

FOUNDATIONS FOR LEARNING: THE FACILITIES NEEDS OF FEDERALLY IMPACTED SCHOOLS

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Introduction

The state of facilities in federally impacted school districts is troubling. This report includes survey results identifying the dire condition of many facilities at federally impacted school districts and the lack of local resources available to upgrade them. Sixty-five percent of respondents indicated their facilities are in fair to poor condition, and 26 percent have buildings that are more than 80 years old. More than \$4.2 billion in projects were identified as “the most pressing construction need.”

These projects are on hold due to a lack of funds. Fifty-three percent of school district respondents have no practical capacity to issue bonds, and 82 percent of respondents selected “lack of funds” as a reason for delaying construction projects. Health and safety, heating and cooling, roofing, and capacity complications are widespread, and there is a lack of funds for technology and modernization to support 21st century learning environments. The mounting costs and risks of deferred maintenance on student well-being and academic potential are worrisome.

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Federally impacted school districts encompass nontaxable Federal property. As a result, these school districts generally have fewer local resources for both operations and facilities. Local taxpayers bear an undue burden and students go without when the Federal Government fails to meet its obligation to these school districts. The limited school construction funding that the Federal Government appropriates annually is not meeting the needs of federally impacted school districts. More resources are necessary to assist schools in addressing the backlog of urgent facility projects.

Background

School facilities matter. Research shows that school facilities directly impact students’ ability to learn – including academic achievement and truancy – the health of students and staff, and school finances.¹ Shifting legal requirements and educational expectations also require school districts to invest in facility upgrades such as digital learning, early childhood and vocational programs, regulations related to health, the environment, and the Americans with Disabilities Act (ADA), state or local initiatives such as class size reduction, and increased security measures.

Public education is financed primarily at the state and local level through property taxes. The Federal Government and many states offer limited or no financial support for construction needs, so the burden to finance school facilities falls primarily to school districts and local taxpayers. Due to this uneven financing structure, the lack of infrastructure investments across states and school districts inevitably becomes an issue of educational equity. The estimated annual under-investment of spending nationwide for public K-12 facilities is \$46 billion.² This unmet investment is not shared evenly.

The limited Federal investment disproportionately impacts communities with a minimal tax base. For school districts located on or

near nontaxable Federal property – such as military installations, Indian Trust and Treaty lands, or national parks – their ability to generate local revenue for educational purposes is hindered. Congress enacted the Impact Aid program in 1950 to offset this loss of local revenue, but has not fully funded the program since 1969. The approximately 1,200 eligible school districts, located in every state, educate over 10 million students. These federally impacted school districts are at a unique disadvantage when it comes to addressing capital construction projects.

The original Impact Aid statute authorized school construction funding because the circumstances of these school districts make it difficult to generate revenue for capital projects, due to minimal property or assessed property value, limited bonding capacity, or lack of taxpayers. Currently, the amount of funds appropriated for Impact Aid Construction are narrowly targeted and inadequate.

**The Impact Aid Construction
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over the last decade.**

¹ Filardo, Mary (2016). State of Our Schools: America's K-12 Facilities. Washington, DC: 21st Century School Fund

² Ibid.

The Impact Aid Construction line item has hovered under \$18 million in annual appropriations over the last decade, alternating year-to-year between a formula for heavily impacted districts and an emergency grant program that supports only six-to-eight grants per cycle.³

Methodology

This report is a qualitative analysis of the school facility needs at federally impacted schools. The data are not necessarily representative of the entire Impact Aid program, but provide meaningful examples of federally impacted school facilities across the country.

An 11-question survey was distributed in the spring of 2017 (2016-2017 school year) using an electronic survey-collection tool. Survey recipients were the primary contact of the 403 National Association of Federally Impacted Schools (NAFIS) member school districts. The survey attempts both to illustrate the overall conditions of Impact Aid school district facilities and to detail specific needs. For example, survey questions solicited information about the age and general condition of school district facilities, as well as the most pressing school facility needs and the estimated cost of required repairs.

