

Clark County Ordinance Report

As Reported by Community Planning Department

On: December 13, 2011

Title: An ordinance amending the 20-Year Growth Management Comprehensive Plan and Zone Map through the 2011 annual reviews and dockets.

Brief Description: An ordinance relating to land use; adopting amendments to the 20-year Comprehensive Growth Management Plan Map; amending the Clark County Comprehensive Plan Text; and amending the existing Capital Facilities Element of the Clark County 20-year Comprehensive Growth Management Plan to update the Capital Facilities Financial Plan.

Brief History:

PC Worksessions: May 5, June 2, August 4, and September 1, 2011

PC Hearing: May 19, June 16, August 18, and September 15, 2011

BOCC Worksessions: February 2, and November 2, 2011

BOCC Hearing: November 8, and November 22, 2011

DEPARTMENT REPORT

Staff: Oliver Orjiako, ext. 4112; Jose Alvarez ext. 4898

Legal Counsel: Chris Cook, ext. 4775

Background: Amendments to the comprehensive plan and zoning map are submitted for review and subject to review criteria in accordance with the state Growth Management Act, the countywide planning policies, the community framework plan, the goals and policies of the comprehensive plan, the Clark County Code, local city comprehensive plans, applicable capital facility plans, and growth indicators. During four duly advertised public hearings, the 2011 Annual Review and Dockets requests were reviewed by the Clark County Planning Commission which has forwarded its recommendations to the Board. The cases reviewed are as follows: CPZ2011-00001 (Columbia Christian); CPZ2011-00003 (Battle Ground School District CFP); CPZ2011-00004 (Camas School District CFP); CPZ2011-00005 (Evergreen School District CFP.); CPZ2011-00006 (Ridgefield School District CFP); CPZ2011-00007 (Vancouver School District CFP); CPZ2011-00008 (Washougal School District CFP); CPZ2011-00009 (North Orchards); CPZ2011-00010 (Commercial Code Update -Orchards); CPZ2011-00011 (Arterial Amendment NE 65th St); CPZ2011-00012 (Arterial Amendments NE 10th Ave); CPZ2011-00013 (Bicycle and Pedestrian Plan Implementation); CPZ2011-00014 (Battle Ground UGA Expansion);. The Board accepted testimony and conducted deliberations at two public hearings on this matter. The adopting ordinance incorporates the findings made by the Board at the public hearings.

Summary of Ordinance: An ordinance relating to land use; adopting amendments to the 20-year Comprehensive Growth Management Plan Map; the Arterial Atlas Map; amending the Clark County Comprehensive Plan Text; amending the existing Capital Facilities Element of the Clark County 20-year Comprehensive Growth Management Plan.

Appropriation: None.

Fiscal Note: None.



Committee/Task Force Created: No

Effective Date: This ordinance shall go into effect at 12:01 a.m. on January 1, 2012.

Approved: December 13, 2011
SR 247-11

ORDINANCE NO. 2011-12-22

AN ORDINANCE relating to land use; adopting amendments to the 20-year Comprehensive Growth Management Plan Map and Zoning Map; Arterial Atlas Map; Comprehensive Plan Text; and amending the existing Capital Facilities Element of the Clark County 20-year Comprehensive Growth Management Plan.

WHEREAS, Clark County adopted a 20-Year Comprehensive Growth Management Plan through ordinances 1994-12-47 and 1994-12-53 on December 20, 1994 to meet the goals and requirements of Chapter 36.70A RCW (also known as the Growth Management Act "GMA"); and

WHEREAS, Clark County adopted an updated 20-Year Comprehensive Growth Management Plan through ordinance 2007-09-13 on September 25, 2007 to meet the goals and requirements of Chapter 36.70A RCW; and

WHEREAS, the county needs to address certain requests for comprehensive plan and zoning changes to meet the goals and requirements of Chapter 36.70A RCW; and

WHEREAS, certain property owners, hereinafter referred to as "Applicants", owners or parties in interest of the hereinafter described real Property have each requested a 20-Year Comprehensive Growth Management Plan Amendment and Zone Change or correction of mapping errors affecting their property; and

WHEREAS, the Clark County Planning Commission reviewed the applications, docket items, amendments and modifications of the Plan text, arterial atlas amendments, amendments to the Unified Development Code Title 40, and updates of the existing capital facilities plans during duly advertised Public Hearings on May 19, June 16, August 18, September 15, 2011 and has forwarded its recommendations to the Board; and,

WHEREAS, the Board of County Commissioners considered amendment cases CPZ2011-00001 (Columbia Christian); CPZ2011-00003 (Battle Ground School District CFP); CPZ2011-00004 (Camas School District CFP); CPZ2011-00005 (Evergreen School District CFP.); CPZ2011-00006 (Ridgefield School District CFP); CPZ2011-00007 (Vancouver School District CFP); CPZ2011-00008 (Washougal School District CFP); CPZ2011-00009 (North Orchards); CPZ2011-00010 (Commercial Code Update -Orchards); CPZ2011-00011 (Arterial Amendment NE 65th St); CPZ2011-00012 (Arterial Amendments NE 10th Ave); CPZ2011-00013 (Bicycle and Pedestrian Plan Implementation); CPZ2011-00014 (Battle Ground UGA Expansion); at duly advertised public hearings on November 8 and November 22, 2011; and

WHEREAS, the Board of County Commissioners took public testimony from interested parties, considered all the written and oral arguments and testimony, and considered all the comments presented to the Board; and

WHEREAS, the Board of County Commissioners in reviewing all the respective comprehensive plan changes considered cumulative impacts consistent with Clark County Unified Development Code UDC 40.560.010, Plan Amendment Procedural Ordinance and UDC 40.560.010(S), Cumulative impacts, and

WHEREAS, the Board of County Commissioners also considered the staff reports and recommendations of the Clark County Planning Commission; and

WHEREAS, the Board finds that the approved amendments to the 20-year Comprehensive Growth Management Plan Map and Zoning Map; Arterial Atlas Map; and Comprehensive Plan Text comply with all applicable requirements of the Growth Management Act, the 20-year Comprehensive Growth Plan, and the Clark County Code, and that they are in the best public interest; and

WHEREAS, the Board concluded at duly advertised public hearings and finds that adoption will further the public health, safety and welfare; now therefore,

BE IT ORDERED AND RESOLVED BY THE BOARD OF COUNTY COMMISSIONERS OF CLARK COUNTY, STATE OF WASHINGTON, as follows:

Section 1. Findings.

The findings and analysis contained in the Clark County Planning Commission's Memorandum dated November 2, 2011, relating to the 2011 Comprehensive Plan and Dockets Amendments are hereby adopted and incorporated herein by reference except where inconsistent with the following.

Section 2. Comprehensive Land Use Plan and Zoning Map Modifications.

1. The Clark County 20-Year Comprehensive Growth Management Plan Map Designation and corresponding Zoning Map for that certain property, located at the northwest corner of NE 94th Ave and Padden Parkway is hereby amended from Urban Low Density (R1-6) to Community Commercial (C-3) as recommended by the Planning Commission and as indicated on the attached map (Exhibit 1). In the matter of **Annual Review item number CPZ2011-00001 Columbia Christian**, the Board concluded that Community Commercial (C-3) zone better implements the applicable Comprehensive Plan policies than the Urban Low Density (R1-6) district. Tax serial number 156004-010 located in the NW ¼ Section 4, Township 2N, Range 3E of the Willamette Meridian.
2. The Clark County 20-Year Comprehensive Growth Management Plan Map Designation and corresponding Zoning Map to expand by 48 acres the Battle Ground UGA from Rural Residential and R-5 zoning to Employment Center and Office Campus zoning with an Urban Holding 40 overlay (48) and by .3 acres to a Mixed Use with MX zone with an Urban Holding 20 overlay. For that certain property, bound by NE 254th St. to the north, State Route 503 to the west, extension of NE 249th St. to the south and approximately 1,300 ft. east of the intersection of NE 249th St. and Dublin Rd. and for that certain property bound by NE 117th Ave to the west, Caples Road to the east., extension of NE 176th St to the south and approximately 1,500 ft. south of NE 179th St. to the north as indicated on the attached map (Exhibits 2 and 2a). In the matter of **Annual Review item number CPZ2011-00014 Battle Ground Urban Growth Boundary Expansion**, the Board concluded that Employment Center (OC) zone and Mixed Use (MX) zone better implements the applicable Comprehensive Plan policies than the Rural Residential (R-5) district. Tax serial number(s) 227013000; 226984000; 226983000; 226937000; 986029161; 986029160; 226928000; located in the NE ¼ Section 27, Township 4N, Range 2E of the Willamette Meridian and 195264000 located in the NW ¼ Section 15, Township 3N, Range 2E of the Willamette Meridian.
3. The Clark County 20-Year Comprehensive Growth Management Plan Map Designation and corresponding Zoning Map is hereby amended. In the matter of **Docket item number CPZ2011-00010 Commercial Code** (Exhibit 3) the Board concluded that General

Commercial (GC) zone better implements the Comprehensive Plan policies than Community Commercial (C-3).

Parcel numbers changed from Community Commercial Comprehensive Plan Designation to General Commercial Comprehensive Plan Designation and from Community Commercial (C-3) Zoning to General Commercial (GC) Zoning:

106941-000, 107325-000, 109490-000, 106923-000, 109580-000, 109204-000, 108930-000, 109040-000, 107330-000, 109440-000, 109555-000, 107020-002, 109380-000, 109160-000, 157510-000, 107335-000, 109495-000, 109540-000, 109570-000, 109390-000, 109392-000, 109054-000, 107340-000, 109431-000, 106910-000, 106995-000, 109210-000, 109200-000, 157511-000, 107350-000, 109510-000, 106924-000, 109565-000, 109207-000, 109010-000, 108860-000, 157508-008, 109420-000, 109530-000, 107020-000, 109140-000, 108940-000, 109057-000, 157508-012, 106920-000, 106921-000, 109167-000, 109145-000, 109150-000, 108900-000, 157508-014, 157508-006, 109480-000, 109175-000, 108960-000, 109400-000, 109060-000, 157508-016, 157508-002, 109500-000, 109560-000, 109415-000, 108950-000, 109030-000, 157508-000, 157508-010, 109470-000, 109170-000, 108970-000, 109021-000, 108870-000, 108871-000, 107320-000, 109450-000, 106922-000, 106970-000, 109090-000, 109020-000, 109190-000, 109445-000, 109550-000, 109581-000, 108910-000, 108920-000, 108880-000, 109220-000, 109110-000, 106950-000; located in sections 10 and 11 of Township 2N Range 3E of the Willamette Meridian.

Section 3. Docket Items/Clark County Initiated.

1. Those changes and additions relating to the updated School District Capital Facilities Plans of the **Battle Ground School District Docket Item number CPZ2011-00003** and including the impact fees proposed in the modified capital facilities plan for the same School District, which plan was adopted by the Battle Ground School District Resolution number C-11, are hereby approved as shown on these district's capital facilities plans and which sets forth impact fees of \$5,128.00 per single family residence and \$2,649.00 per multi-family unit (Exhibit 4).
2. Those changes and additions relating to the updated School District Capital Facilities Plans of the **Camas School District Docket Item number CPZ2011-00004** and including the impact fees proposed in the modified capital facilities plan for the same School District, which plan was adopted by Camas School District Board of Directors on January 24, 2011 are hereby approved as shown on this district's capital facilities plans and which sets forth impact fees. The Board of Commissioners approved impact fees of \$4,460.00 per single family residence for Camas School District and \$2,604.00 per multi-family unit (Exhibit 5).
3. Those changes and additions relating to the updated School District Capital Facilities Plans of the **Evergreen School District Docket Item number CPZ2011-00005** and including the revised impact fees proposed in the modified capital facilities plan for the same School District, which plan was adopted by Evergreen School District Resolution number 5230, are hereby approved. The Board of Commissioners approved impact fees of \$6,989.00 per single family residence and \$2,678.00 per multi-family unit (Exhibit 6).

4. Those changes and additions relating to the updated School District Capital Facilities Plans of the **Ridgefield School District Docket Item number CPZ2011-00006** and including the revised impact fees proposed in the modified capital facilities plan for the same School District, which plan was adopted by the Ridgefield School District Resolution 2010-2011-001, are hereby approved. The Board of Commissioners approved impact fees of \$3,983.00 per single family residence and \$2,314.00 per multi-family residence (Exhibit 7).
5. Those changes and additions relating to the updated School District Capital Facilities Plans of the **Vancouver School District Docket Item number CPZ2011-00007** and including increased impact fees, up to or equaling the amounts proposed in the modified capital facilities plan for the same School District, which plan was adopted by Vancouver School District Resolution number 704, are hereby approved. The Board of Commissioners approved impact fees of up to or equaling \$1,523.00 per single family residence, and up to or equaling \$845.00 per multi-family residence (Exhibit 8).
6. Those changes and additions relating to the updated School District Capital Facilities Plans of the **Washougal School District Docket Item number CPZ2011-00008** and including the revised impact fees proposed in the modified capital facilities plan for the same School District, which plan was adopted by Washougal School District Resolution number 2010-11-10, are hereby approved. The Board of Commissioners approved impact fees of \$2,683.00 per single family residence, and \$2,689.00 per multi-family residence (Exhibit 9).

Section 4. Amendatory. Comprehensive Plan Text.

1. The Clark County Comprehensive Growth Management Plan text is hereby amended. In the matter of **Docket item number CPZ2011-00013 Bicycle and Pedestrian Plan Amendment** (Exhibit 10) the Board concluded that the adoption of the amendments is in the best interest of the public.
2. The Clark County Comprehensive Growth Management Plan is not amended in the matter of **Docket item number CPZ2011-00009 North Orchards**. The Board concluded that the proposal to amend the Comprehensive Plan from Urban Low Density (R1-20) to Community Commercial (C-3) zoning would be better considered as part of the 2016 Comprehensive Plan Update.

Section 5. Arterial Atlas Amendments

1. In the matter of **Docket item number CPZ20011-00010 NE 10th Avenue** (Exhibit 11) the Board concluded that the proposed amendment to change the classification of NE 10th Ave between NE 179th St and 219th St from a State facility to Minor Arterial (M-2cb) was appropriate. Located within Sections 2, 3, 10 and 11 of Township 3 N, Range 1 East, of the Willamette Meridian.
2. In the matter of **Docket item number CPZ20011-00011 NE 65th St./Kerr Road** (Exhibit 12) the Board concluded that the proposed amendment to change the classification of a future extension of NE 65th St to Kerr Rd between NE 121st Ave and NE 131st Ave as a

collector street (C-2b) was appropriate. Located within Section 10 of Township 2 N, Range 2 East, of the Willamette Meridian.

Section 6. Severability.

If any section, sentence, clause, or phrase of this ordinance should be held invalid or unconstitutional by a court of competent jurisdiction or the Growth Management Hearings Board, such invalidity or unconstitutionality shall not affect the validity or unconstitutionality of any other section, sentence, clause, or phrase of this ordinance.

Section 7. Effective Date.

This ordinance shall go into effect at 12:01 a.m. on January 1, 2012.

Section 8. Instructions to Clerk.

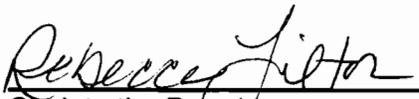
The Clerk to the Board shall:

1. Transmit a copy of this ordinance to the Washington State Department of Commerce within ten days of its adoption pursuant to RCW 36.70A.106.
2. Transmit a copy of the adopted ordinance to Clark County Geographic Information Systems (Ken Pearrow GIS Coordinator), to Community Planning Department, and to Community Development Department - Development Services (Debra Weber, Tidemark Data Manager).
3. Transmit a copy of the adopted ordinance to the School District Consortium's representative Marnie Allen at ESD 112, 2500 NE 65th Avenue, Vancouver, WA 98661.
4. Record a copy of this ordinance with the Clark County Auditor.
5. Cause notice of adoption of this ordinance to be published forthwith pursuant to RCW 36.70A.290.

ADOPTED this 13th day of December 2011.

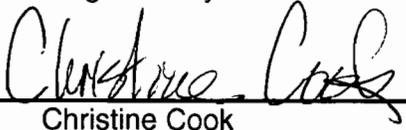
Attest:

BOARD OF COUNTY COMMISSIONERS
FOR CLARK COUNTY, WASHINGTON


Clerk to the Board

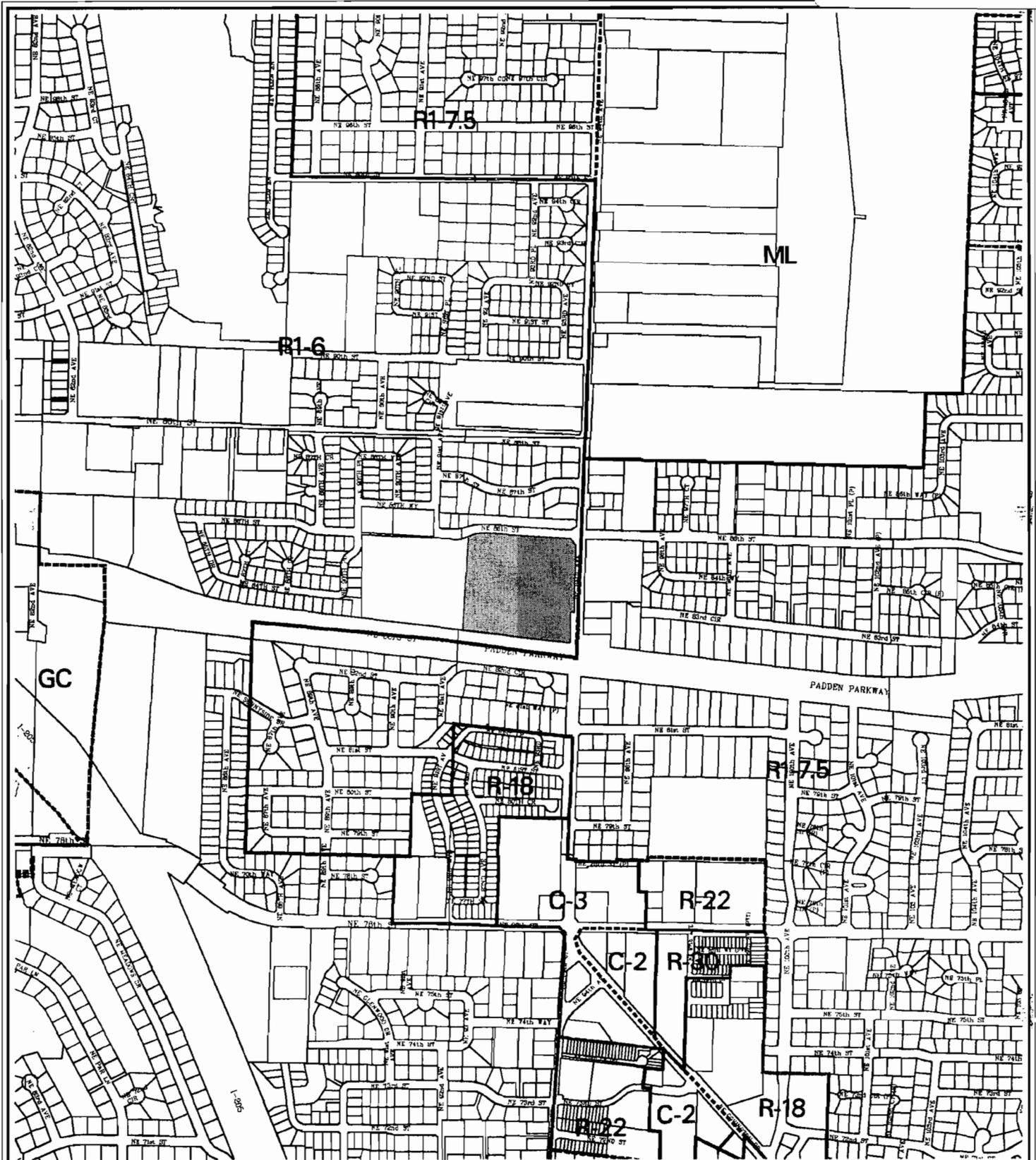
By: 
Tom Mielke, Chair

Approved as to Form Only:
Anthony F. Golik
Prosecuting Attorney

By: 
Christine Cook
Deputy Prosecuting Attorney

By: _____
Marc Boldt, Commissioner

By: _____
Steve Stuart, Commissioner

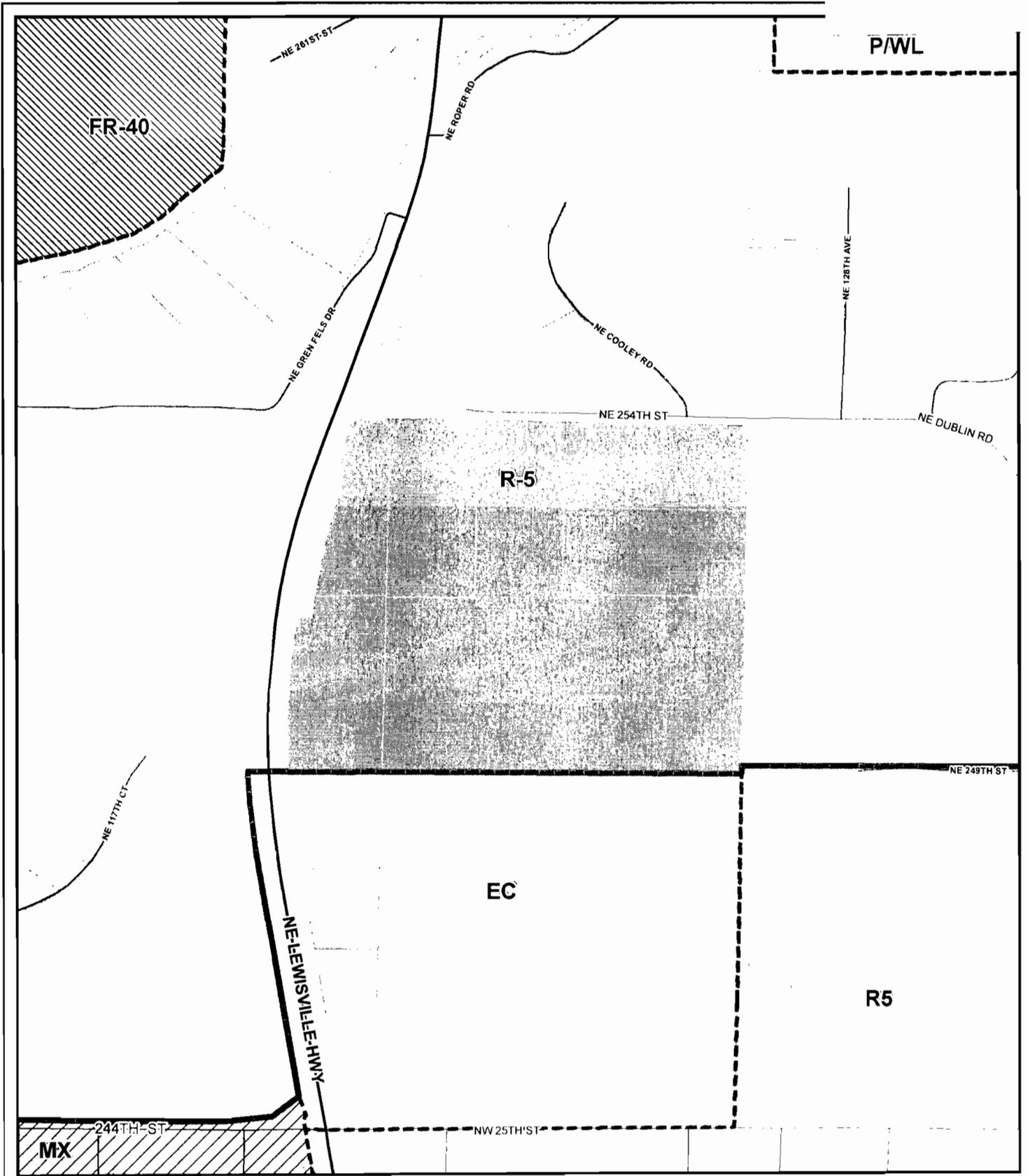


File # CPZ2011-00001, SN 156004010
 Location: T2N R2E SEC 04
 Comp Plan Change/Rezzone/Text Change/Docket I

-  Subject Property
-  Zoning Boundary
-  Mining Combining District
-  Contingent Zoning
-  Urban Holding-10
-  Urban Holding-20

Owner: NATURAL RESOURCES DEPARTMENT



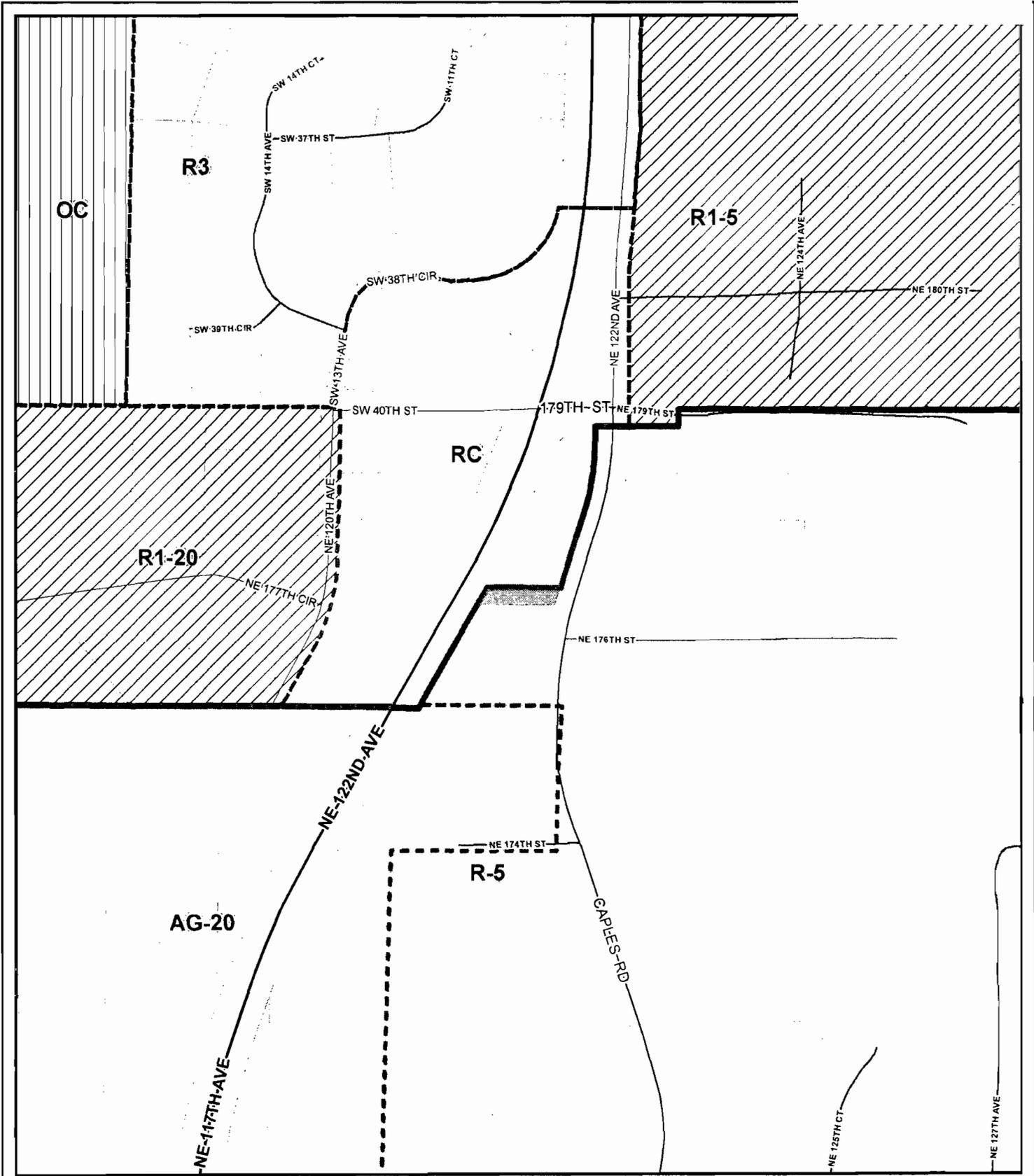


File#: CPZ2011-00014 North
 Location: NE 1/4, T4N R2E SEC 27
 Comp Plan Change/Rezone/Text Change/Docket I

- Subject Property
- Current Zoning
- Urban Holding - 10 (UH-10)
- Urban Holding - 20 (UH-20)
- Urban Holding - 40 (UH-40)
- Surface Mining Overlay District
- Urban Growth Boundary



1 inch = 500 feet



File#: CPZ2011-00014 South
 Location: NW 1/4, T3N R2E SEC 15
 Comp Plan Change/Rezone/Text Change/Docket I

- Subject Property
- Current Zoning
- Urban Holding - 10 (UH-10)
- Urban Holding - 20 (UH-20)
- Urban Holding - 40 (UH-40)
- Surface Mining Overlay District
- Urban Growth Boundary



1 inch = 400 feet

COVENANT RUNNING WITH THE LAND
Parcel No. 195264000

An Agreement and Covenant to Clark County, a Municipal corporation and political subdivision of the State of Washington (hereinafter "County"), from Stonehill LLC (hereinafter "Applicants").

