the Capital Facilities Plan, including proposed renovated school and support facilities, may enhance recreational opportunities and uses.

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

Adverse recreational effects of the projects included in the Capital Facilities Plan have been or will be subject to mitigation during project-specific environmental review when appropriate. A school site usually provides recreational facilities to the community in the form of play fields and gymnasiums.

13. Historic and cultural preservation

a. Are there any buildings, structures, or sites, located on or near the site that are over 45 years old listed in or eligible for listing in national, state, or local preservation registers ? If so, specifically describe.

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

b. Are there any landmarks, features, or other evidence of Indian or historic use or occupation? This may include human burials or old cemeteries. Are there any material evidence, artifacts, or areas of cultural importance on or near the site? Please list any professional studies conducted at the site to identify such resources.

An inventory of historical sites at or near the sites of the projects included in the Capital Facilities Plan

has been or will be developed during project-specific environmental review when appropriate.

c. Describe the methods used to assess the potential impacts to cultural and historic resources on or near the project site. Examples include consultation with tribes and the department of archeology and historic preservation, archaeological surveys, historic maps, GIS data, etc.

Methods used to assess the potential impacts to cultural and historic resources on or near the sites of the projects included in the Capital Facilities Plan have been or will be developed during project-specific environmental review when appropriate.

d. Proposed measures to avoid, minimize, or compensate for loss, changes to, and disturbance to resources. Please include plans for the above and any permits that may be required.

Appropriate measures have been or will be proposed on a project-specific basis when appropriate.

14. Transportation

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

The impact on public streets and highways of the individual projects included in the Capital Facilities Plan has been or will be addressed during project-specific environmental review when appropriate.

b. Is the site or affected geographic area currently served by public transit? If so, generally describe. If not, what is the approximate distance to the nearest transit stop?

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

c. How many additional parking spaces would the completed project or non-project proposal have? How many would the project or proposal eliminate?

An inventory of parking spaces located at the sites of the projects included in the Capital Facilities Plan and the impacts of specific projects on parking availability has been or will be conducted during project-specific environmental review when appropriate.

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

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

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

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

f. How many vehicular trips per day would be generated by the completed project or proposal? If known, indicate when peak volumes would occur and what percentage of the volume would

be trucks (such as commercial and nonpassenger vehicles). What data or transportation models were used to make these estimates?

The traffic impacts of the projects included in the Capital Facilities Plan have been or will be addressed during project-specific environmental review when appropriate.

- g. Will the proposal interfere with, affect or be affected by the movement of agricultural and forest products on roads or streets in the area? If so, generally describe.

Projects included in the Capital Facilities Plan that may interfere with, affect or be affected by the movement of agricultural and forest products on roads or streets in the area has been or will be addressed during project-specific environmental review when appropriate.

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

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

15. Public Services

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

The District does not anticipate that the projects identified in the Capital Facilities Plan will substantially increase the need for other public services.

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

Remodeled/renovated school or facilities will be built with automatic security systems, fire alarms, smoke alarms, heat sensors, and sprinkler systems.

16. Utilities

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

Electricity, natural gas, water, refuse service, telephone, and sanitary sewer utilities are available at the sites of the projects proposed in the Capital Facilities Plan. The types of utilities available at specific project sites have been or will be addressed in more detail during project-specific environmental review when appropriate.

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

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

C. Signature

The above answers are true and complete to the best of my knowledge. I understand that the lead agency is relying on them to make its decision.

Signature: Jennifer Thomas

Name of signee: Jennifer Thomas

Position and Agency/Organization: Student and Demographic Forecaster

Date Submitted: 4 June 2021

D. Supplemental sheet for nonproject actions

(IT IS NOT NECESSARY to use this sheet for project actions)

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

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

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

To the extent the Capital Facilities Plan makes it more likely that school facilities will be constructed and/or renovated and remodeled, some of these environmental impacts will be more likely. Additional impermeable surfaces, such as roofs, parking lots, sidewalks, access roads, and playgrounds could increase storm water runoff, which could enter surface or ground waters. Heating systems, emergency generators, and other school equipment that is installed pursuant to the Capital Facilities Plan could result in air emissions. The projects included in the Capital Facilities Plan should not require the production, storage, or release of toxic or hazardous substances, with the possible exception of the storage of diesel fuel or gasoline for emergency generating equipment. The District does not anticipate a significant increase in the production of noise from its facilities, although the projects included in the Capital Facilities Plan will increase the District's student capacities.

Proposed measures to avoid or reduce such increases are:

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

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

The Capital Facilities Plan itself will have no impact on these elements of the environment. These impacts have been or will be addressed in more detail during project-specific environmental review when appropriate. The projects included in the Plan are not likely to generate severe impacts on fish or marine life.

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

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

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

The construction of the projects included in the Capital Facilities Plan will require the consumption of energy.

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

The projects included in the Capital Facilities Plan will be constructed in accordance with applicable energy efficiency standards.

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

The Capital Facilities Plan and individual projects contained therein should have no impact on these resources.

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

Appropriate measures have been or will be proposed during project-specific environmental review when appropriate. Updates of this Plan will be coordinated with King County and the cities of Federal Way, Kent, Des Moines, and Auburn as part of the Growth Management Act process, one of the purposes of which is to protect environmentally sensitive areas. To the extent the District's facilities planning process is part of the overall growth management planning process, these resources are more likely to be protected.

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

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

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

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

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

The projects included in the Capital Facilities Plan may create temporary increases in the District's need for public services and utilities. Upon the completion of the projects included in the Capital Facilities Plan, however, the District does not anticipate that its need for public services and utilities will increase substantially beyond existing levels.

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

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

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

The Capital Facilities Plan will not conflict with any laws or requirements for the protection of the environment.

**POLICY/TEXT AMENDMENT (P/T) #4
INCORPORATE KENT SCHOOL DISTRICT #415
2020/2021 - 2026/2027 CAPITAL FACILITIES PLAN**



August 9, 2021

Mr. Jeff Dixon
Department of Community Development
City of Auburn
25 West Main Street
Auburn, WA 98001

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EQUITY
EXCELLENCE
COMMUNITY

RE: Proposed 2022 School Impact Fees for Kent School District #415

Dear Mr. Dixon

The six year (2020-2021) Capital Facilities Plan (CFP) for Kent School District #415 as adopted by the Board of Directors calls for a modest increase in school impact fees for 2022. The impact fees will increase by the percentage increase of the consumer price index (2.20%) for the Seattle metropolitan area in 2021.

The single-family residence fee will increase by \$125.24 to \$5,818.09 from \$569.85. The multi-family residence fee will increase by \$53.90 to \$2,457.53 from \$2,403.63. The fee calculations are shown on pages 14 and 15 of the CFP. It should be noted that the District is making an adjustment of \$1,538.90 for single family and \$5,154 for multi-family residences from what the fees compute. This is to keep the fees reasonable and meet the need of the District and Communities.

Sincerely,

Ben Rarick
Executive Director of Budget & Finance



KENT SCHOOL DISTRICT
EQUITY | EXCELLENCE | COMMUNITY

Six-Year Capital Facilities Plan 2020-2021 through 2026-2027

June 2021

Kent School District No. 415
12033 SE 256th Street
Kent, Washington 98030-6643
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Six-Year Capital Facilities Plan

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I - Executive Summary

This Six-Year Capital Facilities Plan has been prepared by the Kent School District as the organization's capital facilities planning document, in compliance with the requirements of Washington's Growth Management Act, King County Code K.C.C. 21A.43 and Cities of Kent, Covington, Renton, Auburn, Black Diamond, Maple Valley, and SeaTac. This annual Plan update was prepared using data available in the spring of 2021 for the 2021-2022 school year. This annual update of the Plan reflects no new major capital projects, and an inflation-based adjustment to prior year impact fee rates.

This Plan is consistent with prior long-term capital facilities plans adopted by the Kent School District. This Plan is not intended to be the sole planning document for all of the District's needs. The District may prepare interim and periodic Long-Range Capital Facilities Plans consistent with Board Policies, taking into account a longer or shorter time period, other factors and trends in the use of facilities, and other needs of the District as may be required.

Prior Capital Facilities Plans of the Kent School District have been adopted by Metropolitan King County Council and Cities of Kent, Covington, Auburn and Renton and included in the Capital Facilities Plan element of the Comprehensive Plans of each jurisdiction. This Plan has also been submitted to cities of Black Diamond, Maple Valley, and SeaTac for their information and inclusion in their Comprehensive Plans.

In order for impact fees to be collected in the unincorporated areas of Kent School District, the Metropolitan King County Council must adopt this Plan and a fee- implementing ordinance for the District. For impact fees to be collected in the incorporated portions of the District, the cities of Kent, Covington, Renton and Auburn must also adopt this Plan and their own school impact fee ordinances.

This Capital Facilities Plan establishes a standard of service in order to ascertain current and future capacity. While the State Superintendent of Public Instruction establishes square footage guidelines for capacity, those guidelines do not account for local program needs in the District. The Growth Management Act, King County and City codes and ordinances authorize the District to make adjustments to the standard of service based on specific needs for students of the District.

This Plan includes the standard of service as established by Kent School District. Program capacity is based on an average capacity and updated to reflect changes to special programs served in each building. Portables in the capacity calculation use the same standard of service as the permanent facilities.

The capacity of each school in the District is calculated based on the District's standard of service and the existing inventory of permanent facilities. The District's program capacity

of permanent facilities reflects program changes and the state’s mandated reduction of class size to meet the standard of service for Kent School District. Portables provide additional transitional capacity.

Kent School District is the fifth largest (FTE basis) district in the state. Enrollment is electronically reported monthly to the Office of the Superintendent of Public Instruction (“OSPI”) on Form P-223. Although funding apportionment is based on Annual Average Full Time Equivalent (AAFTE), enrollment on October 1 is a widely recognized “snapshot in time” that is used to report the District’s enrollment for the year as reported to OSPI.

The District's standard of service, enrollment history and projections, and use of transitional facilities are reviewed in detail in various sections of this Plan. The District plans to continue to satisfy concurrency requirements through the transitional use of portables.

This Plan currently represents projects in process funded primarily by the Kent School District’s 2016 Bond, as well as the 2018 Capital Construction Levy. Additional information about these projects can be found on the district’s capital projects homepage ([link](#)). Additionally, project updates sent to our community of stakeholders can be accessed on the KSD website ([link](#)).

Based on revised student generation rates, and district enrollment projects, the district has updated the proposed student impact fee rate for the coming year. For a short overview, see Section IX (Summary of Changes to the June 2020 Capital Facilities Plan).

II - Six - Year Enrollment Projection

For capital facilities planning, enrollment growth projections are based on cohort survival and student yield from documented residential construction projected over the next six years (*See Table 2*). For this Plan, the district relied substantially on the results from Dr. Les Kendrick's study of long-range enrollment forecasts for the Kent School District in the Fall of 2020.

King County live births and the District's relational percentage average were used to determine the number of kindergartners entering the system (*See Table 1*). 6.88% of 26,011 King County live births in 2016 is projected for 1,789 students expected in Kindergarten for October 1, 2021. This is an increase of 524 live births in King County over the previous year (*See Table 2*).

Early Childhood Education students (also identified as "ECE"), "Early Childhood Special Education ("ECSE") students are forecast and reported to OSPI separately on Form P-223H for Special Education Enrollment. Capacity is reserved to serve students in the ECE programs at elementary schools.

In addition to live birth data, enrollment projections for October 1, 2021 going forward rely upon the results of the enrollment study by Dr. Kendrick, utilizing the "medium growth" methodology.

Within practical limits, the District has kept abreast of proposed developments. The District will continue to track new development activity to determine impact to schools. Information on new residential developments and the completion of these proposed developments in all jurisdictions will be considered in the District's future analysis of growth projections.

The Kent School District serves eight permitting jurisdictions: unincorporated King County, the cities of Kent, Covington, Renton, and Auburn and smaller portions of the cities of SeaTac, Black Diamond, and Maple Valley.

STUDENT GENERATION FACTOR

"Student Factor" is defined by King County code as "the number derived by a school district to describe how many students of each grade span are expected to be generated by a dwelling unit" based on district records of average actual student generated rates for developments completed within the last ten years.