We received a total of 218 responses, a 54 percent response rate. Respondent school districts were geographically and demographically diverse in terms of location, size, student population, and their category of Federal impaction. Thirty-seven states were represented (see Appendix). A plurality of respondents (46 percent) have five or fewer facilities, while 20 percent have at least 16 facilities (including 14 percent with 20-plus facilities). Districts commonly include more than one type of student population or Federal property. While all categories of Federal impaction are represented in the survey, the majority (55 percent) of respondents are from Indian lands school districts, while about a third (34 percent) are from military-connected school districts.⁴

Results

Lack of resources: Federally impacted school districts generally have fewer local resources for operational purposes due to the presence of tax-exempt Federal property. This situation can significantly limit the availability of additional local funds required to address facilities projects. When surveyed about why their school district defers capital construction, 82 percent of respondents selected “lack of funds” as a reason, and 39 percent of respondents cited lack of community support to pass a bond or tax referendum. Other explanations for delaying construction projects included lack of state funding or state tax caps, too few taxpayers, insufficient property valuation, the need to build capital reserves over a number of years, or limited to non-existent bonding capacity.

Federally impacted school districts generally have fewer local resources for operational purposes due to the presence of tax-exempt Federal property.

Eighty-eight respondents cited lack of bonding capacity as a reason to defer capital construction. A total of 57 percent of respondents reported a bonding capacity of \$30 million or less. The Impact Aid regulations describe a school district with no practical capacity to issue bonds as one with a total assessed value of property that may be taxed for school purposes that is less than \$25 million.⁵ Based on this definition, at least fifty-three percent of school district respondents have no practical capacity to issue bonds (bonding capacity of up to \$20 million). This includes 43 percent of school district respondents – 94 school districts – that reported a bonding capacity of less than \$10 million. In places with low populations or property values, federally impacted school districts may impose a higher-than-average tax rate and still bring in less revenue than neighboring school districts. Other school districts with limited assessed property valuation choose not to bond because doing so would generate insufficient revenue.

For Superintendent Alan Kerr of Douglas School District in South Dakota, there is a need to address building capacity, but the district has “no capital funds to build.” Other school districts, like Lack-

³ The survey data was collected without regard to the specific eligibility criteria currently in place for Impact Aid Construction Section 8007(a) and Section 8007(b).

⁴ The four categories of Federal impaction per NAFIS membership are: Federal Lands Impacted Schools Association (FLISA), Mid-to-Low LOT Schools (MTLLS), Military Impacted Schools Association (MISA), and National Indian Impacted Schools Association (NIISA).

⁵ Impact Aid Section 7007(b) regulation: 34 CFR 222.176.

53% of school district respondents have no practical capacity to issue bonds.

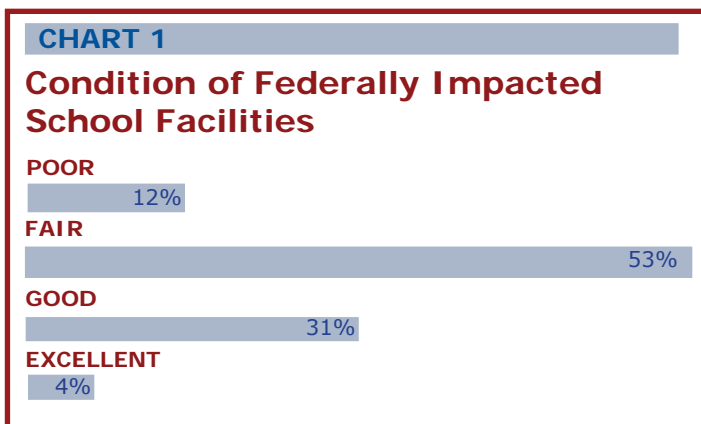
no outdoor facilities and the state rated it at the top for complete replacement. St. Ignatius #28 in Montana has buildings that have been shut down for safety issues, but faced two failed bond measures and a grant request that was not approved by the state.

