



Planning Commission Recommendation

TO: Clark County Planning Commission

FROM: Steve Morasch, Planning Commission Chair

PREPARED BY: Jenna Kay, Planner II

DATE: September 3, 2019

SUBJECT: CPZ2019-00021 Hockinson School District Capital Facilities Plan
2019-2025

PLANNING COMMISSION RECOMMENDATION

On July 18, 2019, the Planning Commission voted unanimously (6-0) to approve the staff recommendation to adopt by reference the Hockinson School District modified capital facilities plan and collect the recommended school impact fees.

PROPOSED ACTION

The Hockinson School District Board of Directors has modified its capital facilities plan. The district is requesting that Clark County formally adopt the plan by reference in the 20-year Clark County Comprehensive Growth Management Plan and collect the recommended school impact fees.

BACKGROUND

Chapter 36.70A of the Revised Code of Washington (RCW) enables school districts to develop capital facilities plans and impact fee programs for new residential developments in order to offset the impacts of growth on school facilities. It further requires these plans and programs be reviewed and approved as part of the county and city comprehensive plans in which the school district is located.

The minimum requirements of a school district's capital facilities plan are defined in RCW 36.70A.070(3) and Clark County Code (CCC) 40.620.030(A). A school district requesting impact fees shall submit to the county, and update at least every four (4) years, a capital facilities plan adopted by the school board and consisting of the following elements:

- A standards of service description,
- An inventory of existing facilities,
- A forecast of future needs,
- Proposed locations and capacities of expanded or new facilities,
- A six-year financing plan, and,
- Application of the impact fee formula set out in CCC 40.620.040.

School district capital facility plans typically include multiple funding sources: “Depending on district eligibility, districts pay for a portion of the costs of capital facilities with funds provided by the State of Washington through the Common School Construction Fund. The remaining capital expenses must be raised locally, through the passage of bond levies (which raise the property taxes of all residential property owners within a particular district) and/or impact fees (which apply to new residential construction with the district).” [2016 Plan, pp. 233-234].

The Hockinson School District Board of Directors adopted a modified capital facilities plan on March 25, 2019. A copy of Resolution 18-19-11 and the updated plan with impact fee calculations are attached as Exhibits A and B, respectively. The School District Board of Directors recommends that Clark County formally adopt the plan and collect school impact fees as follows:

	Existing Fee	Proposed Fee	% Change
Single Family Residence	\$6,080	\$7,790	+28%
Multi Family Residence	\$2,781	\$3,434	+23%

SUMMARY OF COMMENTS RECEIVED

To date, no written have been received regarding this proposal. Oral testimony provided at the Planning Commission hearing is reflected in the meeting minutes included in the Council hearing materials.

SUMMARY OF PUBLIC PROCESS

The school district published a Notice of Determination of Non-Significance under SEPA in the Columbian newspaper on March 9 and March 10, 2019. Sixty-day notification was sent to the Department of Commerce on June 6, 2019 under RCW 36.70A.106. The Planning Commission held a work session on June 20, 2019. A legal notice was published for the July 18, 2019 Planning Commission hearing in The Columbian and The Reflector newspapers. A legal notice was published for the September 3, 2019 County Council hearing. The County Council held a work session on August 28, 2019.

APPLICABLE CRITERIA, EVALUATION, AND FINDINGS

Criterion A: The Plan Amendment Procedures in CCC 40.560.010(M)(1) states the county shall review capital facilities plan and updates at a minimum every four (4) years in Type IV public hearings for those facilities subject to county jurisdiction. In updating capital facilities plans, policies and procedures, the county must determine that these updates are consistent with applicable provisions of the GMA and WAC, and policies and implementation measures of the comprehensive plan, and in conformance with the purposes and intent of the applicable interjurisdictional agreements.

Growth Management Act (GMA)

The GMA goals set the general direction for the county in adopting its framework plan and comprehensive plan policies. The GMA lists thirteen overall goals in RCW 36.70A.020 plus the

shoreline goal added in RCW 36.70A.480(1). The goals are not listed in order of priority. The GMA goals that apply to the proposed action are the following:

- Goal 1. Urban growth. Encourage development in urban areas where adequate public facilities and services exist or can be provided in an efficient manner.
- Goal 12. Public facilities and services. Ensure that those public facilities and services necessary to support development shall be adequate to serve the development at the time the development is available for occupancy and use without decreasing current service levels below locally established minimum standards.

RCW 36.70A.070(3) and WAC 365-196-415 describe the mandatory requirements of the capital facilities element in the comprehensive plan including an inventory of existing facilities, a forecast of future needs, the proposed locations and capacities of expanded or new facilities, and at least a six-year financing plan.