Applicants are owners of certain real properties in Clark County, legally described in Exhibit 'A' which Applicants wishes to rezone (hereinafter "Properties"). Consequently, Applicants covenant to County that if the Properties described in Exhibit 'A' are rezoned from Rural with (R-5) designation to Mixed Use with (MX) designation, that the Properties will be used only in accordance with this Covenant and subject to the conditions herein described.

Applicants herein covenant and agree to County on behalf of themselves and all of their heirs, assigns and successors in interest into whose ownership the Properties might pass, as follows, it being specifically agreed to that this is a covenant which touches, concerns, enhances, benefits and runs with the Properties of the Applicants:

1. **Title.** The Applicants are the sole and exclusive owners of the real property situated in Clark County, Washington, legally described in Exhibit "A" attached hereto.
2. **Conditions.** The rezone shall be subject to the following condition:

The use of the property shall be consistent with Comprehensive Plan policy in Chapter 13 which limits expansions of Urban Growth Boundaries not based on a new planning horizon to 100 acres or less for employment. Therefore the use of the property shall be limited to those uses in the Regional Commercial zone listed as permitted or conditional in Table 17.118 -1 of the City of Battle Ground's Municipal Code as attached in exhibit "B".

3. **Remedies.** This Covenant may be enforced by the County in any or all of the following ways at its option:
 - a. By the County's refusal to issue either site plan review approval and/or preliminary/final plat approval, building permits and/or occupancy permits in the case that this Covenant has not been fully observed in the construction, development and use of the real property by Applicants, or their successors in interest, or by the revocation of any such permits for the failure of Applicants, or their successors to observe any of the provisions of this Covenant made pursuant thereto, but said revocation may only occur after a hearing

parties in interest, including, but not limited to and through future annexation or incorporation of area in which the development exists.

9. **Applicable law.** This Covenant shall be governed by and construed in accordance with the laws of the State of Washington. Jurisdiction over and venue of any suit arising out of or related to this Covenant, shall be exclusively in the state and federal courts of Clark County, Washington. In the event of any apparent conflicts between the provisions of the County Code or ordinances and this Covenant, this Covenant shall prevail.
10. **Attorney's fees.** In the event that any lawsuit is instituted by either party to this Covenant arising out of or pertaining to this Covenant, including any appeals and collateral actions relative to such lawsuit, the substantially prevailing party as determined by the court shall be entitled to recover its reasonable attorney's fees, expert witness fees, and all costs and expenses incurred relative to such lawsuit from the substantially non-prevailing party, in addition to such other relief as may be awarded.
11. **Entire Agreement.** This Covenant contains the entire agreement between the parties with respect to this matter. It may not be modified except in a writing signed by the party against whom enforcement of the modification is sought.
12. **Wavier.** The waiver by a party of a breach of any provision of this Covenant by the other party shall not operate or be construed as a waiver of any subsequent breach by that party. No waiver shall be valid unless in writing and signed by the party against whom enforcement of the waiver is sought.
13. **Notice.** All correspondence and any notice required in this Covenant shall be delivered to the following parties:

If to County: Clark County
Community Planning
1300 Franklin St., 3rd Floor
Vancouver, WA 98660
Email: [what address do you want here?]

If to Applicants: Kent Landerholm, manager Stonehill LLC
PO Box 908
Ridgefield WA 98642
Email: kent.landerholm@associates@comcast.net

Whenever possible a copy of the notice will be sent to the parties to be notified by electronic mail on the date the notice is given. Notice may also be given by personal service on the party to be notified; by commercial overnight courier; or by U.S. mail, postage prepaid.

Exhibit B

17.118.020 Uses.

The following uses are permitted (P), conditional (C) or prohibited (X) as indicated in Table 17.118-1.

Uses not specifically listed are prohibited.

Table 17.118-1	
Use	RC
1. Accessory uses and structures normally incidental to one or more permitted principal uses	P
2. Acid manufacture	X
3. Art galleries, libraries and museums	P
4. Asphalt plants	X
5. Auditoriums and civic centers	P
6. Automobile, boat, truck, tractor, motorcycle, recreational vehicle, manufactured home and other vehicle sales, service, rental and leasing, new and/or used	P
7. Bulk gasoline storage and fuel oil distributors	X
8. Business services operated in conjunction with one or more permitted uses	P
9. Churches, including cemeteries and customary accessory buildings and uses, subject to BGMC 17.135.050	C
10. Clubs, lodges, fraternal institutions and other places of assembly for membership groups	P
11. Cold storage plants, frozen food lockers and ice manufacture	X
12. Colleges and universities	C
13. Commercial recreation facilities, enclosed only	P
14. Commercial recreation facilities, unenclosed	C
15. Conical burners and incinerators, including biomedical waste	X
16. Contractor's establishments	X
17. Day care centers, subject to BGMC 17.135.070	P
18. Distribution facilities	X
19. Dry-cleaning plants	X

20. Explosives manufacture and storage	X
21. Exterminators and pest control businesses	X
22. Fertilizer manufacture	X
23. Finance, insurance and real estate offices	P
24. Hospitals, health and medical clinics	P
25. Institutionalized residential-living facilities, such as personal-care homes, nursing homes, convalescent homes, group homes, continuing care retirement facilities and similar uses	X
26. Junkyards, wrecked motor vehicle compounds and used auto or other vehicle parts yards	X
27. Kennels	X
28. Landfills	X
29. Lumber yards, planing and saw mills	X
30. Machine shops	X
31. Manufacturing, fabrication, assembling and packaging activities, including accessory storage, for the following products and/or materials: cloth, fiber, fur and hair; electrical and communication equipment; cosmetics, drugs and pharmaceuticals; food, beverage, dairy and tobacco products; and medical, dental, optical precision and surgical instruments and equipment	X
32. Manufacturing, fabrication, assembling, processing, canning, packaging, compounding, storage and treatment activities for the following activities and/or materials: brick, concrete, cement, clay, mortar, plaster and tile; chemicals and floor coverings; extraction or removal of sand, gravel, topsoil, clay, dirt, precious metals, gems or other natural resources; and paper	X
33. Milk processing and bottling plants, and manufacturing of plastic milk jugs, existing on the effective date of the regulations codified in this title	X
34. Offices	P
35. Paper and pulp mills	X
36. Parking garages and parking lots	P
37. Personal service establishments, in conjunction with one or more permitted uses	P
38. Printing, publishing, bookbinding and blueprinting establishments	P
39. Public and semipublic buildings and uses	P
40. Radio and television studios	P

41. Radio, television and cellular phone towers and antennas	X
42. Recreational facilities of a noncommercial nature, including parks, playfields and golf courses	P
43. Recycling plants, including any processing facilities	X
44. Residences for a caretaker or night watchman	X
45. Residences of all types, when located on upper floors of commercial buildings	P
46. Drive-in and drive-through facilities associated with an allowed use	P
47. Lounges and taverns	P
48. Retail bakeries	P
49. Restaurants	P
50. Retail trade establishments, enclosed less than 5,000 sq. ft. in floor area	P
51. Retail trade establishments, enclosed from 5,001 sq. ft. to 50,000 sq. ft. in floor area	P
52. Retail trade establishment, enclosed from 50,001 sq. ft. in floor area and greater	P
53. Retail trade establishments, unenclosed	P
54. Retail trade establishment, unenclosed less than 500 square feet on an existing developed parcel and associated with a permitted use	P
55. Retail trade gasoline sales, enclosed or unenclosed	P
56. Rubber manufacture	X
57. Schools, public, parochial, private, vocational, technical, business and others, nonprofit or operated for profit	P
58. Services, automotive	P
59. Services, business, health, miscellaneous and personal	P
60. Services, lodging	P
61. Single-family detached dwellings and their customary accessory buildings and uses, existing on the effective date of the regulations codified in this title, but not including new single-family residences	P
62. Storage buildings and storage yards, for nonhazardous raw materials and finished products	X
63. Temporary uses which may be approved by the planning director	P
64. Tire retreading and recapping	X

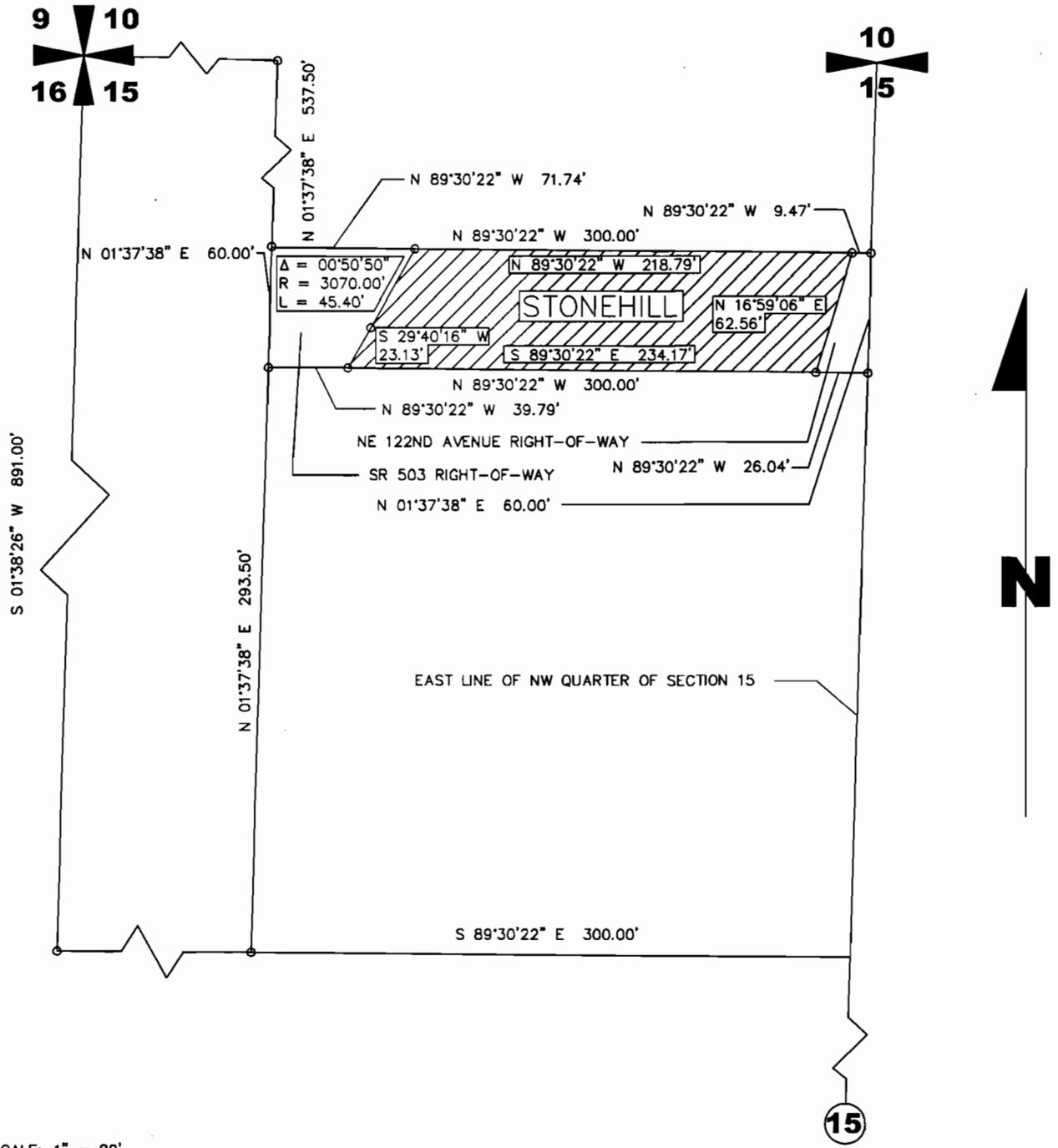
65. Transportation, communication and utility facilities, not otherwise specifically permitted	C
66. Utilities and communication facilities, such as telephone exchanges, electric substations and public television stations	P
67. Warehouses, wholesale and storage establishments, mail order houses and distribution facilities occupying no more than 50,000 square feet of enclosed gross floor area	X
68. Welding shops	X
69. Wholesale distribution and warehousing facilities, including mail order houses, occupying more than 50,000 square feet	X
70. Wineries, breweries and distilleries	X
71. Small scale food and beverage manufacture such as microbreweries where a retail outlet is also included	P

Exhibit "A"
Legal Description

That portion of the following described property bounded on the West by the East right-of-way line of SR 503 and bounded on the East by the West right-of-way line of NE 122nd Avenue.

Beginning at the Northwest corner of Section 15, Township 3 North, Range 2 East of the Willamette Meridian; thence South 891.00 feet; thence East to a point 300.00 feet West of the East line of Northwest quarter of Section 15; thence North 293.50 feet; thence East to the East line of the said Northwest quarter; thence North 60.00 feet; thence West 300.00 feet; thence 537.50 feet to the North line of Section 15; thence West to the point of beginning.

Exhibit "B" Sketch



SCALE: 1" = 80'

15

COVENANT RUNNING WITH THE LAND

Parcel no. 227013000; 226984000; 226983000; 226937000; 986029161; 986029160 ;226928000

An Agreement and Covenant to Clark County, a Municipal corporation and political subdivision of the State of Washington (hereinafter "County"), from Kay L. Wagner Successor Trustee, Guy Wagner, Christine and Larry Scheel and Jason M. and Kristine L. Hivala (hereinafter "Applicants").

Applicants are owners of certain real properties in Clark County, legally described in Exhibit 'A' which Applicants wishes to rezone (hereinafter "Properties"). Consequently, Applicants covenant to County that if the Properties described in Exhibit 'A' are rezoned from Rural with (R-5) designation to Employment Center with (OC), that the Properties will be used only in accordance with this Covenant and subject to the conditions herein described.

Applicants herein covenant and agree to County on behalf of themselves and all of their heirs, assigns and successors in interest into whose ownership the Properties might pass, as follows, it being specifically agreed to that this is a covenant which touches, concerns, enhances, benefits and runs with the Properties of the Applicants:

1. **Title.** The Applicants are the sole and exclusive owners of the real property situated in Clark County, Washington, legally described in Exhibit "A" attached hereto.
2. **Conditions.** The rezone shall be subject to the following conditions:
 - a. The use of the property shall be consistent with Comprehensive Plan policy in Chapter 13 which limits expansions of Urban Growth Boundaries not based on a new planning horizon to 100 acres or less for employment. Therefore the use of the property shall be limited to those uses in the Employment Campus zone listed as permitted or conditional in Table 17.120 -1 of the City of Battle Ground's Municipal Code as attached in exhibit "B".
 - b. No access to or from any future development on the property will be to the north of the property.
3. **Remedies.** This Covenant may be enforced by the County in any or all of the following ways at its option:
 - a. By the County's refusal to issue either site plan review approval and/or preliminary/final plat approval, building permits and/or occupancy permits in the case that this Covenant has not been fully observed in the construction, development and use of the real

property by Applicants, or their successors in interest, or by the revocation of any such permits for the failure of Applicants, or their successors to observe any of the provisions of this Covenant made pursuant thereto, but said revocation may only occur after a hearing by the Board of County Commissioners, or the County Land Use Hearings Examiner for which ten (10) days' notice by publication in a paper of general circulation has been given as well as to affected parties by registered mail, return receipt and/or certified mail;

- b. By bringing suit in any court of competent jurisdiction for monetary damages to cover the expected cost of the county's performance of any and all obligations covenanted herein and which are to be performed by the County, or its direction, on behalf of any obligor;
- c. For injunction to cause specific performance of this Covenant, or for other appropriate relief as may be deemed desirable by the County;
- d. With regard to any of the aforementioned remedies, Applicants agree to be responsible for any and all attorneys' fees and costs expended by the County in enforcing any of these provisions respective to their own parcels.

4. **Binding.** This covenant shall remain in full force and effect until amended, modified or terminated by the action of Applicants and Clark County in zoning proceedings appropriate for that purpose

5. **Filing.** A copy of this Covenant will be filed with the real property records of the Clark County Auditor so as to appear as a covenant within the chain of title for the real property.

6. **Severability.** If any provision of this Covenant, or the application of the provision to any person or circumstance, is declared invalid, then the rest of the Covenant, or the application of the provision to other persons or circumstances, shall not be affected.

7. **Successors.** This Covenant and all of its provisions, and each of them, shall be binding upon Applicants, and any and all of their heirs, assigns and successors in interest into whose respective ownership the real property may pass, and any obligations made herein by Applicants shall be enforceable against all of their heirs, assigns and successors of interest into whose ownership real property may pass, and all of them.

8. **Annexation, Incorporation, Successors, and Assigns.** Subject to the terms hereof, the provisions of this Covenant shall extend to, bind and inure to the benefit of the parties hereto and their respective personal representatives, heirs, successors and assigns. This Covenant shall be

recorded with the real property records of Clark County. This Covenant is binding on the parties hereto, their successors, and assigns, including the city, town, or municipality that assumes jurisdiction through incorporation or annexation of the area covering the property by this Covenant. The terms of this Covenant shall be binding on all successors, assigns or future parties in interest, including, but not limited to and through future annexation or incorporation of area in which the development exists.

9. **Applicable law.** This Covenant shall be governed by and construed in accordance with the laws of the State of Washington. Jurisdiction over and venue of any suit arising out of or related to this Covenant, shall be exclusively in the state and federal courts of Clark County, Washington. In the event of any apparent conflicts between the provisions of the County Code or ordinances and this Covenant, this Covenant shall prevail.
10. **Attorney's fees.** In the event that any lawsuit is instituted by either party to this Covenant arising out of or pertaining to this Covenant, including any appeals and collateral actions relative to such lawsuit, the substantially prevailing party as determined by the court shall be entitled to recover its reasonable attorney's fees, expert witness fees, and all costs and expenses incurred relative to such lawsuit from the substantially non-prevailing party, in addition to such other relief as may be awarded.
11. **Entire Agreement.** This Covenant contains the entire agreement between the parties with respect to this matter. It may not be modified except in a writing signed by the party against whom enforcement of the modification is sought.
12. **Waiver.** The waiver by a party of a breach of any provision of this Covenant by the other party shall not operate or be construed as a waiver of any subsequent breach by that party. No waiver shall be valid unless in writing and signed by the party against whom enforcement of the waiver is sought.
13. **Notice.** All correspondence and any notice required in this Covenant shall be delivered to the following parties:

If to County:	Clark County Community Planning 1300 Franklin St., 3 rd Floor Vancouver, WA 98660 Email:
---------------	---

If to Applicants:

CALIFORNIA ALL-PURPOSE ACKNOWLEDGMENT

CIVIL CODE § 1189

State of California

County of Riverside

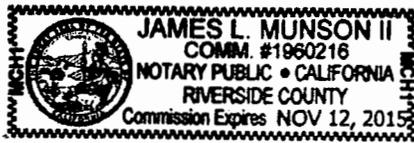
On 12-9-11
Date

before me, James L. Munson II Notary
Here Insert Name and Title of the Officer

personally appeared

Kay Wagner
Name(s) of Signer(s)

who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s) acted, executed the instrument.



I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.

WITNESS my hand and official seal.

Signature: [Signature]

Signature of Notary Public

Place Notary Seal Above

OPTIONAL

Though the information below is not required by law, it may prove valuable to persons relying on the document and could prevent fraudulent removal and reattachment of this form to another document.

Description of Attached Document

Title or Type of Document: Covenant Running with the Land

Document Date: 12-9-11

Number of Pages: 6

Signer(s) Other Than Named Above: _____

Capacity(ies) Claimed by Signer(s)

Signer's Name: _____

Signer's Name: _____

- Corporate Officer — Title(s): _____
- Individual
- Partner — Limited General
- Attorney in Fact
- Trustee
- Guardian or Conservator
- Other: _____

- Corporate Officer — Title(s): _____
- Individual
- Partner — Limited General
- Attorney in Fact
- Trustee
- Guardian or Conservator
- Other: _____

RIGHT THUMBPRINT OF SIGNER

Top of thumb here

RIGHT THUMBPRINT OF SIGNER

Top of thumb here

Signer Is Representing: _____

Signer Is Representing: _____

Exhibit "A"
Legal Description

PARCELS 1 & 2

The East 400 feet of the South quarter of the Northwest quarter of Section 27, Township 4 North, Range 2 East, Willamette Meridian, Clark County, Washington, and the East 300 feet of the North half of the South half of the Northwest quarter of Section 27, Township 4 North, Range 2 East, Willamette Meridian, Clark County, Washington.

EXCEPT that portion lying East of the West line of the parcels described above conveyed to the State of Washington by Auditor's File No. G 427423.

PARCELS 3, 4, 5, 6, & 7

Beginning at the Northwest corner of the Northeast quarter of Section 27; thence South $00^{\circ}31'31''$ West, along the West line of the Northeast quarter of Section 27, for a distance of 1314.76 feet, to the TRUE POINT OF BEGINNING;

Thence North $89^{\circ}35'01''$ East, for a distance of 1338.42 feet; thence South $00^{\circ}20'31''$ West, for a distance of 1312.97 feet; thence South $89^{\circ}30'30''$ West, for a distance of 1342.65 feet; thence North $00^{\circ}31'31''$ East, for a distance of 1314.79 feet, to the TRUE POINT OF BEGINNING.

EXCEPT Right-Of-Way.

EXHIBIT "B"

17.120.020 Permitted uses.

The following uses in each nonresidential zone are permitted (P), conditional (C) or prohibited (X) as indicated in Table 17.120-1.

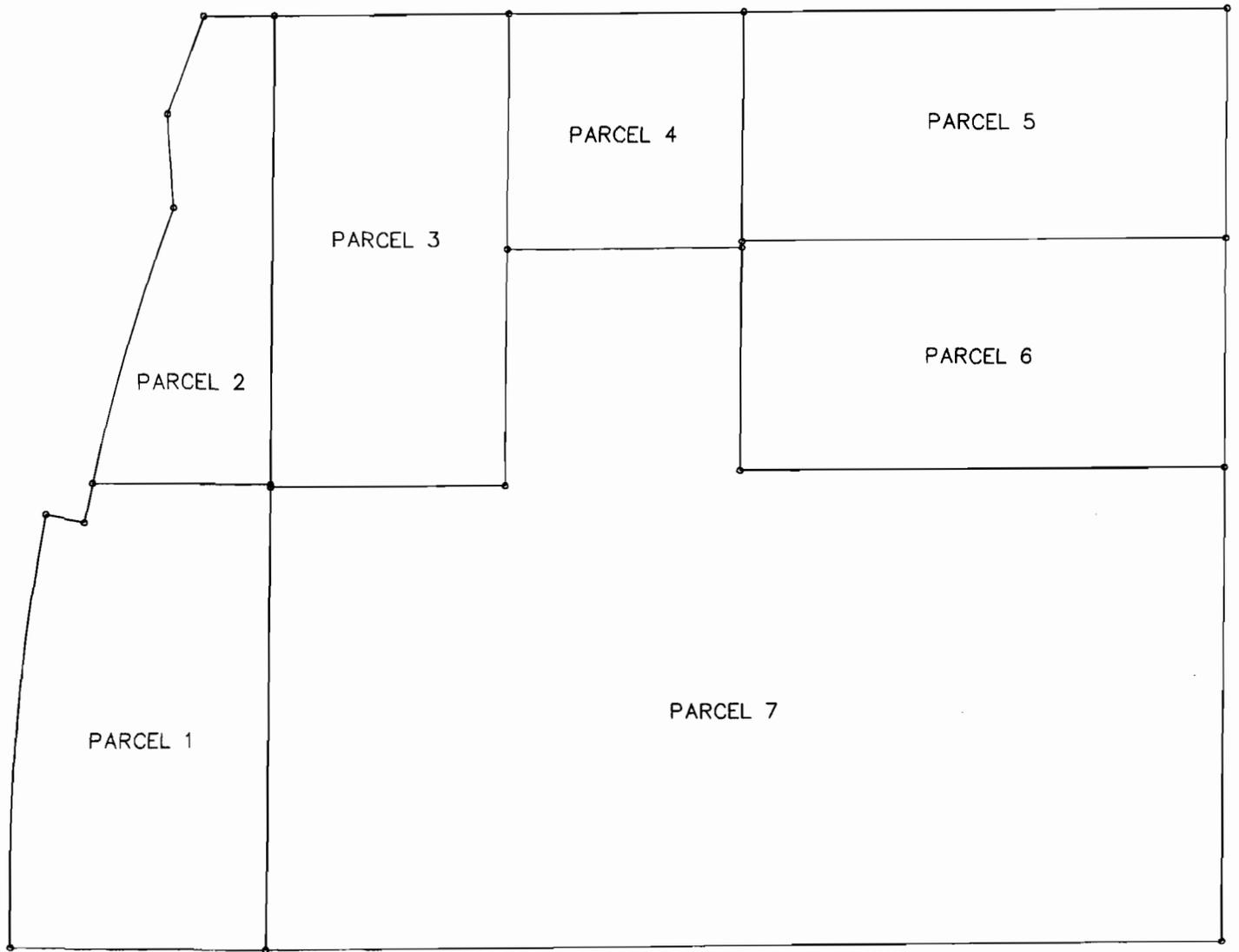
Table 17.120-1	
Use	EC
1. Accessory uses and structures normally incidental to one or more permitted principal uses including those uses indicated as prohibited elsewhere in this table	P
2. Acid manufacture	X 1
3. Art galleries, libraries and museums	P
4. Asphalt plants	X 1
5. Auditoriums and civic centers	P
6. Automobile, boat, truck, tractor, motorcycle, recreational vehicle, manufactured home and other vehicle service, rental and leasing, new and/or used	X 1
7. Bulk gasoline storage and fuel oil distributors	X 1
8. Business services operated in conjunction with one or more permitted uses	C
9. Churches, including cemeteries and customary accessory buildings and uses, subject to BGMC 17.135.050	C
10. Clubs, lodges, fraternal institutions and other places of assembly for membership groups	X 1
11. Cold storage plants, frozen food lockers and ice manufacture	X 1
12. Colleges and universities	P
13. Commercial recreation facilities, enclosed only	X 1
14. Commercial recreation facilities, unenclosed	X 1
15. Conical burners and incinerators, including biomedical waste	X 1
16. Contractor's establishments	X 1
17. Day care centers, subject to BGMC 17.135.070	P
18. Distribution facilities	X 1
19. Dry-cleaning plants	X 1
20. Explosives manufacture and storage	X 1
21. Exterminators and pest control businesses	X 1
22. Fertilizer manufacture	X 1
23. Finance, insurance and real estate offices	P
24. Hospitals, health and medical clinics	P
25. Institutionalized residential-living facilities, such as personal-care homes, nursing homes, convalescent homes, group homes, continuing care retirement facilities and similar uses	X
26. Junkyards, wrecked motor vehicle compounds and used auto or other vehicle parts yards	X 1
27. Kennels	X 1
28. Landfills	X 1