Tom Addington, Superintendent, Central Union Elementary School, California explains “We have two Federal properties in our District boundary lines, thus our bonding capacity is less than \$3 million. The only community which would carry the bond is in one of the poorest communities in Kings County, the District will not consider a bond on this community.” Tony Potts, Superintendent of Stringtown School District in Oklahoma explains the difficulty of raising revenue locally: “We have been flooded four different times in two years. We are now in full bonded capacity and still do not have the funds to complete our projects.”

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Safety is the biggest concern for Superintendent Curt Guaglianone of the Mt. Adams School District #209 in Washington, because a 1937 brick building that holds over 700 students and staff has no seismic retrofits. Still, he says “We do not and will not ever have enough money to build unless we receive special funding either from the state or the Federal Government. Our regular state construction funds max out under \$19 million and our bonding capacity maxes out at \$8 million, but that would be an unfair tax burden on less than 50 individual taxpayers.” Mike Elsberry, the Superintendent of Bon Homme School District 04-2 in South Dakota speaks to the general upgrades of the middle and high school: “We are trying to fund some, internally, but the building is approximately 97 years old and our expenditures appear to be too much to handle.”

Even districts that are able to generate local revenue cannot do so easily, or raise sufficient funds to address all facility needs. Taylor Chaplin, Superintendent of Burkburnett, Texas explains, “We recently passed a \$47 million bond to build the first new school in the district in over 40 years. It also added needed classrooms to other buildings, replaced outdated HVAC, and replaced deteriorating roofs. This bond does not satisfy all the needs and does not provide for future growth.” Superintendent Sandra Sheldon of the Churchill County School in Nevada has a similar challenge: “We are currently re-paying a bond that did many upgrades. However. . . The bond was not enough to complete all projects that have been identified to include security cameras at all facilities, replace outdated roofing, some HVAC replacement.”

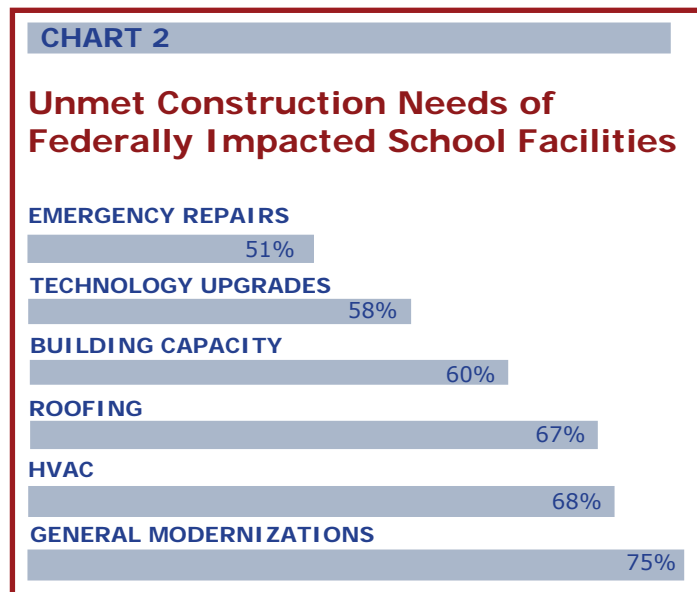


Facility Condition: The facility conditions of federally impacted school districts are outdated. Nearly two-thirds of respondents (65 percent) rated the overall condition of facilities in their school district as either fair or poor (see CHART 1). Only eight school districts indicated that the overall condition of their school facilities is excellent.

Facility Age: Federally impacted schools are old! A majority of the respondents noted that the age of the oldest building in operation was between 41 and 80 years old.