RCW 82.02.050, 82.02.110 and WAC 365-196-850 authorize counties planning under the Growth Management Act to impose impact fees as part of the financing for public facilities, including school facilities. The elements of these statutes that apply to this proposal include:

- RCW 82.02.050(2) and WAC 365-196-850(1): Counties, cities, and towns that are required or choose to plan under RCW 36.70A.040 are authorized to impose impact fees on development activity as part of the financing for public facilities, provided that the financing for system improvements to serve new development must provide for a balance between impact fees and other sources of public funds and cannot rely solely on impact fees.
- RCW 82.02.050(4) and WAC 365-196-850(2): The impact fees: (a) shall only be imposed for system improvements that are reasonably related to the new development; (b) shall not exceed a proportionate share of the costs of system improvements that are reasonably related to the new development; and (c) shall be used for system improvements that will reasonably benefit the new development.
- RCW 82.02.050(5)(a) and WAC 365-196-850(4): Capital facilities for which impact fees will be imposed must have been addressed in a capital facilities plan element which identifies: (a) deficiencies in public facilities serving existing development and the means by which existing deficiencies will be eliminated within a reasonable period of time; (b) additional demands placed on existing public facilities by new development; and (c) additional public facility improvements required to serve new development.

Finding: The Hockinson School District primarily serves a rural area. The plan identifies current and planned facility locations, which are located either in the rural center of Hockinson or the surrounding rural land. Due to the rural nature of the school district, the facility locations are consistent with Goal 1.

Finding: The capital facilities plan identifies future needs to provide the school district's standard of service, consistent with Goal 12.

Finding: The Hockinson School District capital facilities plan includes the required elements and information listed in RCW 36.70A.070(3) and WAC 365-196-415 and is consistent with the land use and capital facilities elements of the comprehensive plan.

Finding: Bond proceeds and impact fees make up the primary funding sources in the Hockinson School District capital facilities financing plan. The plan does not rely solely on impact fees and is consistent with RCW 82.02.050(2) and WAC 365-196-850(1).

Finding: The school district capital facilities plan calculated impact fees in accordance with the local jurisdictions' formula (see Appendix A in the capital facilities plan), which is based on school facility costs to serve new growth. The proposed impact fees are based on the district's cost per dwelling unit for the improvements identified in the plan to serve new development. Credits have been applied in the formula to account for state match funds the district could receive and projected future property taxes that will be paid by the owner of the dwelling unit. Since the design of the impact fee formula takes into account the share of the costs of system improvements that are reasonably related to the new development, and the formula was applied correctly, then the impact fees are consistent with RCW 82.02.050(4) and WAC 365-196-850(2).

Finding: The proposed impact fees are calculated based on planned improvements and facility needs as identified in the capital facilities plan, consistent with WAC 365-196-850(4) and RCW 82.02.050(5)(a).

Community Framework Plan

The Community Framework Plan (Framework Plan) provides guidance to local jurisdictions on regional land use and service issues. The Framework Plan encourages growth in centers, urban and rural, with each center separate and distinct from the others. The centers are oriented and developed around neighborhoods to allow residents to easily move through and to feel comfortable within areas that create a distinct sense of place and community. The Community Framework Plan policies applicable to this proposal include the following:

- 6.1.0 Major public and private expenditures on facilities and services (including libraries, schools, fire stations, police, parks and recreation) are to be encouraged first in urban and rural centers. [Framework Plan, p. 18].
- 6.1.1 Establish level-of-service standards for capital facilities in urban and rural areas. [Framework Plan, p. 18].
- 6.1.2 Coordinate with service providers to identify the land and facility requirements of each and ensure that sufficient land is provided in urban and rural areas to accommodate these uses. [Framework Plan, p. 18].

Finding: The Hockinson School District primarily serves a rural area. The capital facilities plan identifies current and planned facility locations, which are located either in the rural center of Hockinson or the surrounding rural area. Due to the rural nature of the school district, the facility locations are consistent with policy 6.1.0.

Finding: The capital facilities plan identifies level of service standards for each type of school, consistent with policy 6.1.1.

Finding: The capital facilities plan identifies facility and land needs to accommodate forecasted growth, consistent with policy 6.1.2.

Countywide Planning Policies

The GMA, under RCW 36.70A.210, requires counties and cities to collaboratively develop Countywide Planning Policies (CWPP) to govern the development of comprehensive plans.