29. Lumber yards, planing and saw mills	X 1
30. Machine shops	X 1
31. Manufacturing, fabrication, assembling and packaging activities, including accessory storage, for the following products and/or materials: cloth, fiber, fur and hair; electrical and communication equipment; cosmetics, drugs and pharmaceuticals; food, beverage, dairy and tobacco products; and medical, dental, optical precision and surgical instruments and equipment	X 1
32. Manufacturing, fabrication, assembling, processing, canning, packaging, compounding, storage and treatment activities for the following activities and/or materials: brick, concrete, cement, clay, mortar, plaster and tile; chemicals and floor coverings; extraction or removal of sand, gravel, topsoil, clay, dirt, precious metals, gems or other natural resources; and paper	X 1
33. Offices	P
34. Paper and pulp mills	X 1
35. Parking garages and parking lots	X 1
36. Personal service establishments, in conjunction with one or more permitted uses	P
37. Printing, publishing, bookbinding and blueprinting establishments	P
38. Public and semipublic buildings and uses	P
39. Radio and television studios	P
40. Radio, television and cellular phone towers and antennas	X 1
41. Recreational facilities of a noncommercial nature, including parks, playfields and golf courses	P
42. Recycling plants, including any processing facilities	X 1
43. Research and scientific laboratories	P
44. Residences for a caretaker or night watchman	X 1
45. Residences of all types, when located on upper floors, in the rear of, or otherwise clearly secondary to commercial buildings	X 1
46. Restaurants, lounges, taverns and nightclubs, including drive-in and drive-through facilities	X 1
47. Lounges and taverns	X 1
48. Restaurants	P
49. Restaurants, drive-through	X 1
50. Retail trade establishments, enclosed	X 1
51. Retail trade establishments, unenclosed	X 1
52. Retail trade gasoline sales, enclosed or unenclosed	X 1
53. Rubber manufacture	X 1
54. Schools, public, parochial, private, vocational, technical, business and others, nonprofit or operated for profit	P
55. Services, automotive, including gasoline sales	X 1
56. Services, business, health, miscellaneous and personal	P

57. Services, lodging	X 1
58. Services, lodging, but only when accessory to another principal use	P
59. Single-family detached dwellings and their customary accessory buildings and uses, existing on the effective date of the regulations codified in this title, but not including new single-family residences	P
60. Storage buildings and storage yards, for nonhazardous raw materials and finished products	X 1
61. Temporary uses which may be approved by the planning director	P
62. Tire retreading and recapping	X 1
63. Transportation, communication and utility facilities, not otherwise specifically permitted	X 1
64. Utilities and communication facilities, such as telephone exchanges, electric substations and public television stations	P
65. Warehouses, wholesale and storage establishments, mail order houses and distribution facilities occupying no more than fifty thousand square feet of enclosed gross floor area	P
66. Welding shops	X 1
67. Wholesale distribution and warehousing facilities, including mail order houses, occupying more than 50,000 square feet	X 1
68. Wineries, breweries and distilleries	X 1

1 Except as permitted as an accessory use.

Exhibit "B-1" Overall Sketch



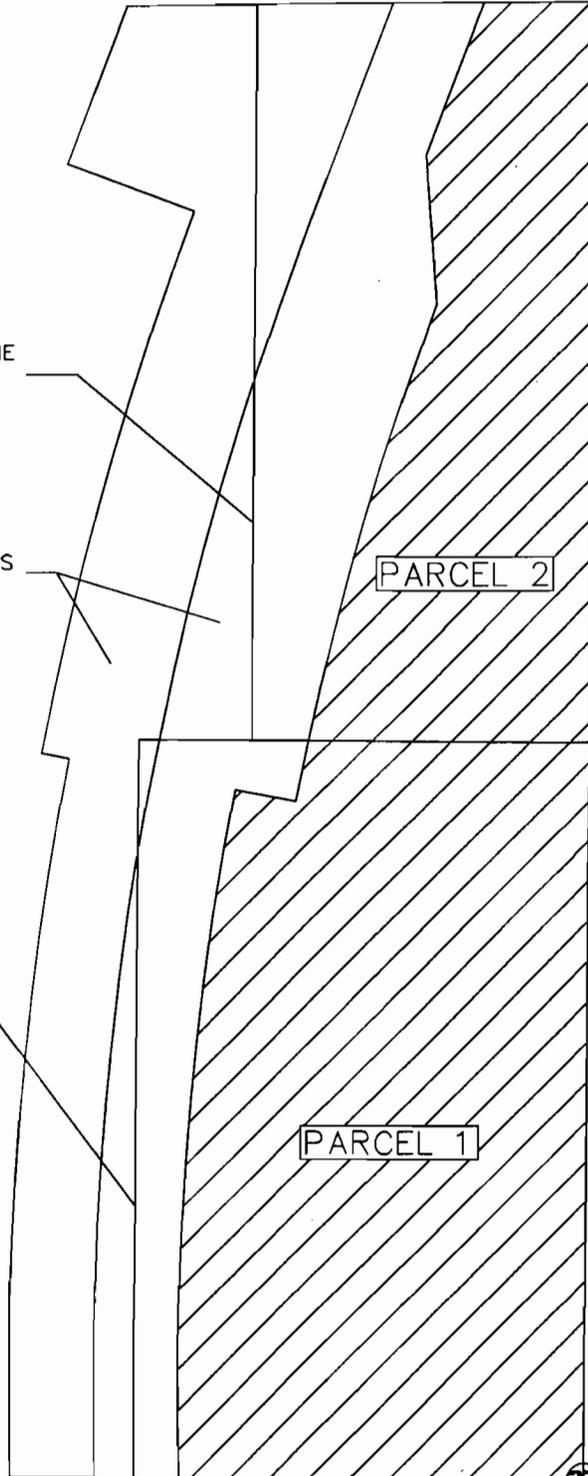
SCALE: NTS

Exhibit "B-2" Parcels 1 & 2 Sketch

THE EAST 300 FEET OF THE NORTH HALF OF THE
SOUTH HALF OF THE NORTHWEST QUARTER OF
SECTION 27

SR 503 RIGHT-OF-WAY CONVEYED VIA AUDITOR'S
FILE NO. G 427423

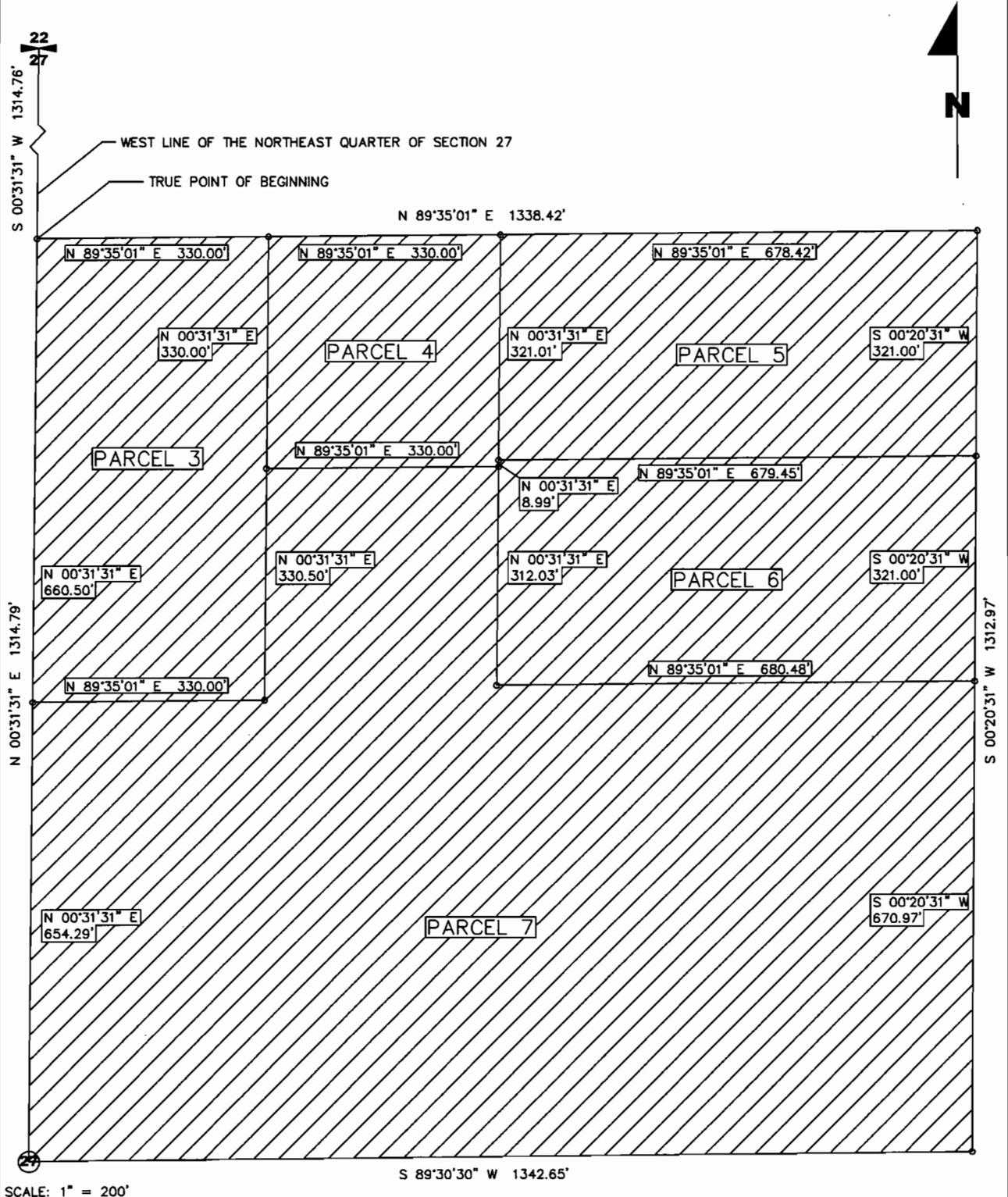
THE EAST 400 FEET OF THE SOUTH
QUARTER OF THE NORTHWEST QUARTER
OF SECTION 27



SCALE: 1" = 160'

Exhibit "B-3"

Parcels 3, 4, 5, 6, & 7 Sketch



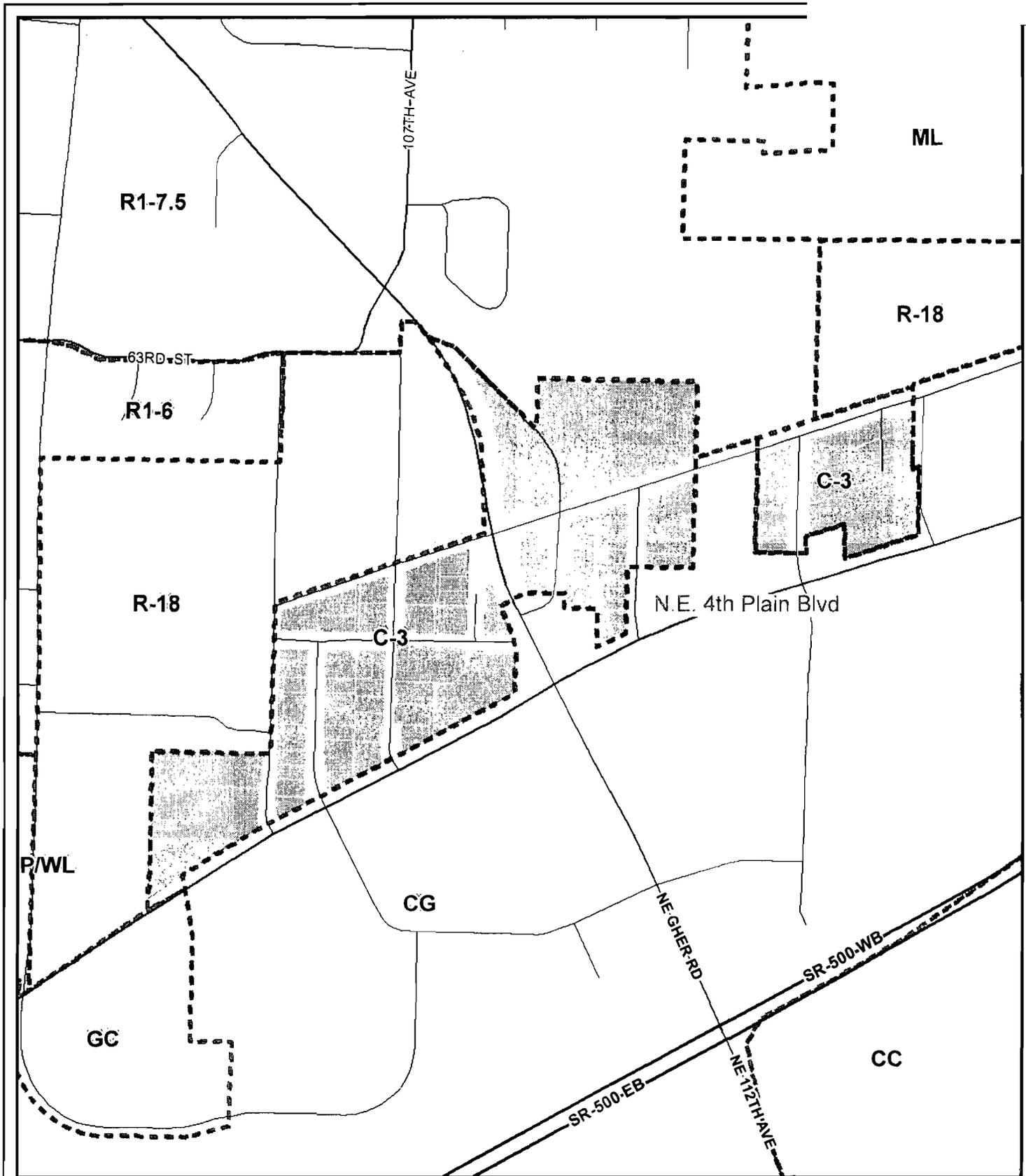
As referenced in Section 13 of this Covenant, the applicants may be notified as follows:

Kay L. Wagner
petszoo@verizon.net

Guy Wagner
12309 NE 254th Street
Battle Ground, WA 98604

Jason M. & Kristine L. Hiivala
13817 NE Laurin Road
Vancouver, WA 98662

Christine & Larry Scheel
Chrisnlarry1@q.com



File#: CPZ2011-00010
 Location: T2N R2E SEC 10, 11
 Comp Plan Change/Rezone/Text Change/Docket I

- Current Zoning
- Urban Holding - 10 (UH-10)
- Urban Holding - 20 (UH-20)
- Urban Holding - 40 (UH-40)
- Surface Mining Overlay District
- Commercial Code Update



1 inch = 465.070497 feet

**BATTLE GROUND SCHOOL DISTRICT
CAPITAL FACILITIES PLAN**

2012-2017

BOARD OF DIRECTORS

**Steve Pagel, President
John Idsinga, Vice-President
Monty Anderson
Sam Kim
Karen Lehman**

SUPERINTENDENT

Shonny Bria, Ph.D.

**Presented to the Battle Ground School Board
Feb. 26, 2011**

**Adopted by the Battle Ground School Board
March 26, 2011**

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 have adopted 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.

The Battle Ground School District (the “District”) has prepared this Capital Facilities Plan (the “CFP”) to provide Clark County (the “County”) and the City of Battle Ground (“Battle Ground”) and the Town of Yacolt (“Yacolt”) with a schedule and financing plan for capital improvements over the next six years (2011-2017).

In accordance with the Growth Management Act, Clark County Code Sections 40.620.030 – 40.620.040, City of Battle Ground Municipal Code Sections 3.60.064, and Town of Yacolt Resolution #392, this CFP contains the following required elements:

- 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 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.

In developing this CFP, the District adhered to the following guidelines:

- The District should use information from recognized sources. School districts may generate their own data if it is derived through statistically reliable methodologies.
- The CFP must comply with the GMA.
- The methodology used to calculate impact fees must comply with the GMA and the criteria in the formulas established by Clark County, the City of Battle Ground and the Town of Yacolt.

B. *Overview of the Battle Ground School District*

The Battle Ground School District is situated along the Interstate 5 corridor in northern Clark County. It encompasses the City of Battle Ground, a community that is experiencing accelerated growth, the town of Yacolt, and is bordered by Evergreen, Vancouver, Ridgefield, La Center, Hockinson, Washougal, Woodland, and Green Mountain School Districts. Total land is approximately 271 square miles.

The District serves a population of 13,398 students (headcount October 2010), with seven elementary schools (K-4), seven middle schools (grades 5-8), one alternative middle school, two comprehensive high schools (grades 9-12), two alternative high schools (grades 9-12), one high school science magnet program, and two K-12 alternative schools. For purposes of facility planning this CFP considers grades K-4 as elementary, grades 5-8 as middle school, and grades 9-12 as high school.

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

- The continued expansion of the Urban Growth Boundaries in Clark County and the resulting increase in students;
- Many school sites in our district house students in excess of the capacity of the facility. Portable and modular classrooms are used at twelve of sixteen (75%) school sites and will continue to be used until new brick and mortar sites can be financed and built;
- In December 2009, the Board of Directors approved General Obligation Qualified School Construction Bonds (QSCB) – Tax Credit 2009 Issue for \$3.99 million for the purpose of paying the sewer development fee that enabled the District to abandon the septic system and drain fields and connect to the Clark County Regional Wastewater system, and to begin renovation of the athletic fields and parking lot at Prairie High School. In addition, this money allowed the District to replace the fire alarm systems at two facilities and updated security systems at all campuses.

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 local economy is vital. In order to accomplish the community value of having a strong local 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 educational 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, Highly Capable, Bilingual Education, technological applications, computer labs, preschool and daycare programs, intervention 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. Further, 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, direct 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, and 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 outdoors, fields, gymnasiums, and other multi-use spaces.
- Technological competency is expected for all students. Space must be allocated for technology 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. Information driven educational environments require that students have access to information through appropriately sized library/media space.
- 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 modifications to the program year, class size, grade configurations, and specialized facilities.
- Special populations receive additional support through Federal, State, and Levy funding, including Title 1 Reading and Math, State Learning Assistance Program for reading and math, Highly Capable, and Bilingual. Funding for these programs does not include the expense of adding facilities to support them.
- Early Childhood programs, such as preschool programs, are essential to develop early childhood literacy skills, and are vital to the community. These programs require specialty space which is not funded by the state.
- Supplementary services (Career and Technical Education programs) provide multiple pathways to prepare students for a broader range of post-secondary learning opportunities. The services require additional spaces that have not been calculated in current state square footage allowance formulas.

Support services are often overlooked core services, and are essential to a quality educational program.

- Food service delivery, storage, preparation, and service require spaces that are specially designed and equipped. As student populations increase, adequately 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.
- Transportation support centers are required to handle growing transportation needs.
- Maintenance support facilities must also be considered and are often overlooked as core support services.
- Administrative support facilities must also be considered and are often overlooked as core support services.

B. Elementary Educational Program Standards (Grades K-4)

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

- Class sizes for grades K-4 are targeted not to exceed 22 students per class.
- Separate classroom space must be provided for music and art instruction.
- Physical education instruction requires adequate space for movement and use of equipment.

- Special education services are provided in separate classrooms for some children, while others need highly specialized spaces.
- Reading, writing and math intervention programs need separate instructional areas.
- All schools must have a library/media resource center.

C. Middle and High School Program Standards (Grades 5-12)

The District education program standards, which directly affect middle school and high school capacity include:

- Class size for middle school grades 5-8 is targeted not to exceed 25 students;
- Class size for high school grades 9-12 is targeted not to exceed 30 students; however, some classes exceed 30 students and some have less than 30. For the purposes of determining capacity, an average class size of 26 students was used.
- Special Education for some students is provided in separate classrooms;
- Specialized programs require instructional space as follows:
 - Reading, writing and math intervention programs need separate instructional areas.
 - Space for individual and group study, practice labs, production rooms
 - Media Center/Library
 - Program Specific Classrooms (science, music, theatre arts, visual arts, career and technical education)

SECTION 3 CAPITAL FACILITIES INVENTORY

The facilities inventory serves to establish a baseline for determining the facilities necessary to accommodate future demand (student enrollment) at acceptable levels of service. This section provides an inventory of capital facilities owned and operated by the 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.

A. Schools

The District maintains seven elementary schools (K-4), seven middle schools (grades 5-8), one alternative middle school, two comprehensive high schools (grades 9-12), two alternative high schools (grades 9-12), one high school science magnet program, and two K-12 alternative schools. For purposes of facility planning this CFP considers grades K-4 as elementary, grades 5-8 as middle school, and grades 9-12 as high school.

The two alternative high schools (CAM and Summit View) plus the two K-12 alternative schools (Homelink K-12 and Homelink River K-12) are housed in leased facilities and are not included in this CFP for the purposes of measuring capacity. The Center for Agriculture, Science, and Environmental Education (CASEE) is used by students from all district high schools, so this facility is included in this CFP for capacity measuring purposes. Relocatable classrooms are not viewed by the District as a solution for housing students on a permanent basis. Therefore, the building areas for these facilities were not included in the school capacity calculations.

School capacity is determined based on the number of home room teaching stations within each building and the space requirements of the District's current educational program. It is this capacity calculation that is used to establish the District's baseline capacity, and to determine future capacity needs based on projected student enrollment. The school capacity inventory is summarized in Tables 1, 2, and 3.

Table 1 – Elementary School Inventory

Elementary School	Location	Acres	Building Area (Square Feet)	October 2010 Enrollment	Teaching Stations ¹	Permanent Capacity (Student) ²	Surplus/ (Deficit)
Captain Strong	1002 NW 6 th Ave Battle Ground, WA	10.16	71,911	578	26	616	38
Daybreak Primary	1900 NW 20 th Ave. Battle Ground, WA	10	62,570	705	24	572	(133)
Glenwood	9716 NE 134th Street Vancouver, WA	14.25	43,156	729	17	440	(289)
Maple Grove	12500 NE 199 th Street Battle Ground, WA	9.39	51,156	560	16	418	(142)
Pleasant Valley	14320 NE 50th Ave. Vancouver, WA	10	38,700	433	16	396	(37)
Yacolt	406 W. Yacolt Road Yacolt, WA	28.27	71,018	831	24	594	(237)
Tukes Valley Primary	20601 NE 167 th Ave. Battle Ground, WA	10	62,570	586	24	572	(14)
HomeLink (K-4) ³	715 NW Onsdorf Blvd., Battle Ground, WA	N/A	Leased Facility	268	N/A	268	N/A
HL River (K-4) ³	2204 NE Birch St. Camas, WA	N/A	Leased Facility	144	N/A	144	N/A
Total		92.07	338,511	4,834	148	4,020	(814)

¹The music rooms, physical education spaces, computer labs, special education classrooms, intervention classrooms and library/media spaces are not counted as teaching stations in the elementary schools because they are pull-out programs (not homeroom classrooms).

²Capacity for K-4 facilities is figured at 22 students per teaching station 1st-4th grade and 44 students per teaching station in kindergarten.

³Leased facilities (Currently the District is able to accommodate growth within the existing leased facilities, so enrollment and capacity are equal.)

Table 2 – Middle School Inventory

Middle School	Location	Acres	Building Area (Square Feet)	October 2010 Enrollment	Teaching Stations ¹	Permanent Capacity ²	Surplus/ (Deficit)
Amboy	22115 NE Chelatchie Rd, Amboy, WA	36.54	81,204	634	24	600	(34)
Daybreak	1900 NW 20 th Ave. Battle Ground, WA	10	62,570	511	18	450	(61)
Laurin	13601 NE 97 th Ave. Vancouver, WA	13.59	57,130	653	17	425	(228)
Chief Umtuch	700 NW 9 th St. Battle Ground, WA	20	77,630	580	24	600	20
Maple Grove	12500 NE 199 th St. Battle Ground, WA	10	67,911	483	26	650	167
Pleasant Valley	14320 NE 50 th Ave. Vancouver, WA	19.47	59,934	413	14	350	(63)
Tukes Valley Middle	20601 NE 167 th Ave. Battle Ground, WA	10	62,570	417	18	450	33
HomeLink (5-8) ³	715 NW Onsdorf Blvd., Battle Ground, WA	N/A	Leased Facility	236	N/A	236	N/A
CAM Junior High	715 NW Onsdorf Blvd. Battle Ground, WA	NA	Leased Facility	232	N/A	232	N/A
HL River (5-8) ³	2204 NE Birch St. Camas, WA	N/A	Leased Facility	185	N/A	185	N/A
Total		95.92	359,913	4,344	141	4,178	(166)

¹The music rooms, physical education spaces, computer labs, art rooms, CTE rooms, special education classes, intervention classes, and library/media spaces are not included as teaching stations in the middle schools because they are exploratory programs (not homeroom classrooms).

²Capacity for 5th-8th grade is figured at 25 students per teaching station.

³Leased facilities (Currently the District is able to accommodate growth within the existing leased facilities, so enrollment and capacity are equal.)

Table 3 – High School Inventory

High School	Location	Acres	Building Area (Square Feet)	October 2010 Enrollment	Teaching Stations ¹	Permanent Capacity	Surplus/ (Deficit)
Battle Ground	300 W Main Street Battle Ground, WA	49.97	264,234	1,999	93	1,842	(157)
Prairie	11500 NE 117 Ave. Vancouver, WA	38.6	207,007	1,345	72	1,480	135
CASEE B – HS Magnet Program ³	11104 NE 149 St. Brush Prairie, WA	N/A	8,284	Students are counted in BGHS and PHS count	4	N/A	N/A
Summit View (Alt). ²	11104 NE 149 St. Brush Prairie, WA	N/A	4,348	358	N/A	358	N/A
HomeLink (9-12) ⁴	715 NW Onsdorf Blvd., Battle Ground, WA	N/A	Leased Facility*	131	N/A	131	N/A
CAM High School	715 NW Onsdorf Blvd. Battle Ground, WA	N/A	Leased Facility*	205	N/A	205	N/A
HL River (9-12) ⁴	2204 NE Birch St. Camas, WA	N/A	Leased Facility*	182	N/A	182	N/A
Total		88.57	483,873	4,220	169	4,198	(22)

¹The music rooms, physical education spaces, and computer labs are counted as teaching stations because they are not special pull-out programs at the high school. The instructional space that is used for shop and for library/media was not counted as teaching stations because they are used for special programs and pull-out programs. Special education classes (self-contained and pull out) at BGHS and PHS are included in calculating the permanent capacities. The capacity of these classrooms is calculated to be 10 students each. Capacity for regular education classroom is figured at 26 students per teaching station.