Following these guidelines, the student generation rate for Kent School District is as follows:

Single Family	Elementary	.277
	Middle School	.071
	Senior High	<u>.086</u>
	Total	.435
Multi-Family	Elementary	.258
	Middle School	.058
	Senior High	<u>.100</u>
	Total	.416

The student generation factor is based on a survey of 1,399 single-family dwelling units and 1,020 multi-family dwelling units with no adjustment for occupancy rates.

In preparing the 2021-2022 to 2026-2027 Capital Facilities Plan the District contracted with Dr. Les Kendrick of Educational Data Solutions LLC, a noted expert in demographic studies for school districts, to analyze and prepare the student generation factor. EDC included both "garden" and "urban style" apartments in the calculation for multi-family residences.

Within the district's borders there are several low-income and multi-family housing projects coming on-line in 2021. Once developed with occupancy occurring the District does recognize that the student generation for multi-family housing may impact future Capital Facilities Plan updates.

KENT SCHOOL DISTRICT No. 415
OCTOBER REPORT 1251H (HEADCOUNT) ENROLLMENT HISTORY

For 2021 CFP - Headcount Enrollment History

LB = Live Births	LB in 2007	LB in 2008	LB in 2009	LB in 2010	LB in 2011	LB in 2012	LB in 2013	LB in 2014	LB in 2015
October HC Enrollment	2012	2013	2014	2015	2016	2017	2018	2019	2020
King County Live Births ¹	24,899	25,222	25,057	24,514	24,630	25,032	24,910	25,348	25,487
Increase / Decrease	655	323	-165	-543	116	402	280	316	139
Kindergarten / Birth % ¹	8.57%	8.40%	8.34%	8.34%	8.17%	8.14%	7.98%	7.93%	6.68%
Kindergarten	2,134	2,119	2,090	2,045	2,013	2,037	1,989	2,010	1,703
Grade 1	2,017	2,186	2,127	2,131	2,067	2,056	2,061	2,036	1,882
Grade 2	1,905	2,055	2,190	2,163	2,163	2,077	2,008	2,091	1,980
Grade 3	2,082	1,922	2,070	2,176	2,195	2,143	2,043	1,995	2,001
Grade 4	2,000	2,087	1,956	2,089	2,195	2,218	2,118	2,038	1,912
Grade 5	2,044	2,008	2,116	1,958	2,103	2,189	2,169	2,120	1,937
Grade 6	2,026	2,079	2,023	2,058	1,952	2,120	2,184	2,164	2,024
Grade 7 Middle School	2,139	2,046	2,104	1,974	2,021	1,922	2,044	2,166	2,010
Grade 8 " "	2,139	2,121	2,091	2,100	2,021	2,043	1,882	2,073	2,086
Grade 9 Senior High	2,455	2,483	2,428	2,093	2,105	2,006	2,004	1,888	2,006
Grade 10 " "	2,092	2,046	2,151	2,165	2,099	2,080	1,946	2,035	1,813
Grade 11 " "	1,933	1,873	1,802	1,818	1,865	1,823	1,732	1,663	1,744
Grade 12 " "	1,646	1,539	1,576	1,742	1,730	1,810	1,654	1,634	1,484
Total Enrollment ²	26,612	26,564	26,724	26,512	26,529	26,524	25,834	25,913	24,582
Yearly Headcount Increase / Decrease	-3	-48	160	-212	17	-5	-690	79	-1,331
Cumulative Increase	-219	-267	-107	-319	-302	-307	-997	-918	-2,249
Change to Full Day Kindergarten for all schools									
¹ This number indicates actual births in King County 5 years prior to enrollment year as updated by Washington State Department of Health, Center for Health Statistics. Kent School District percentage based on actual Kindergarten enrollment 5 years later.									
² Enrollment reported to OSPI on Form P-223 generates basic education funding and excludes Early Childhood Special Education ("ECSE" & "B2" or Birth to 2 Preschool Inclusive Education) and excludes College-only Running Start students.									

**KENT SCHOOL DISTRICT No. 415
SIX - YEAR ENROLLMENT PROJECTION**

2020 - 2026 Enrollment Projections							
Full Day Kindergarten at all Elem	LB in 2015	LB in 2016	LB in 2017	LB in 2018	LB in 2019	LB in 2020	Est LB in 2021
	ACTUAL ENROLLMENT	PROJECTED ENROLLMENT					
October	2020	2021	2022	2023	2024	2025	2026
King County Live Births	25,487	26,011	25,274	24,337	24,090	23,849	23,611
Increase / Decrease	139	524	-737	-937	-1,184	-1,425	-726
Kindergarten / Birth %	6.68%	6.88%	6.88%	6.94%	6.80%	6.65%	6.51%
FD Kindergarten	1,703	1,789	1,739	1,688	1,637	1,587	1,536
Grade 1	1,882	1,787	1,945	1,950	1,951	1,944	1,937
Grade 2	1,980	1,968	1,845	2,000	2,002	1,998	1,992
Grade 3	2,001	2,052	2,014	1,880	2,035	2,033	2,027
Grade 4	1,912	2,083	2,110	2,062	1,922	2,076	2,074
Grade 5	1,937	1,979	2,130	2,148	2,097	1,949	2,105
Grade 6	2,024	2,013	2,032	2,177	2,193	2,135	1,985
Grade 7 Middle School	2,010	2,060	2,024	2,033	2,176	2,188	2,130
Grade 8 " "	2,086	2,105	2,130	2,085	2,091	2,233	2,245
Grade 9 Senior High	2,006	2,163	2,157	2,173	2,125	2,126	2,270
Grade 10 " "	1,813	2,078	2,213	2,197	2,210	2,157	2,157
Grade 11 " "	1,744	1,625	1,841	1,951	1,934	1,942	1,894
Grade 12 " "	1,484	1,707	1,571	1,772	1,877	1,855	1,863
Total Enrollment Projection	24,582	25,410	25,751	26,117	26,250	26,224	26,215
Yearly Increase/Decrease	-1,331	828	341	366	133	-26	-9
Yearly Increase/Decrease %	-5.14%	3.37%	1.34%	1.42%	0.51%	-0.10%	-0.03%
Total Enrollment Projection	24,582	25,410	25,751	26,117	26,250	26,224	26,215
Live births for King County are estimates for year 2021							
Projection Source: Les Kendrick Demographic Study, 2021 ("Medium Growth Model")							

III- Current Kent School District “Standard of Service”

In order to determine the capacity of facilities in a school district, King County Code 21A.06 references a "standard of service" that each school district must establish in order to ascertain its overall capacity. The standard of service identifies the program year, the class size, the number of classrooms, students and programs of special need, and other factors determined by the district which would best serve the student population.

This Plan includes the standard of service as established by Kent School District. The District has identified schools with significant special needs programs as “impact” schools and the standard of service targets a lower-class size at those facilities. Portables included in the capacity calculation use the same standard of service as the permanent facilities.

The standard of service defined herein will continue to evolve in the future. Kent School District is continuing a long-term strategic planning process combined with review of changes to capacity and standard of service. This process will affect various aspects of the District's standard of service and future changes will be reflected in future capital facilities plans.

Current Standards of Service for Elementary Students

- Class size ratio for grades K - 3 is planned for an average of 23 students per class, not to exceed 26.
- Class size ratio for grades 4 - 6 is planned for an average of 27 students per class, not to exceed 29.

Some special programs require specialized classroom space and the program capacity of some of the buildings housing these programs is reduced. Some students, for example, leave their regular classroom for a short period of time to receive instruction in special programs and space must be allocated to serve these programs.

Students may also be provided music instruction and physical education in a separate classroom or facility.

Some identified students will also be provided educational opportunities in classrooms for special programs such as those designated as follows:

English Learners (EL)
Education for Disadvantaged Students (Title I) – Federal Program
Learning Assisted Programs (LAP) – State Program
Highly Capable Students – State Program
Reading, math or science Labs
Dual Language Programs in four elementary schools

Inclusive Education Service for Elementary and Secondary students with disabilities may be provided in a separate or self-contained classroom sometimes with a capacity of 10- 15 depending on the program.

Current District Standards of Service for Secondary Students

The standards of service outlined below reflect only those programs and educational opportunities provided to secondary students which directly affect the capacity of the school buildings per the negotiated collective bargaining agreement with KEA.

- The average class size ratio for grades 7–8 is 30 students per class and 143 students per day, with a maximum daily class load/enrollment of 150 based on five class periods per day.

- The average class size ratio for grades 9-12 is 32 students per class and 153 students per day, with a maximum daily class load/enrollment of 160 based on five class periods per day.

Like Inclusive Education Programs listed above, many other secondary programs require specialized classroom space which can reduce the program capacity of the permanent school buildings, such as technology labs, performing arts activities, a variety of career and technical education programs, and other specialized programs.

Space or Classroom Utilization

As a result of scheduling conflicts for student programs, the need for specialized rooms for certain programs, and the need for teachers to have a workspace during their planning periods, it is not possible to achieve 100% utilization of regular teaching stations at secondary schools. Based on the analysis of actual utilization of classrooms, the Kent School District has determined that the standard utilization rate is 95% for secondary schools. Program capacity at elementary schools reflects 100% utilization at the elementary level.

IV - Inventory and Capacity of Existing Schools

Currently, the District has permanent program capacity to house 28,564 students and transitional (portable) capacity to house 2,085. This capacity is based on the District's Standard of Service as set forth in Section III. Included in this Plan is an inventory of the District's schools by type, address and current capacity (*See Table 3*). The ratio between permanent capacity and portable capacity is 94.9%-5.1%.

The program capacity is periodically updated for changes in programs, additional classrooms and new schools. Program capacity has been updated in this Plan to reflect program changes implemented in the Fall of 2020.

Calculation of Elementary, Middle School and Senior High School capacities are set forth in Appendices A, B, and C. Maps of existing schools are included.

For clarification, the following is a brief description of some of the non-traditional programs for students in Kent School District:

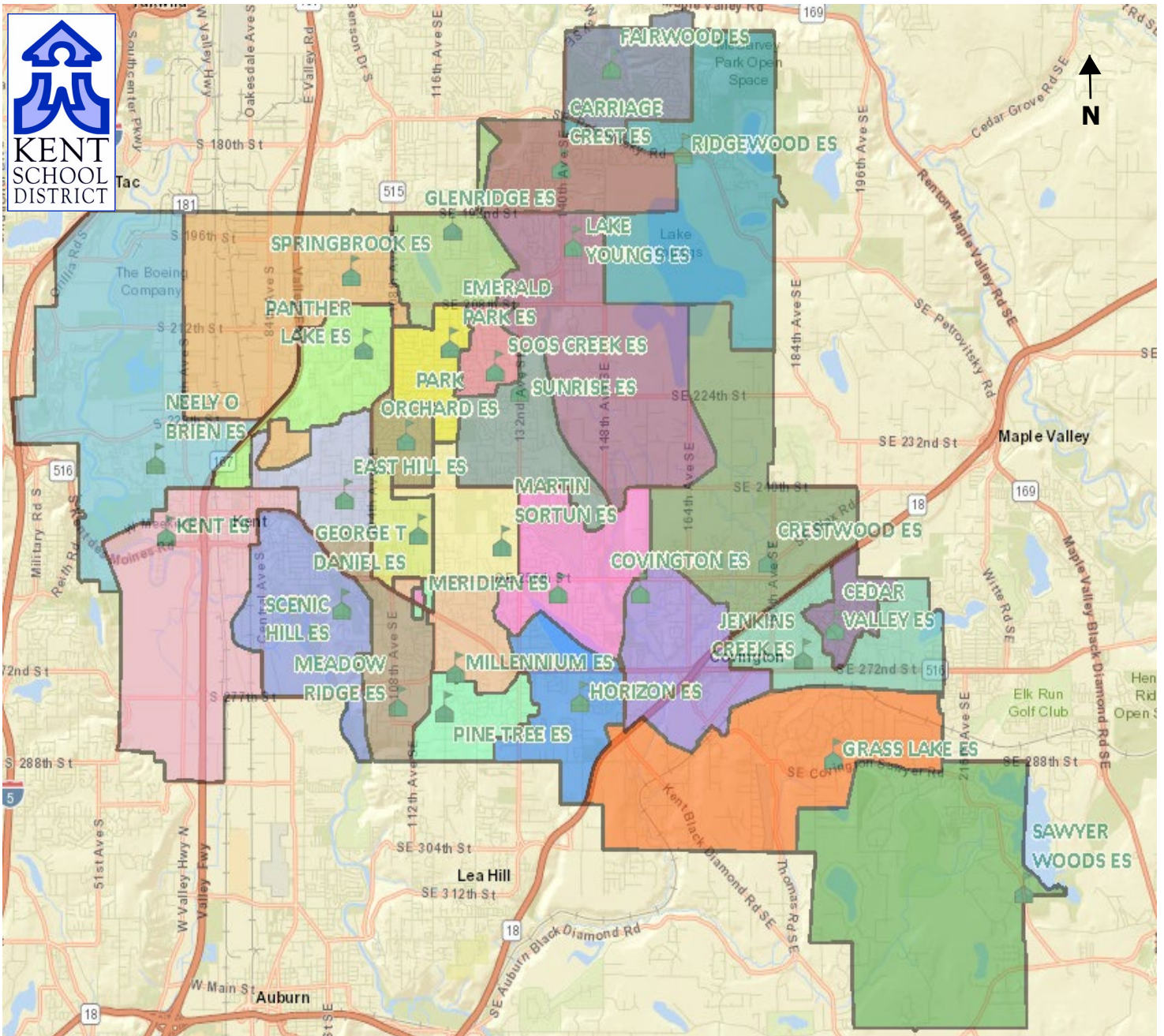
The 2021-2022 school year will have two academy programs within the district housed at our new Kent Laboratory Academy. The project was approved by the Kent Board of Directors in 2019 by utilizing funding from the 2016 Bond Project "20 Classrooms". The new facility has 24 classrooms and will now be utilized for many types of Academy related programs. The previous facility of these two programs (Kent Phoenix Academy Campus) will have the voter approved 2018 Levy Projects completed and will be available for additional capacity for our District at the secondary level.