The WAC 365-196-305(1) defines “the primary purpose of CWPP is to ensure consistency between comprehensive plans of counties and cities sharing a common border or related regional issues. Another purpose of the CWPP is to facilitate the transformation of local governance in the urban growth areas, typically through annexation to or incorporation of a city, so that urban governmental services are primarily provided by cities and rural and regional services are provided by counties.” The Countywide Planning Policies applicable to this proposal include the following:

- 6.0.2 Plans for providing public facilities and services shall be coordinated with plans for designation of urban growth areas, rural uses and for the transition of undeveloped land to urban uses. [2016 Plan, p. 182].
- 6.0.8 General and special purpose districts should consider the establishment of impact fees as a method of financing public facilities required to support new development. [2016 Plan, p. 183].
- 10.1.1 The county and each city shall give full consideration to the importance of school facilities and encourage development of sustainable learning environments through the adoption and implementation of county and city comprehensive land use plan policies and development regulations. [2016 Plan, p. 237].
- 10.1.6 Encourage jurisdictions to cooperate in planning and permitting school facilities through land use policies and regulations that minimize the financial burden associated with developing school facilities. [2016 Plan, p. 238].

The capital facilities plan states: “The District’s projected enrollment is based upon a demographic study conducted by E.D. Hovee & Company, LLC. These projections include additional population and residential growth, demographic patterns, birth rates, and grade-to-grade enrollment changes. The enrollment forecast is district-wide and is consistent with the land use policies and plans that have been adopted by Clark County.”

Finding: The enrollment forecast was completed considering growth data and tools, consistent with CWPP 6.0.2.

Finding: The financing plan includes school impact fees as one element of financing capital facilities that will support new development, consistent with CWPP 6.0.8.

Finding: The capital facilities plan identifies school facility needs based on growth projections for the district and consistent with the school district’s service standards. This proposal to request adoption of the updated capital facilities plan into the county comprehensive land use plan would be in alignment with CWPP 10.1.1.

Finding: The school district’s financing plan includes secured impact fees and unsecured funds based on forecasted bonds, state match, and impact fees from new development. The finance plan is consistent with CWPP 10.1.6.

Clark County Comprehensive Growth Management Plan 2015-2035 (2016 Plan)

The 20-year Comprehensive Growth Management Plan contains many policies that guide schools. The most relevant goals and policies applicable to this application are as follows:

“Goal: Require new development that places added demands on school facilities to pay a portion of the cost for school facilities through impact fees or other alternative mechanisms authorized by State Law.

- 10.5.1 Provide for the use of School Impact Fees as a funding source for school capital facilities.
- 10.5.2 Capital Facilities Plans for school districts of Vancouver, Evergreen, Battle Ground, Camas, Washougal, Ridgefield, Hockinson, Hockinson and Green Mountain shall be adopted by reference through the adoption of the 20-Year Comprehensive Plan.” [2016 Plan, p. 240].

Finding: The school district’s capital facilities finance plan includes school impact fees as one funding source for capital improvements, consistent with policy 10.5.1.

Finding: This proposal is to request adoption by reference of the Hockinson School District Capital Facilities Plan into the 20-year Comprehensive Plan, consistent with policy 10.5.2.

Conclusion: The proposal meets criterion A.

Criterion B: The planning commission shall review a school district’s capital facilities plan or plan update in accordance with the provisions of CCC 40.620.030(B). The code specifies that the planning commission shall consider:

- **Whether the district’s forecasting system for enrollment projections appears reasonable and reliable; and**
- **Whether the anticipated level of state and voter-approved funding appears reasonable and historically reliable; and**
- **Whether the standard of service set by the district is reasonably consistent with standards set by other school districts in communities of similar socioeconomic profile; and**
- **Whether the district appropriately applied the formula set out in CCC 40.620.040.**

Finding: The district’s enrollment projections are based on, and are consistent with, Clark County and the City of Battle Ground’s comprehensive plans. Thus, the district’s enrollment projections appear reasonable and reliable.

Finding: The district’s anticipated funding levels are based upon historic state funding levels and other voter-approved bond measures. Thus, the district’s anticipated funding levels appear reasonable and reliable.

Finding: The standard of service appears to be reasonably consistent with other similar school districts.

Finding: Appendix A of the Hockinson School District capital facilities plan shows the calculations of the school impact fees. The district appropriately applied the formula set out in CCC 40.620.040 during this 2019 review cycle. The calculations show the impact fees are based on calculations of children per household by housing type. For this analysis, this is the acceptable method for projected school facilities with all costs resulting in an impact fee amount per unit by housing type. School impact fees are not assessed on commercial and industrial development. Based on the formula in CCC 40.620.040, the maximum allowable fee amounts for the Hockinson School District are \$7,791.83 for single-family and \$3,434.42 for multi-family residences. The proposed fees of \$7,790 for single-family and \$3,434 for multi-family are within these limits.

Conclusion: The proposal meets criterion B.