²Summit View High School is an alternative high school program. Per Washington State Alternative Education requirements, students are required to attend only one hour per week. The capacity for Summit View is 60 students at one time. Summit View is located on an 80-acre site that is leased from the Department of Natural Resources. It is housed in the basement of the District Administrative Offices.

³The CASEE B High School Magnet Program is located on an 80-acre site that is leased from the Department of Natural Resources.

⁴Leased facilities (Currently the District is able to accommodate growth within the existing leased facilities, so enrollment and capacity are equal.)

B. Portables

Portable classrooms are used on an interim basis to house students until funding can be secured to construct permanent classrooms. Table 4 outlines an inventory of these facilities. The District currently uses 110 portable classrooms plus cafeterias, office buildings and daycare centers. Portable classrooms are used for regular education, special education pull-out, and other special programs.

Table 4 – Inventory of Portable Classrooms

School	Portable Classrooms
Captain Strong Primary	7
Daybreak Primary & Middle	8
Glenwood Heights Primary	13 + cafeteria
Maple Grove Primary	26 + cafeteria and daycare
Pleasant Valley Primary	4
Yacolt Primary	15 + 1 daycare

School	Portable Classrooms
Chief Umtuch Middle	7
Ambov Middle	4
Laurin Middle	9
Pleasant Valley Middle	4
Battle Ground High	11
Prairie High	2

C. Support and Vacant Facilities

In addition to schools, the District owns and operates additional facilities that house operational support programs and offices for the school district. An inventory of these facilities is provided in Table 5.

Table 5- Support Facility Inventory

Facility	Building Area	Site Location
Administrative Offices – (CASEE A&C)	28,737	11104 NE 149 th St., Brush Prairie, WA 98606
District Print Shop	3,800	104 W. Main St., Battle Ground, WA 98604
District Warehouse	12,240	400 N. Parkway Ave., Battle Ground, WA 98604
450 & 900 Buildings	30,259	300 W. Main St., Battle Ground, WA 98604
Dodge House	1,754	612 N.W. 9th St., Battle Ground, WA 98604
450 Modular Building	1,792	300 W. Main Street, Battle Ground, WA 98604

The District has several facilities that are currently vacant. An inventory of these is provided in Table 6.

Table 6 – Vacant Facility Inventory

Facility	Building Area	Site Location
Central Building	39,496	400 N. Parkway, Battle Ground, WA
500 Building at BGHS	6,950	104 W. Main St., Battle Ground, WA
Former Amboy Middle	29,951	22105 NE Chelatchie Road, Amboy, WA
Former Lewisville Middle	57,130	406 NW 5 th Avenue, Battle Ground, WA

D. Land Inventory

The District owns the following undeveloped sites:

Future School Sites:

- A 50-acre site intended for future schools located on NE 199th Street in Vancouver;
- A 40-acre site intended for future schools located on NE 174th Street in Vancouver;
- A 4.24 acre site including a 2,232 sq. ft. house at 9916 NE 134th St., Vancouver. This property is adjacent to the Glenwood/Laurin school sites.
- A 51.32 acre site intended for future schools located on Highway 503 at NE Chelatchie Road in Amboy.

Other Property:

- A 3.17 acre building lot purchased for the vocational education program to build and sell a home (that vocational program is no longer in existence.)
- A one acre site that is topographically unsuitable for school site development. This property is currently leased to the Tum Tum Lodge.

**SECTION 4
STUDENT ENROLLMENT PROJECTIONS**

A. Projected Student Enrollment 2011-2017

The District's enrollment projections are based on data provided by the Office of the Superintendent of Public Instruction (OSPI).

Grade	2010	2011	2012	2013	2014	2015	2016	2017
K	875	900	904	908	912	915	919	923
1	976	941	968	972	976	980	984	988
2	959	993	957	984	989	993	997	1,007
3	977	982	1,017	980	1,008	1,013	1,017	1,017
4	1,047	1,015	1,020	1,057	1,018	1,047	1,053	1,061
Total Elementary	4,834	4,831	4,866	4,901	4,903	4,948	4,970	4,996
5	1,068	1,081	1,048	1,053	1,092	1,051	1,081	1,090
6	1,114	1,105	1,119	1,085	1,090	1,130	1,088	1,081
7	1,081	1,139	1,129	1,144	1,109	1,114	1,155	1,162
8	1,081	1,088	1,146	1,136	1,151	1,116	1,121	1,115
Total Middle School	4,344	4,413	4,442	4,418	4,442	4,411	4,445	4,448
9	1,206	1,300	1,309	1,378	1,366	1,384	1,342	1,351
10	1,171	1,155	1,245	1,254	1,320	1,308	1,326	1,347
11	942	981	967	1,043	1,050	1,106	1,096	1,131
12	901	943	982	968	1,044	1,051	1,107	1,140
Total High School	4,220	4,379	4,503	4,643	4,780	4,849	4,871	4,969
TOTAL	13,398	13,623	13,811	13,962	14,125	14,208	14,286	14,413

The District's CFP focuses on short term enrollment forecasts with an eye towards long range facility needs.

**SECTION 5
CAPITAL FACILITIES NEEDS**

A. Facility Needs

Available facility capacity is derived by subtracting the existing student enrollment from the existing school capacity. As shown in Table 7, the District does not have available capacity. Instead, approximately 1,002 students, or roughly 7% of the enrolled students, in non-leased facilities are attending classes in portables.

Table 7 – Enrollment and Capacity

Facility	Existing Enrollment	Existing Capacity	Current Existing Need	2017 Enrollment	2017 Need
Elementary Schools (K-4)	4,834	4,020	(814)	4,996	(976)
Middle Schools	4,344	4,178	(166)	4,448	(270)
High Schools	4,220	4,198	(22)	4,969	(771)
Totals	13,398	12,396	(1,002)	14,413	(2,017)

Facility needs are expressed in terms of “unhoused” students or students that cannot be housed in permanent (brick/mortar) facilities and, therefore, attend basic education classes in portable classrooms. In order to serve the “unhoused” students on a short-term and immediate basis in response to growth, the District will need to purchase and utilize additional portable classrooms. The cost of the portables is not included in the impact fee calculation; however, impact fee revenue can be used to fund the purchase of portable facilities.

In 2017, the enrollment forecast projects that the District will be serving 14,413 students, an increase of 790 students. This projected enrollment (14,413) compared with current capacity (12,396) leaves 2,017 unhoused students. The District must construct two 550 student K-4 facilities and one 1,200 student high school to serve 2,017 unhoused students.

The District's current capacity, its educational programs, standard of service and enrollment forecast is used to determine facility needs. Table 8 shows the facility needs for new construction to serve growth plus the cost to renovate existing facilities. The costs to add capacity are based on total square feet per facility multiplied by the cost per square foot that the District is currently paying for new facilities. The cost to add capacity to serve new growth is based on the percentage of the increased facility capacity needed to accommodate growth. School impact fees cannot be used or assessed to remedy existing deficiencies. Therefore, that portion of the facility costs that are being incurred to serve existing unhoused students is not being included in impact fee calculations.

Table 8 – Facility Needs and Cost

Future Projects	Capacity	Cost	Portion of cost attributed to growth ²	Financing			
				Secured Financing	Bonds	State Match	Impact Fees
Land Purchases for two future K-8 campuses	0	\$ 4,000,000	\$ 589,091	Secured Financing	\$ 2,982,882	\$ 2,486,751	\$ 2,290,133
Two K-4 Schools	1,100	\$ 30,800,000	\$ 4,536,000				
One new High School	1,200	\$ 41,496,000	\$ 25,900,420				
Portables ¹	0	\$ 1,500,000		Unsecured Financing	\$49,188,034	\$32,848,200	\$ 6,000,000
Renovation of existing school facilities	0	\$ 18,000,000					
TOTAL	2,300	\$ 95,796,000	\$ 31,025,511		\$52,170,916	\$35,334,951	\$ 8,290,133

¹Portables will be acquired to provide capacity that is necessary until permanent facilities are constructed. Because the portables are intended to provide interim capacity, the cost for portables is not being allocated to growth.

²The cost that is allocated to growth is that portion of the total cost that will add capacity to serve the forecast growth in the next six years.

SECTION 6 CAPITAL FACILITIES FINANCING PLAN

A. Planned Improvements

The School Board could consider various courses of action to address space needs, including, but not limited to:

- Increase class sizes;
- House students in additional portables;
- Implement alternative scheduling options;
- Change the instructional model
- Modify the school calendar
- Change school boundaries

Funding for planned improvements is typically secured from a number of sources including voter approved bonds, state match funds, and impact fees. Each of these funding sources is discussed in greater detail below.

B. Financing for Planned Improvements

1. General Obligation Bonds

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 must pass a bond since it is the primary source of funding for the capital improvements listed in this plan.

2. State Match Funds

State match funds 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 match funds 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 match funds for new schools based on the unhoused students at a level of approximately 70.31%. State match funds may only be used to cover a portion of the actual construction costs.

3. *Impact Fees*

The collection of school impact fees generates partial funding for construction of public facilities needed to accommodate new development. School impact fees are collected by the City/County on behalf of the District. Impact fees are calculated based on a formula, which includes the portion of District construction resulting in increased capacity in schools. Impact fees account for a small fraction of the total cost to fund facility improvements.

4. *Six-Year Financing Plan*

Table 8 demonstrates how the District intends to fund new construction and improvements to school facilities. The financing components for those projects with unsecured financing include a bond issue, state match funds, and impact fees. Projects and portions of projects which remedy existing deficiencies are not appropriate for impact fee funding. Thus, impact fees will not be used to finance projects or portions of projects which do not add capacity.

The district needs to construct two K-4 facilities and a new high school, needs to acquire property and make other capital improvements for a total estimated cost of \$95,796,000. The improvements will be paid for with \$7,759,766 in secured funding, plus \$6,000,000 in unsecured impact fee revenue, \$32,848,200 in unsecured state matching funds, and \$49,188,034 from the sale of bonds. Financing the improvements is dependent on the state providing matching funds and the voters approving a bond.

The estimate for unsecured impact fees is based on the number of permits issued in 2010 multiplied by the proposed impact fee. The district is assuming it will collect impact fee revenue at that rate for the six year planning period.

The estimate for unsecured state match assumes that there will be state funding awarded to the District in an amount that is similar to the amount the District was awarded to construct facility improvements 2005-2008.

The estimate for unsecured bonds represents the funds the District must secure to fully fund the improvements (total costs minus secured impact fees, unsecured impact fees, and state match).

**SECTION 7
SCHOOL IMPACT FEES**

The GMA authorizes jurisdictions to collect impact fees to supplement funding of additional public facilities 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

The County's and City's impact fee programs require school districts to prepare and adopt Capital Facility Plans meeting the specifications of the Growth Management Act. Impact fees are calculated in accordance with the local jurisdiction's formula, which is based on projected school facility costs necessitated by new growth, and 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 formula in the Clark County and City of Battle Ground Impact Fee Ordinances. The resulting figures in the attached Appendix A are based on the District's cost per dwelling unit to construct the improvements that are needed for growth. These schools will add capacity that is needed to serve new development. Credits have also been applied in the formula to account for future state match funds the District could receive and projected future property taxes that will be paid by the owner of the dwelling unit.

C. Proposed Battle Ground School District Impact Fee Schedule

The school impact fee calculation results in a fee of \$5,128 per single family home and \$2,649 per multi-family residence.

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

Single Family	\$5,128
Multi-Family	\$2,649

CAMAS SCHOOL DISTRICT CAPITAL FACILITIES PLAN 2011 – 2017

Board of Directors

District I	Casey O'Dell
District II	Julie Rotz
District III	Connie Hennessey
District IV	Douglas Quinn
District V	Mary Tipton

**Superintendent
Mike Nerland**

January 2011

SECTION 1 INTRODUCTION AND SUMMARY

A. Introduction

The Washington State Growth Management Act (the "GMA") includes schools in the category of public facilities and services. School districts are required by the Cities of Camas, Washougal, and Vancouver ("Cities") and Clark County ("County") to adopt capital facilities plans at least every four years to satisfy the requirements of the GMA and to identify additional school facilities necessary to meet the educational needs of projected enrollment growth for a six-year period.

Enrollment projections for the 6-year plan are largely based on the land use zoning plan and the vacant buildable lands survey adopted by the Cities and the County during the 2007 Growth Management Plan update.

The Camas School District ("District") has prepared the 2011 Capital Facilities Plan ("CFP") to provide the Cities and the County with a schedule and financing program for capital improvements over the next seven years (Oct. 1, 2010 through Oct. 1, 2017) to maintain a 2 year adoption cycle (even though a 4 year cycle is allowed). The 2011 CFP includes the following elements:

- The District's standard of service (Section 2)
- An inventory of existing capital facilities owned by the District, including functional capacities and locations (Section 3)
- Future enrollment projections for each grade span (elementary, middle, and high schools) (Section 4)
- A forecast of future needs for capital facilities and school sites, including proposed capacities of expanded or new capital facilities and a six-year plan for financing capital facilities within projected funding capacities, which identifies sources of 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 (Section 5)
- A calculation of impact fees based on the formula in the Cities and County impact fee ordinances and supporting data substantiating such fees (Section 6)

B. Summary

Camas is a financially and academically sound school district. The 57 square mile Camas School District has a comprehensive and an alternative high school, two middle schools, and five elementary schools. The District serves residents from the cities of Camas, Washougal, Vancouver and unincorporated rural Clark County. It is bordered by Evergreen School District to the west, Hockinson School District to the north, Washougal School District to the east, and the Columbia River and the state line to the south.

The overall October 1, 2010 enrollment (head count) for the District was 5,943 students. Of the total enrollment, 2,605 are elementary students, 1,443 are

middle school students, and 1,895 are high school students. When reduced by the number of special education students in self-contained classrooms, the enrollment counts are 2,558 elementary, 1,420 middle, and 1,850 high school students, for a total of 5,828 students in standard basic education classrooms. Special education students in self-contained classrooms and spaces for these programs have been extracted for corresponding school capacity calculations.

School facility and student capacity needs are dictated by a complex matrix of regulatory mandates, educational program components, collective bargaining agreements, and community expectations, more fully described in Section 2. The District's existing capital facilities are summarized in Section 3. In addition, the district owns 19 portable classrooms located at school facilities, housing approximately 8%, or 471 students. The remaining 11 portable classrooms are used for support services such as art, Science Olympiad, and special education.

Between 1984 and 2007, enrollment growth within the District grew by 4.3% per year, compared to the countywide rate of 3.1%. A total of 3,507 students were added to Camas School District during that time, more than doubling the size of the district population. Although there has been a general leveling off of enrollment during the current economic downturn, the District expects to continue to see an increase in enrollment over time. Much of the land within district and urban growth boundaries has yet to be developed, and there continues to be market interest in housing development in Camas and Washougal. Future K-12 enrollment is projected to increase by an average 1.8 % per year, or 716 students over the next 7 years (see Section 4). On February 6, 2007 the district's patrons approved a \$113 million capital improvement plan to address enrollment growth and facility upgrades (see Section 5). The district has constructed two replacement elementary schools, and the new Hayes Freedom Alternative High School. We are currently constructing additional capacity at Camas High School and Fox Elementary School, and are designing a new elementary school. The projected number of students minus current capacity equals a projected capacity need for 505 elementary school and 338 high school students by 2017. Middle school capacity is sufficient to accommodate the projected growth. The district plans to complete the expansion at Dorothy Fox in the fall of 2011 and open the final new elementary school in the fall of 2013. These two projects will accommodate 768 new basic ed elementary students. Even though completing these projects will provide the district with excess elementary capacity (accommodates 263 more students than projected) for the 6-year plan, it would not be feasible to accommodate these students at our existing elementary school sites. The completion of the expansion at Camas High School will provide housing for 280 students. The additional 58 projected students can be accommodated in 2 modular classrooms.

The calculated maximum allowable impact fees for the District are \$4,460 per single family residence and \$2,604 per multi-family residence (**Appendix A**).

SECTION 2

DISTRICT EDUCATIONAL PROGRAMS AND STANDARD OF SERVICE

School facility and student capacity needs are dictated by the types and amounts of space required to accommodate the District's educational program. The educational program components which drive facility space needs include grade configuration, optimum facility size, class size, educational program offerings, classroom utilization and scheduling requirements, and use of modular classrooms (portables).

In addition to student population, other factors such as collective bargaining agreements, government mandates, and community expectations also affect classroom space requirements. In addition to basic education programs, other programs such as special education, bilingual education, pre-school, and art and music must be accommodated. These programs can have a significant impact on the available student capacity of school facilities.

The District educational program guidelines, which directly affect school capacity are outlined below for elementary, middle, and high school grade levels.

- **Elementary Schools:** Average class size for elementary classrooms is estimated at 24 students. The actual number of students in an individual classroom depends on the above factors. Elementary school capacity is calculated utilizing only classroom spaces containing a basic education teacher and his/her complement of students. Students may be pulled out to attend additional programs (which may also be held in classrooms, if there is no designated space available). Working building capacity calculations do not include classrooms used for these special programs, such as resource rooms, learning support centers, computer labs, and self-contained special education classrooms.
- **Middle and High Schools:** Average class size for middle and high school classrooms is estimated at 30 students. The actual number of students in an individual classroom depends on the above factors. Middle and High school capacity is calculated utilizing the number of basic education teaching stations and applying a utilization factor of 85%. Working building capacity calculations do not include classrooms used for resource rooms, computer labs, and self-contained special education classrooms.

**SECTION 3
CAPITAL FACILITIES INVENTORY**

This section provides a summary of capital facilities owned and operated by the District including schools, modulars, undeveloped land, and support facilities.

A. Elementary Schools

Elementary School	Location	Year of Occupancy	Building SF	Capacity	Teaching Stations
Dorothy Fox (K-5)	2623 NW Sierra St Camas WA 98607	1982/2000	49,069	384	16
Helen Baller (K-5)	1954 NE Garfield St Camas WA 98607	2009	64,417	552	23
Grass Valley	3000 NW Grass Valley Dr Camas WA 98607	2009	70,023	552	23
Lacamas Heights (K-5)	4600 NE Garfield St Camas WA 98607	1964/1997/ 2008	42,757	432	18
Prune Hill (K-5)	1602 NW Tidland St Camas WA 98607	2001	59,130	480	20
TOTALS:			285,396	2,400	100

B. Middle Schools

Middle School	Location	Year of Occupancy	Building SF	Capacity	Teaching Stations
Liberty (6-8)	1612 NE Garfield St Camas WA 98607	1937/1952/1969/ 1985/1995/2006	121,047	841	33
Skyridge (6-8)	5220 NW Parker St Camas WA 98607	1996	112,133	790	31
TOTALS:			233,180	1,631	64

Note: capacity includes a utilization factor of 85%

C. High Schools

High School	Location	Year of Occupancy	Building SF	Capacity	Teaching Stations
Camas (9-12)	26900 SE 15th St Camas WA 98607	2003	216,662	1,556	61
Hayes Freedom (9-12)	1919 NE Ione St Camas WA 98607	2010	20,500	204	8
TOTALS:			237,162	1,760	69

Note: capacity includes a utilization factor of 85%

D. Portables Inventory

Facility Type	No. of Portable Classrooms	No. of Portable Classrooms used as Interim Teaching Stations	Interim Capacity
Elementary Schools	20	9	216
Middle Schools	2	2	51
High Schools	8	8	204
TOTALS:	30	19	471

E. Support Facilities

Type	Location
Grounds Shop, Bus Maintenance and Warehouse (1963/2001)	1707 NE Ione St Camas WA 98607
Transportation Center (2001)	1125 NE 22 nd Ave Camas WA 98607
JD Zellerbach Administration Center (1967/1974/1985/1998/2010)	841 NE 22 nd Ave Camas WA 98607
Community Education Center	841 NE 22 nd Ave Camas WA 98607
Jack, Will & Rob Center (2001)	2033 NE Ione St Camas WA 98607
Transition House (18 to 21 year olds)	612 NE 2 nd Ave Camas WA 98607

F. Land Inventory

The district owns the following under- and undeveloped sites:

- 12.3 acres located at SE Crown Road and NE 35th Ave, Camas, WA 98607 – future site of 6th elementary school (Woodburn Elementary).
- 14.2 acres located at SE McKeever Road and SE Crown Road, Camas, WA 98607 – site unsuitable for education purposes, declared surplus and is currently for sale.
- 48.7 acres located south of 15th Street and east of NE Ione Street, Camas, WA 98607 – potential future school site.
- 0.9 acres located at 918 NW Hill Street, Camas, WA 98607 – former Armory site, under-utilized for education purposes, currently leased as a gymnastics center.

SECTION 4 STUDENT ENROLLMENT PROJECTIONS

The District enrollment forecast was most recently updated by Paul Dennis, AICP of the Cascade Planning Group in December 2010.

The approach used in making the updated enrollment forecast included the following:

- Kindergarten (K) enrollment is forecast based on population of each school area (and expected population growth) together with birth rate data from five years previous using an age-cohort methodology. Data required for the K-level forecast includes projections of population growth, women of childbearing age and age-specific fertility rates.
- Actual enrollment patterns from prior years are used as a basis for projecting future enrollment for grades 1-12. For example, the number of students in a particular grade as of October 1, 2010 are promoted into the next grade level for 2011 (adjusting for expected population growth together with gains or losses typically associated with a particular grade-to-grade change for each grade level at each individual school).
- The 2010/2011 school year enrollment is based on the October 1, 2010 enrollment data.
- Economic growth impacts, land use and zoning provisions, buildable lands inventory, and new residential developments are taken into account.

A. Projected Enrollment 2009 – 2015 (headcount)

Grade	Actual 2010	2011	2012	2013	2014	2015	2016	2017
K-5	2,558	2,594	2,587	2,631	2,664	2,697	2,811	2,905
6-8	1,420	1,419	1,483	1,471	1,520	1,498	1,511	1,541
9-12	1,850	1,870	1,872	1,936	1,975	2,039	2,098	2,098
TOTALS:	5,828	5,883	5,942	6,038	6,159	6,234	6,420	6,544

Note: Students enrolled in self-contained special ed classrooms have been subtracted from the overall enrollment.

SECTION 5 CAPITAL FACILITY NEEDS

Projected facility capacity is derived by subtracting the 2017 projected student enrollment from the 2011 school facility capacity. The resulting deficit is used to determine facility needs.

A. Projected Facility Capacity Needs

Type of Facility	2011 Enrollment*	2011 Capacity*	2011 Facility Need	2017 Projected Enrollment	2017 Facility Need
Elementary	2,558	2,400	158	2,905	505
Middle	1,420	1,631	NA	1,541	NA
High	1,850	1,760	90	2,098	338

* October 1, 2010 headcount enrollment and facility capacity

On February 6, 2007, voters approved a \$90 million bond (projected to be \$113 million, including state and local funds) to reduce overcrowding, provide for additional enrollment growth, and upgrade current facilities. Several of the capital facilities improvements included in the 2007 bond program have been completed and added capacity is included in the above 2011 capacity total.

C. 6-Year Plan – Facility Capacity Needs

Project Description	Added Capacity	Estimated Cost	Added Capacity to Serve Growth	Cost for Added Capacity to Serve Growth
Expand Dorothy Fox Elementary	192	\$5.6 million	0	NA
New Woodburn Elementary School	576	\$22.1 million	347	\$13.3 million
Expand Camas High School	280	\$10.8 million	248	\$9.5 million
Modernize, relocate or expand existing facilities (inc. District Office, Transportation Facility, Garfield Bldg)	0	\$3.0 million	0	NA
Property Acquisition	0	\$1.0 million	0	NA
TOTAL:	1,048	\$42.5 million	595	NA

Projected enrollment indicates a need to house 505 additional students in the next 7 years. The 6-Year Plan projects can accommodate 768 elementary students. Even though completing these projects will provide the district with excess elementary capacity for the 6-year plan (accommodates 263 more students than projected), it would not be feasible to accommodate these students at our existing elementary school sites. The completion of the expansion at Camas High School will provide housing for 280 of the projected 338 high school student need. The additional 58 projected high school students can be accommodated in 2 existing modular classrooms.

C. Six-Year Financing Plan

Facility Capacity Need	Total \$42.5 million	Estimated Impact Fees	Estimated Other Capital Revenue	State Match Funds	Bonds
Secured	\$40.7 million	\$0.9 million	\$0.1 million	\$4.7 million	\$35.0 million
Unsecured	\$1.8 million	\$1.5 million	\$0.3 million	0	0

General Obligation Bonds

Bonds are used to fund site acquisition, construction of new schools, and other capital improvement projects. A 60% majority vote is required to approve the issuance of bonds. Bonds are then retired through collection of property taxes.

State Match Funds

State Match funds primarily come from the Common School Construction Fund (the "Fund"). School districts may qualify for State Match funds for specific capital projects based on eligibility requirements and a state 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 Match funds for new schools at the 61.58% match level.

Impact Fees

The collection of school impact fees generates partial funding for construction of public facilities needed to accommodate new development. School impact fees are collected by the Cities and County on behalf of the District. Impact fees are calculated based on a formula, which includes the portion of District construction resulting in increased capacity in schools.

Other Capital Revenue

Proceeds from bonds are invested until spent. Bond investment earnings can contribute to the overall capital fund. School districts can also apply for grants for construction through state and local agencies, and enter into inter-local agreements to share costs on mutually beneficial projects.

SECTION 6 SCHOOL IMPACT FEES

The Growth Management Act (GMA) authorizes local jurisdictions to collect impact fees to supplement funding of additional public facilities needed to accommodate new development.

Local jurisdictions in Clark County have adopted impact fee programs that require school districts to prepare and adopt Capital Facilities Plans. Impact fees are calculated in accordance with the jurisdiction's formula, which is based on school facility costs to serve new growth.

The District's impact fees have been calculated utilizing the formula in the Clark County and the Cities of Camas, Washougal, and Vancouver Impact Fee Ordinances. The resulting figures, in the attached Appendix A and paragraph below are based on the District's cost per dwelling unit to build the new facilities which add capacity that is needed to serve new development. Credits have also been applied in the formula to account for State Match funds the District receives and projected future property taxes that will be paid by the owner of the dwelling unit.