iGrad - Kent School District has developed the Individualized Graduation and Degree Program or "iGrad". iGrad offers a second chance to students aged 16-21 who have dropped out of high school and want to earn a high school diploma. iGrad is not included in this Capital Facilities Plan because it is served in leased space at the Kent Hill Plaza Shopping Center. Over the past three years, enrollment in the iGrad program has averaged over 300 students.

KENT SCHOOL DISTRICT No. 415
INVENTORY and CAPACITY of EXISTING SCHOOLS

					2021 - 2022
SCHOOL	Year Opened	ABR	ADDRESS		Program Capacity
Carriage Crest Elementary	1990	CC	18235 - 140th Avenue SE, Renton 98058		428
Cedar Valley Elementary	1971	CV	26500 Timberlane Way SE, Covington 98042		360
Covington Elementary	2018	CO	25811 156th Avenue SE, Covington 98042		630
Crestwood Elementary	1980	CW	25225 - 180th Avenue SE, Covington 98042		408
East Hill Elementary	1953	EH	9825 S 240th Street, Kent 98031		464
Emerald Park	1999	EP	11800 SE 216th Street, Kent 98031		477
Fairwood Elementary	1969	FW	16600 - 148th Avenue SE, Renton 98058		386
George T. Daniel Elementary	1992	DE	11310 SE 248th Street, Kent 98030		432
Glenridge Elementary	1996	GR	19405 - 120th Avenue SE, Renton 98058		431
Grass Lake Elementary	1971	GL	28700 - 191st Place SE, Kent 98042		428
Horizon Elementary	1990	HE	27641 - 144th Avenue SE, Kent 98042		477
Jenkins Creek Elementary	1987	JC	26915 - 186th Avenue SE, Covington 98042		384
Kent Elementary	1999	KE	24700 - 64th Avenue South, Kent 98032		454
Kent Valley Early Learning Center	2014	KV	317 ---4th Ave S, Kent, WA 98032		318
Lake Youngs Elementary	1965	LY	19660 - 142nd Avenue SE, Kent 98042		497
Martin Sortun Elementary	1987	MS	12711 SE 248th Street, Kent 98030		455
Meadow Ridge Elementary	1994	MR	27710 - 108th Avenue SE, Kent 98030		454
Meridian Elementary	1939	ME	25621 - 140th Avenue SE, Kent 98042		497
Millennium Elementary	2000	ML	11919 SE 270th Street, Kent 98030		478
Neely-O'Brien Elementary	1990	NO	6300 South 236th Street, Kent 98032		454
Panther Lake Elementary	2009	PL	12022 SE 216th Street, Kent, 98031		552
Park Orchard Elementary	1963	PO	11010 SE 232nd Street, Kent 98031		463
Pine Tree Elementary	1967	PT	27825 - 118th Avenue SE, Kent 98030		487
Ridgewood Elementary	1987	RW	18030 - 162nd Place SE, Renton 98058		477
River Ridge Elementary	2021	RR	00000 - 22420 Military Rd S SeaTac, WA		758
Sawyer Woods Elementary	1994	SW	31135 - 228th Ave SE, Black Diamond 98010		477
Scenic Hill Elementary	1960	SH	26025 Woodland Way South, Kent 98030		454
Soos Creek Elementary	1971	SC	12651 SE 218th Place, Kent 98031		360
Springbrook Elementary	1969	SB	20035 - 100th Avenue SE, Kent 98031		396
Sunrise Elementary	1992	SR	22300 - 132nd Avenue SE, Kent 98042		477
Elementary TOTAL					13,813
Cedar Heights Middle School	1993	CH	19640 SE 272 Street, Covington 98042		895
Mattson Middle School	1981	MA	16400 SE 251st Street, Covington 98042		787
Meeker Middle School	1970	MK	12600 SE 192nd Street, Renton 98058		832
Meridian Middle School	1958	MM	23480 - 120th Avenue SE, Kent 98031		792
Mill Creek Middle School	2005	MC	620 North Central Avenue, Kent 98032		916
Northwood Middle School	1996	NW	17007 SE 184th Street, Renton 98058		926
Middle School TOTAL					5,148
Kent-Meridian High School	1951	KM	10020 SE 256th Street, Kent 98030		1,904
Kentlake Senior High School	1997	KL	21401 SE 300th Street, Kent 98042		1,957
Kentridge Senior High School	1968	KR	12430 SE 208th Street, Kent 98031		2,277
Kentwood Senior High School	1981	KW	25800 - 164th Avenue SE, Covington 98042		2,159
Senior High TOTAL					8,297
Kent Laboratory Academy	2021	KLA	00000 - 208th St Kent, WA 98030		456
Kent Phoenix Academy	2007	PH	11000 SE 264th Street, Kent 98030		850
DISTRICT TOTAL					28,564

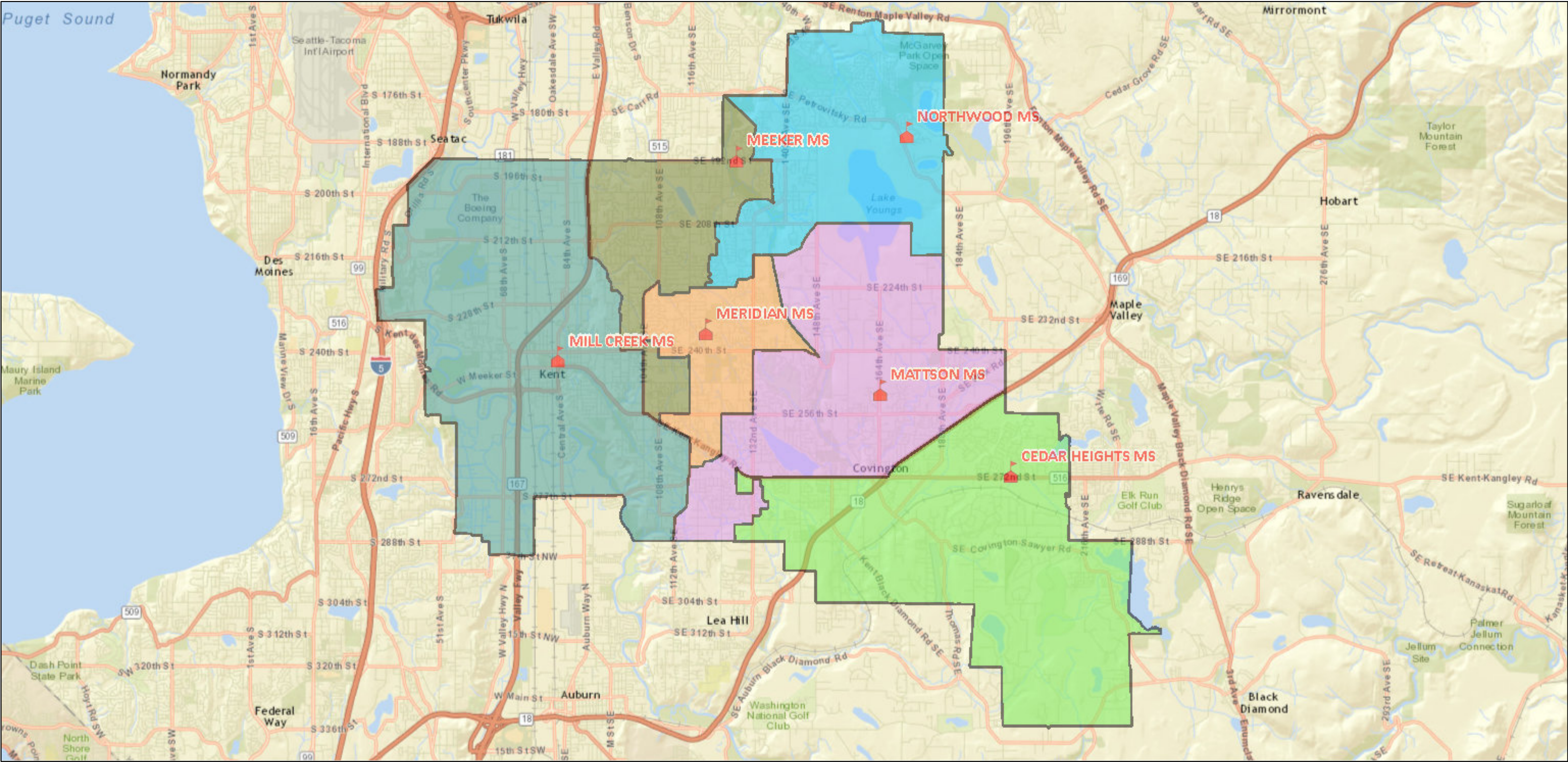
Kent School District Demographic Report



Elementary Schools and Current Enrollment

Carriage Crest - 458, Cedar Valley - 231, Covington - 594, Crestwood - 429, Daniel - 437, East Hill - 463, Emerald Park - 466, Fairwood - 321, Glenridge - 467, Grass Lake - 361, Horizon - 406, Jenkins Creek - 391, Kent - 612, Kent Mt. View - 102, Lake Youngs - 465, Martin Sortun - 601, Meadow Ridge - 455, Meridian - 477, Millennium - 600, Neely O'Brien - 715, Panther Lake - 628, Park Orchard - 402, Pine Tree - 380, Ridgewood - 484, Sawyer Woods - 420, Scenic Hill - 560, Soos Creek - 354, Springbrook - 508, Sunrise - 632

