



**Idaho Falls
School District 91**
A World Class Education

Long-Range Facilities Master Plan Initial School Board Update

November 10, 2021



COOPERATIVE
STRATEGIES
ASSESS • PLAN • FUND • BUILD

▶ OUTLINE

- 2 WELCOME AND INTRODUCTIONS
- 8 GENERAL OVERVIEW: PROCESS AND TIMELINE
- 13 DISTRICT-WIDE DATA
- 20 NEXT STEPS & KEY POINTS



The mission of Idaho Falls School District 91, in cooperation with our community, is to graduate all students with the knowledge, skills and attributes they need to be successful beyond high school.

▶ INTRODUCTIONS
CS TEAM



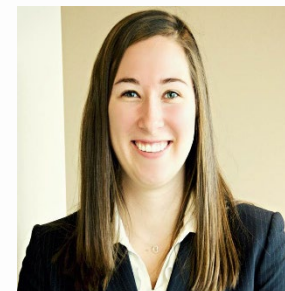
David Sturtz
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Enrollment Projections



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Senior Director



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Boundary Analysis

A black and white photograph of five children running across a grassy field. They are all wearing backpacks, suggesting they are on their way to school. The children are of diverse backgrounds and are captured in a candid, joyful moment. In the background, a school building with several windows is visible. The overall mood is energetic and positive.

DEFINITION OF TERMS & OUTCOMES

► DEFINITION OF TERMS

FACILITIES MASTER PLAN

Facilities Master Plan



A strategic plan for directing major capital decisions, usually over a 5–10 year horizon.

Data considered includes:

- Facility Conditions (now and near-term)
- Facility Capacity (programmatic & square feet)
- Facility Adequacy (how the facility does/does not support desired programs and teaching methods)
- Enrollments (historic, present, projected)
- District strategic plans
- Community priorities & feedback

Key questions:

- Are the facilities we operate now, the ones we should continue to operate for the next 5-10+ years?
- Which facilities are in good enough condition, relative to their replacement value, to maintain and which ones require major renovation or replacement?
- Do all students have equitable access to high-quality learning environments in a warm/cool, safe and dry school and educationally adequate?
- What is the history of your district and community and how should that inform future facility investments?

► DEFINITION OF TERMS
FACILITIES CONDITION ASSESSMENTS



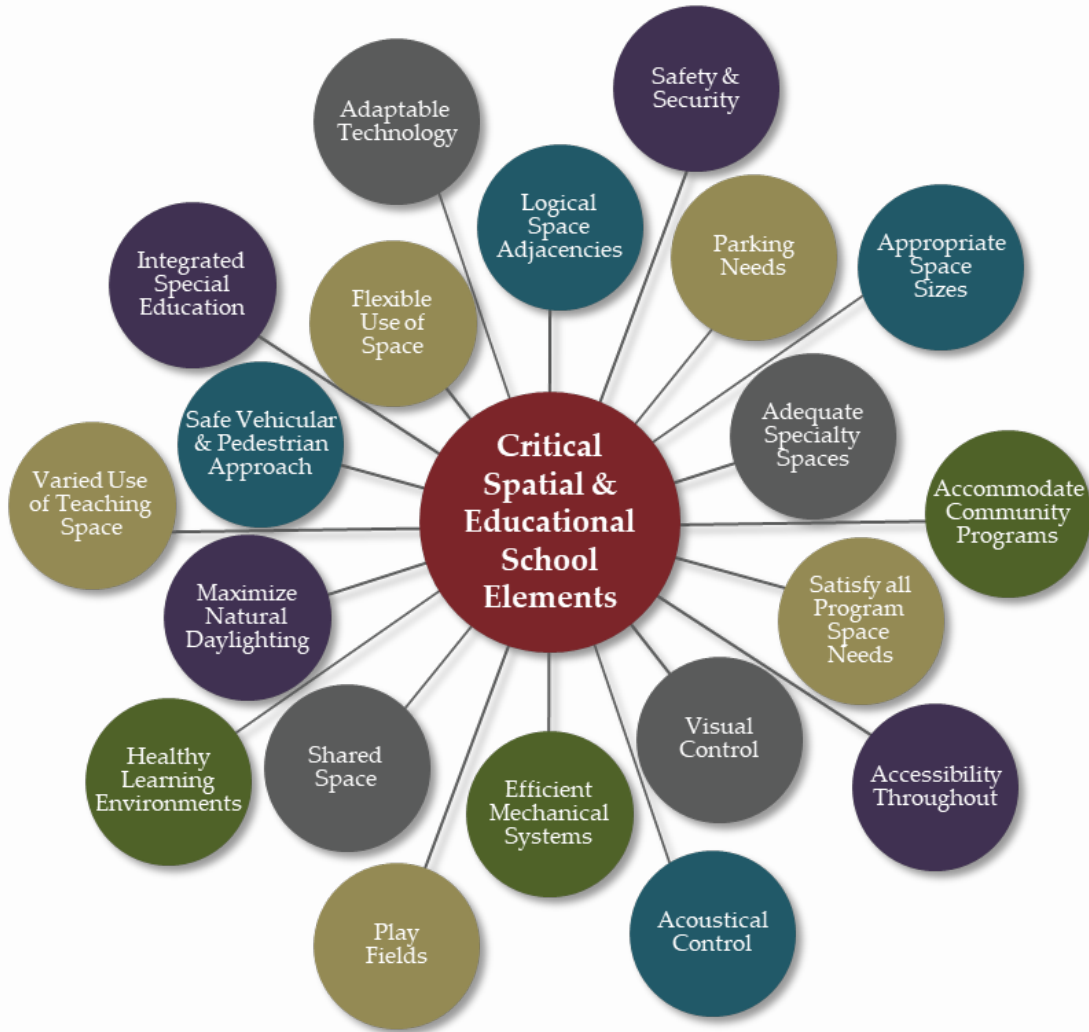
Gross Square Feet (GSF): Total square feet of the facility, does not include portables that may be located at the school site.