(There were 67 respondents whose oldest building was in the 41-60 year category and 66 respondents whose oldest building was in the in the 61-80 year category). Forty-five school districts are operating a facility that is between 81-100 years old. Eleven school districts are operating a facility that is over 100 years old!

Code Violations: Fire, health, and safety code violations are common in federally impacted school facilities. Failure to meet these standards is due, in part, to lack of funds and deferred maintenance. The number of unresolved challenges in this area is concerning: 52 school districts noted that they had at least three fire, health, or safety code violations in their facilities, including 12 school districts with at least nine fire, health or safety code violations. Jeanne Apyrasz, Superintendent of Sandyston-Walkpack Consolidated School in New Jersey notes: "We just completed an asbestos clean-up project and have another asbestos abatement project scheduled for this summer. We would have had to make cuts to programming to pay for these projects had we not had Impact Aid."



Unmet Need: The unmet capital construction needs are varied and multiple for federally impacted schools (see CHART 2). Heating, ventilation, and air conditioning (HVAC) system problems are widespread, with 148 school districts stating this is an unmet need. One hundred thirty-one survey respondents raised building capacity as an issue, and more than half – 112 school districts – said emergency repairs are needed to address health and safety issues, such as mold and moisture, electrical upgrades, plumbing, and asbestos. Other unmet construction needs included general modernization, roofing, and technology upgrades, cited by 164, 145, and 127 school districts, respectively.

Total Need: Federally impacted school facilities require more than \$13 billion in construction funding.⁶ More specifically, the survey identified an estimated \$4.2 billion-plus in specific projects related to "the most pressing construction need" in federally impacted school districts.⁷ Ninety-four percent of school district respondents have pressing construction needs. Only seven school districts responded affirmatively with no pressing projects, either because their facilities are relatively new or because funding to address their facilities needs had been approved by taxpayers or the state.

Respondents offered a diverse array of pressing needs totaling more than \$4.2 billion. Common priorities included health and safety, roofing, HVAC, capacity, technology and modernization (details below). In addition to these priorities, 21 school districts mentioned the need for updated water, plumbing, sewer, and drainage systems. Seventeen school districts identified the need for electrical upgrades such as wiring and lighting, while nineteen have to address damage to doors, windows, walls, or floors. Five prioritized fire suppression, including sprinklers and alarms. Other identified priorities include projects to ensure compliance with ADA and other legal standards, safety improvements to playgrounds, shop class, parking lots, sidewalks, and stairwells; teacher housing; gymnasium and athletic facilities. Foundation and structural issues were common consequences of deferred maintenance.

94% of school district respondents have pressing construction needs.

⁶ ANALYSIS: In instances where a range was given, the lower limit was included; in instances where no cost was given, but a cost for a "pressing construction need" was given, that amount was included. The total includes \$1.5 billion for the Hawaii Department of Education, a statewide school district.

⁷ ANALYSIS: In instances where a range was given, the lower limit was included; in instances where costs for multiple projects or priorities were given, the least costly project was included; in instances where phases were given, the cost of the first phase was included. The total includes \$704 million for the Hawaii Department of Education, a statewide school district.

Health and Safety

Federally impacted school facilities have serious health and safety concerns. Twenty-five school districts specifically listed safety as a pressing issue. As noted above, many federally impacted schools are operating with health and safety code violations that are caused, in part, by building age, wear and tear, and deferred maintenance. This includes toxic substances, such as lead, asbestos, arsenic, mold, and radon. Harold Begay, Superintendent of Tuba City Unified School District in Arizona shared they have one "school site with abandoned uranium mines derivatives of arsenic, radon, copper, lead, [and] coliform contaminants," while another school site is 57 years old, with "asbestos, lead paint, lead pipes, [and] mold." Principal Crista Anderson says Dixon School District #9 in Montana "is in need of upgraded wiring for communication systems (phone, security video) but companies won't bid for the work due to asbestos danger throughout the building. Much of our carpet was glued directly on asbestos tile, making abatement necessary. The basement has quick and easy access to asbestos filled areas that make running wire impossible until we do a full clean-up. Once cleanup is done. . . [it] would ensure a more safe environment for students and staff." Several facilities have been closed because of mold, says Superintendent Jon Ray of his district, Klamath-Trinity Joint USD in California.