Kent School District Demographic Report - Middle Schools

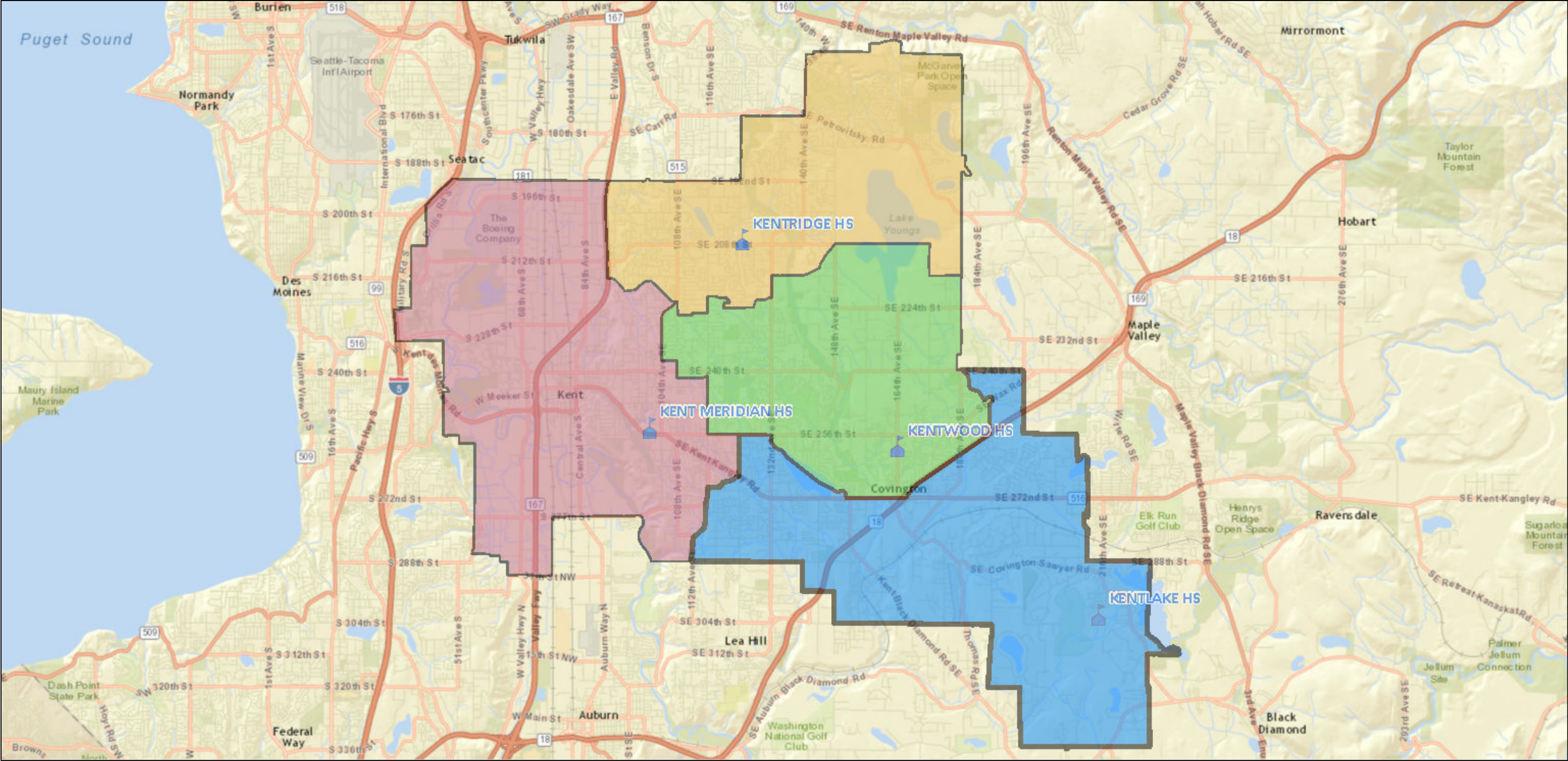


Middle Schools and Current Enrollment

Cedar Heights - 635, Mattson - 643, Meeker - 697,
Meridian - 607, Mill Creek - 850, Northwood - 590

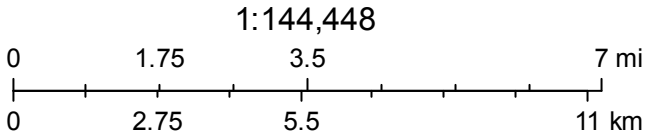
Sources: Esri, HERE, DeLorme, USGS, Intermap, INCREMENT P, NRCan, Esri Japan, METI, Esri China (Hong Kong), Esri Korea, Esri (Thailand), MapmyIndia, NGCC, © OpenStreetMap contributors, and the GIS User Community

Kent School District Demographic Report - High Schools



High Schools and Current Enrollment

Kent Meridian - 1858, Kentlake - 1309,
Kentridge - 1697 Kentwood - 1560



Sources: Esri, HERE, DeLorme, USGS, Intermap, INCREMENT P, NRCan, Esri Japan, METI, Esri China (Hong Kong), Esri Korea, Esri (Thailand), MapmyIndia, NGCC, © OpenStreetMap contributors, and the GIS User Community

V - Six-Year Planning and Construction Plan

In November [2016](#), the voters of the Kent School District approved a bond measure for \$252 million. This new bonding authority provided for the replacement for Covington Elementary school, which opened in August of 2018, a new elementary school in the Kent Valley (Currently being built at the former location of Kent Mountain View Academy – River Ridge Elementary), and the twenty additional classrooms project redirected by the Kent School Board to build a 20 classroom Kent Academy Facility housing multiple academy programs in our district, which is currently underway at the site of the Old Panther Lake Elementary School (The Laboratory Academy).

At the time of preparation of this Plan in spring 2021, the following projects to increase capacity will be a part of our student capacity in the Kent School District.

- Construction is more than 80% completed for the New Valley Elementary School (River Ridge) on West Hill within the City Limits of SeaTac, WA. The 89,000 square foot K-6 school project is being funded with bond funds and impact fees from King County. It will open for the 2021-2022 school year.
- Construction is more than 95% complete for our new Kent Laboratory Academy at the Old Panther Lake Elementary Site in Kent in order to free up space at the current Kent Phoenix Academy location (formerly Sequoia Junior High) for additional classroom space if needed and/or to open another middle school soon. The new 59,000 square foot facility will accommodate a variety of Academy Programs within the Kent School District.
- Some funding for lease or purchase of additional portables may be provided by impact fees as needed. Sites are based on need for additional capacity.

As a critical component of capital facilities planning, county and city planners and decision-makers are encouraged to consider safe walking conditions for all students when reviewing applications and design plans for new roads and developments. This should include sidewalks for pedestrian safety to and from school and bus stops as well as bus pull-outs and turn-arounds.

Included in this Plan is an inventory of potential projects and sites identified by the District which are potentially acceptable site alternatives in the future (*See Table 4 & Sitemap*).

Voter approved bond issues have included funding for the purchase of sites for some of these and future schools, and the sites acquired to date are included in this Plan. Some funding is secured for purchase of additional sites, but some may be funded with impact fees as needed. Not all undeveloped properties meet current school construction requirements, and some property may be traded or sold to meet future facility needs. The Board of Directors has started the process to sell surplus property over the last school year.

The Board will continue an annual review of standards of service and those decisions will be reflected in each update of the Capital Facilities Plan.

KENT SCHOOL DISTRICT No. 415
Site Acquisitions and Projects Planned to Provide Additional Capacity

SCHOOL / FACILITY / SITE							Projected Completion Date	Projected Program Capacity	% for new Growth
# on Map	ELEMENTARY								
6	New Valley Elementary School (River Ridge)		Old Kent Mountain View Academy Site		Elementary Addition	Under Construction	2021-2022	758	100%
MIDDLE SCHOOL & SENIOR HIGH									
3	New Academy Site (Kent Laboratory Academy)		Old Panther Lake Elementary Site		Academy	Under Construction	2021-2022	456	100%
TEMPORARY FACILITIES									
Portables ¹			TBD - For placement as needed		New	Planning	2020+	24 - 31 each	100%
# on Map	² OTHER SITES ACQUIRED					Land Use Designation	Type	Land Use Jurisdiction	
1	164th SE (Across from Mattson)		25230-25050 164th SE, Covington 98042			Rural	TBD	King County	
2	Ham Lake area (Pollard)		16820 SE 240, Kent 98042			Rural	Elementary	King County	
4	Shady Lk area (Sowers, Blaine, Drahota, Paroline)		17426 SE 192 Street, Renton 98058			Urban	Elementary	King County	
5	SE of Lake Morton area (West property)		SE 332 & 204 SE, Kent 98042			Rural	Secondary	King County	
10	South Central Site (Yeh)		SE 286th St & 124th Ave SE, Auburn 98092			Urban	TBD	King County	
12	256th - Covington (Halleson)		25435 SE 256th, Covington 98042			Rural	To be sold	King County	
12a	156th - Covington (Wikstrom)		25847 156th Ave. SE, Covington 98042			Rural	To be sold	King County	
Notes:									
¹ TBD - To be determined - Some sites are identified but placement, timing and/or configuration of portables has not been determined.									
² Numbers correspond to sites on Site Bank Map on Page 19. Other Map site locations are parcels identified in Table 7 on Page 29.									



I - Portable Classrooms

The Plan references use of portables as interim or transitional capacity and facilities.

Currently, the District utilizes portables to house students in excess of permanent capacity and for program purposes at some school locations (*Please see Appendices A, B, C*).

Based on enrollment projections, implementation of full day kindergarten programs, lower state mandated class sizes, program capacity, and the need for additional permanent capacity, the District anticipates the need to purchase or lease additional portables during the next six-year period to ensure capacity (Noted in section V. Six Yr. Planning Construction).

During the time period covered by this Plan, the District does not anticipate that all of the District's portables will be replaced by permanent facilities. During the useful life of some of the portables, the school-age population may decline in some communities and increase in others, and these portables provide the flexibility to accommodate the immediate needs of the community.

Portables may be used as interim or transitional facilities:

1. To prevent overbuilding or overcrowding of permanent school facilities.
2. To cover the gap between the times of demand for increased capacity and completion of permanent school facilities to meet that demand.
3. To meet unique program requirements.

Portables currently in the District's inventory are continually evaluated resulting in some being improved and some replaced.

The Plan projects that the District will use portables to accommodate interim housing needs for the next six years and beyond. The use of portables, their impacts on permanent facilities, life cycle and operational costs, and the interrelationship between portables, emerging technologies, and educational restructuring will continue to be examined.

VII - Projected Six-Year Classroom Capacity

As stated in Section IV, the program capacity study is periodically updated for changes in special programs and reflects class size requirements, class size fluctuations etc. As shown in the Inventory and Capacity chart in Table 3, the program capacity is also reflected in the capacity and enrollment comparison charts (*See Tables 5 & 5 a-b-c*).

Enrollment is electronically reported to OSPI on Form P-223 on a monthly basis and funding apportionment is based on Annual Average FTE (AAFTE). The first school day of October is widely recognized as the enrollment “snapshot in time” to report enrollment for the year.

Kent School District continues to be the fifth largest district (both FTE and headcount basis) in the state of Washington. The P-223 Headcount for October 2020 was 24,587 with kindergarten students counted at 1.0 and excluding ECSE and college-only Running Start students.

In October 2020, there were an additional 1,102 students in 11th and 12th grade participating in the Running Start program at different colleges and receiving credits toward both high school and college graduation. Of these students, 686 attended classes only at the college (“college-only”) and are excluded from FTE and headcount for capacity and enrollment comparisons. Kent School District has one of the highest Running Start program participation rates in the state.

Based on the enrollment forecasts, permanent facility inventory and capacity, current standard of service, portable capacity, and future additional classroom space, the District plans to continue to satisfy concurrency requirements through the transitional use of portables (*See Table 5 and Tables 5 a-b-c*).

This does not mean that some schools will not experience overcrowding. There may be a need for additional portables and/or new schools to accommodate growth and additional programs within the District. New schools may be designed to accommodate placement of future portables. School attendance area changes, limited and costly movement of portables, zoning changes, market conditions, and educational restructuring will all play a major role in addressing overcrowding and underutilization as well as possible overcrowding of facilities in different parts of the District.

**KENT SCHOOL DISTRICT No. 415
PROJECTED ENROLLMENT and CAPACITY**

TOTAL DISTRICT

SCHOOL YEAR	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27		
	Actual	P	R	O	J	E	C	T	E
	27,255	28,564	28,564	28,564	28,564	28,564	28,564	28564	
Permanent Program Capacity ¹									
Changes to Permanent Capacity ¹									
Capacity Increase (F)									
Additional Permanent Classrooms	0	0	0	0	0	0	0	0	
Permanent Program Capacity Subtotal	27,255	28,564	28,564	28,564	28,564	28,564	28,564	28,564	

Interim Portable Capacity										
Elementary Portable Capacity Required	1,248	0	0	0	0	0	0	0	0	0
Middle School Portable Capacity Required	0	0	0	0	0	0	0	0	0	0
Senior High School Portable Capacity Required	0	0	0	0	0	0	0	0	0	0
Interim Portable Capacity Total	1,248	0	0	0	0	0	0	0	0	0

TOTAL CAPACITY ¹	28,503	28,564	28,564	28,564	28,564	28,564	28,564	28,564	28,564	28,564
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TOTAL ENROLLMENT/ PROJECTION ²	24,582	24,410	25,751	26,117	26,250	26,224	26,215	26,215	26,215	26,215
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DISTRICT AVAILABLE CAPACITY	3,921	4,154	2,813	2,447	2,314	2,340	2,349	2,349	2,349	2,349
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1 Capacity is based on standard of service for programs provided and is updated periodically to reflect program changes.