The calculated maximum allowable impact fees are:

\$4,460 per single family residence
\$2,604 per multi-family residence

The District Board of Directors, at its January 24, 2011 meeting, recommends collecting school impact fees in the following amounts:

\$4,460 per single family residence
\$2,604 per multi-family residence

**CAMAS SCHOOL DISTRICT
2011 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
\$13,313,715.00	\$0.00	\$9,534,936.00	Facility Cost
347	1	248	Additional Capacity
\$38,368.05	\$0.00	\$38,447.32	Cost per Student (CS)
0.330	0.160	0.180	Student Factor (SF)
\$12,661.46	\$0.00	\$6,920.52	CS x SF
\$180.17	\$180.17	\$180.17	Boeck Index
90.00	117.00	130.00	OSPI Sq Ft
61.58%	61.58%	61.58%	State Match Eligibility %
\$3,295.18	\$0.00	\$2,596.20	State Match Credit (SM)
\$9,366.28	\$0.00	\$4,324.32	CS x SF - SM
		\$13,690.60	Cost per Single Family Residence
		0.0035	Average Interest Rate
		0.035556427	Tax Credit Numerator
		0.003624447	Tax Credit Denominator
		9.810164642	Tax Credit Multiplier (TCM)
		\$289,776.00	Average Assessed Value (AAV)
		2842750.27	TCM x AAV
		0.00297	Tax Levy Rate (TLR)
		\$8,442.97	TCM x AAV x TLR = (TC)
		\$5,247.63	Cost per Single Family Residence - Tax Credit
		\$787.14	15% reduction (A)
		\$4,460.49	Calculated Single Family Fee Amount
		\$4,460	Recommended Fee Amount

Multi-Family Residence:

Elementary	Middle School	High School	Formula
\$13,313,715.00	\$0.00	\$9,534,936.00	Facility Cost
347	1	248	Additional Capacity
\$38,368.05	\$0.00	\$38,447.32	Cost per Student (CS)
0.135	0.055	0.054	Student Factor (SF)
\$5,179.69	\$0.00	\$2,076.16	CS x SF
\$180.17	\$180.17	\$180.17	Boeck Index
90.00	117.00	130.00	OSPI Sq Ft
61.58%	61.58%	61.58%	State Match Eligibility %
\$1,348.03	\$0.00	\$778.86	State Match Credit (SM)
\$3,831.66	\$0.00	\$1,297.30	CS x SF - SM
		\$5,128.96	Cost per Multi-Family Residence
		0.0035	Average Interest Rate
		0.035556427	Tax Credit Numerator
		0.003624447	Tax Credit Denominator
		9.810164642	Tax Credit Multiplier (TCM)
		\$70,866.00	Average Assessed Value (AAV)
		695207.13	TCM x AAV
		0.00297	Tax Levy Rate (TLR)
		\$2,064.77	TCM x AAV x TLR = (TC)
		\$3,064.19	Cost per Multi-Family Residence - Tax Credit
		\$459.63	15% reduction (A)
		\$2,604.56	Calculated Multi-Family Fee Amount
		\$2,604	Recommended Fee Amount

**EVERGREEN PUBLIC SCHOOLS
CAPITAL FACILITIES PLAN**

2011-2017

BOARD OF DIRECTORS

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Sue Steinbrenner

*Adopted by the Evergreen School District Board of Directors
January 25, 2011*

I. INTRODUCTION

A. *Purpose of the Capital Facilities Plan*

The Washington State Growth Management Act (the "GMA") includes schools in public facilities and services that must be provided for as cities and counties plan for growth. School districts have adopted 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.

The Evergreen School District (the "District") prepared this Capital Facilities Plan (the "CFP") to provide Clark County (the "County") and the Cities of Vancouver and Camas (the "City") with the district's anticipated capital facility needs and the district's schedule and financing plan for those improvements over the next six years (2011-2017).

In accordance with the Growth Management Act and the County and City Impact Fee Ordinances, this CFP contains the following required elements:

- 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, including teacher contracts and funding requirements.
- 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.
- Future enrollment forecasts for each grade span (elementary, middle, and high schools).
- 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 based on the formula in the County and City impact fee ordinances and supporting data substantiating such fees.

In developing this CFP, the District used the following guidelines:

- The District will use information from recognized sources, such as professional demographers and planners, county and city adopted land use plans and county GIS data.
- The District will use data it generates from reasonable methodologies.

- The CFP and methodology to calculate the impact fees will comply with the GMA and county and city codes.
- The six year facility needs are based on an enrollment forecast that takes local development trends into account.
- The District plans to construct permanent/bricks and mortar facilities for its students and will develop a CFP to accomplish that objective. At the same time, the District expects there will be a time period when some of the students that the District serves will be housed in portables. Housing students in portables, temporarily, is necessary to qualify for state funds that are needed to build new schools.

B. Overview of the Evergreen School District

The Evergreen School District is comprised of 54 square miles. It serves a significant portion of the Vancouver Urban Growth Area and smaller areas in the Camas Urban Growth Area and rural Clark County. Areas in the northern and eastern portions of the District have experienced significant and rapid growth with seven new schools constructed in the last ten years.

The District serves residents from the cities of Vancouver and Camas and from unincorporated Clark County. The District is bordered by the Vancouver School District to the west, the Camas School District to the east and the Battle Ground and Hockinson School Districts to the north. It is bordered by the Columbia River and state line to the south.

The District serves a population of 26,871 students (October 2010 enrollment). Of the 26,871 students, 11,511 students attend classes in 21 elementary schools (grades K-5), 6,309 students attend classes in six middle schools (grades 6-8), and 9,051 students attend classes in five high schools (grades 9-12). For purposes of facility planning this CFP considers grades K-5 an elementary, grades 6-8 as a middle school, and grades 9-12 as a high school.

In addition, the Clark County Skills Center is located in and operated by Evergreen School District serving students half days from all Clark County school districts and Parkrose School District in

Oregon. The district serves home schooled students in grades K-8 through a supplemental program operated by the Home Choice Academy and pre-school special needs students through a program operated by the Early Childhood Center.

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

- Between 1989 and 2000, population within Evergreen School District grew by 6.9% per year, comparable to the countywide growth rate of 3.9% per year. The explosive growth in the 1990's placed significant demands on the District's facilities. The District was unable to build the facilities at same rate of the growth and had to educate many of its students in portables and overcrowded facilities.
- In May 2002, the District's patrons approved a \$167,931,000 bond. Upon completion of the capital improvement program, significant additional capital resources are still necessary to relieve overcrowding that occurred with the rapid growth in the 1990's and accommodate continued growth. Despite the passage of the 2002 bond, nearly 30 percent of district students remain housed in portable classrooms.

- The majority of growth in the District has been residential rather than industrial. Because residential growth does not increase assessed value to the same degree that industrial growth does, the comparative per pupil assessed value is lower in Evergreen School District than in many of its neighboring districts. The low assessed value means that any tax is spread over a smaller base and, consequently, tax rates are high in Evergreen
- Other concerns regarding growth management and schools relate to the link that exists between a quality education and the ability to provide quality facilities for all students.

II. DISTRICT EDUCATIONAL PROGRAMS AND STANDARDS OF SERVICE

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 local economy is vital. To provide quality education, the District must have quality facilities to serve as the supporting space for developing the whole child within a community to prepare them for a competitive world. The educational program standards which typically drive facility space needs include grade configuration, optimum facility size, class size, educational program offerings, classroom utilization and scheduling requirements.

In addition to student population, other factors such as collective bargaining agreements, government mandates, state and federal funding requirements and community expectations affect classroom space requirements. Programs, such as special education, bilingual education, preschool and daycare programs, computer labs, and other specialized programs, often supplement traditional educational programs. These programs can have a significant impact on the available student capacity of school facilities.

The District's program and educational standards for the 2010/2011 school year are summarized below. The program and educational standards may vary during the six year CFP planning horizon. Absent significant changes in factors that are beyond the District's control, the District will provide the following programs and standards of service in 2011 through 2017. If significant changes occur that require new facilities or improvements, beyond what is identified in this CFP, the District will prepare and submit an updated CFP.

A. District-wide Educational Programs:

The Evergreen School District's core services and program offerings include the following:

- Elementary schools provide education in all core subject areas including reading, writing, math, social studies and science. All students receive instruction in P.E., music, art and have access to media programs. Full day kindergarten is provided at each elementary school, a change that was implemented in the 2010/2011 school year.
- Middle schools provide instruction in the core disciplines of english, math, social studies, science, P.E., music and art. Students have elective offerings available including music, art and technology courses.
- High schools provide course work including english, history, science, math, P.E., music and art. Additionally elective offerings include vocational technical programs.
- The District provides science classroom space that supports advanced coursework at the secondary level that require water, sinks, gas, hoods, safety equipment, etc. Schools are working to meet expanded science standards and this will require spaces that cannot typically be met by adding portables.
- Physical education space is provided to meet strengthened health standards. This can include covered play areas, field space, gyms and other multi-use spaces.
- Technology access is necessary and expectations are increasing. Technology (either within the classroom or in dedicated labs) takes extra space that is not calculated in current state square footage allowances, but is necessary for student learning. Technology support and infrastructure needs are also increasing, which further erodes the state square footage allowances.
- Art and music spaces are critical to the District's educational programs. As student population grows, additional support space for these essential programs is required.

- Library/Media demands are crucial. In an information driven environment, access to knowledge through appropriately sized library/media spaces is essential.
- Extra-curricular activities need space in order to be supported properly with growing student populations.

In addition to the above core educational programs, the following support services are essential to the District's educational program:

- Food service preparation, delivery and use space. As student populations increase, cafeteria, food preparation and delivery space must be enlarged. Miscalculating the need for this core service can have significant impacts on the overall learning environment for students.
- Transportation support centers are required to handle growing transportation needs. Maintenance, Warehouse and Print Shop support facilities must also be considered. Moreover, Computer Services facilities are critical to support the educational program and the business operation.

The following special services are also necessary to meet the needs of special populations:

- Special Education programs are provided at all schools within the District. In 2010, the Special Services building located on 49th Street was modified to better serve our special needs student population. Special needs program standards change year to year as a result of various external or internal changes. External changes may include mandates or needs for special programs, or use of technology. Internal changes may include modifications to the program year, class sizes, and grade span configurations. Changes in physical aspects of the school facilities also affect special educational program standards.
- Special populations require special support, which often requires special spaces. Federal and state programs, including Title 1 Reading and Math, Highly Capable, and Bilingual are required but come with limited funds that do not cover the expense of adding facilities to support the program.
- Early Childhood programs, such as new or expanded preschool programs are a vital service and an essential educational component. They place additional demands on facilities.
- Supplementary services in core academic areas and multiple pathways that prepare students for a broader range of post-secondary learning opportunities require additional space.

B. Elementary Educational Standards

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

- Class sizes for grades K-3 are targeted not to exceed 23 students per class.
- Class sizes for grades 4-5 are targeted not to exceed 23 students per class.
- Music instruction will be provided but in separate (pull-out) classrooms.
- Physical education is provided in a separate area.

- All elementary schools have a library media resource center which includes additional space for a technology lab.
- All elementary schools have a computer lab in a room that is separate from the classrooms.
- Special education is provided for some students in self contained classrooms are separate from regular teaching stations (pull-out program). Special education classrooms serve 5 to 15 students.
- Title I and LAP (Learning Assistance Program) are provided in rooms separate from regular classrooms.

C. Middle and High School Program Standards

The District educational standards of service, which directly affect middle school and high school capacity include:

- Class sizes for grades 6-8 are targeted not to exceed 25 students per class.
- Class sizes for grades 9-12 are targeted not to exceed 25 students per class.
- Special programs, such as music, art, PE, drama, home and family education learning assistance, are provided in separate instructional space. The class size ranges from 20 to 70 students.
- It is not possible to achieve 100% utilization of all regular teaching stations throughout the day due to schedule conflicts, the need for specialized rooms for certain programs and the need for teachers to have work space during their planning period. Based on the analysis of actual utilization of all instructional space, the District has determined that the utilization rate be targeted at 85%.

III. CAPITAL FACILITIES INVENTORY

The facilities inventory serves to establish a baseline for determining the facilities that will be necessary to accommodate future demand (student enrollment) at acceptable levels of service. This section provides an inventory of capital facilities owned and operated by the 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.

A. Schools

The District maintains 21 elementary schools, six middle schools, four comprehensive high schools and one alternative high school. Elementary schools serve grades K-5, middle schools serve grades 6-8 and the high schools serve grades 9-12.

The name of each elementary school, location and area that is served by each elementary school is set forth in Appendix A (Evergreen Public Schools Elementary Boundaries). Table 1 shows the number of teaching stations and working capacity for the elementary schools based on the District's standard of service, previously described.

Table 1 – Elementary School Inventory

21 Elementary Schools	Location and Service Area	Teaching Stations	Working Capacity
See Appendix A	See Appendix A	428	9,844

The name of each middle school, location and area that is served by each middle school is set forth in Appendix B (Evergreen Public Schools Middle School Boundaries). Table 2 shows the number of teaching stations and working capacity for the middle schools based on the District's standard of service, previously described.

Table 2 – Middle School Inventory

6 Middle Schools	Location and Service Area	Teaching Stations	Working Capacity
See Appendix B	See Appendix B	189	4,725

The name of each high school, location and area that is served by each high school is set forth in Appendix C (Evergreen Public Schools High School Boundaries). Table 3 shows the number of teaching stations and working capacity for the high schools based on the District's standard of service, previously described.

Table 3 – High School Inventory

5 High Schools	Location and Service Area	Teaching Stations	Working Capacity
See Appendix C	See Appendix C	268	5,695

Working capacity was determined based on the number of teaching stations within each building and the space requirements of the District's current educational programs and standards of service. Working capacity does not include capacity that is provided in portables at each school.

B. Portables

Portable classrooms are used on an interim basis to house students until funding can be secured to construct permanent classrooms. The District currently uses a total of 182 portables. Of the 182 portables, 148 are used for basic education classrooms (or teaching stations). Table 4 identifies the total number of portables at elementary, middle and high school sites, distinguishing between the

number that are used to provide interim capacity (as teaching stations) and those that are used for special programs or to address other educational needs.

Table 4 – Portable Inventory

Facility Type	Total Number of Portables (each portable contains 2 classrooms)	Portables Used as Interim Teaching Stations	Interim Capacity
Elementary Schools	86	67	3,082
Middle Schools	60	49	2,450
High Schools	36	32	1,360
Other	—	n/a	n/a
Total	182	148	6,892

C. Support Facilities

In addition to schools, the District owns and operates additional facilities which provide special programs and operational support functions to the schools. An inventory of these facilities is provided in Table 5.

Table 5- Support Facility Inventory

Facility	Location	
Community Education Center	13501 NE 28 th Street Vancouver, WA 98682	Supports adult community education
Administrative Service Center	13501 NE 28 th Street Vancouver, WA 98682	Supports all facilities
Maintenance Facility	3004 NE 124 th Avenue Vancouver, WA 98682	Supports all facilities
McKenzie Stadium	2205 NE 138 th Avenue Vancouver, WA 98682	Capable of serving 4 high school athletic and special programs
Clark County Skills Center	12200 NE 28 th Street Vancouver, WA 98682	Consortium program with pull out enrollment
Special Services Facility	14619-B NE 49 th Street Vancouver, WA 98682	19 enrolled Capable of serving 36
Transportation Facility	13909 NE 28 th Street Vancouver, WA 98682	Supports all facilities
Evergreen IQ Academy	13501 NE 28 th Street Vancouver, WA 98682	503 enrolled Capable of serving 600
Home Choice Academy	13501 NE 28 th Street Vancouver, WA 98682	221 enrolled Capable of serving 250
Warehouse	2205 NE 138 th Avenue Vancouver, WA 98682	Supports all facilities

D. Land Inventory

The District owns the following undeveloped sites in addition to the sites with built facilities:

- 8 acres located at NE 202nd Avenue and SE 1st Street, Camas WA 98607. The District does not anticipate building a school facility on this site. The property has been declared surplus.
- 10 acres located at NE 39th Street and NE 162nd Avenue, Vancouver, WA 98682. The District anticipates building an elementary school.

- 20 acres located at NE 52nd Street and NE 132nd Avenue, Vancouver WA 98682. The District anticipates building a middle school.
- 2.89 acres (13 parcels) located at the southwest corner of NE 9th Street and NE 92nd Avenue. The District intends to build a medical magnet high anticipated opening in 2013.

IV. STUDENT ENROLLMENT PROJECTIONS

A. Existing Enrollment

The District's enrollment by grade level in October 2010 (the date existing enrollment was certified) was 26,871 students. Of the 26,871 students, 11,511 were enrolled in elementary schools, 6,309 were enrolled in middle schools and 9,051 were enrolled in high schools.

B. Projected Student Enrollment 2011-2017

The District's six year enrollment projections are based on the District's analysis of the forecast prepared by the Washington State Office of the Superintendent of Public Instruction ("OSPI") and a study by local demographer, Cascade Planning Group. The District's forecast is based on cohort survival, grade progression, local population and housing and development trends, and the District's observations of enrollment over the past ten years.

In 2005 the District's enrollment increased by approximately 100 students, or less than 1% which, in fact, signaled a change in the annual growth of 6-7% experienced in the 1990's. The lower enrollment increase is attributable to several factors, including the economy and the reduction in housing starts on vacant buildable urban residential land and an aging population. Despite a slow down in the rate of growth shown in Table 8, the District forecasts enrollment increases during the forecast period with an additional 1,324 students estimated in the next six years.

Table 8 – 2011 through 2017 Enrollment Forecast

Grade	Actual Fall 2010	2011	2012	2013	2014	2015	2016	2017
Total K-5	11,511	11,531	11,467	11,462	11,633	11,580	11,774	12,008
Total 6-8	6,309	6,278	6,305	6,351	6,282	6,326	6,477	6,694
Total 9-12	9,051	8,787	8,926	9,044	9,221	9,326	9,503	9,493
TOTAL	26,871	26,596	26,698	26,857	27,136	27,232	27,754	28,195

V. CAPITAL FACILITIES NEEDS

A. Facility Needs

The District's current working capacity, its educational programs, standard of service and enrollment forecast is used to determine its facility needs. As Table 9 shows, by 2017, if the District were to construct permanent facilities for every student, the District would need to add capacity for 6,926 students. Of the 6,926 students, 1,324 will come from forecast growth.

Table 9 – Forecast Enrollment, Capacity and Needs

Facility	2017 Enrollment	Working Capacity	2017 Need
Elementary Schools	12,008	9,844	2,164
Middle Schools	6,694	4,725	1,969
High Schools	9,493	5,695	3,798
Totals	28,195	20,264	7,931

To serve the 1,324 students from forecast growth, the District will construct one 600 student elementary school, one 800 student middle school, and a 500 student magnet high school. As funding allows and when construction on schools that are planned to serve growth is well underway, the District will assess its ability to construct additional facilities for the remaining unhoused students. Table 10 shows the improvements that are planned, the additional facilities that are needed, the added capacity for the planned improvements and their estimated costs. Because a portion of the planned improvements will serve existing unhoused students, only that portion of the planned improvements that is needed to serve growth is included in the District's impact fee calculations.

Table 10 – Facility Needs and Cost

Type of School	Proposed Location	Year of Completion (Projected)	Building SF	Capacity	Cost
PLANNED FACILITIES					
1 New Elementary School	NE 39 th Street and NE 162 nd Avenue	2017	61,000 sf	600	\$15,500,000

1 Middle School	NE 52 nd Street and NE 132 nd Avenue,	2016	113,000 sf	800	\$39,328,000
1 High School Magnet	NE 9 th Street and NE 92 nd Avenue	2013	70,000 sf	500	\$27,000,000
Portables*	Various locations	TBD	n/a	n/a	\$6,000,000

* The District will need to add portables to serve growth while permanent facilities are being constructed, however, the portables are expected to provide temporary interim capacity and therefore this CFP does not include the capacity provided by portables as part of the District's permanent capacity. Because portables are needed to serve growth, this CFP includes portables and anticipates use of school impact fees to pay for portables that are necessary to serve growth.

In 2017, the enrollment forecast projects that the District will be serving 28,195 students, an increase of 1,324 students over the fall enrollment in 2010. That portion of the cost for the additional school capacity that is needed to serve future growth is included in the impact fee calculation.

Facility needs are expressed in terms of "unhoused students" or students that cannot be housed in permanent (brick/mortar) facilities and therefore attend basic education classes in portable classrooms. In order to serve the "unhoused students" on a short-term and immediate basis, and to prevent overbuilding permanent facilities, the District will need to continue serving a portion of the enrolled students in 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.

B. Property

To construct the planned facilities identified in Table 10, the District does not need to acquire real property.

VI. CAPITAL FACILITIES FINANCE PLAN

A. Planned Improvements

The District will construct one 600 student elementary school, one 800 student middle school and one 500 student high school for a magnet program. These improvements are being constructed on school sites the District already owns.

The planned improvements are based on the enrollment forecast, working capacity, the District's educational standards and the community's support of finance tools to fund the improvements.

In the event that planned construction projects and property acquisition does not fully address space needs for student growth and a reduction in interim student housing (portables), the Board could consider various courses of action, including, but not limited to:

- Increased class sizes;
- Housing of students in additional portables;
- Alternative scheduling options;
- Changes in the instructional model, or
- Modified school calendar.

B. Financing for Planned Improvements

The total cost estimate for the six-year planned improvements is \$87,828,000. Funding for planned improvements is typically secured from a number of sources including voter approved bonds, State Match funds, and impact fees. The following information explains each of the funding sources in greater detail.

1. General Obligation Bonds

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 must pass a bond since it is the primary source of funding for the capital improvements listed in this plan.

2. State Match Funds

State Match funds 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 Match funds 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.

4. Six-Year Financing Plan

Table 11 demonstrates how the District intends to fund the planned improvements identified in Table 10. The financing components include existing bond proceeds, future bond proceeds, impact fees, and State Match funds.

Table 11- Capital Facilities Financing Plan

Project	Total Cost	Secured Financing		Unsecured Financing		
		Bonds	Impact Fees	Bonds	Impact Fees	State Match
1 High School Magnet	\$27,000,000	\$15,500,000	1,500,000			\$10,000,000
1 New Elementary School	\$15,500,000			\$9,920,000		\$5,580,000

1 New Middle School	\$39,328,000			\$22,563,000	1,500,000	\$15,265,000
Portables	\$6,000,000		1,500,000		4,500,000	
Total	\$87,828,000	\$15,500,000	\$3,000,000	\$32,483,000	\$6,000,000	\$30,845,000

VII. SCHOOL IMPACT FEES

The GMA authorizes jurisdictions to collect impact fees to supplement funding of additional public facilities 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

The county's and city's impact fee programs require school districts to prepare and adopt CFPs meeting the specifications of the GMA and the county and city ordinances. Impact fees are calculated in accordance with the local jurisdiction's formula, which is based on projected school facility costs necessitated by new growth contained in the District's CFP. The formula allocates a portion of the cost for new facilities to the single family and multi-family house that create the demand (or need) based on a student factor, or the average number of students that live in new single family and multi-

family homes. The formula also provides a credit for State Match and Bond Proceeds (or property taxes).

B. Methodology and Variables Used to Calculate School Impact Fees

The District's impact fees have been calculated utilizing the formula in the Clark County and cities of Vancouver and Camas Impact Fee Ordinances. Application of the formula is shown in Appendix D.

C. Proposed Impact Fee Schedule

In accordance with the school impact fee calculation in Appendix D, the District's school impact fees are:

\$ 6,989 per single family home.

\$ 2,678 per multi-family unit.

**RIDGEFIELD SCHOOL DISTRICT NO. 122
CAPITAL FACILITIES PLAN**

2011-2017

BOARD OF DIRECTORS

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Wendi Morris, Vice-President
Jeff Vigue
Scott Gullickson
Steven Radosevich**

SUPERINTENDENT

Art C. Edgerly

**Adopted by the Ridgefield School District Board of Directors
January, 2011**

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 have adopted 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.

The Ridgefield School District (the "District") has prepared this Capital Facilities Plan (the "CFP") to provide Clark County (the "County") and the City of Ridgefield (the "City") with a schedule and financing plan for capital improvements needed to serve growth over the next six years (2011-2017).

In accordance with the Growth Management Act, Clark County Code Sections 40.620.030 – 40.620.040, and City of Ridgefield Municipal Code Sections 18.070.100 – 18.070.110, this CFP contains the following required elements:

- 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 identifies sources of public money for such purposes.
- A calculation of impact fees to be assessed and supporting data substantiating such fees.

In developing this CFP, the District followed the following guidelines:

- The District used the best information it had available from recognized sources.
- The CFP complies with the GMA.
- The methodology used to calculate impact fees complies with the GMA and the criteria in the formulas established by the Clark County and the City of Ridgefield.

B. Overview of the Ridgefield School District

The Ridgefield School District is situated along the Interstate 5 corridor in northern Clark County. It encompasses the City of Ridgefield, a community that is experiencing accelerated growth, and is bordered by Battleground, La Center, Woodland, and Vancouver School Districts.

The District serves a population of 2,106 (Headcount October 2011) with two elementary schools (grades K-6), one middle school (grades 7-8), and one high school (grades 9-12). In

the short term, the District needs to make improvements at all its existing schools and needs to accommodate growth. The District will add classrooms, construct additional core facilities (i.e cafeteria, gymnasium) as it makes upgrades and improvements at the schools. In the long-term, the District needs to construct a new elementary, middle and/or high school. As improvements are made to the facilities, the District anticipates the current grade configurations will be changes so elementary schools serve grades K-5, the middle school serves grades 6-8 and the high school serves grades 9-12.

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

- Presently, each facility in the District is housing students in excess of the capacity of the facility. Portables are in use at each site and will continue to be used in the short term.
- When portables are added to serve growth greater demands are placed on core facilities. The District needs to expand its core facilities.
- The District has a limited history of passing capital project bond elections to address the needs of the growing student population. In November 2005, May 2006 and May 2008 the voters did not pass bond issues that are required to construct a new high school. The District's voters did, however, approve a bond to purchase the high school property and they approved the most recent maintenance and operation levy.
- To respond to community priorities and preferences, the District will add classrooms and core facilities at existing schools to serve growth in the short term and will continue to explore the construction of a new high school and grade and facility reconfigurations for more long term growth.
- Growth continues to be the most significant issue for the District as housing developments continue. Land is scarce and costly. Construction of new and renovated facilities is costly.
- Existing facilities are experiencing traffic control, storm water management and safety concerns that need to be addressed.

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 local economy is vital. In order to accomplish the community value of having a strong local 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 educational 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, Highly Capable, bilingual education, technological applications, computer labs, preschool and daycare 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. Further, 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 programs include 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 to 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 modifications to the program year, class size, grade configurations, and facility changes.
- Special populations receive special support. Specialty space is essential to delivery of this support. Federal and state programs, including Title 1 Reading and Math, Highly Capable, Bilingual, are limitedly funded. 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. These programs require specialty space which is not funded by the state.
- 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 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 also need specific attention. As student populations increase, adequately 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.
- Transportation support centers are required to handle growing transportation needs.
- Maintenance support facilities must also be considered and are often overlooked as core support services.
- Administrative support facilities must also be considered and are often overlooked as core support services.

B. Elementary Educational Program Standards

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

- Class sizes for grades K-3 are targeted not to exceed 25 students per class.
- Class sizes for grades 4-6 are targeted not to exceed 25 students per class.
- Music and art instruction will be provided in separate classrooms.
- Physical education instruction must be provided in a full size area.
- Special education services are provided in a self-contained classroom for some children, while others need highly specialized spaces.
- All elementary schools will have a library/media resource center which includes space for a technology lab.

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 middle school grades 7-8 are targeted not to exceed an average of 25 students per class, with the exception of PE, music, art, and theatre arts.
- Class sizes for high school grades 9-12 have various targets depending on various program and safety needs. However, the District strives to meet an average of 25 students in the core classrooms with the exception of PE, music, art, and theatre arts.
- 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.
- Students will also be provided other programs in classrooms designated as follows:
 - Specialty rooms (computer labs, individual and group study rooms, practice labs, production rooms).
 - Media Center/Library,
 - Program Specific Classrooms (science, music, theatre arts, art, career and technical education).

SECTION 3 CAPITAL FACILITIES INVENTORY

The facilities inventory serves to establish a baseline for determining the facilities necessary to accommodate future demand (student enrollment) at acceptable levels of service. This section provides an inventory of capital facilities owned and operated by the 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.

A. Schools

The District maintains two elementary schools, one middle school, and one high school. Elementary schools accommodate grades K-6, middle school serves grades 7-8 and the high school serves grades 9-12. When the school facilities are improved as contemplated in this Plan, the District will consider reconfiguring use of the schools so elementary schools serve grades K-5, the middle school serves grades 6-8 and the high school serves grades 9-12.

