STAFF REPORT

TO: Clark County Planning Commission

FROM: Oliver Orjiako, Director

PREPARED BY: Jose Alvarez

DATE: October 1, 2015

SUBJECT: CPZ2015-00007 Hockinson School District CFP 2015-2021

RECOMMENDATION:
Staff recommends **approval** of the request to adopt by reference the Hockinson School District Capital Facilities Plan in the Clark County Comprehensive Plan.

BACKGROUND:

Chapter 36.70A of the Revised Code of Washington 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 Hockinson School District Board of Directors has modified its capital facilities plan, and recommends that Clark County formally adopt the plan and collect school impact fees as follows:

	Existing Fee	Proposed Fee
Single Family Residence	$5,906	$6,080
Multi Family Residence	$1,617	$2,781

The request is consistent with Section 40.620.030 (A) of the Clark County Code, which requires school districts to submit to the county, at least every four years updated capital facilities plans adopted by the school board for county approval.

Summary of Comments Received

To date, no comments from other agencies or the public have been received regarding this proposal.

APPLICABLE CRITERIA AND FINDINGS

In order to comply with the Plan Amendment Procedures in the Clark County Unified Development Code (UDC 40.560.010), in considering requests to update capital facilities plans, policies and procedures, the County must determine that these updates are consistent with

applicable policies and implementation measures of the Comprehensive Plan, and in conformance with the purposes and intent of the applicable inter-jurisdictional agreements.

Consistency of this proposal with the Community Framework Plan, Countywide Planning Policies, Clark County Comprehensive Growth Management Plan and other related Plans

The school district's capital facilities plan and attendant impact fees will apply to residential development within the school district service boundary.

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.

Upon review, the school district's capital facilities plan meets the minimum requirements of Chapter 36.70A of the Revised Code of Washington, and Section 40.620.030 (1) of the Clark County Code. The plan includes:

- A "Standard of Service"
- 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 Section 40.620.040 Clark County Code.

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

Finding. The district's enrollment projections are based on, and are consistent with, Clark County'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 district is proposing to increase school impact fees. The district appropriately applied the formula set out in Section 40.620 Clark County Code during this 2015 review cycle. The maximum allowable fee amounts for the Hockinson School District are $6,080.49 for Single Family and $2,781.29 for Multi-family residences. The proposed fees of $6,080 for Single Family and $2,781 for Multi-family are within these limits.

RECOMMENDATION AND CONCLUSIONS

Based on the information provided, and the analysis presented in this report, County staff recommends **APPROVAL** of the proposed Hockinson School District Capital Facilities Plan and impact fees of $6,080 for single family and $2,781 for multi-family.

RECOMMENDATION SUMMARY

The following table lists the applicable criteria and summarizes the findings of the staff report. The Planning Commission findings will be added to the table after public deliberation at the Planning Commission hearing scheduled for this application.

COMPLIANCE WITH APPLICABLE CRITERIA		
	Criteria Met?	
	Staff Report	**Planning Commission Findings**
Criteria for All Map Changes		
A. Consistency with Countywide Policies	Yes	
Recommendation:	**Approval**	

HOCKINSON SCHOOL DISTRICT No. 98
CAPITAL FACILITIES PLAN

2015-2021

BOARD OF DIRECTORS

Katherine Davis, Chair
Greg Gospe, Vice Chair
Dave Olson
Steve Nylund
Kathy Nordberg

SUPERINTENDENT

Sandra Yager

Adopted by the Hockinson School Board
May 26, 2015

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) with a schedule and financing plan for capital improvements over the next six years (2015-2021).

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 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 1,841 students in grades K-12 as of October 2014. The district consists of a 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, each facility in the district is at maximum capacity for housing our current student enrollment levels. Any additional growth will require the district to acquire portable classrooms or build new facilities.

- Initiative 1351 requires reductions in class size in K-12 grades by school year 2018-2019. The reduction in class sizes requires additional facilities, which have not been funded. Based on current enrollment, the District will need to add 11 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. In addition to the replacement middle school, the District will either expand and modernize the elementary school or 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. Offering all full day,

every day kindergarten will be required of the district in 2017-2018. These programs require specialty and additional space, which is not funded by the state. The District is currently offering a full day, every day kindergarten program for five (5) of the six (6) kindergarten sessions it offers this time. Addition 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-2 is targeted not to exceed 22 students per class.

- Class size for grades 3-5 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.