2 Projection Source: Les Kendrick Demographic Study, 2021 ("Medium Growth Model")

**KENT SCHOOL DISTRICT No. 415
PROJECTED ENROLLMENT and CAPACITY**

ELEMENTARY - Grades K - 6

SCHOOL YEAR	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	
	Actual	P R O J E C T E D						

Elementary Permanent Capacity ¹	13,000	13,000	13,758	13,758	13,758	13,758	13,758	13,758
New Elementary School - Kent Valley		758						
Additional Permanent Classrooms ²	0	0	0	0	0	0	0	0
Subtotal	13,000	13,758	13,758	13,758	13,758	13,758	13,758	13,758

Portable Capacity Required ¹	1248	456	336	336	336	336	336	336
TOTAL CAPACITY ^{1/2}	14,248	14,214	14,094	14,094	14,094	14,094	14,094	14,094

ENROLLMENT / PROJECTION ³	13,439	13,671	13,815	13,905	13,837	13,723	13,657
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SURPLUS (DEFICIT) CAPACITY	809	543	279	189	257	371	437
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Number of Portables Required	52	19	14	14	14	14	14
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¹ Capacity is based on standard of service for programs provided and is updated periodically to reflect program changes.

² Additional classrooms will be placed at schools with the greatest need for alleviating overcrowding

³ Projection Source: Les Kendrick Demographic Study, 2021 ("Medium Growth Model")

Enrollment & Projections reflect FULL Day Kindergarten at ALL Elementary schools @ 1.0 & exclude ECSE Preschoolers.

KENT SCHOOL DISTRICT No. 415
PROJECTED ENROLLMENT and CAPACITY

MIDDLE SCHOOL - Grades 7 - 8

SCHOOL YEAR	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-2027
	Actual	P R O J E C T E D					

Middle School Permanent Capacity ¹	5,148	5,148	5,148	5,148	5,148	5,148	5,148
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Changes to Middle School Capacity	0	0	0	0	0	0	0
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Subtotal	5,148	5,148	5,148	5,148	5,148	5,148	5,148
----------	-------	-------	-------	-------	-------	-------	-------

Portable Capacity Required ¹	0	0	0	0	0	0	0
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TOTAL CAPACITY ^{1 & 3}	5,148	5,148	5,148	5,148	5,148	5,148	5,148
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ENROLLMENT / PROJECTION ²	4,096	4,164	4,154	4,118	4,267	4,421	4,374
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SURPLUS (DEFICIT) CAPACITY	1,052	984	994	1,030	881	727	774
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Number of Portables Required	0	0	0	0	0	0	0
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No Classroom Portables required at middle schools at this time. Some Portables used for classroom and program purposes.

1 Capacity is based on standard of service for programs provided and is updated periodically to reflect program changes.

2 Projection Source: Les Kendrick Demographic Study, 2021 ("Medium Growth Model")

3 Surplus capacity due to grade level reconfiguration - All 9th grade students moved to the high schools in Fall 2004.

KENT SCHOOL DISTRICT No. 415
PROJECTED ENROLLMENT and CAPACITY

SENIOR HIGH - Grades 9 - 12

SCHOOL YEAR	2020-21	2021-22	2022-23	2023-24	2024-2025	2025-26	2026-27		
	Actual	P	R	O	J	E	C	T	E

Senior High Permanent Capacity ¹	8,297	8,297	8,297	8,297	8,297	8,297	8,297	8,297
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Changes to High School Capacity	0	0	0	0	0	0	0	0
---------------------------------	---	---	---	---	---	---	---	---

Subtotal	8,297	8,297	8,297	8,297	8,297	8,297	8,297	8,297
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Portables Capacity Required ¹	0	0	0	0	0	0	0	0
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TOTAL CAPACITY ¹	8,297	8,297	8,297	8,297	8,297	8,297	8,297	8,297
------------------------------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------

ENROLLMENT / PROJECTION ³	7,047	7,574	7,782	8,094	8,146	8,080	8,184
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SURPLUS (DEFICIT) CAPACITY	1,250	723	515	203	151	217	113
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Number of Portables Required	0	0	0	0	0	0	0
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No Classroom Portables required at this time. Some Portables used for classroom and program purposes.

¹ Capacity is based on standard of service for programs provided and is updated periodically to reflect program changes.

³ Projection Source: Les Kendrick Demographic Study, 2021 ("Medium Growth Model")

VIII - Finance Plan

The finance plan shown on *Table 6* demonstrates how the Kent School District plans to finance improvements for the years 2021-2022 through 2026-2027. The financing components include secured and unsecured funding and impact fees. The plan is based on future bond issues, state school construction assistance, collection of impact fees under the State Growth Management Act and voluntary mitigation fees paid pursuant to State Environmental Policy Act.

With River Ridge Elementary School (New Valley School Project) and Kent Laboratory Academy (New Academy Project) coming on-line for school year 2021-2022, this will help support the capacity issue that has been an issue for our district. The building rate within the City of Kent and surrounding areas within our boundary continue to be robust. The district is likely to see growth in enrollment due to these conditions.

In November 2016, the District held a special election to approve the authorization of \$252,000,000 in bonding authority. The projects described above are part of this authorization. The first series of bonds (\$80 million) were issued in February 2017, which funded the Covington Elementary Replacement School, as well as other infrastructure projects. Impact fees will be used at both the New Valley and Academy projects due to escalation in construction pricing across the Pacific Northwest.

According to RCW 82.02.090, the definition of an impact fee is ". . . a payment of money imposed upon development as a condition of development approval to pay for public facilities needed to serve new growth and development, and that is reasonably related to the new development that creates additional demand and need for public facilities, that is a proportionate share of the cost of the public facilities, and that is used for facilities that reasonably benefit the new development. 'Impact fee' does not include a reasonable permit or application fee." Mitigation or impact fees can be calculated on the basis of "unhoused student need" or "the maintenance of a district's level of service" as related to new residential development.

A mitigation/impact fee may be imposed based upon a determination of insufficient existing permanent and/or portable school space or to pay for permanent and/or portable school space previously constructed as a result of growth in the district. A district's School Board must first approve the application of the mitigation or impact fees and, in turn, approval must then be granted by the other general government jurisdictions having responsibility within the district, counties, cities and towns. (Kent, Covington, Renton, Auburn, Black Diamond, Maple Valley, and SeaTac)

Though the current enrollment projections increase for both elementary and secondary schools are relatively flat, the ongoing need to provide permanent instructional facilities to house students is a driving need as the shifts in our family populations continue, due to ongoing development. Impact fees will be used to support and address the challenges related to the number of temporary instructional facilities currently in use, the replacement of some of these aged facilities, the maintenance of the district's level of services, and the potential expansions to existing facilities in future years.

The Kent School District 2021 CFP update includes continued execution of the 2016 Capital Bond Projects and anticipation of the data collection and review of our Facility Assessment Reports within the coming months. With the opening of our River Ridge Elementary School and the Kent Laboratory Academy, we are advancing opportunity to add capacity for our programs and student-based needs. The District Facilities and Capital Planning Teams have been preparing to complete an initial plan (Fall 2021) as we move the next steps of creating a Capital Bond Planning Task Force (CBPTF) – which will include District personnel, design professionals, teaching staff, student voice as well as community members to being well collaborated discussions to this platform. Our initial plan has revealed priorities including school replacement due to age, and the need for added permanent facilities to (1) reduce and eliminate our need for portables and (2) accommodate future growth as housing in the Kent region continues to expand. Once the CBPTF has it will be brought before the District’s Board of Directors for comments, discussion, and approval. A Capital Bond Measure would follow soon after approval. Portable purchases may be required before the Bond Measure passes as it takes approximately three years from design to open for most large-scale projects such as schools or added permanent capacity. Future updates to this Capital Facilities Plan will include detail of any adopted planning.

For the Six-Year Finance Plan, costs of future schools are based on estimates from Kent School District Capital Planning Team. Please see pages 13-14 for a summary of the cost basis.

Cost Basis Summary

For impact fee calculations, construction costs are based on cost of the last elementary school, adjusted for inflation, and projected cost of the future elementary schools and additional classrooms.

Project	Projected Cost
New Elementary School Kent Valley (To open Fall 2021) - Board Approved Name – River Ridge Elementary	\$55,000,000
New Academy Facility (To open Fall 2021) - Board Approved Name – Kent Laboratory Academy	\$36,000,000

Site Acquisition Cost

The site acquisition cost is based on an average cost of sites purchased or built on within the last ten years. Please see Table 7 for a list of site acquisition costs and averages.

District Adjustment

The impact fee calculations on Appendix B & C include a “District Adjustment” which is equal to the amount of increase that the impact fee formulas total for this year and adjusted for the decrease in the 2022 CY Consumer Price Index (2.2%) for the Seattle metropolitan area (Previously 2.5% for the 2021 CY).

**KENT SCHOOL DISTRICT No. 415
SIX-YEAR FINANCE PLAN**

										Secured	Unsecured	Impact	
SCHOOL FACILITIES	*	2021	2022	2023	2024	2025	2026	2027		TOTAL	Local & State	State ² or Local ³	Impact Fees ⁵
												Estimated	Estimated
PERMANENT FACILITIES										\$0			
No School Projects at this time.													
TEMPORARY FACILITIES													
Additional portables ^{3 - 4}													
OTHER													
N / A													
Totals		\$0	\$0	\$0	\$0	\$0	\$0	\$0		\$0	\$0	\$0	\$0
* F = Funded U = Unfunded													
NOTES:													
² The District anticipates receiving some State Funding Construction Assistance for some projects.													
³ Facility needs are pending review. Some of these projects may be funded with impact fees.													
⁴ Cost of portables based on current cost and adjusted for inflation for future years.													
⁵ Fees in this column are based on amount of fees collected to date and estimated fees on future units.													

KENT SCHOOL DISTRICT No. 415
Site Acquisitions & Costs
Average of Sites Purchased, Sold or Built on within last 10 Years

Type & # on Map	School / Site	Year Open / Purchased Sold	Location	Acreage	Cost/Price	Avg cost-price/acre	Total Average Cost / Acre
Elementary							
12 / Urban	Property Sale-29.7 acres of Plemons-Yeh site	2016	SSE 124th Ave and 284th ST SE	29.70	\$947,536	\$31,904	
7 / Rural	Property Sale - Scarsella site	2015	2900 Kent Black Diamond RD SE	13.25	\$330,000	\$24,906	
3 / Rural	Property Sale - Old Covington Parcel A, #362206-9081	2019	17070 SE Wax Rd, Covington	8.00	\$3,869,697	\$483,712	
3 / Rural	Property Sale - Old Covington Parcel , #362206-9081	2021	17070 SE Wax Rd, Covington	8.00	0,000,000	\$0	
6 / Rural	Property purchased for new elementary	2019	5 lots purchased Military Road South SeaTac WA	10.00	\$1,770,355	\$177,036	
Elementary Site Subtotal				68.95	\$6,917,588		\$100,328 Elem site average
Middle School							
No Acquisitions for Middle School				0.00	\$0		
Middle School Site Subtotal				0.00	\$0		\$0 Middle Schl Site Avg.
Senior High							
No Acquisitions for Senior Highs				0.00	\$0	\$0	
Senior High Site Subtotal				0.00	\$0		\$0 Sr Hi Site Average
Note: All rural sites were purchased prior to adoption of Urban Growth Area.							
Numbers correspond to locations on Site Bank & Acquisitions Map on Page 17.							
	Properties purchased prior to 2010						
1 / Urban	Site - Covington area North (So of Mattson MS)	1984					
2 / Rural	Site - Ham Lake east (Pollard)	1992					
4 / Urban	Site - Shady Lake (Sowers-Blaine-Drahota-Paroline)	1995					
5 / Rural	Site - SE of Lake Morton area (West property)	1993					
10 / Urban	Site - Yeh-Williams (W of 132 Ave SE at SE 288)	1999					
12 / Urban	Site - SE 256th Covington (Halleson)	2000					
12a / Urban	Site - 156th Ave. SE Covington (Wikstrom)	2004					
				Total Acreage & Cost		Total Average Cost / Acre	
				68.95	\$6,917,588	\$100,328	

**KENT SCHOOL DISTRICT
FACTORS FOR ESTIMATED IMPACT FEE CALCULATIONS**

Student Generation Factors - Single Family

Elementary (Grades K - 6)	0.277
Middle School (Grades 7 - 8)	0.071
Senior High (Grades 9 - 12)	0.086
Total	0.435

Projected Increased Student Capacity

Elementary	758
Middle School	0
Senior High (Academy)	456

Required Site Acreage per Facility

Elementary (required)	12
Middle School (required)	25
Senior High (required)	38

New Facility Construction Cost

Elementary *	\$55,000,000
Middle School	\$0
Senior High * (Academy)	\$36,000,000

Temporary Facility Square Footage

Elementary	125,204
Middle School	10,256
Senior High	21,296
Total	156,756

Permanent Facility Square Footage

Elementary	1,621,688
Middle School	660,904
Senior High/Other	1,223,349
Total	3,505,941

Total Facilities Square Footage

Elementary	1,746,892
Middle School	671,160
Senior High/Other	1,244,645
Total	3,662,697

Developer Provided Sites / Facilities

Value	0
Dwelling Units	0

Student Generation Factors - Multi-Family

Elementary	0.258
Middle School	0.058
Senior High	0.100
Total	0.416

OSPI - Square Footage per Student

Elementary	115
Middle School	148
Senior High	173
Special Education	??