School capacity is determined based on the number of teaching stations within each building and the space requirements of the District's current educational program. It is this capacity calculation that is used to establish the District's baseline capacity, and to determine future capacity needs based on projected student enrollment. The school capacity inventory is summarized in Tables 1, 2, and 3.

Table 1 – Elementary School Inventory

Elementary School	Location	Acres	Building Area (Square Feet)	Teaching Stations*	Permanent Capacity	Year Built/ Last Remodeled
South Ridge	502 NW 199 th St. Ridgefield, WA 98642	40	40,172	18	450	1960/1992
Union Ridge	330N. 5 th St. Ridgefield, WA 98642	11.8	43,925	16	400	1952/1992
Total		51.8	84,097	34	850	n/a

* The music room, physical education space and special education classrooms are not counted as teaching stations in the elementary schools because they are pull-out programs. One of the teaching stations at South Ridge houses the Learning Center. It was counted in calculating the permanent capacity. The space that is being used in the elementary schools for special education is not counted as a teaching station.

Table 2 – Middle School Inventory

Middle School	Location	Acres	Building Area (Square Feet)	Teaching Stations*	Permanent Capacity	Year Built/ Last Remodeled
View Ridge	510 Pioneer St. Ridgefield, WA 98642	9.0	44,079	14	297	1972

* The music room and physical education space are counted as teaching stations because these are not special pull-out programs at the middle school. One teaching station is being used to house students that are participating in a special education program. This teaching station was included in the permanent capacity. The students that would be attending classes in the teaching station that is being used for special education are housed in a portable.

Table 3 – High School Inventory

High School	Location	Acres	Building Area (Square Feet)	Teaching Stations*	Permanent Capacity	Year Built/ Last Remodeled
Ridgefield HS	2630 S. Hillhurst Rd. Ridgefield, WA	60	83,418	23	487	1971/1986

*The music room and physical education space are counted as teaching stations because these are not special pull-out programs at the high school. The instructional space that is used for shop was not counted as a teaching station because it is used for special/pull-out programs. Teaching stations that are used for special education were included in permanent capacity. Students that would be attending classes in the teaching stations that are being used for special education are housed in portables.

B. Portables

Portables are used on an interim basis to house students until funding can be secured to construct permanent facilities. The District currently uses 25 portable classrooms at various school sites for special programs and basic education throughout the District. The number and location of the portables is shown in Table 4.

Table 4 – Portables Inventory

School	Portables	Classrooms
South Ridge Elementary	6	11
Union Ridge Elementary	5	10
View Ridge Middle School	2	4
Ridgefield High School	5	10

C. 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 5.

Table 5- Support Facility Inventory

School	Building Area	Site Location
Administration/Central Office	1,848	2724 S. Hillhurst Rd. Ridgefield, WA 98642 (a portable located on the HS Campus)
Maintenance Department	10,000	304 Pioneer Avenue, Ridgefield, WA 98642
SW Washington Child Care Consortium	2-classroom portable	509 N.W. 199 th St., Ridgefield, WA 98642 (located at South Ridge Elementary)

D. Land Inventory

The District owns the following sites:

- 49.84 acre site located at 23800 NW Hillhurst Road, Ridgefield, WA 98642 that is being purchased for a future high school.
- .69 acre 200.04 x 150.03 single-family lot with small rental house located at 300 N. 5th St., Ridgefield, WA 98642 situated between Union Ridge Elementary and View Ridge Middle School.
- 23 acre site located at NE 10th Avenue and 239th Street, Ridgefield, WA 98642 that is being purchased for a future elementary school.
- 2,178 sq. ft. strip located at 45th and Pioneer in Ridgefield.
- Co-owner of property acquired by the Kalama, Woodland, Ridgefield and La Center School District Transportation Cooperative for a transportation maintenance and storage facility.

SECTION 4 STUDENT ENROLLMENT PROJECTIONS

A. Projected Student Enrollment 2011-2017

The District's enrollment projections are based on an estimate by the Office of the Superintendent of Public Instruction (OSPI). OSPI estimates future enrollment for all Washington State school districts using a modified cohort survival methodology. This methodology estimates how many students in one year will attend the next grade the following year by looking at historical data. The methodology also forecast how many new kindergarten students will enroll based on the number of live births in the county and historical averages for the number of children that enter kindergarten relative to the number of live births. The enrollment forecast is conservative in that it does not take land supply, local development and similar trends into account. It is more accurate in the earlier years and less accurate in later years.

Table 6- Enrollment Forecast

Grade	2010	2011	2012	2013	2014	2015	2016	2017
K	128	134	134	134	135	135	135	135
1	147	147	154	154	154	155	155	155
2	167	155	155	163	163	163	164	164
3	160	183	170	170	179	179	179	180
4	171	166	190	177	177	186	186	186
5	184	182	176	202	188	188	197	197
6	167	181	179	173	198	184	184	193
Total K-6	1124	1148	1158	1173	1194	1190	1200	1210
7	172	167	181	179	173	198	184	184
8	164	178	173	187	185	179	205	191
Total 7-8	336	345	354	366	358	377	389	375
9	172	166	180	175	189	187	181	207
10	169	167	162	175	170	184	182	176
11	168	165	163	158	171	166	180	178
12	137	153	150	149	144	156	151	164
Total 9-12*	646	651	655	657	674	693	694	725*
TOTAL	2,106	2,144	2,167	2,196	2,226	2,260	2,283	2,310

*High school enrollment does NOT include students that reside in Ridgefield that currently attend high schools in other districts pursuant to boundary exceptions. The District anticipates that approximately 25% of forecast enrolled high school students that are attending high schools in other districts will remain in the District when schools are improved and a new high school is constructed. The District's plan to construct a 1,200 student high school takes this additional increase in high school enrollment into account.

SECTION 5 CAPITAL FACILITIES NEEDS

A. Facility Needs

Available facility capacity is derived by subtracting the existing student enrollment from the existing school capacity (excluding portable classrooms). The District does not have any capacity available at its existing facilities.

In 2017, the enrollment forecast projects that the District will be serving between 2,310 and 2,519 students, an increase of up to 400 students. This includes high school students that are currently attending high schools in other districts that the District anticipates will return and remain in the District when the new high school is constructed.

Table 7 below shows the existing capacity, the forecast enrollment in 2017 and the facility needs in 2017 to serve the forecast enrollment.

Table 7 – Enrollment and Capacity

Facility	Existing Capacity	2017 Enrollment	2017 Need
Elementary Schools (K-6)	850	1,210	360
Middle School (7-8)	297	375	78
High School (9-12)	487	725	238 (+209)*
Totals	1,634	2,310	885*

*The District anticipates that approximately 200 high school students (25% of the enrolled high school students) that attend schools in other districts pursuant to boundary exceptions will attend the new high school.

The District's current capacity, its educational programs, standard of service and enrollment forecast is used to determine its facility needs. As shown in Table 7, the District needs to expand its capacity to serve 360 K-6th grade students, 78 7th and 8th grade students and between 238 to 447 high school students.

B. Planned Improvements

To serve the forecast growth, the District will construct various capital facility improvements. The District plans on constructing the improvements in two phases. In phase 1, the District will add classrooms, expand and add core facilities and make other necessary improvements at existing schools. It also will add portables where necessary

and will continue paying for property for the elementary, middle and/or high schools that are needed. In phase 2, the District will construct a new elementary, middle and/or high school.

Table 8 shows the capacity that will be added by constructing the planned improvements.

Table 8 – Facility Improvements and Added Capacity

Facility Improvements	Added Capacity
Phase 1	
South Ridge Elementary - add 4 classrooms, a cafeteria, office support and make other improvements	100
Union Ridge Elementary - add cafeteria, office support and make other improvements	0
View Ridge Middle School - add 8 classrooms, office space, gymnasium and make other improvements	200*
Ridgefield High School - add 6 classrooms, enlarge and improve the gymnasium and cafeteria and make other improvements	127
Phase 2	
New High School	1,200
New Elementary or Middle School	500 / 800
TOTAL	2,027

*The additional classrooms that are being added to the middle school will serve 6th grade students as schools are reconfigured to meet the needs of forecast growth.

When the new high school is built, the District plans on converting the existing high school to a middle school and will convert the existing middle school to an elementary school. The District will assess its needs to construct an additional elementary school and/or middle school at that time.

When the planned improvements are complete, students in grades 9-12 will be attending the new 1,200 student high school, students in grades 6-8 will be attending middle school at the existing high school and students in grades K-5 will be attending school in the existing middle school and improved elementary schools.

The District's planned improvements that will add capacity are dependent upon the passage of bond issues. It is not the District's policy to include portable classrooms when determining future

capital facility needs. Facility needs are expressed in terms of “unhoused students” or students that cannot be housed in permanent (brick/mortar) facilities and therefore attend basic education classes in portable classrooms. In order to serve the “unhoused students” on a short-term and immediate basis to serve growth, the District may need to purchase and utilize portable classrooms. This plan incorporates those facilities. The cost of the 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

A. *Planned Improvements*

The District anticipates funding the improvements in two phases. Voters will be asked to approve a bond to cover the costs for the phase 1 improvements in the next 12 to 16 months. The estimated cost for phase 1 improvements is \$28 million. As growth continues and the phase 1 improvements are complete, voters will be asked to approve a bond for phase 2 improvements. The cost and finance plan for phase 2 improvements will be determined in a future update to the District's Capital Facility Plan.

Funding for planned improvements is typically secured from a number of sources including voter approved bonds, state match funds, and impact fees. Each of these funding sources is discussed in greater detail below.

B. *Financing for Planned Improvements*

1. *General Obligation Bonds*

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 must pass bonds since bond proceeds are the primary source of funding for the capital improvements listed in this plan. As reflected in Table 10 below, approximately \$26 million (out of the \$28 million that is needed to fund phase 1 improvements) is expected to come from bond proceeds.

2. *State Match Funds*

State match funds 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 match funds for specific capital projects based on a prioritization system. The District does not anticipate it will receive state match to pay a portion of the costs for the phase 1 improvements. State match will be sought for a portion of the costs associated with construction of the elementary, middle and/or high schools in phase 2.

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. The District has approximately \$1.5 million in impact fees that will be applied towards phase 1 facility

improvements identified in this Plan that add capacity, including portables. The District anticipates it will receive approximately \$60,000 in additional impact fee revenue over the next two years that will be applied to the phase 1 facility improvements identified in this CFP.

4. Six-Year Financing Plan

Table 10 shows the total cost for facility improvements and the portion of the total costs that associated with additional capacity and the forecast funding sources that will be used to pay for all the needed improvements. The financing components include bond issues, state match funds, and impact fees. Projects and portions of projects which remedy existing deficiencies are not appropriate for impact fee funding. Thus, impact fees will not be used to finance projects or portions of projects which do not add capacity and they have been excluded from the costs that attributed to growth. Table 10B identifies that portion of the funds, by funding source, that is secured and unsecured.

Table 10- Capital Facilities Finance Plan

Project	Total Cost	Portion of Cost Allocated to Growth*	Bonds	State Match	Impact Fees
South Ridge Elementary	\$3,906,496	\$2,464,949	\$26,009,292	\$0	\$2,129,627
Union Ridge/ View Ridge	\$6,623,613	\$3,308,270			
Ridgefield High School	\$16,617,260	\$4,380,641			
Portables	\$375,000	\$0			
School Sites	\$616,550	\$0			
TOTAL	\$28,138,919	\$10,153,860			
PHASE 2 Improvements					
New High School	\$75,300,000	\$75,300,000	TBD	TBD	TBD
New Elementary/Middle School	\$11,550,000 / \$22,360,000	\$11,550,000 / \$22,360,000			

* The cost that is allocated to growth is that portion of the total cost associated with additional classrooms and a proportionate share of the cost for improvements to core facilities. Because of the uncertainty associated with the cost and the timing for design, construction and financing of phase 2 improvements, a portion of the costs for those improvements has not been included in the impact fee calculations. The district also has not included the portion of the cost for high school addition in the impact fees because it is likely the elementary, middle and high school improvements will be constructed in phases, with the elementary and middle school improvements being constructed first.

Table 10B- Secured and Unsecured Funding Sources

	Bonds	State Match	Impact Fees
Secured	\$0	\$0	\$1,529,627
Unsecured	\$26,009,292	\$0	\$600,000
TOTAL	\$26,009,292	\$0	\$2,129,627

SECTION 7 SCHOOL IMPACT FEES

The GMA authorizes jurisdictions to collect impact fees to supplement funding of additional public facilities 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

The County's and City's impact fee programs require school districts to prepare and adopt CFPs meeting the specifications of the GMA. Impact fees are calculated in accordance with the local jurisdiction's formula, which are based on projected school facility costs necessitated by new growth and 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 formula in the Clark County and City of Ridgefield Impact Fee Ordinances. The resulting figures in the attached Appendix A are based on the District's cost per dwelling unit to construct a new high school and convert the existing high school to a middle school, both of which add capacity that is needed to serve new development. Credits have also been applied in the formula to account for future state match funds the District could receive and projected future property taxes that will be paid by the owner of the dwelling unit.

C. Proposed Ridgefield School District Impact Fee Schedule

The District requests collection of school impact fees in the amounts calculated under the formula, which are:

Single Family:	\$ 3,983
Multi-Family:	\$ 1,796

**RIDGEFIELD SCHOOL DISTRICT
2011 Impact Fee Calculation**

APPENDIX A

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

Single Family Residence:

Elementary	Middle School	High School
\$2,119,845.14	\$645,112.65	\$2,724,965.66
86	39	79
\$24,649.36	\$16,541.35	\$34,493.24
0.356	0.094	0.147
\$8,775.17	\$1,554.89	\$5,070.51
\$180.17	\$180.17	\$180.17
90.00	117.00	130.00
50.11%	50.11%	50.11%
\$2,892.07	\$992.93	\$1,725.31
\$5,882.50	\$561.95	\$0.00
\$8,444.45		

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

0.035
0.410598761
0.049370957
8.316605323
\$302,036.00
2511914.21
0.00070
\$1,758.34
\$4,686.11

Average Interest Rate
Tax Credit Numerator
Tax Credit Denominator
Tax Credit Multiplier (TCM)
Average Assessed Value (AAV)
TCM x AAV
Tax Levy Rate (TLR)
TCM x AAV x TLR = (TC)
Cost per Single Family Residence - Tax Credit

\$702.92
\$3,983.20
\$3,983

15% reduction (A)
Calculated Single Family Fee Amount
Recommended Fee Amount

Multi-Family Residence:

Elementary	Middle School	High School
\$2,119,845.14	\$645,112.65	\$2,724,965.66
86	39	79
\$24,649.36	\$16,541.35	\$34,493.24
0.135	0.055	0.054
\$3,327.66	\$909.77	\$1,862.63
\$180.17	\$180.17	\$180.17
90.00	117.00	130.00
50.11%	50.11%	50.11%
\$1,096.94	\$580.97	\$633.79
\$2,230.72	\$328.80	\$0.00
\$2,659.53		

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

0.035
0.410598761
0.049370957
8.316605323
\$76,555.00
636677.72
0.00070
\$445.67
\$2,113.85

Average Interest Rate
Tax Credit Numerator
Tax Credit Denominator
Tax Credit Multiplier (TCM)
Average Assessed Value (AAV)
TCM x AAV
Tax Levy Rate (TLR)
TCM x AAV x TLR = (TC)
Cost per Multi-Family Residence - Tax Credit

\$317.08
\$1,796.77
\$1,796

15% reduction (A)
Calculated Multi-Family Fee Amount
Recommended Fee Amount

SECTION 1 INTRODUCTION AND SUMMARY

Introduction

The Washington State Growth Management Act (the “GMA”) includes schools in the category of public facilities and services. School districts are required by the City of Vancouver (“City”) and Clark County (“County”) to adopt capital facilities plans at least every two years to satisfy the requirements of the GMA and to identify additional school facilities necessary to meet the educational needs of projected enrollment growth for a six-year period. Enrollment projections for the 6-year plan are largely based on the land use zoning plan and the vacant buildable lands survey adopted by the City and the County during the 2007 Growth Management Plan update.

The Vancouver School District (“District”) has prepared the 2011 Capital Facilities Plan (“CFP”) to provide the City and the County with a schedule and financing program for capital improvements over the next seven years (Oct. 1, 2010 through Oct. 1, 2017) to maintain the 2 year adoption cycle. The 2011 CFP includes the following elements:

- A description of space requirements for educational programs (Section 2)
- An inventory of existing capital facilities owned by the District, including capacities and locations (Section 3)
- Future enrollment projections for each grade span (elementary, middle, and high schools) (Section 4)
- A forecast of future needs for capital facilities and school sites, including proposed capacities of expanded or new capital facilities (Section 5)
- A six-year plan for financing capital facilities within projected funding capacities, which identifies sources of 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 (Section 6)
- A calculation of impact fees to be assessed and support data substantiating said fees (Section 7)

Summary

School facility and student capacity needs are dictated by a complex matrix of regulatory mandates, educational program components, collective bargaining agreements, and community expectations, more fully described in Section 2. The District's existing capital facilities are summarized in Section 3. The October 1, 2010 enrollment (head count) for the District was 21,761 students. (This total includes only basic education students. It does not include special education students in self-contained classrooms, or students in the Fir Grove Center, GATE facility, and the Nierenberg Center for comparison to forecast numbers. Spaces for these programs have been extracted for corresponding school capacity).

In addition to a need for additional elementary capacity, there is an imperfect match between individual building capacity and student location. There are 50 of 56 modular classrooms located at school facilities. Of these 50 modular classrooms, 32 are used for basic education and houses approximately 3.5%, or 769 students and 12 modular classrooms located at school facilities are used for support programs such as art, music, drama, health, career & technical education, daycare, testing, special education, or English language learners and the remaining six (6) modulares used by the District provide space for maintenance support services.

Future K-12 enrollment is projected to increase by 5.73%, or 1,246 students over the next 7 years (see Section 4). The increase in growth minus the available capacity equals a projected new capacity need of 518 elementary school students. Growth at the middle and high school level is not projected to exceed existing capacity during this same period (net available capacity of 320 middle school and 290 high school students). The district has some elementary school facilities which need to be upgraded or replaced and there are schools on the north and east side of the district that are growing faster than the overall district rate. For these reasons, the district proposes to address elementary school growth by providing a new or replacement schools at locations to be determined, to include 22 new classrooms and associated improvements to accommodate this growth. There is no indicated need for additional capacity at the middle and high school level.

The calculated maximum allowable impact fees for the District are \$1,523.17 per single family residence and \$844.70 per multi-family residence (**Appendix C**). The District Board of Directors Resolution No. 704, dated April 12, 2011, directs the City and the County to collect fees in the amounts of \$1,523.17 per single family residence and \$844.70 per multi-family residence (Section 7).

SECTION 2

SPACE REQUIREMENTS FOR DISTRICT EDUCATIONAL PROGRAMS

School facility and student capacity needs are dictated by the types and amounts of space required to accommodate the District's educational program. The educational program components, which drive facility space needs, include grade configuration, optimum facility size, class size, educational program offerings, classroom utilization and scheduling requirements, and use of modular classrooms (portables).

In addition to student population, other factors such as collective bargaining agreements, government mandates, and community expectations also affect classroom space requirements. In addition to basic education programs, other programs such as special education, bilingual education, pre-school and childcare, the arts, and music must be accommodated. These programs can have a significant impact on the available student capacity of school facilities.

The District educational program guidelines, which directly affect school capacity are outlined below for elementary, middle, and high school grade levels.

- Elementary Schools: Average class size for elementary classrooms is estimated at 23 students. The actual number of students in an individual classroom depends on the above factors.
- Middle Schools: Average class size for middle school classrooms is estimated at 28 students. The actual number of students in an individual classroom depends on the above factors.
- High Schools: Average class size for high schools is estimated at 30 students. The actual number of students in an individual classroom depends on the above factors. Working building capacity is determined by the design capacity for the school, based on teaching stations.
- It is not possible to achieve 100% utilization of all basic education teaching stations throughout the day. There are special programs that also have to be housed in the school. Therefore, working building capacity is adjusted depending on the extra needs of the student population of each school. Capacity is calculated utilizing only classroom spaces containing a basic education teacher and his/her complement of students. Students may be pulled out to attend additional programs (which may also be held in classrooms, if there is no designated space available). Working building capacity calculations do not include classrooms used for these special programs, such as family and community resource rooms, learning support centers, reading rooms, math labs and computer labs.
- Portables are a temporary solution to capacity needs, and therefore are not counted in calculating capacity.
- Special Education for some students is provided in a self-contained classroom. These classrooms and these students are not included in the working building capacity calculations for this report.

SECTION 3 CAPITAL FACILITIES SUMMARY

This section provides a summary of capital facilities owned and operated by the District including schools, modulars, undeveloped land, and support facilities. **Figure 1** displays the summary of the District's school facilities. **Appendix A** includes a map and inventory of existing facilities and their locations.

**FIGURE 1
VANCOUVER SCHOOL DISTRICT SCHOOL SITES**

	No. School Sites	Approximate No Basic Ed. Classrooms/ Teaching Stations	Working Building Capacity ⁽¹⁾	Basic Ed. Classrooms/ Total Modular Classrooms	Estimated No. Basic Ed Students in Modular Classrooms	Basic Ed Oct. 1, 2010 Enrollment
Elementary	21	425	9,773	27 of 37	621	10,090
Middle	6	207	5,809	1 of 8	28	4,959 ⁽³⁾
High ⁽²⁾	6	240	7,200	4 of 5	120	6,712
Total	33	872	22,782	32 of 50	769	21,761

1. Working building capacity was inventoried based on the space requirements for the District's educational programs, including federal, state, and local requirements for class size and special programs.
2. Includes 4 comprehensive high schools, Lewis & Clark (alternative) high school, and Vancouver School of Arts and Academics, a combined middle/high school (actual student enrollments are counted in their respective categories). Students and capacity at the Home Connection (home-schooled students) at the Jim Parsley Center are included in these figures.
3. Rounding adjustment was made by 2 students

In addition to the above basic educational facilities for K-12 students, the District also owns and operates:

- The Vancouver Early Childhood Center, the Fir Grove Children's Center, and the GATE house, which house special education services;
- The Propstra Aquatic Center;
- The Jim Parsley Center, with Home Connection, extended day/year education programs, the family and community center, and administrative offices;
- The Stapleton Operations Site, which houses transportation, warehousing, and maintenance operations (including 5 modulars);
- And the Fruit Valley Maintenance Site, which houses the grounds crew.

Several students also attend the ESD facility, the Vancouver Internet Connection, Running Start, and the Nierenberg Center.

In addition, the District owns five (5) parcels of undeveloped land, which include four elementary school-sized sites and one middle school-sized site.

SECTION 4 STUDENT ENROLLMENT PROJECTIONS

Projected Student Enrollment

The District has contracted with E.D. Hovee & Company to provide two alternative forecast scenarios for future student enrollment: a base case (mid-growth) consistent with BOCC-adopted population projections for Clark County; and a growth scenario provided by the Office of Fiscal Management (OFM). Base case projected enrollment from E.D. Hovee & Company's most recent data table (dated January, 2011 **Appendix B**) was used in this plan.

The approach used in making the updated enrollment forecast included the following:

- Kindergarten (K) enrollment is forecast based on population of each school area (and expected population growth) together with birth rate data from five years previous using an age-cohort methodology. Data required for the K-level forecast includes projections of population growth by school area, women of childbearing age and age-specific fertility rates.
- Actual enrollment patterns from prior years are used as a basis for projecting future enrollment for grades 1-12. For example, the number of students in a particular grade as of October 1, 2010 are promoted into the next grade level for 2011 (adjusting for expected population growth together with gains or losses typically associated with a particular grade-to-grade change for each grade level at each individual school).
- The 2010/2011 school year enrollment is based on the October 1, 2010 enrollment data.
- Economic growth impacts, land use and zoning provisions, buildable lands inventory, and new residential developments are taken into account.

Summary of 6-Year Projections

	2010 Available Capacity	2017 Projected Increased Enrollment ⁽¹⁾	2017 Projected Capacity Needs ⁽²⁾
Elementary	-317	518	835
Middle	850	530	-320
High	488	198	-290

1. Enrollment projections (Baseline), E. Hovee & Co., LLC January 2011 (2010-2017 enrollment). Values used for the impact fee calculation.
2. Capacity needs = projected increased enrollment minus available capacity

**SECTION 5
CAPITAL FACILITIES NEEDS**

In 1988, the District embarked on a long-range planning process for capital improvement projects. These improvements were grouped into phases. Phase I (1990 Bond), Phase II (1994 Bond) and Phase III (2001 Bond) capital facilities improvements creating capacity are complete. Accommodation of all 815 elementary school students and existing students beyond available capacity, will require additional capital improvements. Accommodation of the high school students can be accommodated through scheduling, new programming and the use of modular units.

Capital Projects with increased Capacity

<u>Site</u>	<u>Description of Project</u>	<u>Funding</u>
New Site ⁽¹⁾ (from inventory) And/Or	New Elementary School/Site	Unfunded
Existing Site (from inventory)	Expansion/Replacement (Candidate Sites: King, Marshall, Ogden, Truman, Walnut Grove.	Unfunded
Site Acquisition	Purchase	Unfunded

ESTIMATED COST: \$26,691,610⁽¹⁾
FUNDING SECURED: \$ 0
DEFICIT: \$26,691,610

TOTAL ADDITIONAL CAPACITY: 835⁽²⁾
CAPACITY FUNDED: 0
CAPACITY UNFUNDED: 835

- 1 Estimated cost for new and/or existing elementary expansion/replacement 835 students x 110 sqft per student = \$91,850. \$91,850 x \$290.60 cost per sqft = \$26,691,610.
- 2 Elementary school students that can be accommodated by the estimated cost.

NOTE: costs include only the portion of the proposed elementary facilities that are for increased capacity; additional project costs for expansion/replacement of existing facilities and other non-school projects are listed for planning purposes. Cost estimate for elementary capacity expansion is based on new construction.

Capital Projects without increased Capacity

<u>Site</u>	<u>Description of Project</u>	<u>Funding</u>
Maintenance, Transportation, and Warehouse Facility	Modernization/Replacement	Funded

SECTION 6 CAPITAL FACILITIES FINANCING PLAN

Planned Improvements

The most likely avenue for new school funding will be a future bond measure, and associated state and local matches and school impact fees. The District's capital facilities efforts may include not only adding capacity, but providing space for special programs, and building modernization. Funding for added capacity has been separated for purposes of impact fee calculations.

Six-Year Financing Plan

General Obligation Bonds

Bonds are used to fund site acquisition, construction of new schools, and other capital improvement projects. A 60% majority vote is required to approve the issuance of bonds. Bonds are then retired through collection of property taxes.

State Match Funds

State Match funds primarily come from the Common School Construction Fund (the "Fund"). School districts may qualify for State Match funds for specific capital projects based on eligibility requirements and a state 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 Match funds for new schools at the 63.42% match level.

Impact Fees

The collection of school impact fees generates partial funding for construction of public facilities needed to accommodate new development. School impact fees are collected by the City/County, on behalf of the District. Impact fees are calculated based on a formula, which includes the portion of District construction resulting in increased capacity in schools. Impact fees have accounted for less than 4% of the capital program funding from 1990 to date.

FINANCIAL SUMMARY – CAPITAL FACILITIES PLAN

Cost of providing Additional Capacity:

Total	\$ 26,691,610
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Secured Funding:

Total	\$ 0
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Unfunded:

Total	\$ 26,691,610
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SECTION 7 SCHOOL IMPACT FEES

The Growth Management Act (GMA) authorizes jurisdictions to collect impact fees to supplement funding of additional public facilities 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. The costs of modular classrooms (portables) have not been included by the District in the impact fee calculation to avoid charging new housing for the cost of temporary facilities, when permanent facilities are planned.