- Increase in K-3 space to fulfil the state requirements which are moving toward full day, everyday K for all students and a maximum class size of 18 in grades K-3.

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 27 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, 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	Instructional Building Area (Square Feet)	Oct 2014 Enrollment	Teaching Stations*	Permanent Capacity **	Portables***
Hockinson Elementary K-5	20000 NW 164th St. Brush Prairie, WA 98606	76,469	766	26	624	7 (1 classroom)

* 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 2014 Enrollment	Teaching Stations*	Permanent Capacity**	Portables***
Hockinson Middle School 6-8	15916 NE 182nd Ave. Brush Prairie, WA 98606	56,088	427	16	367	3 (6 classrooms)

* Rooms such as the music room, special ed 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 2014 Enrollment	Teaching Stations*	Permanent Capacity**	Portables***
Hockinson High School 9-12	16819 NE 159th St. Brush Prairie, WA 98606	135,284	648	27	620	1 (0 classroom)

*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
District Office	3,472	17912 NE 159th St. Brush Prairie, WA 98606
Maintenance Building	4,000	
3 Portables*		Primary, Intermediate & Middle School Campuses

* 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.

SECTION 4
STUDENT ENROLLMENT PROJECTIONS

A. Projected Student Enrollment 2015-2021

The District's projected enrollment is based upon - OSPI's Report 1049 – Determination of Projected Enrollments published on the state website 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

Grades	2014	2015	2016	2017	2018	2019	2020	2021*
K-5	766	783	811	842	885	913	931	962
6-8	427	434	412	419	410	427	456	484
9-12	648	614	598	587	564	562	574	546
Total	**1,841**	**1,831**	**1,821**	**1,848**	**1,859**	**1,902**	**1,934**	**1,992**

* Forecasts may vary from actual conditions; 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 2021 enrollment and then determining the number of classrooms or schools that must be built to serve the 2021 enrollment.

The following table shows the 2021 facility needs.

Table 6 - Facility Needs

Facility	Existing Capacity	2021 Forecast Enrollment	Facility Needs*
Elementary (K-5)	624	962	338
Middle (6-8)	367	484	117
High (9-12)	620	546	0(74)
Total	1,611	1,992	288

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

As reflected above, the District needs to add capacity for 338 K-5 students and 117 middle school students to serve the six year forecast growth. Additional needs for improvements to implement class size reductions associated with I-1351, will be address in future capital facility plans.

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 expand and modernized the current elementary school or will construct a K-5 school on the property that was acquired to serve forecast growth in the elementary school. The expanded or 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 will serve 600 students, which is enough capacity to serve both the currently enrolled students and the additional 57 students forecast from growth.

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/Expanded Elementary School	350	$14,592,919	208	$8,672,572
Replacement Middle School	600	$33,717,801	116	$6,517,650
Total	950	$48,310,720	324	$15,190,222

* The cost to construct the K-5 building is an estimate based on 115 sq. ft. per student, $278.89 a sq. ft. and 30% soft costs. The cost to construct the Middle School building is an estimate based on 155 sq. ft. per student and $278.89 a sq. ft. and 30% soft costs.
** 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 (624) plus the added capacity (350) and subtracting the current enrollment (766). The capacity to serve growth at the middle school is calculated by subtracting existing enrollment (484) from the total capacity that will be provided when the replacement middle school (600) is built.
*** 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
Elementary School	$14,592,919	0	0	$10,342,919	$4,000,000	$250,000
Middle School	$33,717,801	30,817,801	0	0	$2,900,000	$0

* 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 passed a bond in 2015 that will fund the reconstruction of Hockinson Middle School (new-in-lieu of modernization). In 2008, the community approved a four-year Capital Projects Levy which helped to purchase the 35 acres of undeveloped property from the Dept. of Natural Resources in March 2008.The District will need to pass another bond To finance the construction of a new elementary school on that property, or to expand and modernize the current elementary school.

2. State Funding Assistance

State funding assistant 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. Based on the District's assessed valuation per student and the formula in the state regulations, the District is currently eligible for state funding assistant for new schools based on the number of unhoused students at a level of approximately 66.68%.