RECOMMENDATION AND CONCLUSIONS

Based on the information provided, the analysis presented in this report and supporting documents, the Planning Commission forwards a recommendation of **APPROVAL** to the Clark County Council of the proposed Hockinson School District Capital Facilities Plan and impact fees of \$7,790 for single family and \$3,434 for multi-family.

RECOMMENDATION SUMMARY

The following table lists the applicable criterion and summarizes the findings of the staff report and Planning Commission report for CPZ2019-00021.

COMPLIANCE WITH APPLICABLE CRITERIA		
Criteria Met?		
	Staff Report Findings	Planning Commission Findings
Criteria for Proposed Changes		
A. Consistency with the GMA and the Clark County Comprehensive Plan per CCC 40.560.010.M.1	Yes	Yes
B. Consistency with CCC 40.620.030 School Impact Fee – Capital Facilities Plan	Yes	Yes
Recommendation:		
	Approval	Approval



**HOCKINSON SCHOOL DISTRICT #98
RESOLUTION 18-19-11
Adoption of the 2019-2025 Capital Facilities Plan and
School Impact Fees**

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

WHEREAS, public schools are one of the public services that Clark County and the City of Battle Ground plans for, with assistance from the school districts, and

WHEREAS, the Hockinson School District has prepared an updated six-year capital facility plan, which identifies an increase in student enrollment and the need to build new classrooms to serve students from new development, and

WHEREAS, school capital project funding sources are not sufficient to fund the property and classrooms that are needed to serve forecast growth, and

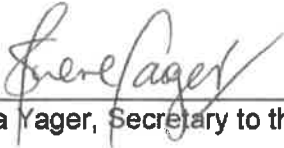
WHEREAS, the GMA authorizes Clark County and the City of Battle Ground to collect school impact fees from residential development in accordance with the GMA, the Comprehensive Land Use Plan and the District's Capital Facility Plan to ensure school facilities will be available to serve new growth and development, and

THEREFORE, BE IT RESOLVED that the 2019-2025 Hockinson School District Capital Facilities Plan (CFP) is hereby adopted.

BE IT FURTHER RESOLVED that the District respectfully requests that Clark County and City of Battle Ground adopt the 2019-2025 Hockinson School District Capital Facilities Plan for incorporation into the Comprehensive Land Use Plan and collect school impact fees in the amount of \$ 7,790 per single family home and \$3,434 per multi family home.

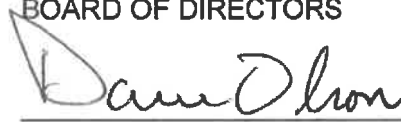
ADOPTED THIS 25th day of March, 2019

ATTEST:



Sandra Yager, Secretary to the Board

HOCKINSON SCHOOL DISTRICT #98
BOARD OF DIRECTORS

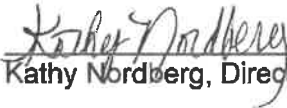


Dave Olson, Chairperson

Gordon Smith, Director



Greg Gospe, Director



Kathy Nordberg, Director



Steve Nylund, Director

**HOCKINSON SCHOOL DISTRICT No. 98
CAPITAL FACILITIES PLAN
2019-2025**

BOARD OF DIRECTORS

Dave Olson, Chair
Gordon Smith, Vice Chair
Greg Gospe
Kathy Nordberg
Steve Nylund

SUPERINTENDENT

Sandra Yager

**Adopted by the Hockinson School Board of Directors
March 25, 2019**

SECTION 1 INTRODUCTION

A. Purpose of the Capital Facilities Plan

The Washington State Growth Management Act (the “GMA”) includes schools in the category of public facilities and services. School districts adopt capital facilities plans to satisfy the requirements of the GMA and to identify additional school facilities necessary to meet the educational needs of the growing student populations anticipated in their districts. They also are used to support the imposition of school impact fees.

The Hockinson School District (the “District”) has prepared this Capital Facilities Plan (the “CFP”) to provide Clark County (the “County”) and City of Battle Ground with a schedule and financing plan for capital improvements over the next six years (2019-2025).

This CFP contains the following elements, which satisfy GMA requirements:

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

This CFP was developed using the following guidelines:

- The District used information from recognized and reliable sources that was compiled by consultants skilled in this area of research.
- The District's facilities goal is to provide bricks and mortar schools facilities for all offered programs.
- The CFP complies with the GMA as much as possible. Some waivers of current land use may be required to build new facilities in our largely rural area.
- The methodology used to calculate impact fees complies with the GMA and well established uniform criteria.