Facility Condition Index (FCI): This is a standard management benchmark that is used to objectively assess the current and projected condition of a building.

Program Capacity: The number of students a school building can serve with the parameters of programs that may be offered at a school (e.g. Significant Support Needs (SSN) center program).

Utilization Factor: It is very difficult to schedule every teaching station every period of the day. There may be a specialized space such as a lab for which there is insufficient enrollment to conduct classes each period. At times it is not possible to maintain an average enrollment of 25 students and there needs to be some room to adjust. It is recommended that the average load factor be 85% for the secondary level, representing an approximate utilization of a space 6 out of 7 periods during a school day.

▶ FACILITIES MASTER PLAN PROCESS
INVESTMENTS TO INCLUDE EDUCATIONAL ADEQUACY



- How facilities should support and enhance educational programming.
- How teaching & learning should function in each space.
- How individual spaces should work together within the school, and how district-wide school program offerings work together to serve your vision.
- What tools each space should have to serve its core functions and whether these need to be fixed or flexible.

► FACILITIES MASTER PLAN OUTCOMES

WHAT ARE WE TRYING TO ACCOMPLISH & OUTCOMES



Align **major capital investments** over the next 5-10 years with educational program needs, capacities, budgets and our communities.


- Population growth/decline
- Building conditions
- Program needs

New Construction / Rebuilding our Schools



- Systems (roof, HVACs, etc.)
- Whole building

Major Renovations




- Science, Technology, Engineering, and Math (STEM)
- Career and Technical Education (CTE)
- Visual and Performing Arts (VPA)
- Special Education
- Other

Program Investments



- Do we have the right number of schools, at the right sizes, in the right locations, with the right learning environments to sustainably serve **all students** equitably?

Efficiency & Efficacy





GENERAL OVERVIEW
PROCESS & TIMELINE

► **COMMUNITY ENGAGEMENT**
HOW STAKEHOLDER GROUPS WORK TOGETHER TO CREATE THE PLAN



▶ PROCESS AND TIMELINE

Nov – Apr





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School District 91
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▶ **PLANNING GUIDELINES**
EQUITY, TRANSPARENCY, "TRADING UP"



Promotes equity

- All schools will receive priority repairs with options created to provide equitable access to high-quality facilities division-wide

Created from data, drives towards the vision

- Options are created to meet the needs of each planning area as identified by the data and informed by stakeholders

Community outreach materially impacts each step

- Outreach helps inform the vision, planning priorities, options developed, and the final recommendations

Transparency throughout the process

- The project website provides up-to-date documents from the process with notices of upcoming events