School facilities are in need of improved building security, such as cameras and telephones, vestibules, and more secure doors and windows. The fire alarm and intercom systems are out at the Blue Ridge Unified School District in Arizona. A safety issue for the Fort Leavenworth School District in Kansas is the junior high school's close proximity to the main gate of the military installation.

Another priority is ensuring buildings can sustain weather and environmental hazards. Three school districts raised the need for storm or tornado shelters; two school districts need to address earthquake damage; two school districts need to weatherproof their buildings; four school districts have faced flooding. Having facilities that can sustain the risks of tornadoes, earthquakes, and flooding are at the forefront for school leaders. Brian Henry, Superintendent of Waynesville R-VI in Missouri says one of their buildings is located in the designated flood zone of Mitchell Creek, and "experiences frequent mild flooding and water infiltration from floor drains during periods of heavy rain. . . . The foundations and masonry walls have cracked and deteriorated over the years due to age and exposure to flooding. The school district has repaired foundation and wall cracks but they continue to deteriorate to the point that they are affecting the building's floor system and the operation of doors and windows." Superintendent Bryce Anderson of Kayenta USD #27 in Arizona explains the district's top need: "the district is built on expansive soil, the heaving and shifting both within buildings as well as around the buildings, causing the heaving and cracking of concrete." Superintendent Jeff Limore of Dahlenegah Public Schools says "Oklahoma earthquakes have caused severe damage to [the] sub-structure of most our buildings. In addition, seasonal flooding has infiltrated sub-structure due to earthquakes, causing a chain reaction. A nearby USDA watershed dam designed for flood control. . . apparently is leeching through substrata layers of sandstone. . . . The dam adjoins school property less than 200 yards from our buildings."

Roofing

More than half (56 school districts) listed roofing as a pressing capital construction need – from repairs to full replacement. Roofs are old, leaky, rusty, patched, peeling, and deteriorating. In some cases, water is leaking into classrooms or causing moisture and water damage that could jeopardize the structural integrity of the building altogether. Superintendent Robyn Baker of the Fort Yates Public School District in North Dakota explains: "we have had leaks since it was built due to roofing and poor wall flashing, causing moisture/water damage to the ceilings and carpet/floors." Tina Palecek, School Business Administrator for Montague Township School in New Jersey says one roof "is at the end of its life and currently leaks in multiple places. When inspected, the roof service has noticed damage and water build-up." One roof in the Columbia School District 206 in Washington leaks into classrooms, hallways, and gymnasiums. Brian Kress, Superintendent of Blackfoot School District in Idaho, needs funding for roof replacement as soon as possible because "There is not a single roof in our district that is under warranty."

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deteriorating.

HVAC

Schools are operating with expired boilers, overheated classrooms, and noisy HVAC systems that disrupt learning. Fifty-six respondents raised issues with HVAC systems in their buildings, including repairs and system replacement to improve safety and reduce utility costs.

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Some modernizations are necessary because of outdated infrastructure. The Arlee Joint District No. 8 in Montana has an elementary school building built in 1937 that relies on a coal-fired furnace. In Colorado, Superintendent of Ignacio School District 11-JT Rocco Fuschetto wants to install geothermal heating and cooling to

offset utility costs. Superintendent Mark Sorensen in Painted Desert, Arizona listed solar power as a pressing need in order to support an off-grid solar power school. Superintendent Tim Frederick says his district, Mobridge-Pollock School District in South Dakota, is “in need of replacing a boiler system in our elementary school. The boiler has outlived its expiration date.”