B. Overview of the Hockinson School District

The Hockinson School District is located east of Interstate 205 in Clark County, northeast of Vancouver, WA and about 20 minutes from Portland. It encompasses approximately 51 square miles including the unincorporated town of Hockinson, City of Battle Ground and areas of *Brush Prairie and the Vancouver Urban Growth Area. It is bordered by four other districts - Evergreen, Battle Ground, Washougal and Camas School Districts. Because of its rural location, there are just a handful of local businesses and no industrial areas within the school district boundaries.

The district serves a population of 1,914 students in grades K-12 as of October 2018. The district consists of an elementary school grades K-5, a middle school grades 6-8, and the high school grades 9-12. All three of our school buildings exist within a 1 mile radius from the center of Hockinson.

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

- K-12 facility needs have been projected for the short and long term. Presently, our elementary school has exceeded its capacity for housing our current student enrollment. We have room in our middle and high schools. Any additional growth at the elementary level will require the district to acquire portable classrooms, remodel, or build new facilities.
- ESSB6362 adopted March 8, 2018 by the WA State Legislators states that beginning September 1, 2019, funding for average K-3 class sizes (17:1) in this subsection may be provided only to the extent of, and proportionate to, the school district's demonstrated actual class size in grades K-3, up to the funded class sizes. The average class size includes homeroom teachers, music and art teachers, a percentage of special education teachers to reach an average of 17:1. With this formula the District calculates approximate 20 students per homeroom. The reduction in class sizes to an average of 17:1 has requires additional facilities, which have not been funded. Based on current enrollment, the District has added 8 portable classrooms to accommodate smaller class sizes.
- Hockinson School District does not consider portable classrooms as an acceptable alternative to the addition of permanent brick-and-mortar facilities, since current core facilities such as gyms, libraries and cafeterias are not large enough to accommodate the additional use.
- As growth occurs, the District will need to construct new facilities. The District will need to build another elementary school. Sometime in the future the District also will need to add a wing to the current high school building.

SECTION 2 DISTRICT EDUCATIONAL PROGRAM STANDARDS

School facility and student capacity needs are dictated by the types and amounts of space required to accommodate the District's adopted educational program. The role that quality education plays in growing a strong economy is vital. In order to accomplish the community value of having a strong area economy, schools must have quality facilities. These facilities serve as the supporting space for developing the whole child within a community to prepare them for a competitive global economy. The education program standards which typically drive needs for educational space for students include grade configuration, optimum facility size, class size, educational program offerings, supplemental program offerings, specialty spaces, classroom utilization and scheduling requirements.

In addition to student population, other factors such as collective bargaining agreements, government mandates, and community expectations affect classroom space requirements. Space is necessary for regular classrooms, the fine and performing arts, physical education, special education, Title I, tutorial support, technological applications, computer labs, preschool programs, and other specialized programs. Space must be provided for common areas such as media centers, cafeterias, kitchens, and auditoriums. Space is needed for groups of students/staff to work together. These programs can have a significant impact on the available student capacity within school facilities. Furthermore, the community expects all spaces to be well utilized during the school day and available after the school day for public use.

A. District Educational Program Standards:

Core program includes the following:

- Core classroom space for all curriculum areas which includes space for group learning, directed instruction and individual student work to meet the rigors set forth in state standards.
- Science classroom space that supports advanced coursework (including water, sinks, gas, hoods, safety equipment). Students must achieve rigorous state mandated science standards. This requires specialty space that is not met by adding portables. High school and middle school science lab space is a high priority.
- Physical education space is needed for students to meet rigorous health and fitness standards. This includes covered areas, fields, gymnasiums, and other multi-use spaces.
- Technological competency is expected for all students. Space must be allocated for technological equipment and applications in classrooms and specialty spaces. Square footage for this equipment and its infrastructure is not calculated in current state allowances, but must be provided.
- Art, music, and theatre arts spaces are critical to the core program for students. Spaces are necessary to adequately meet the rigorous standards of these state required programs.
- Library/Media services (research, technology, collaboration) and space must be provided for students to achieve the rigors in the core program. In an information-driven environment, student access to information through appropriately-sized library/media spaces is essential.