Average Site Cost / Acre

Elementary	\$100,328
Middle School	\$0
Senior High	\$0

Temporary Facility Capacity & Cost

Elementary @ 24	\$0
Middle School @ 29	\$0
Senior High @ 31	\$0

State Funding Assistance Credit

District Funding Assistance Percentage	53.79%
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Construction Cost Allocation

CCA - Cost/Sq. Ft.	\$238.22
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District Average Assessed Value

Single Family Residence	\$268,271
-------------------------	------------------

District Average Assessed Value

Multi-Family Residence	\$226,726
------------------------	------------------

Bond Levy Tax Rate/\$1,000

Current Rate / 1,000 Tax Rate	1.41
	0.0014

General Obligation Bond Interest Rate

Current Bond Interest Rate	2.44%
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CPI Inflation Factor

Per OSPI Website	2.20%
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KENT SCHOOL DISTRICT IMPACT FEE CALCULATION for SINGLE FAMILY RESIDENCE

Site Acquisition Cost per Single Family Residence

Formula: ((Acres x Cost per Acre) / Facility Capacity) x Student Generation Factor

	Required Site Acreage	Average Site Cost/Acre	Facility Capacity	Student Factor	
A 1 (Elementary)	12	\$100,328	758	0.27734	\$440.50
A 2 (Middle School)	25	\$0	0	0.07076	\$0.00
A 3 (Senior High)	38	\$0	456	0.08649	\$0.00
Total	75	\$100,328	1,214	0.435	
				A ⇨	\$440.50

Permanent Facility Construction Cost per Single Family Residence

Formula: ((Facility Cost / Facility Capacity) x Student Factor) x (Permanent/Total Square Footage Ratio)

	Construction Cost	Facility Capacity	Student Factor	Footage Ratio	
B 1 (Elementary)	\$55,000,000	758	0.27734	0.903	\$18,171.62
B 2 (Middle School)	\$0	0	0.07076	0.984	
B 3 (Senior High)	\$36,000,000	456	0.08649	0.998	\$6,814.50
Total	\$91,000,000	1,214	0.435		
				B ⇨	\$24,986.13

Temporary Facility Construction Cost per Single Family Residence (Portables)

Formula: ((Facility Cost / Facility Capacity) x Student Factor) x (Temporary / Total Square Footage Ratio)

	Facility Cost	Facility Capacity	Student Factor	Footage Ratio	
C 1 (Elementary)	\$0	24	0.27734	0.097	\$0.00
C 2 (Middle School)	\$0	29	0.07076	0.016	\$0.00
C 3 (Senior High)	\$0	31	0.08649	0.02	\$0.00
Total	\$0	84	0.435		
				C ⇨	\$0.00

State Funding Assistance Credit per Single Family Residence (formerly "State Match")

Formula: Area Cost Allowance x SPI Square Feet per student x Funding Assistance % x Student Factor

	Construction Cost Allocation	SPI Sq. Ft. / Student	Assistance %	Student Factor	
D 1 (Elementary)	\$238.22	115	0.5379	0.27734	\$4,086.86
D 2 (Middle School)	\$238.22	148	0.5379	0.07076	\$1,342
D 3 (Senior High)	\$238.22	173	0.5379	0.08649	\$1,917
				D ⇨	\$7,346.10

Tax Credit per Single Family Residence

Average SF Residential Assessed Value (AAV)	\$268,271		
Net Present Value (per EQ) (NPV)	8.90		
Current Debt Service Rate / 1,000 (r)	0.14%		
(Below used to calculate NPV)			
Current Bond Interest Rate	2.44%		
Years Amortized (10 Years)- Used in NPV Calculation	10		
		TC ⇨	\$3,366.53

Developer Provided Facility Credit

Facility / Site Value	Dwelling Units	
0	0	FC ⇨ 0

Fee Recap **

A = Site Acquisition per SF Residence	\$440.50	
B = Permanent Facility Cost per Residence	\$24,986.13	
C = Temporary Facility Cost per Residence	\$0.00	
Subtotal		\$25,426.63
D = State Match Credit per Residence	\$7,346.10	
TC = Tax Credit per Residence	\$3,366.53	
Subtotal		\$10,712.63
Total Unfunded Need	\$14,713.99	
50% Developer Fee Obligation		\$7,357
FC = Facility Credit (if applicable)		\$0
District Adjustment		(1538.90)
Net Fee Obligation per Residence - Single Family		\$5,818.09

KENT SCHOOL DISTRICT IMPACT FEE CALCULATION for MULTI-FAMILY RESIDENCE

Site Acquisition Cost per Multi-Family Residence Unit

Formula: ((Acres x Cost per Acre) / Facility Capacity) x Student Generation Factor

	Required Site Acreage	Average Site Cost/Acre	Facility Capacity	Student Factor	
A 1 (Elementary)	12	\$100,328	758	0.25784	\$409.53
A 2 (Middle School)	25	\$0	0	0.05784	
A 3 (Senior High)	38	\$0	456	0.100	\$0.00
Total	\$75	100,328	1,214	0.416	
				A ⇒	<u>\$409.53</u>

Permanent Facility Construction Cost per Multi-Family Residence Unit

Formula: ((Facility Cost / Facility Capacity) x Student Factor) x (Permanent / Total Square Footage Ratio)

	Construction Cost	Facility Capacity	Student Factor	Footage Ratio	
B 1 (Elementary)	\$55,000,000	758	0.25784	0.903	\$16,893.96
B 2 (Middle School)	\$0	0	0.05784	0.984	
B 3 (Senior High)	\$36,000,000	456	0.100	0.998	\$7,878.95
Total	\$91,000,000	1,214	0.416		
				B ⇒	<u>\$24,772.91</u>

Temporary Facility Cost per Multi-Family Residence Unit

Formula: ((Facility Cost / Facility Capacity) x Student Factor) x (Temporary / Total Square Footage Ratio)

	Facility Cost	Facility Capacity	Student Factor	Footage Ratio	
C 1 (Elementary)	\$0	24	0.25784	0.097	\$0.00
C 2 (Middle School)	\$0	29	0.05784	0.016	\$0
C 3 (Senior High)	\$0	31	0.100	0.02	\$0
Total	\$0	84			
				C ⇒	<u>\$0.00</u>

State Funding Assistance Credit per Multi-Family Residence (formerly "State Match")

Formula: Area Cost Allowance x SPI Square Feet per student x Funding Assistance % x Student Factor

	Area Cost Allowance	SPI Sq. Ft. / Student	Equalization %	Student Factor	
D 1 (Elementary)	\$238.22	115	0.5379	0.25784	\$3,799.51
D 2 (Middle School)	\$238.22	148	0.5379	0.05784	\$1,097
D 3 (Senior High)	\$238.22	173	0.5379	0.1	\$2,217
				D ⇒	<u>\$7,113.22</u>

Tax Credit per Multi Family Residence

Average MF Residential Assessed Value (AAV)	\$226,726	
Net Present Value (per EQ) (NPV)	8.90	
Current Debt Service Rate / 1,000 (r)	0.14%	
(Below used to calculate NPV)		
Current Bond Interest Rate	2.44%	
Years Amortized (10 Years)- Used in NPV Calculation	10	
		TC ⇒ <u>\$2,845.18</u>

Developer Provided Facility Credit

Facility / Site Value	Dwelling Units	
0	0	FC ⇒ <u>0</u>

Fee Recap **

A = Site Acquisition per Multi-Family Unit	\$409.53	
B = Permanent Facility Cost per MF Unit	\$24,772.91	
C = Temporary Facility Cost per MF Unit	\$0.00	
Subtotal		\$25,182.44
D = State Match Credit per MF Unit	\$7,113.22	
TC = Tax Credit per MF Unit	\$2,845.18	
Subtotal	-	\$9,958.40
Total Unfunded Need		\$15,224.04
50% Developer Fee Obligation		\$7,612
FC = Facility Credit (if applicable)		0
District Adjustment		(\$5,154)
Net Fee Obligation per Residential Unit - Multi-family		<u>\$2,457.53</u>

IX - Summary of Changes to June 2020 Capital Facilities Plan

The Capital Facilities Plan (the "Plan") is updated annually based on previous Plans in effect since 1993. The primary changes from the June 2020 Plan are summarized here.

Changes to capacity continue to reflect fluctuations in class size ratio as well as program changes. Changes in portables or transitional capacity reflect use, lease or purchase, sale, surplus and/or movement between facilities.

The district worked with contractor Educational Data Solutions, LLC out of Seattle Washington to update student generation factors. The updated rates are included in the body of the Plan.

The student headcount enrollment forecast is updated annually. All Elementary schools now have Full Day Kindergarten so six-year Kindergarten projections were previously modified to meet the requirements for Full Day Kindergarten programs at all elementary schools.

The district expects to receive some State Funding Assistance (formerly called "state matching funds") for projects in this Plan and tax credit factors are updated annually. Unfunded site and facility needs will be reviewed in the future.

The impact fees for 2022 calendar year will change based on the percentage increase of the consumer price index for the Seattle metropolitan area. The increase for 2022 calendar year is 2.2% (Based on the OSPI Applied to LEA & Levy per pupil inflators CPI as of March 2021). For single-family residences, the fee will increase by \$125.24 to \$5818.06. The impact fee for multi-family units will increase by \$52.90 to \$2,457.53.

X - Appendices

Changes to Impact Fee Calculation Factors Include:

ITEM	Grade/ Type	FROM	TO	Increase/ Decrease	Comments
Student Generation Factor	Elem	0.334	0.277		
Single Family (SF)	MS	0.078	0.071		
	SH	0.117	0.086		
	Total	0.529	0.435	-0.094	Decrease
Student Generation Factor	Elem	0.187	0.258		
Multi-Family (MF)	MS	0.043	0.058		
	SH	0.070	0.100		
	Total	0.300	0.416	0.116	Increase
State Funding Assistance Ratios ("State Match")		56.96%	53.79%	-3.17%	Per OSPI Website
Area Cost Allowance		\$225.97	\$238.22	12.250	Per OSPI Website
Average Assessed Valuation (AV)	SF	\$423,247	\$268,271	(154,976)	Puget Sound ESD
AV - Average of Condominiums & Apts.	MF	\$164,546	\$226,726	62,180	Puget Sound ESD
Debt Service Capital Levy Rate / \$1000		\$1.41	\$1.41	0.0	Per King Co. Assessor Report
General Obligation Bond Interest Rate		2.16%	2.44%	0.28%	Bond Buyers 20 year GO Index
Impact Fee - Single Family	SF	\$5,692.85	\$5,818.09	\$125.24	2.20%
Impact Fee - Multi-Family	MF	\$2,403.63	\$2,457.53	\$53.90	2.20%

ENVIRONMENTAL CHECKLIST

UPDATED 2021

WAC 197-11-960 Environmental Checklist.