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 2012, the district collected $23,624 in impact fees. In 2014, $135,838 in fees were collected, 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 the middle school, 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:	$ - 6,080.00
Multi-Family:	$ - 2,781.00

Hockinson School District
2015 Impact Fee Calculation

APPENDIX A

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

Single Family Residence:

Elementary	Middle School	High School	Formula
$8,672,572.00	$0.00	$0.00	Facility Cost
208	600	0	Additional Capacity
$41,695.06	$0.00	$0.00	Cost per Student (CS)
0.457	0.171	0.214	Student Factor (SF)
$19,054.64	**$0.00**	**$0.00**	**CS x SF**
$200.40	$200.40	$200.40	Boeck Index
90.00	117.00	130.00	OSPI Sq Ft
66.68%	66.68%	66.68%	State Match Eligibility %
$5,496.07	$0.00	$0.00	State Match Credit (SM)
$13,558.57	**$0.00**	**$0.00**	**CS x SF - SM**
		$13,558.57	**Cost per Single Family Residence**
		0.00356	Average Interest Rate
		0.03617576	Tax Credit Numerator
		0.003688786	Tax Credit Denominator
		9.806956251	Tax Credit Multiplier (TCM)
		$355,920.00	Average Assessed Value (AAV)
		3490491.87	TCM x AAV
		0.00184	Tax Levy Rate (TLR)
		$6,405.05	**TCM x AAV x TLR = (TC)**
		$7,153.52	**Cost per Single Family Residence - Tax Credit**
		$1,073.03	15% reduction (A)
		$6,080.49	**Calculated Single Family Fee Amount**
		$6,080	**Recommended Fee Amount**

Multi-Family Residence:

Elementary	Middle School	High School	Formula
$8,672,572.00	$0.00	$0.00	Facility Cost
208	600	0	Additional Capacity
$41,695.06	$0.00	$0.00	Cost per Student (CS)
0.165	0.089	0.087	Student Factor (SF)
$6,879.68	**$0.00**	**$0.00**	**CS x SF**
$200.40	$200.40	$200.40	Boeck Index
90.00	117.00	130.00	OSPI Sq Ft
66.68%	66.68%	66.68%	State Match Eligibility %
$1,984.36	$0.00	$0.00	State Match Credit (SM)
$4,895.33	**$0.00**	**$0.00**	**CS x SF - SM**
		$4,895.33	**Cost per Multi-Family Residence**
		0.00356	Average Interest Rate
		0.03617576	Tax Credit Numerator
		0.003688786	Tax Credit Denominator
		9.806956251	Tax Credit Multiplier (TCM)
		$90,200.00	Average Assessed Value (AAV)
		884587.45	TCM x AAV
		0.00184	Tax Levy Rate (TLR)
		$1,623.22	**TCM x AAV x TLR = (TC)**
		$3,272.11	**Cost per Multi-Family Residence - Tax Credit**
		$490.82	15% reduction (A)
		$2,781.29	**Calculated Multi- Family Fee Amount**
		$2,781	**Recommended Fee Amount**

DETERMINATION OF NONSIGNIFICANCE

Issued with a 14 day comment period

Description of Proposal:

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

1. The adoption of the Hockinson School District's Capital Facilities Plan 2015-2021 by the Hockinson School District No. 98 for the purposes of planning for the facilities needs of the District; and

2. The amendment of the Clark County Comprehensive Plan to include the Hockinson School District's Capital Facilities Plan 2015-2021 as part of the Capital Facilities Element of the County Comprehensive Plan.

Proponent: Hockinson School District No. 98

Location of the Proposal:

The Hockinson School District includes an area of 51.0 square miles in Clark County.

Lead Agency: Hockinson School District No. 98

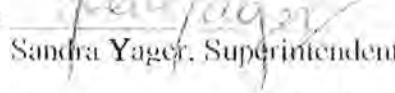
The lead agency for this proposal has determined that the proposal does not have a probable significant adverse environmental impact on the environment. An environmental impact statement (EIS) is not required under RCW 43.21C.030(2)(c). This decision was made after a review of the completed environmental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

This Determination of Nonsignificance (DNS) is issued under WAC 197-11-340(2). The lead agency will not act on this proposal for 14 days from the date of issue. Comments must be submitted by 4 p.m., May 11, 2015. The responsible official will reconsider the DNS based on timely comments and may retain, modify, or, if significant adverse impacts are likely, withdraw the DNS. If the DNS is retained, it will be final after the expiration of the comment deadline.

Responsible Official: Sandra Yager
Superintendent
Hockinson School District No. 98

Address: 17912 NE 159th Street
Brush Prairie, WA 98606

Telephone: 360.448.6400

Signature 
Sandra Yager, Superintendent

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