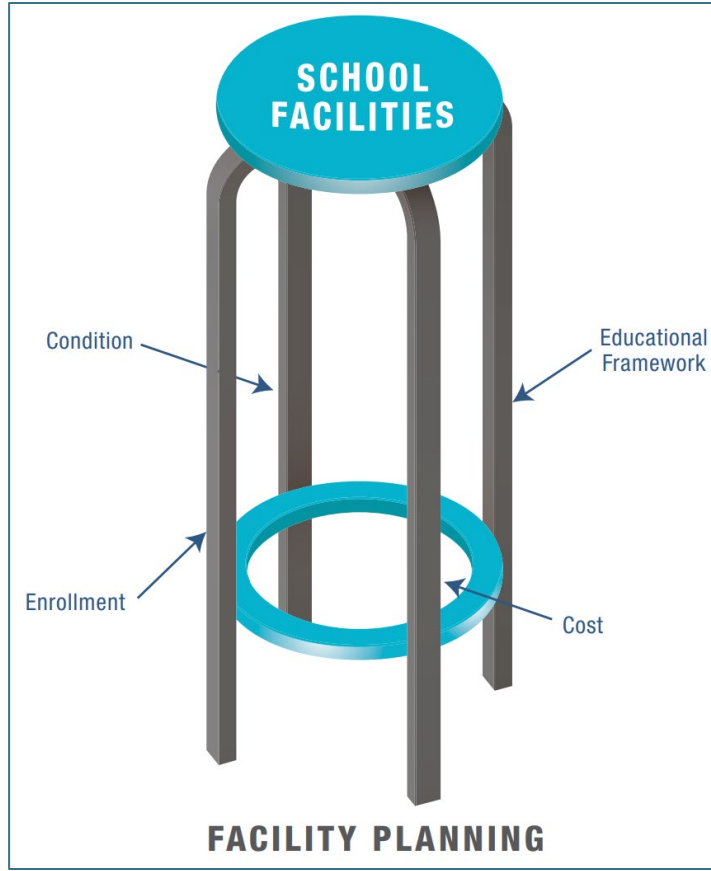
All options are created to be "trade-up" scenarios for students

- No option will be considered if it does not improve the learning environment for students

A grayscale photograph of a classroom. In the foreground, several students are seen from behind, sitting at desks with their hands raised. In the background, a teacher stands at the front of the room, smiling, with a chalkboard behind her. The text "DISTRICT-WIDE DATA" is overlaid in the center of the image.

DISTRICT-WIDE DATA

► FACILITY DATA CONSIDERED
ENROLLMENT, CAPACITY, CONDITIONS, ADEQUACY



► PROJECTED ENROLLMENT

2019-2028/29

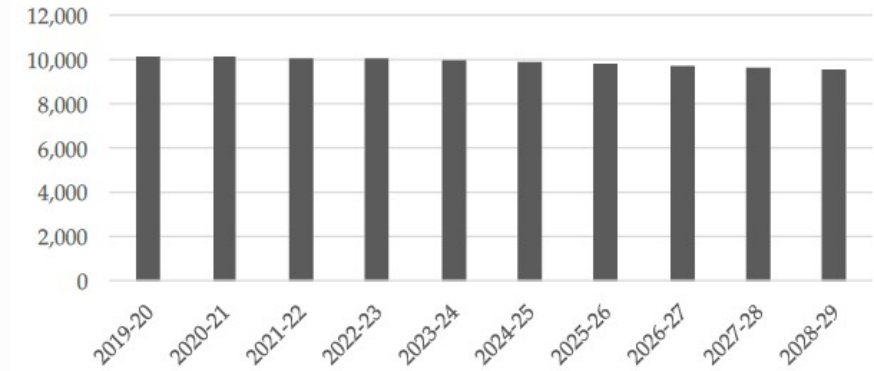


Projected Enrollment - Recommended - District-wide

Grade	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
K	705	724	710	667	700	700	700	700	700	700
1	705	721	743	724	681	717	717	717	717	717
2	743	704	718	738	721	676	712	712	712	712
3	734	747	708	716	737	718	671	709	709	709
4	755	735	751	711	714	736	720	672	708	708
5	780	761	746	764	722	724	746	726	679	717
6	810	779	763	747	765	720	725	747	727	679
7	854	840	809	790	773	792	747	749	773	753
8	783	852	837	806	788	770	790	744	748	771
9	867	821	891	875	843	823	807	827	780	783
10	790	857	811	882	866	834	814	797	817	771
11	824	780	848	802	870	856	824	806	789	806
12	750	781	738	802	758	824	809	778	762	746
Grand Total	10,100	10,102	10,073	10,024	9,938	9,890	9,782	9,684	9,621	9,572

Source: Cooperative Strategies

PROJECTED ENROLLMENT - RECOMMENDED - DISTRICT-WIDE



Our 2019 projections anticipated relatively flat enrollment in the next 10 years.