- Extra-curricular activities need adequate space in order to safely support program activities.
- Special services are essential to meet the needs of special populations: Special Education services are delivered at each of the schools within the District. Program standards and services vary based on the handicapping conditions of the students and their individual education plan (IEP). Implementing each student's IEP often requires large and small specialty spaces, which the District must provide. Program standards change as a result of various external or internal influences. External influences include changing federal mandates, funding changes, and the introduction of new technological applications, which meet the needs of students. Internal influences include increase in numbers of high needs IEP students, modifications to the program year, class size, grade configurations, and facility changes.
- Special populations receive special support. Specialty space is essential to the delivery of this support. Federal and state programs, including Title 1 Reading, Highly Capable and Bilingual, receive limited funding. These resources do not include the expense of adding facilities to support them.
- Early Childhood programs, such as all-day kindergarten and preschool, are essential educational programs to develop early childhood literacy skills, and vital to the community. Additional growth and class size reductions would require adding facilities.
- Supplementary services in core academic areas (tutoring, on-line learning) and providing multiple pathways to prepare students for a broader range of post-secondary learning opportunities require additional spaces that have not been calculated in current state square footage allowance formulas.
- Support services are often overlooked as core services, and are essential to a quality educational program. Food service delivery, storage, preparation, and service require spaces that are specialty designed and equipped with specific attention. As student populations increase, calculating space needs for this core service is crucial to the overall planning of the facility. Adequacy in planning for this space has significant impacts on the overall learning environment for students if not done appropriately.
- Maintenance support facilities, including adequate storage of district supplies, materials and testing documents, must also be considered and are not counted as core support services nor funded by state allocation.
- Administrative support facilities must be provided but are not counted as core support services nor are they funded by state allocation.

B. Elementary Educational Program Standards

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

- Class size for grades K-3 is targeted not to exceed an average of 20 students per class.
- Class size for grades 4-5 is targeted not to exceed 25 students per class.
- Music will be provided in separate classrooms or performance areas.
- Physical education instruction must be provided in a full sized, enclosed area.

- Special education services are provided in a self-contained classroom for some children, while others need highly specialized services.
- The elementary school classroom utilization standard is calculated by counting the total number of classrooms in each building, subtracting the number of classrooms used for special purposes, and multiplying the remainder by the targeted average class-size number for each grade level.
- Specialty programs require instructional areas similar to regular classrooms.
- All elementary schools will have a library/media resource center, which includes space for technology.
- Computer labs will be available for all students at all schools.
- The establishment of a permanent preschool classroom to provide initial educational skill development to those young children requiring this instruction.

C. Middle and High School Program Standards

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

- Class sizes for grades 6-8 strive not to exceed 27 students per class, with the exception of PE, drama, band or choir.
- Class sizes for high school grades 9-12 have various targets depending on the variety of program and safety needs. However, the District strives to meet an average of 28 students in the core classrooms with the exception of PE, drama, band and choir.
- The middle and high school classroom utilization standard is set at a factor of 85% (based on a regular school day).
- Special education services are provided in a self-contained classroom for some children, while others need highly specialized spaces to address their specific handicapping conditions.

Students will also be provided other programs in classrooms designated as follows:

- Specialty rooms (computer labs, individual and large group study rooms, practice labs, production rooms, and art areas).
- Media Center/Library.
- A specialized science lab for grades 6-12 will be available.
- Vocational education requires specialized spaces suited to the curriculum.
- Physical education instruction must be provided in a full sized, enclosed area.

SECTION 3 CAPITAL FACILITIES INVENTORY

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

A. Schools

The District currently maintains one elementary school, one middle school and one high school. The elementary school accommodates grades K-5, the middle school serves grades 6-8, and the high school houses grades 9-12. The following tables show the location, size and capacity of the existing schools.

Table 1 – Elementary School Inventory

Elementary Schools	Location	Building Area (Square Feet)	Oct 2018 Enrollment	Teaching Stations*	Permanent Capacity**	Portables***
Hockinson Elementary K-5	20000 NW 164 th St. Brush Prairie, WA 98606	77,894	839	26	598	10 (2 classrooms per portable)

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

** Permanent capacity is calculated by multiplying the number of teaching stations times the students per classroom as defined in the educational standards.

*** Portables are not included in the permanent capacity calculation.

Table 2 – Middle School Inventory

Middle School	Location	Building Area (Square Feet)*	October 2018 Enrollment	Teaching Stations*	Permanent Capacity**	Portables***
Hockinson Middle School 6-8 (NEW)	15916 NE 182nd Ave. Brush Prairie, WA 98606	86,252	479	24	550	0

* Rooms such as the music room, special education rooms, LAP room, library and computer lab are not counted as teaching stations in the middle school because they are special/pull-out programs.

** Permanent capacity is calculated by multiplying the number of teaching stations times the students per classroom as defined in the educational standards, times an 85% utilization factor. The utilization factor is based on the amount of time during the day a regular classroom is not occupied by students.

*** Portables are not included in the permanent capacity calculation.

Table 3 – High School Inventory

High School	Location	Building Area (Square Feet)	October 2018 Enrollment	Teaching Stations*	Permanent Capacity**	Portables***
Hockinson High School 9-12	16819 NE 159th St. Brush Prairie, WA 98606	158,672	596	29	690	2 (Preschool and 18-21 program)

* Classrooms of 600 square feet designed to hold 18 students or less are counted as .5 teaching stations.