Other challenges are more pressing. Jacob Boyle, Business Manager of Holbrook Unified School District in Arizona describes a desperate situation: “One building at our high school does not have the electrical capacity to repair and upgrade our current HVAC systems. As a result our students are subjected to unacceptable heat temperatures. . . It limits us on the technology we can use in the classroom because each piece of equipment puts off additional heat and the ambient heat in the classroom is damaging to the equipment. Last year we had a student pass out in class from the heat. Each classroom has a furnace. . . for heating in the winter. Having the units in the classroom have been bothersome and concerning due to their potential risk of putting out toxic gas and our inability to upgrade them due to infrastructure limitations. In addition to being a hazard, they are loud and disruptive to the learning environment.”

Capacity

More than one in four respondents noted some type of capacity need as a pressing issue. These needs generally fell into two categories: overcrowding and the need to expand or renovate facilities for specialized services. Fourteen school districts specified the need for additional classrooms. Overcrowding is caused by increases in enrollment, legislative changes, or class-size reduction initiatives. Steven Myers, Chief Operating Officer of Onslow County Schools in North Carolina explains that “With the recent passage of new state laws reducing class sizes for grades K - 12, we have a need for 139 additional classrooms. This is equivalent to four additional elementary schools.” Belton ISD in Texas is in need of a new elementary school every three-to-five years due to rapid student growth.

School districts noted the need for both additional classrooms and schools to accommodate enrollment growth. Seven school districts mentioned overcrowding, four school districts are at capacity, and others are running out of classroom space.

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Portables can be a good alternative when space is an issue. Eight school districts noted as a pressing need outdated or unsecure portable or modular classrooms. San Carlos USD in Arizona houses their Alternative High School in old trailers. For some school districts though, portables are a more permanent fixture: One school district, Parker USD in Arizona, has “been using temporary classrooms since the early 1980s,” according to Brad Sale, Assistant Superintendent.

Other capacity priorities include the need to expand or renovate core facilities, such as libraries, cafeterias/kitchens and gymnasiums, as well as specialized facilities, such as those for students with disabilities, arts, music, and science programming, early childhood, and career and technical education.

Technology and Modernization

Technology and modernization needs are pervasive for survey respondents. Boilers have outlived their expiration dates, systems have aged beyond their lifetime. Funds are needed to bring buildings up to code and meet new expectations or legal requirements. The extent of safety code violations may be underrepresented because aging buildings are grandfathered into outdated standards; if the facilities were constructed today, they would be out of compliance. Federal Programs Director of Kansas Public Schools in Oklahoma Tammie Bowman explains: "Our elementary buildings are in desperate need for repairs, upgrades to building codes, and roofing structural. These buildings were previously grandfathered in for specific structural safety requirements. The buildings have now reached their structural integrity limits due to aging materials. . . Oklahoma has been devastated by recent school tornado destruction and loss of life. Our community is economically challenged. Our school is the number one employer of our surrounding area. We do not have any local businesses tax coming into our school to help offset repairs."

Eighteen school districts specifically noted that modernization is a pressing need. Modernization is critical "to keep up with changing education and societal requirements," says Amy Kunz, Senior Assistant Superintendent of the Hawaii Department of Education – one of the eleven districts with a 100-year-old building. Similarly, Chief Financial Officer Mike Ball, Lewisville ISD, Texas offers: "Keeping aging facilities renovated so that students have access to buildings that are conducive to today's standards for instruction." Pat Brenden, Superintendent of Dunseith Public School District in North Dakota says "The electrical infrastructure is at its maximum capacity . . . With the increase in technological needs of public schools and the requirements of electrical infrastructure to accommodate this need, we have become very limited on how far we can expand our technology availability within the district." Fifteen school districts – from Galena City School District, Alaska to Prince George's County Public School, Virginia – note their need for technology upgrades to support modernized, 21st century learning, such as STEM programming, and to prepare students for college or careers.