Projections will be updated during this process and will inform the options considered.

Projected Enrollment - Recommended - District-wide

Grade	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
K - 6	5,232	5,171	5,139	5,067	5,040	4,991	4,991	4,983	4,952	4,942
7 - 8	1,637	1,692	1,646	1,596	1,561	1,562	1,537	1,493	1,521	1,524
9 - 12	3,231	3,239	3,288	3,361	3,337	3,337	3,254	3,208	3,148	3,106
Grand Total	10,100	10,102	10,073	10,024	9,938	9,890	9,782	9,684	9,621	9,572

Source: Cooperative Strategies

► PREVIOUS EFFORTS | 2019

CONDITION DATA



School	Year Built	Square Feet	SqFt per Student	Renovation Cost	Replacement Cost	FCI
A.H. Bush Elementary	1956	55,707	110	\$6,324,671	\$12,383,666	0.51
Dora Erickson Elementary	2013	67,806	128	\$1,304,052	\$15,073,274	0.09
Edgemont Gardens Elementary	2014	67,806	128	\$1,304,052	\$15,073,274	0.09
Ethel Boyes Elementary	2013	67,806	128	\$1,304,052	\$15,073,274	0.09
Fox Hollow Elementary	1991	48,768	106	\$6,037,117	\$10,841,126	0.56
Hawthorne Elementary	1938	47,297	178	\$2,672,561	\$10,514,123	0.25
Linden Park Elementary	1955	46,439	101	\$6,890,936	\$10,323,390	0.67
Longfellow Elementary	2014	67,806	128	\$1,304,052	\$15,073,274	0.09
Sunnyside Elementary	1991	46,896	102	\$6,037,117	\$10,841,126	0.56
Temple View Elementary	1958	39,932	97	\$5,837,847	\$8,876,884	0.66
Theresa Bunker Elementary	1963	32,453	103	\$4,180,091	\$7,214,302	0.58
Westside Elementary	1979	42,046	97	\$3,065,860	\$9,346,826	0.33
ELEMENTARY SUBTOTAL	-	630,762	116	\$46,262,406	\$140,634,538	0.33
Eagle Rock Middle School	1981	101,696	127	\$10,040,794	\$24,457,888	0.41
Taylorview Middle School	1991	117,182	140	\$5,488,481	\$28,182,271	0.19
MIDDLE SCHOOL SUBTOTAL	-	218,878	134	\$15,529,274	\$52,640,159	0.30
Idaho Falls High School	1951	165,632	179	\$35,521,201	\$53,830,400	0.66
Skyline High School	1965	226,832	200	\$22,855,914	\$73,720,400	0.31
Compass Academy	1961	112,244	187	\$8,345,726	\$30,642,612	0.27
Emerson Alternative High School	1929	17,739	118	\$1,211,451	\$4,842,747	0.25
HIGH SCHOOL SUBTOTAL	-	522,447	186	\$67,934,291	\$163,036,159	0.42
GRAND TOTAL	-	1,372,087	139	\$129,725,972	\$356,310,856	0.36

2019 cost estimates will be updated in the coming weeks; they will be higher due to pandemic-related inflation pressures