** Permanent capacity is calculated by multiplying the number of teaching stations times the students per classroom as defined in the educational standards, times an 85% utilization factor. The utilization factor is based on the amount of time during the day a regular classroom is not occupied by students.

*** Portables are not included in the permanent capacity calculation.

B. Support Facilities

In addition to schools, the District owns and operates additional facilities which provide operational support functions to the schools. An inventory of these facilities is provided in Table 4.

Table 4 – Support Facility Inventory

Building	Building Area (Square Feet)	Site Location
Maintenance Building District Office Maintenance/Tech Storage	4,000 8,935	Elementary School (old portable)

* The portables are used for storage and other non-instructional uses. These portables cannot be used for instructional space due to their age and condition.

C. Land Inventory

In addition to the school sites listed above, the District owns 35 areas of former DNR land that was purchased in 2008 for future facility expansion. The District is considering selling it and purchasing a different parcel located in the south area of the district where the greatest growth is taking place. However if a suitable site is not located the south area the District will move forward with building and elementary school on the existing land.

SECTION 4 STUDENT ENROLLMENT PROJECTIONS

A. Projected Student Enrollment 2019-2025

The District's projected enrollment is based upon a demographic study conducted by E.D. Hovee & Company, LLC. These projections include additional population and residential growth, demographic patterns, birth rates, and grade-to-grade enrollment changes. The enrollment forecast is district-wide and is consistent with the land use policies and plans that have been adopted by Clark County.

Table 5 – Enrollment Forecast

Grade	2018	2019	2020	2021	2022	2023	2024	2025
K-5	839	875	899	947	949	969	957	938
6-8	479	489	513	510	554	548	603	616
9-12	596	605	619	660	680	724	719	762
T*	1,914	1,969	2,031	2,117	2,183	2,241	2,279	2,316

*Forecasts may vary from actual condition, based upon cohort survival and anticipated student enrollment.

SECTION 5 CAPITAL FACILITIES NEEDS

A. Six Year Facility Needs

Facility needs are the facility improvements that must be built to accommodate growth. The improvements that must be built to serve growth are derived by subtracting the existing capacity from 2025 enrollment and then determining the number of classrooms or schools that must be built to serve the 2025 enrollment.

The following table shows the 2025 facility needs.

Table 6 - Facility Needs

Facility	Existing Capacity	2025 Forecast Enrollment	Facility Needs*
Elementary (K-5)	598	938	340
Middle (6-8)	550	616	66
High (9-12)	690	762	72
Total	1,791	2,316	478

* Number of students who require permanent brick & mortar facility space.

As reflected above, the District needs to add capacity for 340 elementary school students, 66 middle school students, and 72 high school students to serve the six year forecast growth.

B. Six Year Facility Improvements

In 2008, the District acquired 35 acres of undeveloped property to expand current facilities to accommodate student growth. The District will construct a new elementary school on the property that was acquired or on a different parcel in the south end of the district where the growth is taking place, to serve forecast growth at the elementary level. The new elementary school will serve an additional 350 students.

In 2015 the District passed a bond to construct a replacement middle school. The middle school can serve 550 students, which is enough capacity to serve both the currently enrolled 479 students and the additional 71 students forecast from growth. The high school can serve 690 students, which is enough capacity to serve both the currently enrolled 596 students and an additional 94 students forecast from growth. The middle and high school will need to be closely monitored.

The follow table shows the six year facility improvements the District plans on constructing.

Table 7 - Planned Facility Improvements

Project Description	Capacity	Estimated Cost*	Added Capacity to Serve Growth**	Cost for Added Capacity to Serve Growth***
New Elementary School	350	\$19,819,800	109	\$6,171,886

* The cost to construct the K-5 building is an estimate based on 120 sq. ft. per student, \$363 a sq. ft. and 30% soft.

** The capacity that will be available to serve growth with the construction of a new 350 student K-5 school is calculated by adding the current capacity (598) plus the added capacity (350) and subtracting the current enrollment (839).

*** The cost for added capacity equals the percentage of the total cost that is equal to the percentage of the additional capacity that will be available for growth, minus unsubstantiated soft costs

The District's current capacity, its educational programs, standard of service and enrollment forecast was used to determine its facility needs. Facility needs are expressed in terms of "unhoused students" or students that cannot be housed in permanent (brick/mortar) facilities under the Districts program standards. Unhoused students receive basic education in portable classrooms. In order to serve "unhoused students" on a short-term and immediate basis to serve growth, the District may need to purchase and utilize portable classrooms. The cost of portables is not included in the impact fee calculation; however, impact fee revenue can be available to fund portable facilities if these facilities are needed to serve growth.