Purpose of Checklist:

Governmental agencies use this checklist to help determine whether the environmental impacts of your proposal are significant. This information is also helpful to determine if available avoidance, minimization or compensatory mitigation measures will address the probable significant impacts or if an environmental impact statement will be prepared to further analyze the proposal

Instructions for Applicants:

This environmental checklist asks you to describe some basic information about your proposal. Please answer each question accurately and carefully, to the best of your knowledge. You may need to consult with an agency specialist or private consultant for some questions. You may use "not applicable" or "does not apply" only when you can explain why it does not apply and not when the answer is unknown. You may also attach or incorporate by reference additional studies reports. Complete and accurate answers to these questions often avoid delays with the SEPA process as well as later in the decision-making process.

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

Instructions for Lead Agencies:

Please adjust the format of this template as needed. Additional information may be necessary to evaluate the existing environment, all interrelated aspects of the proposal and an analysis of adverse impacts. The checklist is considered the first but not necessarily the only source of information needed to make an adequate threshold determination. Once a threshold determination is made, the lead agency is responsible for the completeness and accuracy of the checklist and other supporting documents

Use of checklist for non-project proposals:

For non-project proposals (such as ordinances, regulations, plans and programs), complete the applicable parts of sections A and B plus the SUPPLEMENTAL SHEET FOR NONPROJECT ACTIONS (part D). Please completely answer all questions that apply and note that the words "project," "applicant," and "property or site" should be read as "proposal," "proponent," and "affected geographic area," respectively. The lead agency may exclude (for non-projects)

questions in Part B - Environmental Elements -that do not contribute meaningfully to the analysis of the proposal

A. BACKGROUND

1. Name of proposed project, if applicable:

The adoption of a six-year Capital Facilities Plan by the Kent School District. The Comprehensive Plans of King County, City of Kent, City of Covington, City of Renton, City of Auburn and possibly Cities of Maple Valley, Black Diamond and SeaTac have been and/or will be amended to include the Kent School District 2021 Capital Facilities Plan in the Capital Facilities Plan Element of the Comprehensive Plan for each jurisdiction. A copy of the Capital Facilities Plan is available for review in the Kent School District Business Services Department.

2. Name of applicant:

Kent School District No. 415.

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

Kent School District No. 415
12033 SE 256th Street # A-600
Kent, WA 98030-6643

Contact Person: Mr. Tom Metcalf, Director

Telephone: (253) 373-7295

4. Date checklist prepared: May 7, 2021

5. Agency requesting checklist:

Kent School District No. 415

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

The 2021 Kent School District Capital Facilities Plan is scheduled to be forwarded to King County, Cities of Kent, Covington, Renton, Auburn, Maple Valley, Black Diamond, and SeaTac for possible inclusion in each jurisdiction's Comprehensive Plan. The Capital Facilities Plan will be updated annually. Site-specific projects have been or will be subject to project-specific environmental review.

7. Do you have any plans for future additions, expansion, or further activity related to or connected with this proposal? If yes, explain. None at this time

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

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

If yes, explain.

No.

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

King County and Cities of Kent, Covington, Auburn and Renton will review and approve the Capital Facilities Plan for the purposes of impact fee ordinances and will need to adopt the Plan as an amendment to the Capital Facilities Plan element of the Comprehensive Plans of King County and Cities of Kent, Covington, Renton and Auburn. Cities of Maple Valley, Black Diamond, and SeaTac may also review and approve the Plan for the purposes of any school impact fee ordinances and may adopt the Plan as an amendment to the Capital Facilities element of their Comprehensive Plans.

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

This is a non-project action. This proposal involves the adoption of the Kent School District 2021 Capital Facilities Plan for the purpose of planning the facilities needs of the District and for inclusion in the Capital Facilities Plan element and possible amendment of the Comprehensive Plans for King County, City of Covington, City of Kent, City of Renton, City of Auburn, City of Black Diamond, City of SeaTac and City of Maple Valley. A copy of the Capital Facilities Plan may be viewed at the Kent School District Business Services Department office.

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

The 2021 Capital Facilities Plan will affect the Kent School District. The District includes an area of approximately 70 square miles. The City of Covington, and portions of the Cities of Kent, Auburn, Renton, Black Diamond, Maple Valley, SeaTac and parts of unincorporated King County fall within the boundaries of the Kent School District.

B. ENVIRONMENTAL ELEMENTS

1. Earth

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

The Kent School District is comprised of a variety of topographic landforms and gradients, including all of those listed. Specific topographic characteristics will be identified during the planning and permit process for each capital project.

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

Specific slope characteristics will be identified during the planning and permit process for each capital project.

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

Specific soil types will be identified during the planning and permit process for each capital project.

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

Unstable soils may exist within the Kent School District. Specific soil limitations on individual project sites will be identified at the time of environmental review.

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

Individual projects included in the Capital Facilities Plan will be subject to project-specific environmental review and local approval at the time of proposal. Proposed grading projects, as well as the purpose, type, quantity, and source of fill materials will be identified as appropriate to each project.

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

It is possible that erosion could occur as a result of construction projects currently proposed in the Capital Facilities Plan. Individual projects and their erosion impacts will be evaluated on a site-specific basis. Individual projects will be subject to environmental review and local approval on the time of proposal.

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

Percentage of impervious cover will vary with each capital facilities project and will be addressed during project-specific environmental review.

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

Erosion potential on individual project sites will be addressed during project-specific environmental review. Relevant erosion reduction and control requirements will be met.

2. Air

a. What types of emissions to the air would result from the proposal during construction operation and maintenance when the project is completed? If any, generally describe and give approximate quantities if known.

Various emissions, many construction-related, may result from individual projects. Air-quality impacts will be evaluated during project-specific environmental review. Please see the Supplemental Sheet for Non-project Actions.

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

Off-site sources and necessary mitigation will be addressed during project-specific environmental review.

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

Plans for individual projects included in the Capital Facilities Plan have been or will be subject to environmental review and relevant local approval processes, including obtaining of any necessary air quality permits, at the time individual projects are formally proposed. Please see the Supplemental Sheet for Non-project Actions.

3. Water

a. Surface:

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

There is a network of surface water bodies within the Kent School District. The surface water regimes and flow patterns have been or will be researched and incorporated in the design of each individual project.

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

Some projects may require work near these described waters. Individual projects in the Capital Facilities Plan will be subject to environmental review and local approval requirements at the time the project is formally proposed.

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

Information with respect to placement or removal of fill or dredge material will be addressed at the time of project-specific environmental review. Applicable local regulations have been or will be satisfied.

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

Any surface water withdrawals or diversions have been or will be addressed during project-specific environmental review.

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

Each capital facilities project, if located in a floodplain area, will be required to meet applicable local regulations for flood areas.

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

Specific information regarding discharges of waste materials, if any, will be addressed during project-specific environmental review. Please see the Supplemental Sheet for Non-project Actions.

b. Ground:

1) Will ground water be withdrawn, from a well for drinking water or other purposes? If so, give general description of the well, proposed uses and approximate quantities withdrawn from the well. Will water be discharged to groundwater? Give general description, purpose, and approximate quantities if known.

Individual projects included in the Capital Facilities Plan may impact ground water resources. Each project will be evaluated during project-specific environmental review. Applicable local regulations have been or will be satisfied. Please see the Supplemental Sheet for Non-project Actions.

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

Impacts of discharged waste material, if any, have been or will be addressed during site-specific, project-level environmental review.

c. Water Runoff (including storm water):

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

Individual projects included in the Capital Facilities Plan may have varying storm water runoff consequences. Each project will be subject to environmental review and applicable local regulations.

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

Individual projects included in the Capital Facilities Plan will have varying environmental impacts and will be subject to appropriate review and local regulations prior to construction. Information regarding waste materials will be presented at the time of such review. Please see the Supplemental Sheet for Non-project Actions.

3) Does the proposal alter or otherwise affect drainage patterns in the vicinity of the site? If so, describe.

Individual projects included in the Capital Facilities Plan may have varying drainage pattern consequences. Each project will be subject to environmental review and applicable local regulations

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

Specific measures to reduce or control runoff impacts have been or will be developed on a project-specific basis in cooperation with the appropriate jurisdiction.

4. Plants:

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

deciduous tree: alder, maple, aspen, other

evergreen tree: fir, cedar, pine, other

shrubs

grass

pasture

crop or grain

wet soil plants: cattail, buttercup, bulrush, skunk cabbage, other

water plants: water lily, eelgrass, milfoil,
other types of vegetation

There are various vegetative zones within the Kent School District. An inventory of species has been or will be produced as part of project-specific environmental review.

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

Impacts on vegetation will be determined at the time of project-specific environmental review at the time the project is formally proposed. Please see the Supplemental Sheet for Non-project Actions.

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

Specific impacts to these species from individual projects have been or will be determined at the time of project proposal and will be addressed during site-specific, project-level environmental review.

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

Individual projects included in the Capital Facilities Plan will be subject to environmental review and local approval at the time of project proposal.

- e. List all noxious weeds and invasive species known to be on or near the site.

Individual projects included in the Capital Facilities Plan will be subject to Environmental review and local approval at the time of project proposal.

5. Animals:

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

birds: hawk, heron, eagle, songbirds, other:

mammals: deer, bear, elk, beaver, other:

fish: bass, salmon, trout, herring, shellfish, other:

An inventory of species observed on or near sites has been or will be developed during project-specific environmental review.

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

Specific impacts to these species from individual projects will be determined at the time of project proposal and will be reviewed in cooperation with the affected jurisdictions.

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

Impacts on migration routes, if any, will be addressed during site-specific, project-level environmental review.

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

Appropriate measures to preserve or enhance wildlife have been or will be determined at the time of site-specific, project-level environmental review.

- e. List any invasive animal species known to be on or near the site.

An inventory of invasive animal species observed on or near sites has been or will be developed during project-specific environmental review

6. Energy and Natural Resources:

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

The State Board of Education requires a life-cycle cost analysis of all heating, lighting, and insulating systems prior to allowing specific projects to proceed. Energy needs will be decided at the time of specific engineering and site design planning. Please see the Supplemental Sheet for Non-project Actions.

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

Individual projects of this Capital Facilities Plan will be evaluated as to their impact on the solar potential of adjacent projects during environmental review.

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

Energy conservation measures will be considered at the project-specific design phase and environmental review.

7. Environmental Health:

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

Please see the Supplemental Sheet for Non-project Actions.

- 1) Describe any known or possible contamination at the site from present or past uses.

Please see the Supplemental Sheet for Non-project Actions.

- 2) Describe existing hazardous chemicals/conditions that might affect project development and design. This includes underground hazardous liquid and gas transmission pipelines located within the project area in the vicinity

Please see the Supplemental Sheet for Non-project Actions.

- 3) Describe any toxic or hazardous chemicals that might be stored, used, or produced during the project's development or construction, or at any time during the operating life of the project.

Please see the Supplemental Sheet for Non-project Actions.

- 4) Describe special emergency services that might be required.

Please see the Supplemental Sheet for Non-project Actions.

- 5) Proposed measures to reduce or control environmental health hazards, if any:

Proposed projects will comply with all current codes, standards, and rules and regulations. Individual projects have been or will be subject to environmental review and local approval at the time of formal submittal.

- b. Noise:

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

A variety of noises exist within the Kent School District. Specific noise sources have been or will be identified during project-specific environmental review.

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

Normal construction noises would exist on a short-term basis during school construction. There could be an increase in traffic or operations-related noise

which would be addressed during project specific environmental review. Please see the Supplemental Sheet for Non-project Actions.

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

Project noise impacts have been or will be evaluated and mitigated during the project-specific environmental review. Each project is or will be subject to applicable local regulations.

8. Land and Shoreline Use:

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

There are a variety of land uses within the Kent School District, including residential, commercial, industrial, institutional, utility, agricultural, forestry, open space, recreational, etc.

b. Has the site been used as working farmlands or working forest lands? If so describe. How much agricultural or forest land of long-term commercial significance will be converted to other uses as a result of the proposal, if any? If resource lands have not been designated, how many acres in farmland or forest land tax status will be converted to nonfarm or nonforest use?