► PREVIOUS EFFORTS | 2019

ENROLLMENT DATA



Data from the 2019 process; will be updated

School	2018-2019 Enrollment	Design Capacity	Program Capacity	Program Utilization	5-Year Projected	5-Year Utilization	Grade Configuration	Attend Low SES %	Attend ELL %
A.H. Bush Elementary	410	555	507	81%	380	75%	K-6	78%	10%
Dora Erickson Elementary	413	579	531	78%	392	74%	K-6	85%	19%
Edgemont Gardens Elementary	499	579	531	94%	466	88%	K-6	36%	7%
Ethel Boyes Elementary	515	579	531	97%	523	98%	K-6	63%	15%
Fox Hollow Elementary	453	507	459	99%	407	89%	K-6	65%	18%
Hawthorne Elementary	397	386	266	150%	293	110%	PK-6	63%	10%
Linden Park Elementary	418	507	459	91%	317	69%	K-6	73%	7%
Longfellow Elementary	554	579	531	104%	557	105%	K-6	31%	2%
Sunnyside Elementary	635	507	459	138%	623	136%	K-6	7%	0%
Temple View Elementary	406	507	410	99%	372	91%	PK-6	51%	8%
Theresa Bunker Elementary	287	362	314	91%	262	83%	K-6	69%	5%
Westside Elementary	464	483	435	107%	448	103%	K-6	39%	7%
ELEMENTARY SUBTOTAL	5,451	6,132	5,432	100%	5,040	93%	-	52%	9%
Eagle Rock Middle School	797	882	798	100%	765	96%	7-8	54%	6%
Taylorview Middle School	818	924	840	97%	796	95%	7-8	40%	4%
MIDDLE SCHOOL SUBTOTAL	1,615	1,806	1,638	99%	1,561	95%	-	47%	5%
Idaho Falls High School	1,274	1155	924	138%	1294	140%	9-12	27%	3%
Skyline High School	1,228	1323	1,134	108%	1327	117%	9-12	39%	5%
Compass Academy	472	600	600	79%	514	86%	9-12	30%	0%
Emerson Alternative High School	179	150	150	119%	187	125%	9-12	56%	5%
HIGH SCHOOL SUBTOTAL	3,153	3,228	2,808	112%	3,322	118%	-	34%	4%
GRAND TOTAL	10,219	11,166	9,878	103%	9,923	100%	-	46%	7%