SECTION 6 CAPITAL FACILITIES FINANCING PLAN

The District will finance the improvements with secured and unsecured funds that are available for capital projects. The following table identifies the cost for the improvements and the secured and unsecured financing.

Table 8 - Capital Facilities Financing Plan

Project	Total Cost	Secured Financing		Unsecured Financing*		
		Bonds	Impact fees	Bonds	State Match	Impact Fees
Construct new elementary	\$19,819,800	0	\$700,000	\$16,795,800	\$0	\$2,324,000

* The amount of unsecured funding from the various sources are based on an estimate of the amount the district anticipates it will receive in state match and impact fees, with the balance being paid for with bonds. If the state does not allocate state construction funds in the forecast amount or fewer building permits are issued than the district anticipated, the district will receive less in state match and impact fees and the voters will need to approve a bond in a larger amount to fund the shortfall.

A. Financing for Planned Improvements

1. General Obligation Bonds/ Capital Projects Levies

Bonds are typically used to fund construction of new schools and other capital improvement projects. A 60% voter approval is required to approve the issuance of bonds. Bonds are then retired through collection of property taxes. The District will need to pass a bond to finance the construction of a new elementary and to modernize the current elementary school.

2. State Funding Assistance

State funding assistance come from the Common School Construction Fund ("the Fund"). Bonds are sold on behalf of the Fund, and then retired from revenues accruing predominantly from the sale of timber from the common school lands. If these sources are insufficient, the Legislature can appropriate funds or the State Board of Education can change the standards. School Districts may qualify for state funding assistance for specific capital projects based on a prioritization system.

3. Impact Fees

Impact fees are a means of supplementing traditional funding sources for construction of public facilities needed to accommodate new development. School impact fees are generally collected by the permitting agency at the time plats are approved or building permits are issued. In 2014, the district collected \$129,932 from 22 permit impact fees. In 2018, \$717,440 in impact fees were collected from 118 permits, a confirmation of the increased housing construction in the Hockinson area. The impact fees may be used to pay a portion of the costs for a new elementary school and for portables.

SECTION 7 SCHOOL IMPACT FEES

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

A. School Impact Fees

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

B. Methodology and Variables Used to Calculate School Impact Fees

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

C. Proposed Hockinson School District Impact Fee Schedule

The District requests collection of school impact fees in the following amounts:

Single Family:	\$ 7,790
Multi-Family:	\$ 3,434

Hockinson School District 2019 School Impact Fee

APPENDIX A

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

Single Family Residence:

Elementary	Middle School	High School
\$19,819,800.00	\$0.00	\$0.00
350	600	0
\$56,628.00	\$0.00	\$0.00
0.423	0.223	0.197
\$23,953.64	\$0.00	\$0.00
\$225.97	\$225.97	\$225.97
90.00	117.00	130.00
63.57%	63.57%	63.57%
\$5,468.72	\$0.00	\$0.00
\$18,484.92	\$0.00	\$0.00
\$18,484.92		

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

0.00395	Average Interest Rate
0.040209559	Tax Credit Numerator
0.004108828	Tax Credit Denominator
9.786138967	Tax Credit Multiplier (TCM)
\$480,893.76	Average Assessed Value (AAV)
4706093.16	TCM x AAV
0.00198	Tax Levy Rate (TLR)
\$9,318.06	TCM x AAV x TLR = (TC)
\$9,166.86	Cost per Single Family Residence - Tax Credit

\$1,375.03	15% reduction (A)
\$7,791.83	Calculated Single Family Fee Amount
\$7,790	RECOMMENDED FEE AMOUNT

Multi-Family Residence:

Elementary	Middle School	High School
\$19,819,800.00	\$0.00	\$0.00
350	600	0
\$56,628.00	\$0.00	\$0.00
0.165	0.089	0.087
\$9,343.62	\$0.00	\$0.00
\$225.97	\$225.97	\$200.40
90.00	117.00	130.00
63.57%	63.57%	63.57%
\$2,133.19	\$0.00	\$0.00
\$7,210.43	\$0.00	\$0.00
\$7,210.43		

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

0.00395	Average Interest Rate
0.040209559	Tax Credit Numerator
0.004108828	Tax Credit Denominator
9.786138967	Tax Credit Multiplier (TCM)
\$163,596.58	Average Assessed Value (AAV)
1600978.87	TCM x AAV
0.00198	Tax Levy Rate (TLR)
\$3,169.94	TCM x AAV x TLR = (TC)
\$4,040.49	Cost per Multi-Family Residence - Tax Credit

\$606.07	15% reduction (A)
\$3,434.42	Calculated Multi-Family Fee Amount
\$3,434	RECOMMENDED FEE AMOUNT