1) Will the proposal affect or be affected by surrounding working farm or forest land normal business operations, such as oversize equipment access, the application of pesticides, tilling, and harvesting? If so, how:

This question will be addressed during site-specific, project-level environmental review.

c. Describe any structures on the site.

Structures located on proposed sites have been or will be identified and described during project-specific environmental review when appropriate.

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

Structures to be demolished, if any, will be identified as part of the project-specific environmental review process.

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

There are a variety of zoning classifications within the Kent School District. Site specific zoning information has been or will be identified during project-specific environmental review.

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

An inventory of comprehensive plan designations has been or will be completed during project-specific environmental review.

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

Any shoreline master program designations have been or will be identified during project-specific environmental review.

h. Has any part of the site been classified as a critical area by city or county? If so, specify.

Environmentally sensitive areas, if any, will be identified during project-specific environmental review.

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

This information has been or will be provided at the time of project-specific environmental review.

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

It is not anticipated that proposed projects will displace any people. Displacement of people, if any, will be evaluated during project-specific environmental review.

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

Individual projects included in the Capital Facilities Plan will be subject to project-specific environmental review and local approval at the time the project is formally proposed.

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

Compatibility of the proposal and specific projects with existing uses and plans have been or will be assessed as part of the comprehensive planning process and during project-specific environmental review.

m. Proposed measures to ensure the proposal is compatible with nearby agricultural and forest lands of long-term commercial significance, if any:

Compatibility of the proposal and specific projects with existing uses and plans have been or will be assessed as part of the comprehensive planning process and during project-specific environmental review.

9. Housing:

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

No housing units would be provided.

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

Any impact of project proposals on existing housing has been or would be evaluated during project-specific environmental review procedures.

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

Measures to reduce or control any housing impacts have been or will be addressed during site-specific, project-level environmental review.

10. Aesthetics:

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

Aesthetic impacts have been or will be determined at the time of site-specific, project-level environmental review.

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

Aesthetic impacts have been or will be determined at the time of site-specific, project-level environmental review.

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

Appropriate measures to reduce or control aesthetic impacts have been or will be determined at the time of project-specific environmental review.

11. Light and Glare:

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

Light or glare impacts have been or will be determined at the time of project-specific environmental review.

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

Light or glare impacts have been or will be determined at the time of project-specific environmental review.

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

Off-site sources of light or glare have been or will be evaluated at the time of project specific environmental review.

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

Mitigation of light and glare impact has been or will be addressed during project-specific environmental review.

12. Recreation:

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

There are a variety of formal and informal recreational facilities within the Kent School District.

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

Recreational impacts have been or will be addressed during project specific environmental review. Projects in the Capital Facilities Plan may enhance recreational opportunities and uses.

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

Any adverse effects on recreation stemming from individual project proposals have been or will be subject to mitigation during the environmental review procedure. A school site usually provides recreational facilities to the community in the form of additional play fields and gymnasiums.

13. Historic and Cultural Preservation:

- a. Are there any buildings, structures, or sites, located on or near the site that are over 45 years old listed in or eligible for listing in national, state, or local preservation registers located on or near the site? If so, describe.

The existence of historic and cultural resources will be determined at the time of project-specific environmental review.

- b. Are there any landmarks, features, or other evidence of Indian or historic use or occupation? This may include human burials or old cemeteries. Are there any material evidence, artifacts, or areas of cultural importance on or near the site? Please list any professional studies conducted at the site to identify such resources.

An inventory of historical sites has been or will be conducted as part of project specific environmental review.

- c. Describe the methods used to assess the potential impacts to cultural and historic resources on or near the project site. Examples include consultation with

tribes and the department of archeology and historic preservation, archaeological surveys, historic maps, GIS data, etc.

Appropriate measures have been or will be proposed on a project-specific basis.

d. Proposed measures to avoid, minimize, or compensate for loss, changes to, and disturbance to resources. Please include plans for the above and any permits that may be required.

Appropriate measures have been or will be proposed on a project-specific basis.

14. Transportation:

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

Impact on public streets and highways has been or will be assessed during project-specific environmental review.

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

The relationship between specific projects and public transit has been or will be assessed during project-specific environmental review.

c. How many additional parking spaces would the completed project or non-project proposal have? How many would the project or proposal eliminate?

An inventory of parking spaces and the impacts of specific projects on parking spaces have been or will be conducted during project-specific environmental review.

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

The development of new schools may require new access roads or streets. This issue will be fully addressed during project-specific environmental review.

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

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

f. How many vehicular trips per day would be generated by the completed project? If known, indicate when peak volumes would occur and what percentage of volume would be trucks (such as commercial and non-passenger vehicles). What data or transportation models were used to make these estimates?

Each project proposal has been or will be separately evaluated as to traffic impacts.

g. Will the proposal interfere with, affect or be affected by the movement of agricultural and forest products on roads or streets in the area? If so, generally describe.

Each project proposal has been or will be separately evaluated as to traffic impacts.

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

Mitigation of impacts on transportation has been or will be addressed during project-specific environmental review.

15. Public Services:

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

Impacts have been or will be evaluated on a project-specific basis.

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

Schools are built with automatic security systems, fire alarms, smoke alarms, heat sensors and sprinkler systems.

16. Utilities:

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

Utilities available at project sites have been or will be identified during project specific environmental review.

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

Utility revisions and construction needs will be identified during project-specific environmental review.

C. SIGNATURE

The above answers are true and complete to the best of my knowledge. I understand that the lead agency is relying on them to make its decision.

Signature:

Mr. Tom Metcalf
Director, Business Services

D. SUPPLEMENTAL SHEET FOR NONPROJECT ACTIONS

(do not use this sheet for project actions)

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

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

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

To the extent this Plan makes it more likely that school facilities will be constructed, and/or renovated or remodeled, some of these environmental impacts will be more likely. Additional impermeable surfaces, such as roofs, parking lots, sidewalks, access roads and playgrounds will increase storm water runoff, which could enter surface or ground water. Emissions to air could result from heating systems, emergency generators and other equipment, and from additional car and bus trips to and from the school for students and faculty. Any emissions resulting from this Plan should not require the production, storage, or release of toxic or hazardous substances, with the possible exception of storage of diesel fuel or gasoline for emergency generating equipment. Noise may result from additional traffic and from concentrating several hundred children at a new facility, especially before and after school and during recesses.

To the extent this proposal allows additional residential development to occur, these impacts would also increase somewhat, but it is not possible to quantify those impacts at this time. The impacts would depend on the type, location and distribution of housing, for example, whether single or multiple family and the location of the school.

Proposed measures to avoid or reduce such increases are:

Facilities implementing the Plan have been or will be evaluated at the project specific level and impacts will be mitigated accordingly. Storm water detention and runoff will meet applicable County and/or City requirements and, depending on the date of actual construction, may be subject to a National Pollutant Discharge Elimination System ("NPDES") permitting requirements. Discharges to air will be minimal, and will meet any applicable requirements of the Puget Sound Air Pollution Control Authority. Fuel oil will be stored according to local and state requirements.

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

The Plan itself will have no impact on these elements of the environment. Depending on the particular site, construction of facilities may require clearing sites of plants and loss of animal habitat. To the extent residential development is allowed, additional area may be cleared and eliminated as habitat for animals. There are not likely to be any impacts on fish or marine life, although some water quality degradation in streams and rivers could occur due to increased residential development. These impacts have been or will be addressed in more detail during project-specific environmental review when appropriate.

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

Individual projects will be evaluated and mitigated appropriately on a project-specific basis, but specific mitigation proposals cannot be identified at this time.

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

Any actual projects resulting from this Plan would consume heating fuel and electrical energy. Increased traffic resulting from the construction of additional facilities would consume petroleum based fuels. Reduced traffic resulting from construction of another neighborhood school may also reduce amounts of fuel consumed, but it is not possible to quantify such reduction in consumption at this time. These impacts have been or will be addressed in more detail during project-specific environmental review when appropriate.

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

Facilities would be constructed in accordance with applicable energy efficiency standards.

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

The Plan and facilities constructed pursuant to the Plan should have no impact on these resources. It is not possible to predict whether other development made possible by this Plan would affect sensitive areas.

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

No specific measures are being proposed at this time. Appropriate measures have been or will be proposed during project-specific review. Annual updates of this Plan will be coordinated with King County, Cities of Kent, Covington, Renton, Auburn, Black Diamond, SeaTac, and Maple Valley as part of the Growth Management Act process, one of the purposes of which is to protect environmentally sensitive areas. To the extent the School District's facilities planning process is part of the overall growth management planning process, these resources are more likely to be protected.

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

The Plan will not have any impact on land or shoreline use that is incompatible with existing comprehensive plans, land use codes, or shoreline management plans.

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

None are proposed at this time. Actual facilities constructed to implement the Plan will be sited and constructed to avoid or reduce land use impacts.

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

This proposal should not create substantial new demands for transportation. The projects included in the Capital Facilities Plan may create an increase in traffic near new District facilities but also reduce traffic by creating the opportunity for more students to walk to a closer school. The construction of the facilities included in the Capital Facilities Plan may result in minor increases in the demand for public services and utilities, such as fire and police protection, and water, sewer, and electric utilities. None of these impacts are likely to be significant. The impacts on transportation and public services and utilities of the projects included in the Capital Facilities Plan will be addressed during project-level review when appropriate.

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

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

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

The Kent School District Capital Facilities Plan will not conflict with any laws or requirements for the protection of the environment.

DETERMINATION OF NONSIGNIFICANCE

For

Kent School District No. 415

2021 Capital Facilities Plan

Issued with a 14-day comment and appeal period.

Description of Proposal:

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

1. The adoption of the Kent School District 2021 Six-Year Capital Facilities Plan by the Kent School District for the purposes of planning for the facilities needs of the District.
2. The amendment of the King County Comprehensive Plan to include the Kent School District 2021 Capital Facilities Plan as a part of the Capital Facilities Plan Element of the King County Comprehensive Plan.
3. The amendment of the Comprehensive Plan of the City of Kent to include the Kent School District's 2021 Capital Facilities Plan as part of the Capital Facilities Plan Element of the Comprehensive Plans of the City of Kent.
4. The amendment of the Comprehensive Plan of the City of Covington to include the Kent School District's 2021 Capital Facilities Plan as part of the Capital Facilities Plan Element of the Comprehensive Plans of the City of Covington.
5. The amendment of the Comprehensive Plan of the City of Renton to include the Kent School District's 2021 Capital Facilities Plan as part of the Capital Facilities Plan Element of the Comprehensive Plans of the City of Renton.
6. The amendment of the Comprehensive Plan of the City of Auburn to include the Kent School District's 2021 Capital Facilities Plan as part of the Capital Facilities Plan Element of the Comprehensive Plans of the City of Auburn.
7. This proposal may also involve amendment of Comprehensive Plans of the Cities of Black Diamond, Maple Valley, and/or SeaTac to incorporate the Kent School District 2021 Capital Facilities Plan into the Capital Facilities element of that jurisdiction's Comprehensive Plan.

Proponent: Kent School District No. 415

Location of the Proposal:

The Kent School District includes an area of approximately 70 square miles. The City of Covington and portions of the cities of Kent, Renton, Auburn, Black Diamond, Maple Valley, and SeaTac fall within the District's boundaries, as do parts of unincorporated King County.

Lead Agency:

Kent School District No. 415 is the lead agency pursuant to WAC 197-11-926.

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

This Determination of Non-significance (DNS) is issued under WAC 197-11-340(2). The lead agency will not act on this proposal for 14 days from the date of issue. Comments must be submitted by 4:00 p.m., May 18, 2021. The responsible official will reconsider the DNS based on timely comments and may retain, modify, or, if significant adverse impacts are likely, withdraw the DNS. If the DNS is retained, it will be final after the expiration of the comment deadline.

Responsible Official:

Mr. Dave Bussard
Director of Capital Planning
Kent School District No. 415

Telephone: (253) 373-7277

Address: 12033 SE 256th Street, Bld. B
Kent, Washington 98030-6643

Appeals of this determination are governed by Board Policy No. 6890, which can be obtained from Mr. David Bussard, Director, Kent School District No. 415, 12033 SE 256th Street Bld. B, Kent, Washington 98030-6643 and pursuant to WAC 197-11-680 and RCW 43.21C.075.

Date of Issue: 5/7/2021

Date Published: 5/21/2021