The County's and the City's impact fee programs require school districts to prepare and adopt a Capital Facilities Plan (CFP) meeting the specifications of the GMA. Impact fees are calculated in accordance with the formula, which is based on projected school facility costs necessitated by new growth and are contained in the District's CFP.

Maximum allowable impact fees have been calculated for the District utilizing the formula in the Clark County Impact Fee Ordinance (18.65.097 School Impact Fee Component) and the Vancouver Municipal Code (Section 20.97.110 School Impact Fee Component). The calculated maximum allowable impact fees are \$1,523.17 per single family residence and \$844.70 per multi-family residence (**Appendix C**).

The District Board of Directors Resolution No. 704, dated April 12, 2011, requests the City and the County to collect \$1,523.17 per single family residence and \$844.70 per multi-family residence.

APPENDIX A

Capital Facilities Inventory

Appendix A

This appendix provides an inventory of capital facilities owned and operated by the Vancouver School District (District) including schools, modulars, undeveloped land, and support facilities. School facility capacity was inventoried based on the space required to accommodate the District's educational program needs, including federal, state, and local requirements for class size and special programs. Figure 1 displays the District's capital facilities inventory. A map of the District's facilities is provided as Figure 2.

**FIGURE 1
INVENTORY OF EXISTING FACILITIES**

Elementary Schools	October 1, 2010 Enrollment ⁽¹⁾	Building Capacity ⁽²⁾	No. Modular Units ⁽³⁾	No. Students in Modulars ⁽⁴⁾
Sarah J. Anderson 2215 N.E. 104 Street	746	598	4-4	92
Chinook 1900 NW Bliss Road	727	644	0	0
Dwight D. Eisenhower 9201 NW 9th Avenue	506	506	0	0
Felida 2700 NW 119th Street	648	644	0	0
Ben Franklin 5206 Franklin St	243	230	0	0
Fruit Valley 3301 Fruit Valley Road	230	207	1-2	23
Harney 3212 E. Evergreen Blvd.	504	506	0	0
Hazel Dell 511 N.E. Anderson Rd.	413	460	0	0
Hough 1900 Daniels	245	299	0	0

Elementary Schools	October 1, 2010 Enrollment ⁽¹⁾	Building Capacity ⁽²⁾	No. Modular Units ⁽³⁾	No. Students in Modulars ⁽⁴⁾
Martin L. King, Jr. 4801 Idaho Street	481	460	6-8	138
Lake Shore 9300 NW 21st Avenue	354	437	0	0
Lincoln 4300 Daniels	384	437	0	0
George C. Marshall 6400 MacArthur Blvd.	394	437	0-1	0
Minnehaha 2800 N.E. 54 Street	513	483	0	0
Peter S. Ogden 8100 N.E. 28 Street	486	460	3-4	69
Eleanor Roosevelt 2921 Falk Road	685	529	7-9	161
Sacajawea 700 N.E. 112 Street	353	460	0	0
Salmon Creek 1601 N.E. 129 Street	480	506	0	0
Harry S. Truman 4505 N.E. 42 Avenue	545	460	2-5	46
Walnut Grove 6103 N.E. 72 Avenue	695	552	4-4	92
Washington 2908 "S" Street	368	368	0	0

Elementary Schools	October 1, 2010 Enrollment ⁽¹⁾	Building Capacity ⁽²⁾	No. Modular Units ⁽³⁾	No. Students in Modulares ⁽⁴⁾
Home Connections Jim Parsley Center 2901 Falk Road	90	90		
Fir Grove (Special Ed.) 2920 Falk Road	--	--	--	--
TOTAL Elementary	10,090	9,773	27 of 37	621

- 1 Total head count not including special ed and ESD students
- 2 Working building capacity represents basic ed classes of students, not special programs (23 students per classroom)
- 3 Number of modular units used for basic education classrooms vs modular inventory
- 4 Represents basic ed classes of students, not special programs (23 students per classroom)

Middle Schools	October 1, 2010 Enrollment ⁽¹⁾	Building Capacity ⁽²⁾	No. Modular Units ⁽³⁾	No. Students in Modulares ⁽⁴⁾
Alki 1800 NW Bliss Road	698	896	0	0
Discovery 800 E. 40 Street	779	896	0	0
Gaiser 3000 N.E. 99 Street	911	980	1-4	28
Jason Lee 8500 NW 9 Avenue	547	840	0-4	0
Thomas Jefferson 3000 NW 119 Street	828	896	0	0
McLoughlin 5802 MacArthur Blvd.	819	924	0	0
Vancouver School for Arts/Academics ⁵ 3101 Main Street	278	280	0	0
Home Connections Jim Parsley Center 2901 Falk Road	97	97	0	0
Fir Grove (M.S.) 2920 Falk Road	--	--	--	--
TOTAL Middle	4,959*	5,809	1 of 8	28

* Rounding adjustment was made by 2 students

- 1 Total head count not including special ed and ESD students
- 2 Working building capacity represents regular classes of students, not special programs (28 students per classroom)
- 3 Number of units used for basic education classrooms vs total inventory
- 4 Represents regular classes of students, not special programs (28 students per classroom)
- 5 Arts and Academics has middle and high school students and capacity

High Schools	October 1, 2010 Enrollment ⁽¹⁾	Building Capacity ⁽²⁾	No. Modular Units ⁽³⁾	No. Students in Modulares ⁽⁴⁾
Columbia River 800 NW 99 Street	1,230	1,200	4-4	120
Fort Vancouver 5700 E. 18 Street	1,345	1,750	0-1	0
Hudson's Bay 1206 Reserve	1,429	1,470	0	0
Skyview 1300 NW 139 Street	1,911	1,970	0	0
Lewis and Clark ⁶ 2901 General Anderson Ave.	326	360	0	0
Vancouver School for Arts/Academics ⁵ 3101 Main Street	291	270	0	0
Home Connections Jim Parsley Center 2901 Falk Road	180	180	0	0
Fir Grove (M.S.) 2920 Falk Road	--	--	--	--
GATE 3100 E. 18 th Street	--	--	--	--
TOTAL High	6,712	7,200	4 of 5	120

- 1 Total head count not including special ed and ESD students
- 2 Working building capacity represents regular classes of students, not special programs (30 students per classroom)
- 3 Number of units used for basic education classrooms vs total inventory
- 4 Represents regular classes of students, not special programs (30 students per classroom)
- 5 Vancouver School for Arts and Academics enrolls both middle and high school students
- 6 Lewis & Clark operates three program shifts

Other Facilities	Total Building Square Feet	Acreage	Modulars
Fir Grove (Special Ed.) 5700 E. 18 Street Vancouver, WA	30,000	6	0
Vancouver Early Childhood Center (Special Ed.) 301 S. Lieser Road Vancouver, WA	46,935	13	0
GATE House 3100 18 th Street Vancouver, WA	3,000	1	0
Warehouse, Electronics 2419 Stapleton Road Vancouver, WA and Transportation Garage & Mechanical Maintenance Shop 2501 Stapleton Road Vancouver, WA	80,944	12	5
Jim Propstra Pool 605 N. Devine Road Vancouver, WA	14,700	3	
Fruit Valley Maint Facility 5908 Fruit Valley Road Vancouver, WA	8,344	9	
Jim Parsley Center ⁽¹⁾ 2901 Falk Road Vancouver, WA	121,425	23	

1 Houses the Home Connection program, the community center, and administrative offices

Undeveloped Land Inventory

Elementary School Sites

108 th Street and 23 rd Ave. NW	12 Acres
88 th Street and 25 th Ave. NE	10 Acres
McCann Road and 46 th Ave. NW	11 Acres
2000 Norris Road	9 Acres (Includes GATE facility)

Secondary School Sites

29 th Street and 83 rd Ave. nE	17 Acres
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Other Sites

- * Vancouver city Hall
- * John Ball Parkl

* include long term use agreements with City of Vancouver

APPENDIX B

Population and Enrollment Data

Enrollment Forecast of Total Elementary Students by Development Scenario

Grade	October 1 st Enrollments																																	
	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Baseline Enrollment:	1,809	1,539	1,514	1,388	1,494	1,480	1,503	1,565	1,559	1,544	1,537	1,618	1,653	1,677	1,798	1,670	1,717	1,730	1,586	1,694	1,678	1,654	1,609	1,565	1,666	1,769	1,744	1,721	1,691	1,786	1,778	1,754	1,728	1,701
Kindergarten	1,771	1,641	1,647	1,608	1,732	1,755	1,672	1,764	1,726	1,758	1,747	1,802	1,762	1,864	1,683	1,739	1,760	1,617	1,719	1,770	1,750	1,690	1,671	1,631	1,743	1,854	1,833	1,815	1,790	1,897	1,884	1,874	1,852	1,828
First	1,790	1,736	1,654	1,710	1,588	1,699	1,654	1,674	1,660	1,676	1,678	1,709	1,733	1,717	1,723	1,811	1,842	1,802	1,855	1,871	1,712	1,829	1,812	1,764	1,738	1,691	1,911	1,883	1,860	1,827	1,911	1,923	1,945	1,915
Second	1,709	1,736	1,725	1,630	1,715	1,606	1,688	1,644	1,728	1,673	1,797	1,725	1,736	1,721	1,736	1,756	1,851	1,894	1,860	1,871	1,873	1,869	1,848	1,831	1,783	1,757	1,709	1,820	1,900	1,902	1,878	1,845	1,940	1,942
Third	1,618	1,678	1,757	1,709	1,652	1,681	1,586	1,712	1,684	1,695	1,656	1,792	1,720	1,730	1,725	1,734	1,822	1,938	1,818	1,870	1,886	1,727	1,844	1,827	1,779	1,754	1,707	1,817	1,927	1,899	1,875	1,942	1,946	
Fourth	1,619	1,687	1,695	1,740	1,739	1,645	1,705	1,582	1,746	1,700	1,684	1,652	1,770	1,717	1,718	1,722	1,739	1,753	1,849	1,947	1,809	1,861	1,877	1,719	1,853	1,818	1,771	1,745	1,698	1,808	1,918	1,890	1,865	1,833
Fifth	1,016	1,057	9,992	10,017	9,956	9,843	9,891	9,869	10,140	10,113	10,165	10,243	10,415	10,537	10,531	10,945	10,950	10,960	10,836	10,799	10,684	10,799	10,684	10,507	10,664	10,742	10,837	10,927	11,158	11,282	11,268	11,254	11,232	
Total Headcount	10,016	10,057	9,992	10,017	9,956	9,843	9,891	9,869	10,140	10,113	10,165	10,243	10,415	10,537	10,531	10,945	10,950	10,960	10,836	10,799	10,684	10,799	10,684	10,507	10,664	10,742	10,837	10,927	11,158	11,282	11,268	11,254	11,232	
High Growth Enrollment:	1,809	1,539	1,514	1,388	1,494	1,480	1,503	1,565	1,559	1,544	1,537	1,618	1,653	1,677	1,864	1,683	1,739	1,760	1,617	1,719	1,770	1,690	1,671	1,631	1,743	1,854	1,833	1,815	1,790	1,897	1,884	1,874	1,852	1,828
Kindergarten	1,771	1,641	1,647	1,610	1,732	1,755	1,672	1,764	1,726	1,758	1,747	1,802	1,762	1,864	1,683	1,739	1,760	1,617	1,721	1,772	1,752	1,692	1,673	1,633	1,745	1,856	1,835	1,817	1,792	1,899	1,886	1,876	1,854	1,828
First	1,790	1,736	1,654	1,710	1,588	1,699	1,654	1,674	1,660	1,676	1,678	1,709	1,733	1,717	1,723	1,811	1,842	1,802	1,855	1,871	1,712	1,829	1,812	1,764	1,738	1,691	1,911	1,883	1,860	1,827	1,911	1,923	1,945	1,915
Second	1,709	1,736	1,725	1,630	1,715	1,606	1,688	1,644	1,728	1,673	1,797	1,725	1,736	1,721	1,736	1,756	1,851	1,894	1,860	1,871	1,873	1,869	1,848	1,831	1,783	1,757	1,709	1,820	1,900	1,902	1,878	1,845	1,940	1,942
Third	1,618	1,678	1,757	1,709	1,652	1,681	1,586	1,712	1,684	1,695	1,656	1,792	1,720	1,730	1,725	1,734	1,822	1,938	1,818	1,870	1,886	1,727	1,844	1,827	1,779	1,754	1,707	1,817	1,927	1,899	1,875	1,942	1,946	
Fourth	1,619	1,687	1,695	1,740	1,739	1,645	1,705	1,582	1,746	1,700	1,684	1,652	1,770	1,717	1,718	1,722	1,739	1,753	1,849	1,947	1,809	1,861	1,877	1,719	1,853	1,818	1,771	1,745	1,698	1,808	1,918	1,890	1,865	1,833
Fifth	1,016	1,057	9,992	10,017	9,956	9,843	9,891	9,869	10,140	10,113	10,165	10,243	10,415	10,537	10,531	10,945	10,950	10,960	10,836	10,799	10,684	10,799	10,684	10,507	10,664	10,742	10,837	10,927	11,158	11,282	11,268	11,254	11,232	
Total Headcount	10,016	10,057	9,992	10,017	9,956	9,843	9,891	9,869	10,140	10,113	10,165	10,243	10,415	10,537	10,531	10,945	10,950	10,960	10,836	10,799	10,684	10,799	10,684	10,507	10,664	10,742	10,837	10,927	11,158	11,282	11,268	11,254	11,232	

Source: E D Hovee & Company, January 2011.
 Note: All figures in this table are based on estimates and demographic trends that may vary from actual conditions and are therefore subject to change.
 Date: 26-Jan-11
 includes basic ed., special ed., and other

Enrollment Forecast of Total Secondary Students by Development Scenario

Grade	October 1 st Enrollments																																	
	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Baseline Enrollment:	1,609	1,603	1,665	1,695	1,770	1,660	1,628	1,706	1,572	1,722	1,692	1,710	1,635	1,758	1,780	1,760	1,754	1,765	1,768	1,861	1,995	1,859	1,910	1,927	1,772	1,887	1,871	1,825	1,800	1,754	1,861	1,968	1,942	1,918
Sixth	1,638	1,609	1,618	1,707	1,755	1,784	1,683	1,689	1,692	1,613	1,710	1,662	1,694	1,628	1,732	1,755	1,747	1,746	1,766	1,776	1,871	2,019	1,890	1,949	1,974	1,820	1,953	1,942	1,900	1,879	1,837	1,956	2,075	2,053
Seventh	1,575	1,643	1,584	1,642	1,741	1,746	1,773	1,712	1,707	1,711	1,645	1,729	1,695	1,687	1,688	1,802	1,815	1,811	1,835	1,847	1,938	2,095	1,962	2,023	2,048	1,893	2,026	2,015	1,972	1,952	1,909	2,030	2,152	
Eighth	1,693	1,648	1,764	1,770	1,759	1,784	1,770	1,833	1,791	1,742	1,806	1,652	1,749	1,706	1,690	1,820	1,835	1,830	1,821	1,855	1,861	1,949	2,119	1,983	2,046	2,075	1,915	2,052	2,041	1,999	1,978	1,974	2,058	
Ninth	1,594	1,624	1,637	1,727	1,741	1,749	1,752	1,768	1,833	1,778	1,727	1,787	1,664	1,777	1,696	1,684	1,686	1,694	1,684	1,791	1,800	1,799	1,874	2,024	1,942	1,961	1,806	1,919	1,903	1,857	1,837	1,874		
Tenth	1,367	1,436	1,458	1,474	1,391	1,549	1,532	1,700	1,630	1,732	1,670	1,611	1,729	1,669	1,718	1,650	1,640	1,642	1,746	1,731	1,740	1,735	1,750	1,749	1,818	1,938	1,835	1,882	1,900	1,751	1,863	1,848	1,866	1,784
Eleventh	1,275	1,294	1,419	1,424	1,459	1,512	1,508	1,512	1,508	1,512	1,508	1,512	1,508	1,512	1,508	1,512	1,508	1,512	1,508	1,512	1,508	1,512	1,508	1,512	1,508	1,512	1,508	1,512	1,508	1,512	1,508	1,512	1,508	1,512
Twelfth	4,842	4,874	4,867	5,044	5,265	5,190	5,084	5,106	4,971	5,044	5,106	5,024	5,074	5,183	5,289	5,277	5,270	5,274	5,385	5,611	5,693	5,794	5,686	5,998	5,577	5,517	5,568	5,462	5,366	5,403	5,569	5,755	5,811	
Middle School Total	5,930	6,023	6,278	6,345	6,550	6,605	6,623	6,737	6,903	7,060	7,027	6,842	6,869	6,953	6,863	6,823	6,916	7,076	7,153	7,156	7,186	7,186	7,186	7,186	7,186	7,186	7,186	7,186	7,186	7,186	7,186	7,186	7,186	
High School Total	10,771	10,897	11,145	11,389	11,815	11,794	11,707	12,143	11,876	12,106	12,074	11,943	11,892	12,026	12,059	12,113	12,142	12,245	12,538	12,766	12,849	12,998	13,181	13,175	13,280	13,301	13,143	13,082	12,937	12,882	13,063	13,123	13,170	
Total Secondary Headcount	16,701	16,920	17,420	17,734	18,365	18,402	18,649	19,089	18,722	19,022	18,991	18,835	18,857	18,982	19,018	19,072	19,058	19,161	19,704	20,524	20,635	20,785	20,969	21,172	21,172	21,172	21,172	21,172	21,172	21,172	21,172	21,172	21,172	
High Growth Enrollment:	1,609	1,603	1,665	1,695	1,770	1,660	1,628	1,706	1,572	1,722	1,692	1,710	1,635	1,758	1,780	1,760	1,754	1,765	1,768	1,861	1,995	1,859	1,910	1,927	1,772	1,887	1,871	1,825	1,800	1,754	1,861	1,968	1,942	1,918
Sixth	1,638	1,609	1,618	1,707	1,755	1,784	1,683	1,689	1,692	1,613	1,710	1,662	1,694	1,628	1,732	1,755	1,747	1,746	1,766	1,776	1,871	2,019	1,890	1,949	1,974	1,820	1,953	1,942	1,900	1,879	1,837	1,956	2,075	2,053
Seventh	1,575	1,643	1,584	1,642	1,741	1,746	1,773	1,712	1,707	1,711	1,645	1,729	1,695	1,687	1,688	1,802	1,815	1,811	1,835	1,847	1,938	2,095	1,962	2,023	2,048	1,893	2,026	2,015	1,972	1,952	1,909	2,030	2,152	
Eighth	1,693	1,648	1,764	1,770	1,759	1,784	1,770	1,833	1,791	1,742	1,806	1,652	1,749	1,706	1,690	1,820	1,835	1,830	1,821	1,855	1,861	1,949	2,119	1,983	2,046	2,075	1,915	2,052	2,041	1,999	1,978	1,974	2,058	
Ninth	1,594	1,624	1,637	1,727	1,741	1,749	1,752	1,768	1,833	1,778	1,727	1,787	1,664	1,777	1,696	1,684	1,686	1,694	1,684	1,791	1,800	1,799	1,874	2,024	1,942	1,961	1,806							

APPENDIX C

School Impact Fee Calculations

**VANCOUVER SCHOOL DISTRICT
2011 Impact Fee Calculation**

APPENDIX C

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

Single Family Residence:

Elementary	Middle School	High School	Formula
\$16,558,388.00	\$0.00	\$0.00	Facility Cost
518	89	1	Additional Capacity
\$31,968.00	\$0.00	\$0.00	Cost per Student (CS)
0.235	0.108	0.123	Student Factor (SF)
\$7,512.01	\$0.00	\$0.00	CS x SF
\$180.17	\$180.17	\$180.17	Boeck Index
90.00	117.00	130.00	OSPI Sq Ft
63.42%	63.42%	63.42%	State Match Eligibility %
\$2,418.88	\$0.00	\$0.00	State Match Credit (SM)
\$5,095.33	\$0.00	\$0.00	CS x SF - SM
<hr/>			Cost per Single Family Residence
		0.0035	Average Interest Rate
		0.035558427	Tax Credit Numerator
		0.003624447	Tax Credit Denominator
		9.810164642	Tax Credit Multiplier (TCM)
		\$202,849.00	Average Assessed Value (AAV)
		1989982.09	TCM x AAV
		0.00188	Tax Levy Rate (TLR)
		\$3,303.37	TCM x AAV x TLR = (TC)
		\$1,791.96	Cost per Single Family Residence - Tax Credit
		\$288.79	15% reduction (A)
		\$1,523.17	Calculated Single Family Fee Amount
		\$1,523	Recommended Fee Amount

Multi-Family Residence:

Elementary	Middle School	High School	Formula
\$16,558,388.00	\$0.00	\$0.00	Facility Cost
518	89	1	Additional Capacity
\$31,968.00	\$0.00	\$0.00	Cost per Student (CS)
0.086	0.036	0.023	Student Factor (SF)
\$2,749.08	\$0.00	\$0.00	CS x SF
\$180.17	\$180.17	\$180.17	Boeck Index
90.00	117.00	130.00	OSPI Sq Ft
63.42%	63.42%	63.42%	State Match Eligibility %
\$884.40	\$0.00	\$0.00	State Match Credit (SM)
\$1,864.67	\$0.00	\$0.00	CS x SF - SM
<hr/>			Cost per Multi-Family Residence
		0.0035	Average Interest Rate
		0.035558427	Tax Credit Numerator
		0.003624447	Tax Credit Denominator
		9.810164642	Tax Credit Multiplier (TCM)
		\$53,480.00	Average Assessed Value (AAV)
		524647.81	TCM x AAV
		0.00188	Tax Levy Rate (TLR)
		\$870.92	TCM x AAV x TLR = (TC)
		\$993.76	Cost per Multi-Family Residence - Tax Credit
		\$149.08	15% reduction (A)
		\$844.70	Calculated Multi-Family Fee Amount
		\$844	Recommended Fee Amount

**WASHOUGAL SCHOOL DISTRICT
CAPITAL FACILITIES PLAN**

2011-2017

BOARD OF DIRECTORS

**Blaine Peterson, President
Elaine Pfeifer, Vice President
Ron Dinius
Orlan Gessford
Tom Huffman**

SUPERINTENDENT

Teresa Baldwin

DIRECTOR OF OPERATIONS

Doug Bright

**Adopted by the Washougal School District Board of Directors
January 2011**

I. INTRODUCTION

A. *Purpose of the Capital Facilities Plan*

The Washington State Growth Management Act (the "GMA") includes public school facilities and services that must be provided as cities and counties plan for growth. School districts have adopted 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.

The Washougal School District (the "District") has prepared this Capital Facilities Plan (the "CFP") to provide Clark County (the "County") and the cities of Camas and Washougal (the "Cities") with the District's anticipated capital facility needs and the District's schedule and financing plan for those improvements over the next six years (2011-2017).

In accordance with the Growth Management Act and the County and City Impact Fee Ordinances, this CFP contains the following required elements:

- 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, including teacher contracts and funding requirements.
- 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.
- Future enrollment forecasts for each grade span (elementary, middle, and high schools).
- 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 that add capacity from those that do not, since the latter are generally not appropriate for impact fee funding.
- A calculation of impact fees based on the formula in the County and City impact fee ordinances and supporting data substantiating such fees.

B. Overview of the Washougal School District

The Washougal School District is located in southwest Washington and serves residents of Washougal, Camas and unincorporated Clark County, as well as residents in the Columbia River Gorge who live in the Cape Horn area of Skamania County. The District map reveals a long, narrow band of land that extends from the Columbia River on the south all the way north to the White Pass School district in Lewis County. This geographical configuration gives Washougal the unusual feature of being incorporated into two counties (Clark and Skamania) and bordering two other counties to the north and west (Cowlitz and Lewis). The District is bordered on the west by seven school districts—Camas, Hockinson, Battle Ground, Woodland, Kalama, Kelso, and Toutle Lake school districts. It is bordered on the east by the Skamania School District. The northern end of the District includes the uninhabited wilderness around Mt. St. Helens in the Gifford Pinchot National Forest. One of the district's schools, Jemtegaard Middle School, is located within the national boundary of the Columbia River Gorge Scenic Area.

The District serves a population of 2,912 students. Of the 2,912 students, 1,308 students attend classes in 3 elementary schools (grades K-5), 693 students attend classes in two middle schools (grades 6-8), and 911 students attend classes in one high school and one alternative high school (grades 9-12). For purposes of facility planning this CFP considers grades K-5 as elementary, grades 6-8 as middle school, and grades 9-12 as high school.

In November 2010, the District re-evaluated enrollment forecasts and student generation rates based on recognized methodologies including trends in land development, housing starts, and residential construction and that data is reflected in this plan.

The most significant issues facing the District in terms of providing classroom capacity and maintaining support facilities to accommodate existing and projected demands are:

- In 1999, the District's patrons approved a \$36,000,000 bond to expand and modernize three elementary schools and the high school, as well as to build a new middle school. Although these funds increased capacity and brought the District's facilities up to standards for 2000, the ensuing enrollment growth between 2000-2001 and 2010-11 has added 333 more students to the school system.
- In 2005, the district purchased two portable units (4 classrooms) to alleviate overcrowding at Gause Elementary and Cape Horn-Skye Elementary.
- Jemtegaard Middle School was constructed in 1982 and now qualifies for state matching funds. The main structure is surrounded by older portables used to house students beyond the school's original capacity. The entire facility is in need of modernization and repair to function as a quality educational space.
- The District completed the OSPI Study and Survey in 2007 and presented a multi-project bond to voters in May 2008 that included construction of a new K-8 school on the existing Jemtegaard site replacing Jemtegaard. Extensive collaboration between the District and the Columbia River Gorge Commission resulted in preliminary understandings that can be drawn upon in the future.

- The District is overcrowded at the middle schools and one elementary school. Last year, a former shop class and a home economics class at Jemtegaard Middle School were cleaned out to use as classroom space. The high school and the elementary schools have reached capacity and within six years classroom space will need to be added to accommodate growth.
- The District owns property known as the Kerr property, which is suitable for a new elementary and a new middle school and a new district transportation facility. The Kerr property will be paid off in 2019. There are no immediate plans to purchase other land for future school facility sites, but property purchase remains a long-range consideration.
- The City of Washougal has initiated construction to modernize Washougal's main "E" Street corridor. The current school district transportation facility is located on "E" Street, and the District and Board met several times in 2009 with the City to determine the impact of the street construction on the district transportation property. Significant changes include a reduction in the number of driveways and a new pedestrian sidewalk, which will change the traffic flow from "E" street into and out of the bus maintenance garage. In order to accommodate the reduced access, five buses have been moved and are being parked at another district location to allow for a circular traffic flow into and out of the bus maintenance garage.
- In 2005, the City of Washougal in partnership with the District began development of three baseball fields on District property known as the George Schmid Fields. Two fields have been completed. Completion plans for the third field includes the addition of a restroom and a small office/concession stand.
- The District Administrative Services Center has two rooms available for additional office space.
- District growth has been residential rather than industrial. Assessed valuation has decreased over the past two years, but the District and local property taxpayers would still benefit from industrial growth.

In summary, Washougal School District recognizes that quality schools are essential to a positive, growing community. People gravitate to communities with great schools, and businesses thrive in communities where there is pride and accomplishment associated with educational opportunity. Washougal School District is engaged in long-range educational, fiscal and operational planning that will benefit the students, families and community members it serves.