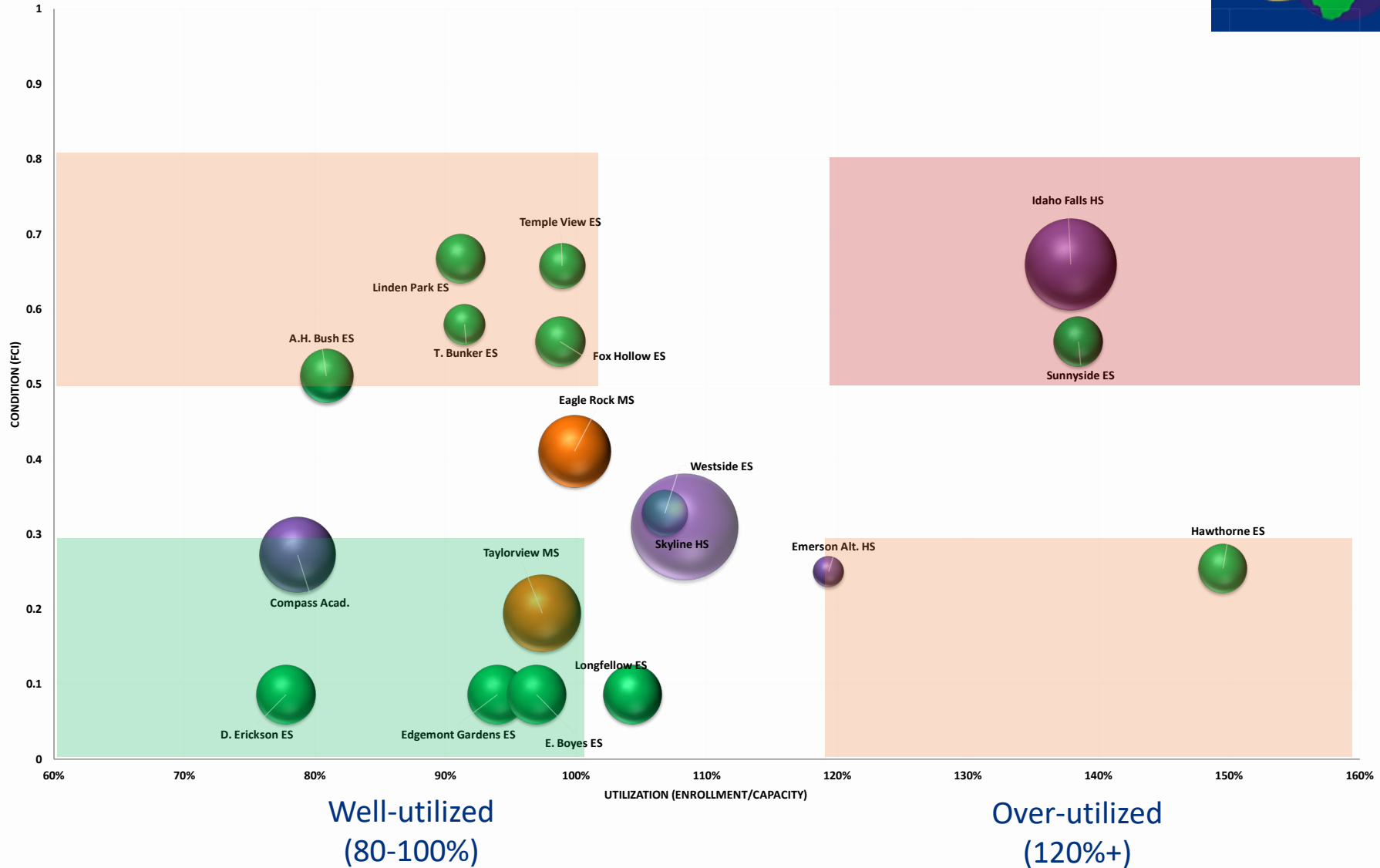
PREVIOUS EFFORTS | 2019

UTILIZATION & CONDITION



Needs major
reno or
replacement

Continue
maintenance



PREVIOUS EFFORTS SUMMARY | 2019

ENROLLMENT PROJECTIONS, CAPACITY STUDY, LIVE-ATTEND ANALYSIS, BUILDING CONDITION, FMP



25 Facilities

- 7 Admin/Maintenance
- 12 Elementary Schools
- 2 Middle Schools
- 4 High Schools
- 10,234 Students served in the 2018-19 school year

Utilization

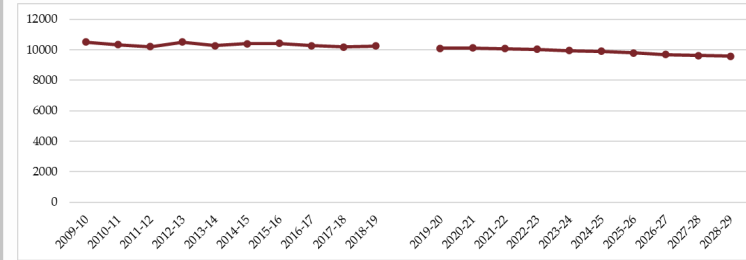
- 7 Number of schools that are over-utilized
- 8 Number of schools that are between 90%-100% utilized
- 3 Number of schools that are less than 90% utilized

Facilities Condition Index The FCI

(Renovation Cost divided by Replacement Cost) in the District ranges from 0.09 to 0.67

- 7 Number of Schools (6 ES, 1 HS) with FCI over 0.5
- 3 Number of Schools (1 ES, 1 MS, 1 HS) with FCI between 0.3 and 0.49
- 8 Number of Schools (5 ES, 1 MS, 2 HS) with FCI less than 0.3

Enrollment School enrollment has fluctuated over the past 10 years, and is projected to remain mostly flat over the next ten years

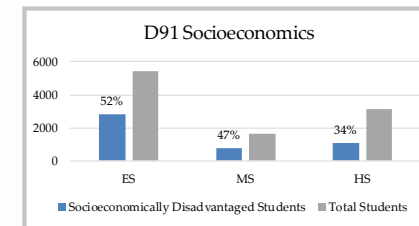


232 Number of students that transfer into D91 from other Districts

88% Students that attend their home school

12% Students that transfer to another school within the District

46% Students in the District who are Socioeconomically Disadvantaged



4 Number of Feeder Splits from Elementary to Middle School



NEXT STEPS

► COMMUNITY OUTREACH
FRAMING THE DATA AND DESIRED OUTCOMES



Community Survey and Outreach: January 3-21

Vision for desired outcomes with community leaders

Steering Committee #1: January 25

Facility condition and education adequacy review w/ updated cost estimates

Small group work on draft of community survey

Prepare for community dialogue opportunities





Consider new ideas

► **REMINDER!** FACILITIES LONG-RANGE PLAN OUTCOMES

WHAT ARE WE TRYING TO ACCOMPLISH & OUTCOMES



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<ul style="list-style-type: none">• Population growth/decline• Building conditions• Program needs <p>New Construction / Rebuilding our Schools</p> 	<ul style="list-style-type: none">• Systems (roof, HVACs, etc.,)• Whole building <p>Major Renovations</p> 	<ul style="list-style-type: none">• Science, Technology, Engineering, and Math (STEM)• Career and Technical Education (CTE)• Visual and Performing Arts (VPA)• Special Education• Other <p>Program Investments</p> 	<ul style="list-style-type: none">• Do we have the right number of schools, at the right sizes, in the right locations, with the right learning environments to sustainably serve all students equitably? <p>Efficiency & Efficacy</p> 
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