Addressing facility upgrades on a regular basis can increase efficiency and extend the life of buildings. Eventually, deferred maintenance and construction can jeopardize the structural integrity of the building or render it unusable. Some modernizations, such as facility replacement, are needed to save on future costs. Christina Giraldo, Assistant Superintendent of Business and Support Services, Sierra Sands USD, CA describes that "One elementary school housing the highest percentage of special needs students is in very poor shape. Modernizing would cost more than building a new school."

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Shovel-Ready Projects: Of the more than \$4.2 billion in pressing facilities projects, 83 percent of respondents (180 school districts) could start the project within one year if funding were available. Only three respondents answered affirmatively that if funds were available, they could *not* start the project within a year. The remaining respondents were unsure or provided qualifiers, such as that partial funding has been secured, the project is underway, that additional planning time would be appropriate for some aspect of the project, or that state or voter approval would be required to initiate the project.

Appendix: School District Respondents by State

School District:	State				
Annette Island	AK	Walker-Hackensack-Akeley	MN	Stringtown	OK
Bering Strait	AK	Waubun-Ogema-White Earth	MN	Tonkawa	OK
Bristol Bay Borough	AK	Chadwick R-I	MO	Twin Hills Public School	OK
Galena City School District	AK	Crocker R-II School District	MO	Westville	OK
Lake and Peninsula	AK	Henry County R-I	MO	Wickliffe	OK
Tanana City School District	AK	Knob Noster Public Schools	MO	Delaware Valley	PA
Akimel O'Otham Pee Posh Charter	AZ	Plato R-V School District	MO	Hatboro-horsham	PA
Baboquivari Unified SD	AZ	Van Buren R-1	MO	Middletown	RI
Blue Ridge Unified	AZ	Waynesville R-VI	MO	<i>No Answer Provided</i>	RI
Chinle Unified School District	AZ	Arlee Joint District No. 8	MT	Richland School District Two	SC
Ft Thomas Unified	AZ	Ashland District #32J	MT	Bennett County School District	SD
Ganado Unified School District	AZ	Browning Public Schools	MT	Bon Homme School District 04-2	SD
Holbrook Unified School District	AZ	Dixon School District #9	MT	Chamberlain	SD
Kayenta Unified School District #27	AZ	Dodson Public Schools K-12	MT	Douglas School District	SD
Page Unified	AZ	Frazer Public Schools	MT	Dupree 64-2	SD
Painted Desert	AZ	Great Falls Public Schools	MT	Hill City School District	SD
Parker Unified School District	AZ	Hardin School District 17H&1	MT	Kadoka Area School District	SD
Red Mesa Unified School District	AZ	Lame Deer Public Schools	MT	Lyman	SD
San Carlos Unified School District	AZ	Poplar	MT	McIntosh School District 15-1	SD
Sanders Unified School District #18	AZ	Rocky Boy Elementary & High Schools	MT	McLaughlin	SD
Tuba City Unified School District #15	AZ	Ronan School District No. 30	MT	Mobridge-Pollock School District	SD
Window Rock Unified School District No. 8	AZ	St. Ignatius, MT #28	MT	Sisseton School District 54-2	SD
Big Creek School District	CA	Valier Public Schools	MT	Smee	SD
Bonsall Unified	CA	Wolf Point Schools	MT	South Central	SD
Central Union Elementary School	CA	Wyola School District 29	MT	Timber Lake School District 20-3	SD
Coronado Unified School District	CA	Cumberland County	NC	Wagner Community School	SD
Fallbrook Unified High School District	CA	Graham County Schools	NC	Wall #51-5	SD
Klamath-Trinity Joint Unified School District	CA	Hoke County Schools	NC	Yankton	SD