II. DISTRICT EDUCATIONAL PROGRAMS AND STANDARDS OF SERVICE

To provide quality education, the District must have quality facilities. Facilities provide the physical structure necessary for achieving educational goals established by the Board of Directors.

School facility needs are dictated not only by student enrollment, but also by the space required to accommodate the District's adopted educational program. Beyond regular education, the district also provides specialized programs with unique facility needs such as special education, bilingual education, and technology education, pre-kindergarten and after school programs.

The District's program and educational standards for 2011 are summarized below. The program and educational standards may vary during the six-year CFP window. Absent significant changes in factors that are beyond the District's control, the District will provide the following programs and standards of service in 2012, 2013, 2014, 2015, 2016 and 2017. If significant changes occur that

require new facilities or improvements, beyond what is identified in this CFP, the District will prepare and submit an updated CFP.

A. District-wide Educational Programs

The Washougal School District's core services and program offerings include the following:

- Elementary schools provide education in all core subject areas including reading, writing, math, social studies and science. In addition, students participate in P.E., music, art and library programs.
- Middle schools provide instruction in the core disciplines of English, mathematics, social studies, science, P.E., music and art. Students have elective offerings available including music and art. An extracurricular sports program is offered after school to students in 7th and 8th grades.
- High schools provide course work including English, history, science, mathematics, P.E., music and art. Additional offerings include career and technical education programs, career counseling, access to Running Start at Clark College, and Advanced Placement courses. An extracurricular program includes clubs, sports, arts, etc.
- The District provides science classroom space supporting advanced coursework at the secondary level that require water, sinks, gas, hoods, safety equipment, etc. Schools are working to meet expanded science standards and this will require spaces that cannot typically be met by adding portables.
- The District will need to upgrade elementary, middle school, and high school spaces supporting health, fitness, and extracurricular activities. This includes replacing the turf and gym floor at the high school.
- Technology access is necessary and expectations are increasing. Technology (either within the classroom or in dedicated labs) takes extra space that is not calculated in current state square footage allowances, but is necessary for student learning. Technology support and infrastructure needs are also increasing including the installation of fiber optic cable to Jemtegaard and Canyon Creek Middle School as well as Cape Horn Elementary.
- Beginning in the fall of 2010, the District added 3.5 hours of additional Kindergarten program services per week for each Kindergarten class, which required one additional classroom space per elementary school.
- Art and Music spaces are critical to the District's educational programs. As student population grows, so too will the need grow for spaces to support these essential programs.
- Library/Media demands are crucial. In an information driven environment, access to knowledge through appropriately sized library/media spaces is essential.
- Extra-curricular activities need space in order to be supported properly with growing student populations.

- Supplementary services in core academic areas and multiple pathways that prepare students for a broader range of post-secondary learning opportunities require additional space.

In addition to the above core educational programs, the following support services are essential to the District's educational program:

- Given current enrollment, the core facilities are sufficient at all schools except Jemtegaard Middle School where the addition of six basic education portable classrooms is beyond the capacity of the older commons area where all students have lunch.
- Maintenance and warehouse support facilities are a necessary component to the District operations.

The following special services are also required to meet the needs of special populations:

- Special Education programs are provided at all schools within the District. Special needs program standards change year to year as a result of various state and Federal regulation adjustments. Changes may also be prompted by research-based modifications to programs, class sizes, and the changes in the population of students eligible for services. Modifications in school facilities are sometimes needed to meet the unique needs of individual students or cluster small groups of students with similar needs.
- Federal and state programs, including Title 1 Reading and Math, Highly Capable, and Bilingual are required programs with limited funds that do not cover the expense of adding facilities as needed to support the programs.
- The District's pre-school program is housed in five classrooms across the district, one or two classrooms at each elementary school.

B. Elementary Educational Standards

The following District educational standards of service affect elementary school capacity:

- Class sizes for grades K-3 are targeted not to exceed 25 students per class.
- Class sizes for grades 4 and 5 are targeted not to exceed 28 students per class.
- Music instruction will be provided but in separate (pull-out) classrooms.
- Physical education is provided in a separate area.
- All elementary schools have a library/media resource center.
- A standard for technology is being developed for elementary classrooms.
- Special education, Title I and LAP (Learning Assistance Program) instruction is provided

for some students in classrooms that are separate from regular teaching stations. Class sizes in these programs tend to be small, usually not more than 15 students.

C. Middle and High School Program Standards

The following District educational standards of service affect middle and high school capacity:

- Class sizes for grades 6-8 are targeted not to exceed 28 students per class.
- Class sizes for grades 9-12 are targeted not to exceed 28 students per class.
- Music, art, PE, drama, and career and technical education classes are provided in separate instructional space.
- Counseling and career center programs are provided in separate spaces.
- A standard for technology is being developed for secondary classrooms. Technology labs and distance learning labs are provided in separate spaces.
- Each middle and high school has a separate library/media resource center.

III. CAPITAL FACILITIES INVENTORY

The facilities inventory serves to establish a baseline for determining the facilities that will be necessary to accommodate future demand (student enrollment) at acceptable levels of service. This section provides an inventory of capital facilities owned and operated by the District including schools, portables, and support facilities.

A. Schools

The District maintains three (3) elementary schools, two (2) middle schools, one (1) high school, and one (1) alternative school. The elementary schools serve grades K-5, middle schools serve grades 6-8, and the high school serves grades 9-12. Presently the alternative school serves grades 9-12. Table 1 shows the name, location, and number of teaching stations and student capacity for the elementary schools based on the District’s standard of service described above.

Table 1: Elementary School Inventory 2010/11

Three (3) Elementary Schools	Total Bldg. Sq. Ft.	Teaching Stations	Student Capacity	2010/11 Enrollment
Gause Elem. 1100 34th Street Washougal, WA 98671	56,196	19	475	542
Hathaway Elem. 630 24th Street Washougal, WA 98671	48,901	17	425	379

Cape-Horn Skye 9731 Washougal River Road Washougal, WA 98671	43,838	16	400	387
Total	148,935	52	1300	1308

Table 2 shows the name, location, and number of teaching stations and student capacity of the two (2) middle schools based on the District standard of service described above.

Table 2: Middle School Inventory 2010/11

Two (2) Middle Schools	Total Bldg. Sq. Ft.	Teaching Stations	Student Capacity	2010/11 Enrollment
Canyon Creek MS 9731 Washougal River Road Washougal, WA 98671	46,609	9	252	265
Jemtegaard MS 35300 E. Evergreen Blvd. Washougal, WA 98671	50,808	11	308	428
Total	97,417	20	560	693

Table 3 shows the name, location, and number of teaching stations and student capacity of each school based on the District standard of service described above.

Table 3: High School Inventory 2010/11

High Schools	Total Bldg. Sq. Ft.	Teaching Stations	Student Capacity	2010/11 Enrollment
Washougal HS 1201 39th Street Washougal, WA 98671	150,471	34	952	848
Excelsior Alternative HS 1401 39 th Street Washougal, WA 98671	Housed in Portables	3	0	63
Total	157,291	37	952	911

Student capacity was determined based on the number of teaching stations within each building and the space requirements of the District's current educational programs and standards of service. Student capacity as noted in Tables 1, 2, and 3 does not include capacity that is currently provided in portables at each school.

B. Portables

Portable classrooms are used on an interim basis to house students until funding can be secured to construct permanent classrooms. To accommodate future growth on a short term and immediate basis, the Washougal School District may purchase and utilize portable classrooms.

The District currently uses a total of 16 dual classroom portables and 1 single room portable. Of the 16 dual classroom portables (32 teaching stations), 16 teaching stations are used for basic education instructional classrooms. Table 4 identifies the total number of portables at elementary, middle and high school sites distinguishing between the number that are used to provide interim capacity (as teaching stations) and those are used for special programs or to address other educational needs.

Table 4: Portables Inventory

Facility Type	Number of Portables Number of Classrooms	Number of Classrooms Used as Teaching Stations	Number of Students Housed in Portable Classrooms
Elementary Schools	10 Portables 20 Classrooms	7 teaching stations 13 other	178
Middle Schools	5 Portables 9 Classrooms	6 teaching stations 3 other	168
High Schools	0	0	0
Other (Excelsior)	2 Portables 4 Classrooms	3 teaching stations 1 other	63
Total	17 Portables 33 Classrooms	16 teaching stations 17 other classes	409

C. Support Facilities

In addition to schools, the District owns and operates additional facilities that provide special programs and operational support functions to the schools. An inventory of these facilities is provided in Table 5.

Table 5: Support Facility Inventory

Facility	Location	Description	Status
Community Education Center	630 24th Street Washougal, WA 98671	Offices for Community Education program	Adequate
Administrative Service Center	4855 Evergreen Way Washougal, WA 98671	Offices for District Administration	Adequate
Maintenance Facility/ Warehouse	4855 Evergreen Way Washougal, WA 98671	Offices, storage and repair shop for facilities and grounds maintenance	\$1 million expansion
High School	1201 39 th Street Washougal, WA 98671	School and community athletic programs	\$100,000 to replace gym floor
Fishback Stadium	1201 39 th Street Washougal, WA 98671	School and community athletic programs	\$1 million upgrade/turf replacement
Transportation Facility	995 E Street Washougal, WA 98671	Offices for transportation management, and bus servicing and parking	\$1.5 million relocation and facility
Transportation Facility North	9731 Washougal River Rd. Washougal, WA 98671	Bus driver staff room and bus parking	Adequate
Excelsior Alternative School	1401 39 th Street Washougal, WA 98671	Serves alternative program students	Adequate

IV. STUDENT ENROLLMENT PROJECTIONS

A. Existing Enrollment

The District's enrollment by grade level in November 2010 was 2,912 students. Of the 2,912 students, 1,308 were enrolled in elementary schools, 693 were enrolled in middle schools and 911 were enrolled in high schools.

B. Projected Student Enrollment 2011-2017

The District's six-year enrollment projections are based on a report from Paul Denis from Cascade Planning Group. The following table shows existing enrollment and the District's six-year enrollment forecast by grade level bands. As reflected in Table 6, the District is forecasting an increase of 183 elementary students, 69 middle school students and 126 high school students.

Table 6: Enrollment Forecast*

Grade	2010	2011	2012	2013	2014	2015	2016	2017
Total K-5	1,308	1,295	1,315	1,336	1,376	1,437	1,466	1,491
Total 6-8	693	724	705	715	688	691	723	762
Total 9-12	911	925	958	943	991	994	1,004	1,037
TOTALS	2,912	2,944	2,978	2,994	3,055	3,122	3,193	3,290

V. CAPITAL FACILITY NEEDS

Washougal School District has added and will continue to add portable classrooms to accommodate the growth in the district elementary and high schools. As referenced in Table 4, 168 students are housed in portable classrooms at Jemtegaard Middle School and an additional 69 students are forecast within the next six years. To serve the forecast growth and reduce the portable classroom inventory, the District needs to expand capacity at Jemtegaard. Table 7 shows the existing and forecast facility needs in light of existing and forecast enrollment.

Table 7: Facility Needs to Remedy Existing Conditions

Facility	Current Enrollment	Current Capacity	Current need*	2017 Enrollment	2017 Need**	Planned Facility to Address Need
Elementary (K-5)	1,308	1,300	0	1,491	191	Build New Elementary school
Middle (6-8)	693	560	133	762	202	Modernize/Expand Jemtegaard for 600 students
High (9-12)	912	952	0	1,037	85	Add Three (3) Portable Classrooms

* Current needs equal the number of enrolled students that exceed the current capacity.

** 2017 need is the difference between current capacity and the 2017 forecast enrollment.

The District will modernize and expand Jemtegaard so it is capable of serving 600 students. Expanding Jemtegaard will add capacity for 292 students. The District also will add portable classrooms at the elementary and high school to provide temporary interim capacity until there is sufficient growth to construct new brick/mortar improvements.

Table 8: Planned Improvement and Facility Costs to Address Needs

Project Description	Cost Estimate	Added Capacity	Capacity Added to Serve Growth***	Cost for Capacity Added to Serve for Growth ****
New Elementary School	\$12,000,000	450	183	\$4,878,000
High School Portables	\$116,000	n/a*	n/a*	0
Construct Transportation Facility on Kerr Property	\$1,500,000	Forecast growth	Forecast growth	\$165,000*****
Modernize Middle School	\$26,300,000	292**	69	\$3,024,500
Kerr Property/Future Elementary School and Transportation Facility	\$1,045,000	450	183	\$418,000
TOTAL	\$40,961,000	742	257	\$8,485,500

* Portables provide a temporary interim capacity and are not included in the school impact fee calculations. Portables are not treated as providing capacity to serve growth.

**The middle school will serve 600 students, but through modernization of Jemtegaard middle school, which has capacity for 308 students, the net increase in the capacity will be 292.

*** The capacity being added to serve growth is the total additional capacity minus the existing need.

**** The cost for the capacity to serve growth is the percentage of the total cost that is equal to the percentage of the capacity that is being added to serve growth.

***** The transportation facility will be large enough to serve the forecast growth in 2017. The forecast growth is for 378 students, which is 11% of the total enrollment the facility will serve. Thus, 11% of the cost for the transportation facility is being incurred to serve forecast growth.

To accommodate growth on a short term and immediate basis, the Washougal School District may purchase and utilize portable classrooms and this plan incorporates those facilities and the equipment and furniture necessary to equip these classrooms in the District's project list. Impact fee revenue can be available to fund portable facilities if these facilities are needed to serve growth.

V. CAPITAL FACILITIES FINANCE PLAN

A. Planned Improvements

The District plans on constructing or acquiring an existing facility to use for the new transportation facility.

The District plans on purchasing and installing four (4) portable classrooms at the elementary level and three (3) portables at the high school.

The District plans on modernizing and expanding Jemtegaard Middle School to serve 600 middle school students.

The District will continue to pay for the Kerr property, which will be used for future elementary, K-8, high school and/or possibly the transportation facility.

B. Financing for Planned Improvements

The cost for all the planned improvements will be paid for with a combination of voter approved bonds, state match and school impact fees. If there is insufficient revenue using these funding sources, the District may have to use its general fund to pay for the facilities that are needed. A summary of these funding sources is below.

1. 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 plans are approved or building permits are issued.

2. Six-Year Financing Plan

The District will complete projects over the life of this Capital Facilities Plan, 2011-2017. Tables 9A and 9B outline the anticipated source of finances to fund the improvements in this Capital Facilities Plan.

Table 9A: Secured Finance Plan

Type	Amount
Impact Fees (as of 10/31/10)	\$367,180
Unreserved Capital Projects Funds	\$0
Total Secured	\$367,180

Table 9B: Unsecured Finance Plan

Type	Amount
^l Impact Fees	\$1,268,088*
^h Capital Projects Funds (bonds and state match)	\$39,352,732
^e Total Unsecured	\$40,593,820

*Unsecured impact fees are an estimate that is based on an assumption that building permits will continue to be issued at a constant rate that is similar to that observed over the past three years and the fee amounts will remain the same. If there is a decrease in the number of building permits that are issued for single family homes in the District, or the impact fee amounts are decreased, the District will collect less impact fees, if there is an increase in the number of building permits that are issued or an increase in the impact fee amounts, the District will collect more impact fees.

VI. SCHOOL IMPACT FEES

The Growth Management Act (GMA) authorizes local jurisdictions to collect impact fees to supplement funding of additional public facilities needed to accommodate new development. Local jurisdictions in Clark County have adopted impact fee programs that require school districts to prepare and adopt Capital Facilities Plans. Impact fees are calculated in accordance with an established formula, which is based on school facility costs to serve new growth.

The District's impact fees have been calculated utilizing the formula in the Clark County and the City of Washougal Impact Fee Ordinance. The resulting figures in the attached Appendix B, are based on the proportionate share of the costs to build a new elementary and middle school to serve growth. Credits have also 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 owners of the dwelling units.

Amount of School Impact Fees:

Single Family: \$2,683

Multi-Family: \$2,689

Appendices

Appendix A Impact Fee Calculation

Appendix B District SEPA documents for CFP

**WASHOUGAL SCHOOL DISTRICT
Impact Fee Calculation**

APPENDIX A

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

Single Family Residence:

Elementary	Middle School	High School	Formula
\$4,878,000.00	\$3,024,500.00	\$0.00	Facility Cost
183	69	1	Additional Capacity
\$26,655.74	\$43,833.33	\$0.00	Cost per Student (CS)
0.288	0.058	0.092	Student Factor (SF)
\$7,676.85	\$2,542.33	\$0.00	CS x SF
\$180.17	\$180.17	\$180.17	Boeck Index
90.00	117.00	130.00	OSPI Sq Ft
57.29%	57.29%	57.29%	State Match Eligibility %
\$2,675.45	\$700.45	\$0.00	State Match Credit (SM)
\$5,001.41	\$1,841.89	\$0.00	CS x SF - SM
<hr/>			Cost per Single Family Residence
		0.0035	Average Interest Rate
		0.035556427	Tax Credit Numerator
		0.003624447	Tax Credit Denominator
		9.810164642	Tax Credit Multiplier (TCM)
		\$222,332.00	Average Assessed Value (AAV)
		2181113.53	TCM x AAV
		0.00169	Tax Levy Rate (TLR)
		\$3,686.08	TCM x AAV x TLR = (TC)
		\$3,157.21	Cost per Single Family Residence - Tax Credit
		\$473.58	15% reduction (A)
		\$2,683.63	Calculated Single Family Fee Amount
		\$2,683	Recommended Fee Amount

Multi-Family Residence:

Elementary	Middle School	High School	Formula
\$4,878,000.00	\$3,024,500.00	\$0.00	Facility Cost
183	69	1	Additional Capacity
\$26,655.74	\$43,833.33	\$0.00	Cost per Student (CS)
0.135	0.055	0.054	Student Factor (SF)
\$3,598.52	\$2,410.83	\$0.00	CS x SF
\$180.17	\$180.17	\$180.17	Boeck Index
90.00	117.00	130.00	OSPI Sq Ft
57.29%	57.29%	57.29%	State Match Eligibility %
\$1,254.12	\$664.22	\$0.00	State Match Credit (SM)
\$2,344.41	\$1,746.62	\$0.00	CS x SF - SM
<hr/>			Cost per Multi-Family Residence
		0.0035	Average Interest Rate
		0.035556427	Tax Credit Numerator
		0.003624447	Tax Credit Denominator
		9.810164642	Tax Credit Multiplier (TCM)
		\$55,927.00	Average Assessed Value (AAV)
		548653.08	TCM x AAV
		0.00169	Tax Levy Rate (TLR)
		\$927.22	TCM x AAV x TLR = (TC)
		\$3,163.80	Cost per Multi-Family Residence - Tax Credit
		\$474.57	15% reduction (A)
		\$2,689.23	Calculated Multi-Family Fee Amount
		\$2,689	Recommended Fee Amount

ATTACHMENT A

Added language is double underlined

BICYCLE AND PEDESTRIAN SYSTEM

The provision of bicycle facilities in Clark County is becoming increasingly important as relatively few bicycle facilities exist. No current data exists on the number of bicyclists on the road on a daily basis but the number is considered to be increasing based on interest in wanting such facilities and recreational surveys. Greater emphasis is being placed on the design of roadways for bicycles.

State Senate Bill 5186, adopted in 2005 states that local comprehensive transportation programs "...shall include any new or enhanced bicycle or pedestrian facilities identified pursuant to RCW 36.70A.070(6) or other applicable changes that promote non-motorized transit." One reason for including pedestrian and bicycle elements in Senate Bill 5186 was to encourage active communities and, thus, lower health costs due to inactivity. In 2004, a local group of diverse agencies was formed called "the Active Community Environments (ACE) Intervention Team. It is a diverse group that includes health groups such as Kaiser Permanent, transportation agencies such as Southwest Washington Regional Transportation Council, and elderly groups such as the Human Services Council on Aging. ACE's purpose is to encourage an active community through community design and how to plan, design and manage communities to ensure that people of all ages and abilities can walk and bike easily, safely, and regularly.

Clark County and other local jurisdictions have included bicycle and pedestrian elements in their comprehensive plans or other plans. In 2010, the Board of County Commissioners adopted the Bicycle and Pedestrian Master Plan. This document guides the development and design of bicycle and pedestrian facilities for the County.



In September 1993, Clark County officially adopted the Trails and Bikeway System Plan, a plan for developing new bicycle and pedestrian facilities throughout the county. The System Plan was developed primarily by the Parks and Recreation Division of the Department of Public Works, with cooperation of the Transportation Division, and in the revised road standards adopted by Clark County and all its cities. Bicycling is allowed on all state routes in the county except for a portion of I-5 between the Columbia River Bridge and slightly north

of the Mill Plain Boulevard interchange. However, there is no guarantee of the suitability of roadway conditions or fitness of any route for bicycling. On some facilities pedestrians and bicyclists must use the same paths creating potential conflicts.

GOAL: *Develop a multi-modal transportation system.*

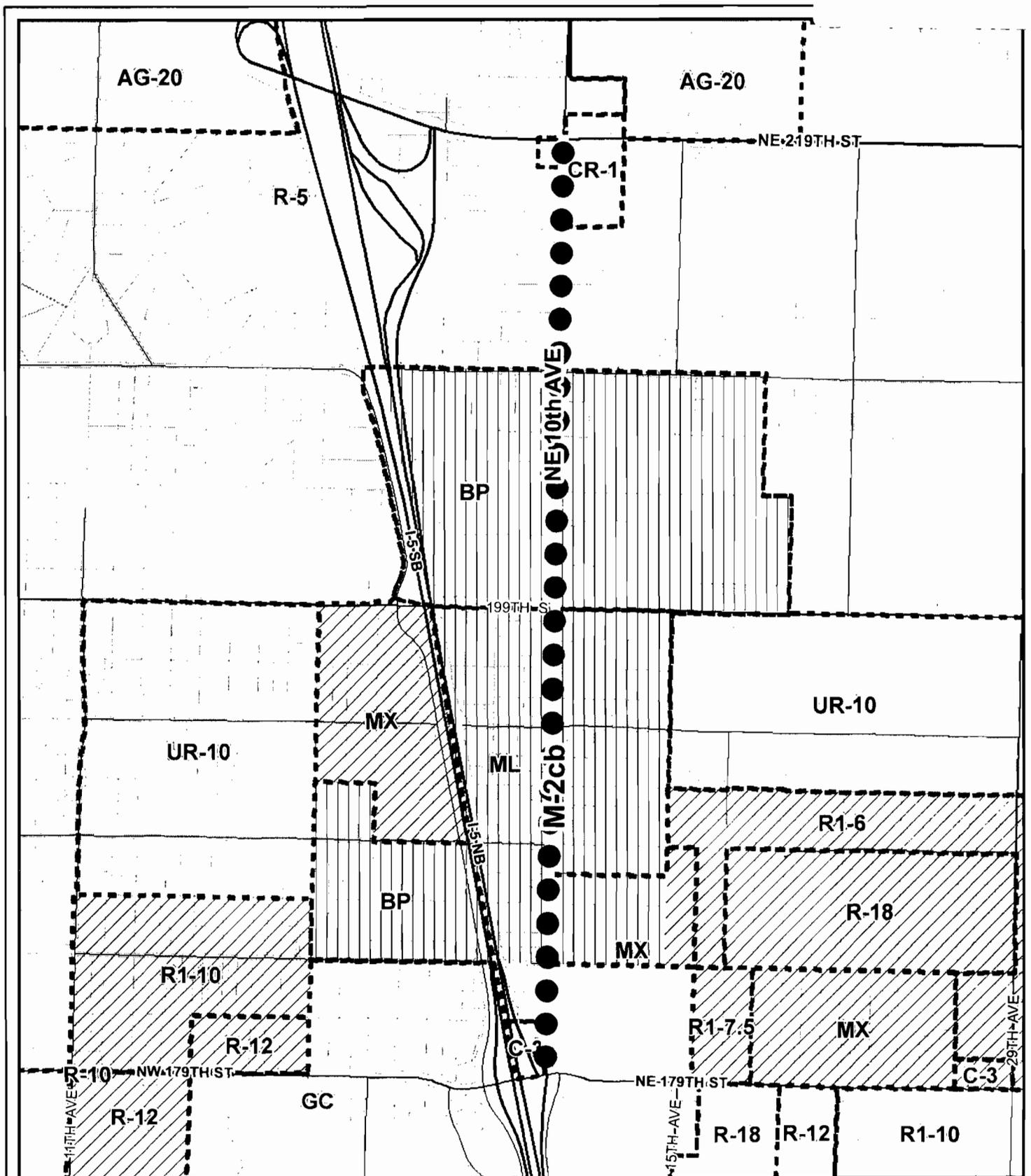
5.2 Multi-modal System Policies

- 5.2.1 Roadway improvements which provide for additional capacity for the automobile shall also include design accommodations for alternative travel modes.
- 5.2.2 Transit related options, including high capacity transit, shall be encouraged in order to reduce congestion and to improve and maintain air quality.
- 5.2.3 The regional public transportation system shall serve the needs of those with transportation disadvantages in accordance with adopted service standards. The county, C-TRAN and local agencies shall maintain specialized transportation services and facilities to meet the requirements of the Americans with Disabilities Act.
- 5.2.4 The county will support new and improved passenger rail transportation services between Clark County and the Portland metropolitan area, and along the I-5 corridor from Vancouver, BC to Eugene, Oregon.
- 5.2.5 Regional airport planning shall include all affected jurisdictions to provide compatibility with surrounding land uses and to support adequate ground transportation to move people and goods to and from airports.
- 5.2.6 Priority will be given to right-of-way acquisition for the non-motorized routes recommended in the adopted Clark County Trails and Bikeway System Plan. Developer contributions will be required where appropriate.
- 5.2.7 A safe and secure walkway network shall be established within urban areas and rural centers.

Implementation Strategies

- Integrate the regional public transit system with other modes of transportation including auto, rideshare, bicycle, and pedestrian travel.
- Develop infrastructure to interface with inter-city bus, rail, and airline facilities.
- Coordinate with C-TRAN to integrate transit facilities such as transfer centers, bus pullouts, bus shelters, transit information centers and pedestrian connections into the design of all types of development.
- Provide rural collector level connections from rural centers to major multimodal transportation corridors and park-and-ride facilities.

- Support public transportation connections to the rural centers and encourage efficient service between rural cities, towns and centers and urban centers.
- Ensure that alternative transportation modes such as pathways, sidewalks, bus stops, and bike lanes are provided for in subdivisions and other land developments.
- Incorporate adequate checklists into the development and project review process to ensure that accessibility for the elderly and physically challenged is provided, through the construction of curb cuts and ramps, designation of parking spaces, etc.
- Participate in any new airport site selection process led by the Ports, Washington State Department of Transportation Aviation Division or other governmental entity.
- Implement the 2010 Clark County Bicycle and Pedestrian Master Plan to expand travel opportunities for transportation and recreation.
- Increase bicycle and pedestrian safety through education, and enforcement activities.
- Increase the number of people walking and cycling through education, and promotional events
- Coordinate with local jurisdictions to ensure a seamless bicycle and pedestrian transportation system between the unincorporated County and neighboring cities.
- Establish an East Clark County Scenic Bicycle Route.



File#: CPZ2011-00012
 Location: T3N R1E SEC 2, 3, 10, & 11
 Comp Plan Change/Rezzone/Text Change/Docket I

- Current Zoning
- Urban Holding - 10 (UH-10)
- Urban Holding - 20 (UH-20)
- Urban Holding - 40 (UH-40)
- Surface Mining Overlay District
- Proposed Arterial Classification Change



1 inch = 1,500 feet