Muroc JUSD	CA	Onslow County Schools	NC	Unicoi County	TN
Ocean View School District	CA	Wayne County Public Schools	NC	Belton Independent School District	TX
Round Valley Unified School District	CA	Dunseith Public School District	ND	Brookeland	TX
Shoreline Unified School District	CA	Emerado Public School	ND	Burkburnett ISD	TX
Sierra Sands Unified School District	CA	Fort Yates Public School District	ND	Copperas Cove ISD	TX
Silver Valley Unified	CA	New Town Public School District #1	ND	Fort Sam Houston ISD	TX
Travis Unified School District	CA	Parshall School District	ND	Lackland ISD	TX
Wheatland School District	CA	Selfridge	ND	Lake Dallas ISD	TX
Academy 20	CO	Solen Public School District #3	ND	Lewisville ISD	TX
Fountain-Fort Carson	CO	Twin Buttes School	ND	Redwater ISD	TX
Ignacio School District 11 JT	CO	Warwick Public School	ND	Schertz-Cibolo-Universal City ISD	TX
Widfield School District 3	CO	Bellevue Public Schools	NE	Wichita Falls ISD	TX
Groton Public Schools	CT	Niobrara Public School	NE	San Juan County Schools	UT
Brevard County Schools	FL	Walhill Public	NE	Alexandria City Public Schools	VA
Okaloosa County School District	FL	Winnebago Public Schools	NE	Hampton City Schools	VA
Camden County	GA	Cape May City BOE	NJ	Newport News Public Schools	VA
Liberty County	GA	Kittatinny Regional SD	NJ	Prince George	VA
Lowndes	GA	Lakehurst School District	NJ	Virginia Beach City Public Schools	VA
Hawaii Department of Education	HI	Montague Township School	NJ	York County School Division	VA
Blackfoot School District	ID	North Hanover	NJ	Central Kitsap School District	WA
Lapwai	ID	Northern Burlington Co Reg School District	NJ	Clover Park	WA
Plummer Worley	ID	Sandyston-Walpack Consolidated School	NJ	Columbia School District 206	WA
Burr Ridge CCSD 180	IL	Central Consolidated School District	NM	Franklin Pierce	WA
Cass 63	IL	Grants/Cibola County Schools	NM	Grand Coulee Dam SD	WA
Lemont High School District 210	IL	Zuni Public Schools	NM	Inchelium School District No. 70	WA
MCUSD19	IL	Churchill County School District	NV	La Conner	WA
North Shore School District 112	IL	Akron CSD	NY	Mary Walker	WA
O'Fallon District 203	IL	Carthage CSD	NY	Mt. Adams School District #209	WA
Wilmington School District 209U	IL	Gowanda CSD	NY	Nespelem	WA
Perry Central Community School Corporation	IN	Highland Falls - Fort Montgomery CSD	NY	Omak School District	WA
Fort Leavenworth School District	KS	Hyde Park Central School District	NY	South Kitsap School District	WA
USD 260 Derby	KS	Indian River Central School District	NY	Taholah	WA
USD 337 Royal Valley	KS	Silver Creek Central School	NY	Toppenish S.D.	WA
USD 475, Geary County Schools	KS	Mad River Local Schools	OH	Wapato Public Schools	WA
Hardin County	KY	Colcord Public Schools	OK	Wellpinit 049	WA
Baraga	MI	Dahlongegah Public School	OK	Bayfield	WI
Glen Lake Community Schools	MI	Frontier	OK	Lac du Flambeau	WI
Leland Public School	MI	Idabel	OK	Menominee Indian SD	WI
Sault Ste. Marie Area Public Schools	MI	Kansas Public Schools	OK	School District of Florence County	WI
Watersmeet Township School District	MI	Locust Grove	OK	Tomah Area School District	WI
Bagley Public Schools #162	MN	Navajo	OK	Fremont County School District #21	WY
Mahnomen Public Schools	MN	Quapaw	OK	Fremont County School District #38	WY
Nett Lake School	MN	Rocky Mountain School	OK	Fremont County School District #6	WY
Red Lake Schools #38	MN	Salina Public Schools	OK	<i>No Answer Provided</i>	
		Snyder	OK	<i>No Answer Provided</i>	



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